Roland Park Country School



Upper School Curriculum Guide 2026-2027

FEBRUARY 28, 2026

TABLE OF CONTENTS

2026-2027 Upper School Course of Study **Page 4**

Arts **Page 8**

- Performing Arts
  - Dance
  - Music
  - Theatre
- Visual Arts
  - Studio Art
  - Ceramics
  - Photography

Business and Economics **Page 19**

Computer Science **Page 20**

Engineering **Page 24**

English **Page 25**

- English 9
- English 10
- English 11
- Senior Electives: RPCS, Bryn Mawr, Gilman

History **Page 39**

- World History 9
- World History 10
- US History 11
- Senior Electives: RPCS, Bryn Mawr, Gilman

Mathematics **Page 50**

- Algebra I
- Algebra II/Geometry
- Advanced Algebra/Trigonometry
- Pre-Calculus
- Senior Electives: RPCS, Bryn Mawr, Gilman

Physical Education **Page 58**

Psychology **Page 60**

Science **Page 61**

- Biology
- Physics
- Chemistry
- Senior Electives: RPCS, Bryn Mawr, Gilman

World Languages **Page 67**

- Chinese
- French
- Greek
- Latin
- Spanish

Signature and Certificate Programs **Page 78**

- The Gore Leadership Institute Page 78
- Wellness and College Counseling Page 82
- The RPCS Arts Certificate Page 84
- The Holliday Heine STEM Institute & The STEM Certificate Page 86
- The RPCS World Languages Certificate Page 89

Academic Learning Support **Page 91**

NCAA Core Course Approval **Page 94**

- Pending and Non-approved Course Information

Addendum A: Summary of Courses by Department **Page 95**

Addendum B: 2026-2027 Senior Schedule **Page 101**

2026-2027 UPPER SCHOOL COURSE OF STUDY

Roland Park County School's Upper School curriculum provides students with a balanced liberal arts foundation and opportunities for great choice and exploration of interests. In addition to core academic disciplines, students may focus their study on our signature and certificate programs, including the Gore Leadership Institute, the Holliday Heine STEM Institute Certificate, The Arts Certificate and The World Languages Certificate. RPCS's tri-school coordination with the Bryn Mawr and Gilman schools multiplies students' learning opportunities and choices, especially in the senior year.

Each semester students must take a minimum of five full courses, one afternoon elective, grade-specific required courses, and physical/wellness education. RPCS students graduate with a minimum of 24 credits. The State of Maryland requires a student to take 21 academic credits for graduation. Final course load for each individual student and any exceptions must be approved by the Upper School Head. In addition to academic course requirements, each student must also complete the following two graduation requirements: a minimum of 60 hours of community service and a Senior Speech. Descriptions and details about these requirements are found in the Upper School Handbook.

In the first three years, students take English, history, mathematics, laboratory science, and world language in addition to courses in the visual and performing arts, and physical education. Leadership classes are required in 9th and 11th grades. Students also take classes in our wellness & college counseling program throughout their four years. In the senior year, an English course must be taken each semester – at least one of which must be a literature course. Four years of mathematics through any level of Pre-Calculus is also required.

Standard Course Schedule by Grade Level:

Discipline	9th Grade	10th Grade	11th Grade	12th Grade
English:	English 9	English 10	English 11	English 12
History:	World History 9	World History 10	US History 11	*Elective*
Math:	Math 9	Math 10	Math 11	Math 12
Science:	Biology	Physics	Chemistry	*Elective*
World Language:	Language – yr 1	Language – yr 2	Language – yr 3	*Elective*
Performing & Visual Arts:	Art	Art	*Elective*	*Elective*
Physical Education:	Physical & Personal Wellness 9 (PPW-9)	PE 10	PE 11	PE 12
Wellness & College Counseling:		Life Skills and Wellness 10 (LSW-10)	College Counseling and Wellness 11 (CCW-11)	College Counseling and Wellness 12 (CCW-12)
Gore Leadership Institute:	Leadership Seminar (GLI-9)	*Elective*	Public Speaking (GLI-11) *Elective*	*Elective*

- One world language must be taken for three years in the Upper School regardless of the level where one begins.

- Each student is required to take at least three semesters of Performing and Visual Arts. At a minimum, one ¼ credit must be in Visual Arts (studio art, ceramics, photography) and one ¼ credit must be in Performing Arts (dance, music, theatre). The third ¼ credit is the student's choice. At least one of these semester courses must be completed by the end of ninth grade.

- Each student must take at least one afternoon elective each semester in addition to their required grade-level courses (PPW-9, GLI-9, LSW-10, CCW-11, GLI-11, and CCW-12). Students taking six full-time courses in the first three morning periods are exempt from this requirement.

- A student may not take more than six full-time classes at any given time.

- If a student is considering a study-away program for either a semester or full year, then she and her parents/guardians must have a meeting with the Upper School Head, Registrar, College Counselor and Advisor to discuss the possible opportunity and implications for scheduling and satisfying graduation requirements. The decision to spend a semester or year studying away from RPCS must be made by the beginning of June ahead of the school year in which the time away will occur.

- Honors level courses are available in English, history, science, world languages, studio art, and computer science. For mathematics, there are courses available at the accelerated and honors levels.

- Twenty-eight (28) Advanced Placement courses are offered across the tri-schools (asterisked below).
    - A student must earn an unweighted grade of 90 or above in the prerequisite course to be considered for placement in an AP level course. Department approval is also required.
    - Students must have permission from the Upper School Head to take more than three AP courses in a year.
    - Students must complete an AP Course Acknowledgement Form during course selection.
    - Students enrolled in AP courses are expected to take the AP Exam.

- A student who is not approved for an accelerated-, honors- or AP-level course may file a petition with the Upper School Department Chair to be considered to advance to the higher level. There are no petitions for double science in 10th grade.

- The following courses require a teacher's placement recommendation and/or department approval:

    - Rose Repertory Dance Company (by audition)
    - Somettos (by audition)
    - Semiquavers (by audition)
    - Footlights Theatre Ensemble (FTE) (by audition)
    - AP Music Theory*
    - AP 2-D Art & Design (Studio Art)*
    - AP 3-D Art & Design (Ceramics)*
    - AP 2-D Art & Design (Photography)*
    - Drawing and Painting II
    - Sculpture & Woodworking II (by portfolio review)
    - Sculpture & Woodworking III H (by portfolio review)
    - Sculpture & Woodworking IV H (by portfolio review)

- Studio Art III (Honors) (by portfolio review)
- Studio Art IV (Honors) (by portfolio review)
- AP Macroeconomics*
- AP Microeconomics*
- AP Computer Science Principles*
- College Programming and Computer Science (Honors)
- AP Computer Science A*
- AP Cybersecurity*
- Data Structures H
- Machine Learning: Data and Impact H
- Machine Learning: Models and Algorithms H
- Biomedical Engineering Innovation
- English 10
- English 10 (Honors)
- AP English Literature and Composition*
- World History II
- AP World History: Modern*
- United States History
- AP United States History*
- AP Art History*
- AP Comparative Government and Politics*
- AP United States Government and Politics*
- Algebra I
- Algebra II/Geometry
- Algebra II/Geometry (Accelerated)
- Algebra II/Geometry (Honors)
- Advanced Algebra/Trigonometry
- Advanced Algebra/Trigonometry (Accelerated)
- Advanced Algebra/Trigonometry (Honors)
- Pre-Calculus
- Pre-Calculus AB (Accelerated)
- Pre-Calculus BC (Honors)
- Calculus
- AP Calculus AB*
- AP Calculus BC*
- Statistics
- AP Statistics*
- Introduction to Multivariable Calculus (Honors)
- Analysis and Discrete Structures (Honors)
- Linear Algebra and Differential Equations (Honors)
- Abstract Algebra (Honors)
- AP Psychology*
- Social Psychology H
- Biology
- Biology (Honors)
- Physics
- Physics (Honors)
- Chemistry
- Chemistry (Honors)
- AP Biology*
- AP Chemistry*
- Data Science H
- AP Environmental Science*

- AP Physics C: Mechanics*
- Chinese – level II and above
- AP Chinese Language and Culture*
- French – level II and above
- AP French Language and Culture*
- Greek – level II and above
- Latin – II and above
- AP Latin*
- Spanish – level II and above
- AP Spanish Language and Culture*
- AP Spanish Literature and Culture*
- Impact Project (by application)
- Inclusive Excellence Leadership Program Facilitating (IELP) (by application)
- Mock Trial (by application)
- Model UN (by application)
- Philanthropic Literacy Board (PLB) (by application)
- Power Lunch (by application)
- Shark Tank 3.0 (by application)
- Yearbook: *Quid Nunc* (by application)
- The RPCS Arts Certificate (by application)
- The STEM Certificate (by application)
- The RPCS World Languages Certificate (by application)
- Study Hall Plus (by learning support recommendation)

**designates an Advanced Placement (AP) course*



ARTS

GRADUATION REQUIREMENT: Each student is required to take at least three semesters of Performing and Visual Arts. At a minimum, one ¼ credit must be in Visual Arts (studio art, ceramics, photography) and one ¼ credit must be in Performing Arts (dance, music, theatre). The third ¼ credit is the student's choice.

One of these semester courses must be completed by the end of 9th grade. Students may take both a visual art course and a performing art course in 9th grade, although depending on other course choices and/or space limitations, sometimes both classes will not fit into the individual's schedule.

See page 84 for information about The RPCS Arts Certificate.

PERFORMING ARTS

Courses in music, dance, and acting/theatre are not NCAA-approved core courses.

Dance

Studio Dance Technique ¼ credit Semester
This course may be taken more than once.
Enrollment is limited to 16 students per section.
This course is designed for the student who is interested in learning the basics of ballet, modern dance, jazz and composition. Students will work on performance technique and will perform a class dance in the Upper School Dance Concert. The Dance Concert and tech rehearsals are mandatory requirements of the class. Skin-toned slip-on jazz shoes are required and will be used during classes and the performance. No previous dance experience is needed.

Advanced Studio Dance Technique ¼ credit Semester
Prerequisite: Studio Dance Technique or permission of the instructor
This course may be taken more than once.
Enrollment is limited to 16 students per section.
This course is designed for the student who has experience in studying ballet, modern dance, jazz and composition. Students will work on performance technique and will perform a class dance in the Upper School Dance Concert. The Dance Concert and tech rehearsals are mandatory requirements of the class. Skin-toned slip-on jazz shoes are required and will be used during classes and the performance.

Grades 11 and 12

Roses Repertory Dance Company — 1 credit — Year

Prerequisite: One semester Studio Dance or Advanced Studio Dance or permission of the instructor
Admission by audition only.
Roses Repertory Dance Company is an auditioned ensemble for juniors and seniors. The company will learn repertory choreographed by the teacher, company members and guest artists. The repertory will be performed at the RPCS Winter and Spring Dance Concerts and other engagements arranged by the teacher. There are mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation. In past years, Roses, along with Semiquavers and FTE, has created an interdisciplinary piece that toured in the summer. Skin-toned slip-on jazz shoes are required and will be used during classes and the performance.

Music

Chorus — ¼ or ½ credit — Semester, Year

Required for Somettos and Semiquavers – Year-Long
No previous singing experience is needed.
This course may be taken more than once.
This non-auditioned large choral ensemble is for the student who enjoys singing music of varying styles and time periods. Students will study techniques of good vocal tone production, musicianship, and showmanship. The Chorus performs at the traditional RPCS Christmas Program and in the US Spring Choral Concert as well as other school events during the year.

Piano I — ¼ credit — Semester

Enrollment is limited to 12 students per section.
This course may be taken more than once.
In this beginning course we will develop music proficiency and musicianship through playing the piano. Skills covered will include playing technique, reading music, and playing accompaniments as well as melodies to both classical and popular music. The course will also cover the fundamentals of music theory: note names and clefs, rhythm and meter, major and minor scales, intervals, and triads. Home practice is encouraged.

Piano II — ¼ credit — Semester

Prerequisite: Piano I or permission of the instructor
Enrollment is limited to 12 students per section.
This course may be taken more than once.
This course will reinforce and expand upon the topics and concepts learned in Piano I while also giving students the opportunity to learn new accompanying styles and playing techniques. Through both solo and group piano repertoire, students will have the opportunity to harmonize melodies in both major and minor keys, as well as learn simple chord progressions as well as an introduction to The Blues. The semester will culminate with an in-class recital.

Advanced Piano ¼ credit Semester 1

Prerequisite: Permission of the instructor
This course may be taken more than once.
This course is designed for the advanced pianist who is interested in continuing their musical study through both solo and group piano repertoire. The semester will culminate with an in-class recital.

Grades 9 and 10

Somettos ½ credit Year

Admission by audition only.
Current enrollment in Chorus is a requirement for participation in Somettos.
Somettos is an auditioned a cappella vocal ensemble for ninth and 10th grade students. Somettos performs a variety of repertoire, including classical, folk, popular, jazz, and original music. Students study techniques of good vocal tone production, musicianship, and showmanship. The audition takes place in the late spring of the previous year. A student selected for Somettos for her ninth grade year may participate in the second year without re-auditioning (at the instructor's discretion). This ensemble performs at the two major RPCS concerts and other school events during the year.

Grades 11 and 12

Semiquavers 1 credit Year

Prerequisite: Membership in Chorus during the year of the audition or permission of the instructor
Admission by audition only.
Current enrollment in Chorus is a requirement for participation in Semiquavers.
This performance-oriented course provides an opportunity for selected students (juniors and seniors chosen by audition the previous spring) to participate in a challenging vocal ensemble under faculty supervision. Repertoire includes classical, folk, popular, and original materials. Students study techniques of good vocal tone production, musicianship, and showmanship. Membership in Chorus is a requirement for audition and participation in Semiquavers. Extensive public appearances in the school and community are an integral part of the Semiquavers experience. There are mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation. In past years, Semiquavers along with Roses and FTE, has created an interdisciplinary piece that toured in the summer.

Theatre

Footlights Theatre Ensemble (FTE) 1 credit Year

Admission by audition only.
This course may be taken more than once.
RPCS Footlights Theatre Ensemble (FTE) is an auditioned theatre ensemble of Upper School students at Roland Park Country school. FTE explores many disciplines from acting, directing, and writing for both stage and film to stage management and technical design/production, students will have the opportunity to gain a wide variety of practical experience. The ensemble will plan, design, and assist three performance projects throughout the year. There are out-of-class rehearsals and planning sessions for performance projects on some evenings and weekends. Students are required to participate in a minimum of one main stage production each year and

must create a portfolio of their performance or technical work by the course's completion. In past years, FTE, along with Semiquavers and Roses, has created an interdisciplinary piece that toured in the summer.

BRYN MAWR PERFORMING ART ELECTIVE

AP Music Theory (c) 1 credit Year

Department approval required.
Open to seniors only.
Not a NCAA-approved core course.
BMS
AP Music Theory is a college level music theory course, covering the tonal and rhythmic practices of Western Art Music from the Common Practice Era to the modern day within the larger context of worldwide musical systems. Students will explore the functions and uses of pitch, rhythm, meter, modes and scales, triadic harmony, melody, musical phrasing, voice leading, and musical forms through the analysis, performance, and composition of music with special emphasis on the repertoire they are preparing in private study or vocal/instrumental performance ensembles. Students will also develop aural skills through the practice of sight-reading and melodic, harmonic, and rhythmic dictation. Students will complete the AP Music Theory exam in preparation for collegiate musical studies.

VISUAL ARTS

Courses in art are not NCAA-approved core courses.

Studio Art

Enrollment is limited to 15 students per section, unless otherwise noted.

Introduction to Studio Art ¼ credit Semester
Students will experience an exploration of the elements and principles of design and their application to a variety of art media. Emphasis will be on developing a deeper understanding of the process of visual creation, how artists find and interpret ideas, and the role of the artist in a culturally diverse world. *Visual Journal (Sketchbook) outside of class.*

Drawing ¼ credit Semester 1
Prerequisite: Introduction to Studio Art
Students will cultivate perceptual ability and technical drawing skills. The use of line, form, value and color will be applied to different compositional formats. Studio work will allow exploration in a variety of media such as pencil, pastel, charcoal, and pen and ink. Work will include observational drawing, creative problem solving, and critical thinking skills. *Visual Journal (sketchbook) outside of class.*

Advanced Drawing — ¼ credit — Semester 1

Prerequisite: Drawing
This course may be taken more than once with approval of the instructor.
Advanced Drawing encourages students to take an expressive and experimental approach to image building. Focus is on the process of developing images from conceptualization to completion through individual exploration and personal development of themes. Generation of ideas through brainstorming and research into work of historical and contemporary artists will be employed. *Visual Journal (Sketchbook) outside of class.*

Fashion Design — ¼ credit — Semester 1

Prerequisite: Introduction to Studio Art
Enrollment is limited to 12 students per section.
This course will explore the history of fashion design and its influence on contemporary fashion. Basic techniques for designing and creating garments and accessories that are both functional as well as fashion-forward in design will be emphasized. Students will experience creative use of repurposed clothing and use of non-traditional materials. Techniques will include hand sewing skills, decorative applied techniques and textile design. *Visual Journal (Sketchbook) outside of class.*

Mixed Media — ¼ credit — Semester 2

Prerequisite: Introduction to Studio Art
This course may be taken more than once with approval of the instructor.
Students will explore and experiment with a variety of materials in making 2-D and 3-D artworks. This course will explore collage, various printmaking processes, and the use of both manmade and found objects in the making of an art piece. "Junk journaling," scrapbooking with recycled materials, will be a key element of the course. *Visual Journal (Sketchbook) outside of class.*

Painting — ¼ credit — Semester 2

Prerequisite: Introduction to Studio Art
Students will gain a greater understanding of color theory and application techniques. A variety of painting processes will be explored using watercolors, acrylics, and oils. Paintings will address strong compositional formats in works that explore both observational and abstract approaches to subject matter. *Visual Journal (Sketchbook) outside of class.*

Advanced Painting — ¼ credit — Semester 2

Prerequisite: Painting
This course may be taken more than once with approval of the instructor.
Advanced painting encourages students to find their own creative voice through expressive mark making and employing a variety of compositional formats. Students will be encouraged to push limits and develop a sense of personal aesthetic through innovative use of design principles and creative application of paint techniques. *Visual Journal (Sketchbook) outside of class.*

Advanced Studio Art (c) ½ or 1 credit Semester, Year

Prerequisite: Introduction to Studio Art
Available for coordination with a portfolio review.
Open to RPCS Grades 10-12 and GIL/BMS seniors.
RPCS
This full-time semester- or year-long course is available to 10th, 11th and 12th grade students who have completed Introduction to Studio Art (and preferably at least one other visual art elective) and are committed to studying visual art throughout Upper School and beyond, perhaps in art school or studying studio art in college. This class is student-led and will include media exploration through drawing, painting, mixed media, and printmaking. Students may explore subject matter that inspires them including landscape, portraiture, and abstraction. They will be working from life and reference photos and there may be some plein air art-making opportunities. This course may be utilized as a pre-AP course to begin portfolio-development or as a full-time alternative to Advanced Drawing or Painting, as similar skills will be covered.

AP 2-D Art & Design (Studio Art) (c) 1 credit Year

Prerequisite: 3 years of Studio Art and portfolio review
Department approval required.
RPCS
The Advanced Placement program in Art & Design is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves *significantly* more commitment than the typical high school art course. Students can submit one of the Advanced Placement Studio Art Portfolios – Drawing or Two-Dimensional Design. The AP Portfolio consists of two sections – Selected Works and Sustained Investigation. The Selected Works section provides the student the opportunity to show their actual ability and "permits the student to select the works that best exhibit a synthesis of form, technique, and content." The Sustained Investigation section "should show a body of related works that demonstrate an inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision." For the Selected Works, the students send in five actual artworks. For the Sustained Investigation section, students submit 15 digital images each. The two sections are scored separately by different evaluators but are weighed the same. The two scores are then combined, and the average becomes the score of the portfolio. It is advisable for all candidates to take supportive courses in History of Art and other visual arts offerings. Knowledge of artistic trends, movements, methods of interpretation, and representation would be most beneficial. *This course has required summer work.*

Ceramics

Enrollment is limited to 6 students per section.

Introduction to Ceramics ¼ credit Semester

This course introduces the student to processes of working with clay. The emphasis is on mastering hand building and wheel throwing techniques, as well as surface finishing techniques. Students learn how to achieve specific visual and tactile effects through manipulation of clay and glaze. The focus is on composition and fine tuning of craft. The class balances a focus on sculptural and functional clay work. Students will learn real world applications of ceramics, such as researching and mixing glazes and making work that can be used for eating, drinking, and baking. *Visual Journal (Sketchbook) outside of class.*

Developing Ideas and Creativity in Ceramics ¼ credit Semester

Prerequisite: Introduction to Ceramics

Developing Ideas and Creativity in Ceramics emphasizes strong concept, individual expression and creativity. Students begin the semester working in stoneware, earthenware, and porcelain. After the initial project, students choose to continue working in the clay of their choice. Students will complete projects that explore related pieces (sets of pieces shown together as a work), storytelling, stamp making, mold making and ways of manipulating clay and surface finishes to improve the structural and aesthetic quality of their artwork. Each student chooses a professional 3D artist or art movement to research, and each student designs original pieces that adapt some aspect of the researched work. Students learn to measure the specific gravity of glazes and how to repair green ware, bisque, and glazed work. *Visual Journal (Sketchbook) outside of class.*

Alternative Processes in Ceramics ¼ credit Semester

Prerequisite: Developing Ideas and Creativity or *portfolio review*

Alternative Processes in Ceramics gives students the opportunity to delve into processes such as image transfer, making and applying terra sigillata, altering thrown work, throwing hand-built work, explorations in glass mosaics, pit firing, and cold finished surfaces. Projects build upon the foundation established in prerequisite courses with further emphasis on risk-taking and the development of an individual voice. Along with growing skills in the aesthetics of clay art, students take on the challenge of glaze chemical adjustment. *Visual Journal (Sketchbook) outside of class.*

Personal Directions in Ceramics ¼ credit Semester

Prerequisite: Alternative Processes or a portfolio review

Personal Directions in Ceramics is intended for the highly motivated student. In this course, students are given the option of choosing from a few guided projects or coming up with a focus of their own, towards which they will work the entire semester. Experimentation with media and attention to concept are encouraged, and the goal of the course is for the student to create a body of work with a clear personal aesthetic. Examples of the kinds of projects that the student will pursue at this level are a study of glaze chemicals, making and using original clay tools, the making of tableware specific to a variety of baking and serving temperatures and processes, and sculptural studies with focus on problems featuring the axis of gravity. *Visual Journal (Sketchbook) outside of class.*

Ceramics / Advanced Ceramics (c) ½ or 1 credit Semester, Year

Available for coordination with a portfolio review.
Open to RPCS Grades 10-12 and GIL/BMS seniors.
RPCS

This is a full-time semester long course available to 10th, 11th and 12th grade students. It may involve a combination of wheel throwing and hand-building, as well as work in figurative and other methods of creatively working with clay, glaze, and other surface finishes. The name of the course will depend on the student's prior Ceramics experience.

AP 3-D Art & Design (Ceramics) (c) 1 credit Year

Prerequisite: 3 years of Ceramics and a portfolio review
Department approval required.
RPCS

The Advanced Placement program in 3-D Design is intended for highly motivated students who are seriously interested in the study of ceramics from a conceptual standpoint. Students should be

made aware that AP work involves *significantly* more commitment than the typical high school art course. The AP Portfolio consists of two sections – Selected Works and Sustained Investigation. The Selected Works section provides the student the opportunity to show their actual ability and "permits the student to select the works that best exhibit a synthesis of form, technique, and content." The Sustained Investigation section "should show a body of related works that demonstrate an inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision." It is advisable for all candidates to take supportive courses in History of Art and other visual arts offerings. Knowledge of artistic trends, movements, methods of interpretation, and representation would be most beneficial. *This course may have required summer work.*

Photography

Enrollment is limited to 10 students per section, unless otherwise noted.

Introduction to Photography — ¼ credit — Semester

Digital SLR camera is required/recommended.
This is an introductory course in photography. Emphasis is on mastering techniques for taking successful photographs and exploring the use of photography as an art form. Students will apply their understanding of composition and manipulation of camera functions to produce high quality photographic imagery. Basic editing in Adobe Photoshop will be explored. In addition to photographic projects, students are expected to complete various assignments that involve critical thinking, discussion, collaboration and experimentation.

Darkroom Photography — ¼ credit — Semester 1

Prerequisite: Intro to Photography
SLR film camera recommended.
This is a traditional analog photography course that makes use of black and white film and darkroom printing. Students will apply their knowledge of composition and camera operations to shoot photos with a manual SLR film camera and master the art of processing film and printing in the darkroom. Students will learn how to achieve specific visual effects through manipulation of camera settings and darkroom printing techniques. Projects may include working with homemade pinhole cameras, creative photograms, toy cameras and other alternative photographic processes.

Photoshop — ¼ credit — Semester 2

Prerequisite: Introduction to Studio Art or Introduction to Photography
Digital SLR camera is recommended.
Enrollment is limited to 8 students per section.
In this course students will learn to navigate the Adobe Photoshop software. Through the use of basic tools, working with layer masks, compositing, applying filters and creative manipulation techniques, students will gain knowledge of basic photo editing and digital imaging.

Portrait and Fashion Editorial Photography — ¼ credit — Semester 2

Prerequisite: Introduction to Photography
Digital SLR camera is required/recommended.
This part-time advanced level course is available to students who have already taken Intro to Photography. Students will explore a creative approach to portrait photography that combines high-fashion styling, artistic concepts, and narrative elements to produce magazine-quality

images. Students will shoot photos in the studio and on-location in a variety of settings, and will develop a strong skill set in advanced digital editing. Emphasis will be placed on lighting, composition, visual storytelling and creative vision.

Advanced and Experimental Photography (c) ½ or 1 credit Semester, Year

Prerequisite: Introduction to Photography
Available for coordination with a portfolio review.
Open to RPCS Grades 10-12 and GIL/BMS juniors and seniors.
Digital SLR camera is required/recommended.
RPCS
This course is designed for the student who has a genuine interest in exploring photography at an advanced level. Emphasis will be placed on honing technical skills while developing ideas for more conceptual photographic work. It may involve a combination of analog and digital photography, as well as work in Adobe Photoshop and other methods of creatively manipulating imagery. Students will investigate concepts related to visual storytelling, surrealism, social justice and personal expression. Projects build upon the foundation established in earlier photo classes with further emphasis on risk-taking and the development of an individual voice. May be utilized as a pre-AP course to begin portfolio-development or as a full-time alternative to AP Photography, as we will be covering similar skills. *Visual Journal (Sketchbook) outside of class.*

AP 2-D Art & Design (Photography) (c) 1 credit Year

Prerequisite: Introduction to Photography, Advanced Photography
Recommended: Darkroom Photography, Photoshop
Department approval required. Available for coordination with portfolio review.
Digital SLR camera is required.
RPCS
AP Photography is a year-long course for students committed to the completion of the Two-Dimensional Design portfolio. The majority of the year is spent developing a sustained investigation: a body of fifteen images exploring a meaningful theme, concept or visual idea. Students are expected to produce work that demonstrates a range of their ability; this may include work in film, digital imaging, and experimental photographic techniques. Students will continue work in their journals throughout the year, exploring ideas and experimenting with visual concepts. Students also participate in peer critiques throughout the year and prepare their work for presentation at the AP Exhibit in the spring. AP Photography is for highly motivated art students wishing to submit their portfolio for AP credit consideration. *This course has required summer work.*

BRYN MAWR ART ELECTIVE

AP Art History (c) 1 credit Year

Prerequisite: United States History or AP United States History
Department approval required.
Open to seniors only.
Interdisciplinary: This course may be taken for History or Art credit.
Approved as a NCAA-approved core course for Social Science only.
BMS
Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories

and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. This is a college-level course that prepares students to take the AP exam in May.

GILMAN ART ELECTIVES

AP Art History (c) 1 credit Year

Prerequisite: United States History or AP United States History
Department approval required.
Open to seniors only.
Interdisciplinary: This course may be taken for History or Art credit.
Approved as a NCAA-approved core course for Social Science only.
GILMAN
This yearlong course covers is designed to introduce students to the fundamentals of art history via a semi-chronological survey of art from the Paleolithic era through Postmodernism. Through intense study and observation of works of art, we will learn about the cultural and religious values, scientific and artistic advancements, and political climate of civilizations and peoples across space and time. The course covers the standard art historical canon– ancient Mesopotamian through the Roman Empire, Early Christian, the Renaissance, European modernism – yet, significant attention is paid to work outside the canon, specifically art from Asia, the Pacific, Indigenous Americas, Africa, and the global contemporary. This course will cover the formal and interpretive aspects of art, while contextualizing that art within its proper historical time frame and comparing it to modern interpretations and implications. Students will do a select number of independent research projects, including a museum visit, formal essays, and presentations, that complement the AP curriculum. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. The goals for this class are two-fold; to prepare students for success on AP exams, and for students to foster an appreciation of art and a high degree of visual literacy so that they may consider the role of art when engaging with the world.

Drawing & Painting II (c) 1 credit Year

Prerequisite: Drawing and Painting. Departmental approval required.
Open to seniors only.
Fee required.
GILMAN
This course is designed to allow students to continue with drawing and painting on a more advanced level. In this course, we will continue to explore materials, subjects, and techniques, but as the first semester progresses, students will be encouraged to develop a more personalized approach to the problem. We will draw in the Fall and move on to oil paint in the Spring. As the semester continues students will be free to begin to explore a more independent direction in painting.

Sculpture & Woodworking II (c) 1 credit Year

Departmental approval and portfolio review required.
Open to seniors only.
Fee required.
GILMAN
Refine the skills learned in Sculpture I, further your conceptual and technical skills, explore advanced topics, and participate in group critiques. Students will investigate three-dimensional ideas and use these materials and processes to respond to assigned spatial problems in a creative manner.

Sculpture & Woodworking III (Honors) (c) 1 credit Year

Departmental approval and portfolio review required.
Open to seniors only.
Fee required.
GILMAN
Through an effective relationship between expressive content, composition, materiality, and structure, students will create sculptures using subtractive processes in plaster, stone, and wood. An emphasis on individual exploration of both media and concept will be encouraged.

Sculpture & Woodworking IV (Honors) (c) 1 credit Year

Departmental approval and portfolio review required.
Open to seniors only.
Fee required.
GILMAN
Aimed at assembling a cohesive portfolio, this class requires considerable motivation, discipline, and imagination. Students will use three-dimensional materials to assemble a thesis body of work using innovative concepts and forms. Emphasis will be placed on the development of students' artistic style and successful communication of that style through various solutions to self-created visual problems. This course is intended for highly motivated students who are seriously interested in the study of art.

Studio Art III (Honors) (c) 1 credit Year

Prerequisite: Advanced Drawing and Advanced Painting.
Departmental approval and portfolio review required.
Open to seniors only.
Fee required.
GILMAN
This course is designed for students interested in developing a strong portfolio of independent work. In-class work will focus predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct-from-life figure painting. In addition, issues such as abstraction, appropriation, and installation will also be covered. In conjunction with this, there will be ongoing discussions about a broad range of contemporary issues in art-making that should be taken into account as students consider a personal direction. After quarter 1 students will begin working to build a portfolio of personal, self-guided work with a view toward submitting this portfolio to the AP Studio program in May.

Studio Art IV (Honors) (c) 1 credit Year

Prerequisite: Advanced Studio Art
Departmental approval and portfolio review required.
Open to seniors only.
Fee required.
GILMAN
This course is designed for students interested in developing a strong portfolio of independent work. In-class work will focus predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct-from-life figure painting. In addition, issues such as abstraction, appropriation, and installation will also be covered. In conjunction with this, there will be ongoing discussions about a broad range of contemporary issues in art-making that should be taken into account as students consider a personal direction. During the second semester of this yearlong course, students will work with increasing independence as they develop their Thesis Exhibition. In late April, this work will be included in a year-end Student Thesis Exhibition in the Lumen Center.

BUSINESS & ECONOMICS

AP Macroeconomics (c) ½ credit Semester 2

Students are encouraged to take both AP Macroeconomics and AP Microeconomics.
Prerequisite: United States History or AP United States History
Department approval required.
BMS
Have you ever wondered why fast-food restaurants cluster in an area, or how many people it takes to make a pencil? This course examines economic theory that can provide answers to such questions, and prepares for the Advanced Placement Macroeconomics
Exam. Macroeconomic study emphasizes measurement and analysis of economic performance, the public sector, economic growth and international finance and trade. Research stresses the application of economic theory to contemporary issues. Students must take the Advanced Placement Macroeconomics in the spring. The Required Summer Reading is *The Price of Everything: A Parable of Possibility and Prosperity* by Russell Roberts.

AP Microeconomics (c) ½ credit Semester 1

Students are encouraged to take both AP Macroeconomics and AP Microeconomics.
Prerequisite: United States History or AP United States History
Department approval required.
BMS
Have you ever wondered why fast-food restaurants cluster in an area, or how many people it takes to make a pencil? This course examines economic theory that can provide answers to such questions, and prepares for the Advanced Placement Microeconomic Exam. Microeconomic topics include product and factor markets, and the role of government in promoting equity and efficiency in the economy. Students must take the Advanced Placement Microeconomics exam in the spring. The required summer reading is *The Price of Everything: A Parable of Possibility and Prosperity* by Russell Roberts.

Entrepreneurship (c) ½ credit Semester 2

Not a NCAA-approved core course.
GIL
Are you ready to build a thriving business from the bottom up? If so, join Gilman's Entrepreneurship class. This elective class takes participants from problem identification to solution deployment, learning fundamental business lessons along the way, including product development, market research, sales and marketing, budgeting and financial fundamentals, and operations. Additional sessions will focus on building websites, using Excel and Sheets, and the basics of data analysis. Working with successful alumni and parent business operators, students will get to see and learn from entrepreneurship up close, in action. The class will conclude with a Shark Tank-style pitch to potential alumni investors. Interested students are encouraged to participate in the two-day Startup Experience in advance of starting the class.

COMPUTER SCIENCE

For program details and course offerings for the Holliday Heine STEM Institute, see page 86.

Robotics Competition ¼ credit (P/F) Semester 1

Not a NCAA-approved core course.
This course is an introduction to robotics that will allow students to design, build, document, and program a robot for competition. Enrollment in this class will give students the option to be part of the robotics team. Students will learn the engineering design process, computational thinking, and collaborative skills. No prior experience is required before taking this class.

AP Computer Science Principles (c) 1 credit Year

Prerequisite: Algebra I
Department approval required.
Preference is given to juniors and seniors.
(Fulfills computer science requirement for the STEM Institute Certificate.)
RPCS
Computer Science Principles is a College Board Advanced Placement course that is designed to introduce students to the central ideas and practices of computational thinking, and to show how computing changes the world. Students will have the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the structure of the Internet and how it works; algorithms; and the impact that these have on science, business, and society. Students are taught how to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives. The course is rigorous and rich in computational content, includes critical thinking skills, and engages students in the creative aspects of the field. This course emphasizes themes that help students build a solid understanding and facility with computing and computational thinking — knowledge that is important, if not integral, to being part of a well-educated and informed citizenry. Students take the AP Computer Science Principles exam in May.

College Programming and Computer Science (Honors) 1 credit Year

Prerequisite: One full year of Computer Science
Department approval required.
Preference is given to juniors and seniors.
(Fulfills computer science requirement for the STEM Institute Certificate.)
RPCS
The College Programming and Computer Science from Carnegie Mellon University prepares students for college studies in computer science and related disciplines. The curriculum re-examines foundational topics (functions, conditionals, loops, strings, lists, and more) in the Python programming language, as well as top-down design, style, intermediate data structures (sets, dictionaries), recursion, object-oriented programming, and efficiency, among other topics. The course curriculum is developed and graded by CMU, and is intended to run as an honors-level independent study. Students may take this class during any free 6th period block in their schedule. The course culminates in a final exam that will result in an additional transcript from Carnegie Mellon University.

BRYN MAWR COMPUTER SCIENCE ELECTIVES

AP Computer Science A (c) 1 credit Year

Prerequisite: AP Computer Science Principles
Department approval required.
Open to juniors and seniors, with priority enrollment given to seniors.
(Fulfills computer science requirement for the STEM Institute Certificate.)
BMS
This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course includes all topics as described in the AP Computer Science Course Description. The necessary prerequisites for entering the AP Computer Science A course include knowledge of basic algebra and experience in problem solving. A programming background is helpful but not necessary. Students must take the AP Computer Science exam in May. *This is a year-long course and may not be dropped at the end of the first semester.*

AP Cybersecurity (c) 1 credit Year

Department approval required.
Open to juniors and seniors, with priority enrollment given to seniors.
(Fulfills computer science requirement for the STEM Institute Certificate.)
BMS
AP Cybersecurity is a year-long high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on

individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

Data Structures (Honors) (c) 1 credit Year

Prerequisite: AP Computer Science A
Department approval required.
Open to seniors only.
Not a NCAA-approved core course.
(Fulfills computer science requirement for the STEM Institute Certificate.)
BMS
This course examines implementing data structures and algorithms for efficiently organizing and manipulating large amounts of data. Classic data structures such as sets, linked lists, queues, stacks, trees, graphs, and hash tables will be examined. Runtime efficiency of these structures will be compared using big-oh notation. Students will also develop a deeper understanding of software engineering principles and will learn how to design larger programming projects.

Graphic Design I (c) ½ credit Semester

No previous art or computer knowledge is required.
Open to seniors only.
Not a NCAA-approved core course.
BMS
This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo to t-shirt design. This course will also cover basic advertising principles and teach students how to analyze print design.

Graphic Design II (c) ½ credit Semester 2

Prerequisite: Graphic Design I
Open to seniors only.
Not a NCAA-approved core course.
BMS
This upper-level elective course builds upon the foundational knowledge gained in Graphic Design I. Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student's "graphic design resumé."

Industrial Design (c) ½ credit Semester 1

Prerequisite: AP Computer Science Principles
Open to seniors only.
Not a NCAA-approved core course.
BMS
A maker is a person who constructs new ideas, often at the intersection of coding, design and new technologies, and who learns through doing. This project-based course will challenge students to develop innovative solutions to problems using technology. The steps in the design thinking process: research, ideate, develop, prototype, refine, and build will be central to the workflow of

the class. Students will explore topics including programming, 3D printing, and electronics in a self-directed manner and will produce a project of their own design to be presented at a Maker Faire. They will contribute to the Maker community by documenting their progress and collaborating with other makers when appropriate.

Machine Learning: Data and Impact (Honors) (c) ½ credit Semester 1

Department approval required.
Open to seniors only.
Not a NCAA-approved core course.
(Fulfills computer science requirement for the STEM Institute Certificate.)
BMS
Machine Learning: Data and Impact is an advanced computer science course that examines computer systems that learn from data rather than following explicitly programmed instructions. This course follows the entire data lifecycle that feeds AI systems—from the gathering and curating of datasets to the biases that can be learned from data to the societal impact and ethics of these systems in our world today. As part of this, students will examine case studies that delve into data privacy, AI governance, and auditing commercial systems. Students will also train their own models for prediction, recognition and language processing, and apply their learning to audit their own systems.

Machine Learning: Models and Algorithms (Honors) (c) ½ credit Semester 2

Prerequisite: strong background in coding and/or math
Department approval required.
Open to seniors only.
Not a NCAA-approved core course.
(Fulfills computer science requirement for the STEM Institute Certificate.)
BMS
Machine Learning: Models and Algorithms is an advanced computer science course that examines computer systems that are able to learn from data rather than following explicitly programmed instructions. This course will introduce fundamental ML concepts and classical approaches, as well as discuss how machine learning fits into the wider field of Artificial Intelligence. The course will cover mathematical concepts that are fundamental to the field, such as linear regression and mathematical modeling, and introduce higher-level computing concepts like neural nets. Students will work in Python and apply ML techniques to topics of prediction, gameplay, image recognition, and natural language processing. These conversations will be paired with discussions of the limitations of each technique and ethical concerns related to the field.

GILMAN COMPUTER SCIENCE ELECTIVES

Foundations in Artificial Intelligence (AI) (c) ½ credit Semester

Open to seniors only.
Not a NCAA-approved core course.
GIL
This course provides foundations in designing, building, and deploying generative AI systems through prompt engineering, building secure workflows and applications, using Python for AI system development, evaluating AI solutions, and considering the ethical, environmental, and educational implications of AI. Students will begin with prompt engineering to solve real-world natural language tasks, with particular attention to the impact of structure and ambiguity on

accuracy, bias, and hallucination. This will expand into building multi-step AI workflows that integrate large language models with tools, datasets, and other systems. Students will evaluate the AI solutions and gain foundational experiences in designing agentic AI systems.

ENGINEERING

See the Science section on page 61 for additional science electives.

For program details and course offerings for the Holliday Heine STEM Institute, see page 86.

Biomedical Engineering Innovation — ½ credit — Semester 1

Prerequisite: Algebra II, Biology, and Physics
Department approval and transcript review required.
Open to seniors and juniors.
Additional Lab Kit Fee will be charged.
This college level course will receive a weight of 5 points.
Course is taken online/asynchronously with support from a RPCS science teacher.
(Fulfills engineering requirement for the STEM Institute Certificate.)
Biomedical Engineering Innovation is an asynchronous college level course offered by Johns Hopkins University that will be facilitated on the Roland Park campus. The course will model biological systems and introduce engineering principles to solve problems that are biological, physiological, and/or medical. Students will model human efficiency and the cardiovascular system. Informational content from physics, math and biology will be used to solve practical problems encountered in biomedical engineering. Successful completion of this course (with a grade of 78 or above) will result in 3 credits on a Johns Hopkins University transcript, in addition to RPCS credit.

Engineering Systems (c) — ½ credit — Semester 1

Open to seniors and RPCS juniors (priority given to seniors)
(Fulfills engineering requirement for the STEM Institute Certificate.)
RPCS
This project-based elective course exposes students to the engineering design process, technological systems, open-ended problem solving, computer-aided design, structured programming, and their uses in various fields of engineering. Group and individual activities will allow students opportunities to plan, design, build, test, and evaluate practical solutions to problems while honing their critical thinking skills. Topics include: types of engineering, technical drawing and technical communication, systems-level thinking, force analysis and materials, circuitry and mechanical energy, Arduino programming, and Autodesk Fusion design.

Sustainable Design and Engineering (c) — ½ credit — Semester 2

Open to seniors and RPCS juniors (priority given to seniors)
(Fulfills engineering requirement for the STEM Institute Certificate.)
RPCS
This project-based elective course explores how engineers use sustainable design principles to design products, processes, and services in a way that reduces use of nonrenewable resources,

minimizes environmental impact, and connects people with the natural environment. Group and individual activities will allow students to investigate how sustainable design presents itself in various engineering fields and to explore design concepts such as life cycle assessment, trade-off management, computer-aided design, and open-ended problem solving. Topics include: types of engineering, technical communication, green architecture, materials and manufacturing, energy generation and efficiency, Autodesk Fusion design, and Revit Building Information Modeling (BIM) design.

ENGLISH

GRADUATION REQUIREMENT: Each student is required to earn 4 credits of English. A year-long class is taken in ninth through eleventh grades. For senior year, at least one English course needs to be taken each semester, and at least one of these courses must be a literature course.

English 9 — 1 credit — Year

The ninth grade English curriculum builds upon the literature interests and language skills developed in the Middle School, supplying the foundation for more sophisticated demands of the 10th, 11th and 12th grade programs. Designed around a study of literature, the ninth-grade course works to develop students' good reading habits, critical thinking skills, and effective expression in their creative and analytical writing. Guided vocabulary and grammar instruction enhances writing fluency and mechanics. Students continue to develop their writing skills in a process approach, learning to express their own insights effectively. Literature studied may include *Persepolis, Romeo and Juliet, Catcher in the Rye,* and *Girl in Translation*, as well as selected short stories and poems. This course embraces a workshop approach to writing, an approach which emphasizes extensive revising and editing. *This course has required summer reading.*

English 10 — 1 credit — Year

The 10th grade English course, with its thematic focus on external and internal journeys, uses classical and contemporary literature to develop the skills needed to uncover a text's literal and metaphorical meanings. Class discussions and writing assignments encourage students to deepen their ability to independently interpret texts and produce writing that explores their own ideas about the literature. The syllabus may include *Purple Hibiscus*, *A Wreath for Emmett Till*, and *Fahrenheit 451* along with a unit study of short stories and sonnets. We also use a performance-based approach to teaching Shakespeare, as the unit for *The Tempest* culminates in student performances of the comedy. Altogether, these works serve as the basis for developing verbal articulation and analytical skills through discussion and writing. Students build their vocabulary by studying words from the texts they read and strengthen their grammar through focused lessons and practice. Along with the rest of the English Department, the 10th grade teachers practice the workshop approach to writing, which emphasizes extensive revising and editing. *This course has required summer reading.*

English 10 (Honors) 1 credit Year

Department approval is required for honors-level English.
The 10th grade Honors English course, with its thematic focus on external and internal journeys, uses classical and contemporary literature to develop the skills needed to uncover a text's literal and metaphorical meanings. Class discussions and writing assignments encourage students to deepen their ability to independently interpret texts and produce writing that explores their own ideas about the literature. The syllabus may include *The Odyssey, A Wreath for Emmett Till, and Song of Solomon*. We also use a performance-based approach to teaching Shakespeare, as the unit for *The Tempest* culminates in student performances of the comedy. Altogether, these works serve as the basis for developing verbal articulation and analytical skills through discussion and writing. Students build their vocabulary by studying words from the texts they read and strengthen their grammar through focused lessons and practice. Along with the rest of the English Department, the 10th grade teachers practice the workshop approach to writing, which emphasizes extensive revising and editing. *This course has required summer reading.*

English 11 (c) 1 credit Year

Eleventh grade English 11 or U.S. History is taken at the Gilman or RPCS campus.
RPCS/GILMAN

RPCS: The 11th grade English curriculum is designed to enable students to approach literature and writing on a more sophisticated basis than in earlier years and to prepare them for the increasing challenges of senior year and expectations for college. Students have the opportunity to study, discuss and write about texts of different genres and time periods. They examine individual works for literary merit and richness of theme and develop their own ideas in their analytical and creative responses. Our focus on American Literature complements the juniors' study of American history and may include *The Great Gatsby, A Raisin in the Sun, The Glass Menagerie*, and selected poems and short stories by American authors. *This course has required summer reading.*

GILMAN: The 11th grade curriculum maintains the focus on fundamental skills but features intensive experience with more demanding reading and writing requirements. The course will primarily focus on the American Experience, attempting to define what is American and how we can come to know such a thing through our literature. The curriculum features classic American literature and the work of more contemporary fiction writers, poets, playwrights, and essayists. Students will refine their analytical skills through interpretive close reading, discussion, and composition, with emphasis on the process of drafting, editing, revising, and proofreading. Furthermore, they will examine the grammatical and mechanical structure of literature to help them hone their authorial styles and voices. They will also spend time writing a critical research essay and working on creative writing, with special attention to the art of the personal narrative. *This course has required summer reading.*

SENIOR ELECTIVES

To fulfill their English requirement, seniors at Roland Park Country School enroll in year-long AP English Literature or in a minimum of two semester-length elective courses with one taken each semester. At least one of the semester electives must be a literature course. Courses that do not have the words "literature," "literary," or "creative writing" in their titles are notated to identify which type of class it is.

Seniors may take English courses at RPCS or at our tri-school partner schools, Bryn Mawr and Gilman. Senior English electives are individually designed by instructors with the advice and consent of their colleagues in the Upper School English departments. The department chairs and division heads of the three schools meet regularly to ensure that the combined list of courses offers both academic challenge and variety. The overall offering of courses is carefully evaluated by the department to ensure that students have a variety of authors, genres, cultural representations and historical periods from which to choose for the study of literature and writing. Each course provides a solid and challenging academic foundation for college work by requiring students to read critically acclaimed literature and to write both analytically and creatively in response. Students may elect to take the Advanced Placement examinations in English Language and/or English Literature in May.

RPCS English Electives

American Music and Black Identity (Honors) (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course is offered either for English or History credit.
Pending approval as a NCAA-approved core course for English; approved for Social Science.
RPCS
From Robert Johnson and Howlin' Wolf to Kendrick Lamar and GZA; from Bessie Smith and Billie Holiday to Chaka Khan and Rihanna; from Sly to Marvin to Stevie to Prince and beyond—Black musicians have represented the vibrant whole of the Black experience as it has defined American history. This course explores the idea that music created by Black artists has in fact created a truly American narrative. Black music is the story of the United States and its culture. Through music and literature, we will consider, celebrate, and interrogate identities such as "Black" and "American." The course will center on two extraordinary documents: James Baldwin's The Fire Next Time and Questlove's documentary on the Harlem Cultural Festival, Summer of Soul. No background in music is needed—just a love of music!

AP English Literature and Composition 1 credit Year

Prerequisite: English 11 and application that includes a writing sample and teacher recommendation.
Department approval required.
This Advanced Placement course is designed to engage qualified students who have a deep interest in literature and writing. Students have the opportunity to read, discuss and write about challenging texts of different genres, examining works for literary merit and richness of theme. They will continue to develop their analytical and creative writing skills, pushing their essays to a more sophisticated level. Works to be studied include *Frankenstein,* selected short stories, a Shakespearean play, at least two contemporary novels, and extensive work with diverse poetry. To prepare students to succeed in the English Literature Advanced Placement Examination in May, this course will consistently demand high quality reading, writing, and discussion. *This course has required Summer Reading.*

Creative Writing for Television (c) ½ credit Semester 2

RPCS

This course invites students to explore and create writing for twenty-first century television programs. Through close study of contemporary series across genres, students will learn how writers build character, structure episodes, and craft compelling season arcs. Students will develop, pitch, and workshop their own ideas for half-hour sitcom and one-hour drama forms. This course will culminate in an original pilot script, supported by table reads and peer revision. Various television performances will be viewed to strengthen student writing in the class. By the end of the course, students will have established a regular writing practice and gained experience in collaborative television writing.

Environmental Literature (c) ½ credit Semester 2

RPCS

Step out of the classroom and into the wild. Integral to the course is an experiential component. Through field trips to local ecosystems and hands-on restoration projects, students will witness firsthand the competing needs of human society and the natural world. These activities provide a literal landscape for witnessing the competing needs of human society and the natural world, serving as the basis for site-specific analytical writing and sensory observation. By analyzing a multidisciplinary selection of literature and media, students will interrogate the fluid boundaries between "cultivated," "wild," and "disturbed" spaces. This course draws on a diverse range of fictional and nonfictional texts, films, and podcasts.

Irish Literature (c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English or History credit.
Pending approval as a NCAA-approved core course for Social Science; approved for English.
RPCS

This course examines the intersection of culture, politics, and geography in the development of a distinct national voice within Irish fiction, drama, and poetry. Students will trace the evolution of the Irish literary imagination from foundational myths and folk songs to contemporary prose. By engaging with pivotal texts, participants will evaluate how writers have both mirrored and critiqued Ireland's cultural landscape, effectively recording the nation's history while simultaneously shaping its future. Central to the inquiry is an analysis of how literary works navigate the tensions of colonial legacy, national identity, and social change. Core texts will include *The Táin,* by Ciaran Carson, *Reading in the Dark* by Seamus Deane, *Small Things Like These* by Claire Keegan, and *Translations* by Brian Friel.

Madness, Mystery, Macabre: Edgar Allan Poe in Literature and Film (c) ½ credit Semester 2

RPCS

A literary icon, a master of the Gothic genre, and, at one point, a Baltimore resident, Edgar Allan Poe is an enigmatic and pivotal author in American literature. This senior elective course will explore the depths of Poe's dark and haunting narratives, his use of the Gothic, the macabre, and the psychological. Through analyzing his short stories, poems, and film adaptations, students will investigate themes of madness, death, the supernatural, and the complexities of human nature. Students will read a selection of Poe's most famous works, such as "The Tell-Tale Heart," "The Fall of the House of Usher," "The Raven," and "The Cask of Amontillado," and film adaptations such as *The Pale Blue Eye*. Students will analyze Poe's unique style, use of unreliable narrators, and exploration of the human psyche, while also considering the historical and cultural contexts of his writing. In addition to literary analysis, students will engage in creative assignments, discussions,

debates, and a field trip to Fells Point. The course will culminate in an independent research project and presentation.

The Art of the Memoir (c) ½ credit Semester 1

This is considered a literature course.
RPCS
Autobiography is the story of a life; memoir is a story from a life. In this course, students will explore the art of memoir, a genre where personal stories illuminate universal truths. Through the study of both short and longer works by acclaimed memoirists, students will examine how writers shape memory, identity, and experience into compelling narratives; assigned writings may include memoirs by Jeannette Walls, Joan Didion, Michelle Obama, James Baldwin, Alison Bechdel, Michelle Zauner, and Kiese Laymon. The course emphasizes key techniques of memoir writing—voice, structure, and the balance between truth and artistry—while also addressing ethical questions about storytelling: Whose stories can we tell? How does memory shape truth? Students will craft their own memoir vignettes, revising and expanding them into a polished, complete work. Peer workshops will foster a writing community and help students refine their unique voices. This course is ideal for students seeking to reflect deeply on their lives and develop their creative nonfiction skills.

The Graphic Novel as Literature and Art (c) ½ credit Semester 1

Pending approval as a NCAA-approved core course for English.
RPCS
This course will examine several foundational texts within the genre of graphic novels, analyzing them as works of literature and as cultural artifacts, and tracing the recent emergence of a major artistic and literary form. In addition to studying foundational graphic texts, students will also examine the legacies of several of these texts by critiquing their popular film adaptations. From their emergence as a niche sub-genre within the larger comic book industry, graphic novels have grown in popularity across many genres including fantasy, science fiction, historical fiction, young adult fiction, and memoir. Course readings may include works by Moore, Spiegelman, Bechdel, Beaton, and Yang, among others. In addition to studying these works analytically, students will undertake their own creative process developing a short graphic work.

The Immigrant Journey: Shaping America, 1776 to Today (Honors) (c) ½ credit Semester 1

This is considered a literature course.
Interdisciplinary: This course is offered either for English or History credit.
RPCS
Many Americans have a romanticized idea of America's immigrant past. They point to idealized visions of Ellis Island, or the famous words of Emma Lazarus etched into the base of the Statue of Liberty, "Give me your tired, your poor. Your huddled masses yearning to breathe free…" In fact, America's immigration history is more contested, more nuanced, and more complicated than many assume. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. It will also explore the basic question: How has America historically treated its immigrants? The course follows a chronological overview of U.S. immigration history, but it also includes mini-units that cover salient issues in political discourse today, such as xenophobia, deportation policy, border policing, and sanctuary cities. Through art, music, and literature, we will examine America's complex ties to immigration. Students will travel to New York City to experience Ellis Island and explore historic immigrant neighborhoods firsthand.

Bryn Mawr English Electives

Creative Writing: The Found Object (c) ½ credit Semester 2

BMS

Twentieth century composer and artist John Cage harnessed randomness (coin toss) into his creative process. Cubists and later artists of the Pop-Art era like Warhol, Lichtenstein incorporated found objects into their painting, sculpture, and assemblages. This course takes the 'found object' – something tossed out, overlooked and uses art to re-imagine it. Students will need to take walks on campus and around Baltimore/their home turf and find objects. They will photograph them, sketch them, and sometimes, pick them up and bring them to class where the found objects will become writing subjects.

Creative Writing: The Poetic Voice (c) ½ credit Semester 1

BMS

This course offers students the opportunity to write daily, exploring the power of words from the inside out, as authors. We read powerful examples of contemporary and classic poems, and assignments focus on the priority of close observation, specificity, and eavesdropping—cultivating your ear for how people actually talk, tell stories, and use language in quirky, meaningful, memorable ways. Students read and write poems that aim to capture voices on paper, real and imagined experiences, harnessing the power of memory, detail, and imagination. We focus on the fact that contemporary poetry is also engaged in opening up the space of poetry for voices and identities that have been marginalized or made invisible until fairly recently. Students attend poetry readings, and they submit two portfolios of work written during each quarter, along with a reflection introduction that discusses how their work has evolved.

Detective Fiction: The Search for Truth (c) ½ credit Semester 2

This is considered a literature course.

BMS

American detective writer Walter Mosley wrote, "Fiction, better than reality, gives us heroes who can't let us down, who cannot be arrested, convicted, or vilified. Maybe these stories won't be able to resolve our dilemmas in the real world, but they can offer escape through a fantasy where even a common everyday Joe (or Jane) can be saved." As a culture we are captivated by detective stories; they allow us a front-seat view of our darkest human impulses, while keeping us a safe distance with the reassurance of a satisfying resolution. This course will explore the origins of detective fiction, the development of the noir genre, and the emergence of feminist and true crime narratives.

History and Literature of the Modern Middle East (Honors) (c) ½ credit Semester 2

Interdisciplinary: This course is offered either for English or History credit.

BMS

As evidenced by the headlines today, the Middle East has been one of the most misunderstood regions in the world since the end of WWI. This class seeks to shatter the many myths surrounding the incredibly diverse region stretching from Afghanistan in the east to Morocco and Algeria in the west. We will view the history of the region through the words and creations of the Arabs, Turks, Persians, Palestinians, Israelis and other peoples who have lived there during the past 100 years. Close readings of the literary, artistic, cinematic, and musical sources these peoples have

produced over the past century will provide the narrative for the course as we explore the region's complicated political, social, economic, religious, and cultural development. We will emphasize the many contradictory themes that have run through the region's recent history and literature: democracy and autocracy, colonialism and nationalism, repression and liberation, diversity and exclusion, modernization and tradition. Students will write a combination of historical and literary analyses based on the sources we examine.

Issues in Native American Contemporary Literature and Culture (c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English or History credit.
BMS
The purpose of this course is to begin to explore Indigenous American identities through history, literature, and contemporary culture. Indigenous cultures hold a complex place in the history of North America. The class will highlight the regions that became the United States and that country's collective mythology: one that is both idealized in fiction and marginalized in reality. We will delve deeply into the stories of contemporary Indigenous voices in literature, history, film, art, music, and activism as we explore the contemporary issues and historical context for each written work. This course will require students to think creatively and deeply in order to look past the "normal" narrative and to grapple with complex ideas and sources as they write a number of historical and literary analyses.

Literature of Baltimore: Regional Voices (c) ½ credit Semester 2

BMS
From F. Scott Fitzgerald to Ta-Nehisi Coates, Baltimore has been home to writers across centuries who have had important impacts on the national literary conversation. This course will include opportunities for place-based learning; students will explore Baltimore institutions and literary landmarks while studying the work of Baltimore writers past and present. Writers may include Edgar Allen Poe, Laura Lipmann, Ta-Nehisi Coates, D. Watkins, and David Simon.

Literature of the American South (c) ½ credit Semester 2

BMS
This course examines depictions of the American South through the eyes of twenty-first century authors and filmmakers. By analyzing the works of living artists, we will understand how conventions of the Southern literary tradition have been reinterpreted. To what extent do contemporary Southern authors and works about the South evoke the existential struggles of their precursors? How have modern creators sought to expand our conceptions of the American South and its people? Students will apply techniques of literary criticism to novels, poetry, and film, comparing representations of shared themes across media.

Literature of the American West (c) ½ credit Semester 1

BMS
The Western has proven one of the most enduring genres in the American imagination. Its iconography continues to pervade popular culture, with countless artists offering their reinterpretations of the American West's complex legacy. This course will explore what makes the Western so compelling as a genre while also deconstructing its fantasies and misrepresentations. We will dissect the genre's early stereotypes of race and masculinity, discuss various depictions of feminine agency and self-actualization, study indigenous voices and the history of colonization, and explore the role of revisionist pieces and subgenres in transforming our understanding of the Western and American culture. This course will afford opportunities to analyze the conventions of

the genre across various media, particularly film and television. Students will synthesize multiple works as part of their research project.

Terror in American Literature (c) ½ credit Semester 1

BMS

This course is a chance to explore the legacy of terror literature in American writing and to consider how the terrors of a given age may reveal and help us better understand the underlying social anxieties and tensions that drive human behavior. The short stories and films we will encounter this semester will serve as reflections of the social climates of their time. Throughout American history, what has been the source of our greatest fears? Most importantly, in our own particular age of anxiety, we will reflect on Jordan Peele's observation that he had "never seen [his] fears as an African American man onscreen." What does the legacy of American terror fiction tell us about the real terrors of white supremacy in this country? How are contemporary artists like Peele and others reappropriating that legacy to tell untold stories? We will examine the evolution of the American Gothic from Henry James up through our current political moment and the resurgence of the Black Southern Gothic in the work of Beyoncé, Jordan Peele, and Childish Gambino.

The Writings of Toni Morrison (Honors) (c) ½ credit Semester 1

This is considered a literature course.

BMS

This course will explore the work and legacy of Toni Morrison through her speeches, essays, literature, and poetry. As president Barack Obama said in his eulogy in the summer of 2019, "Toni Morrison was a national treasure. Her writing was not just beautiful but meaningful — a challenge to our conscience and a call to greater empathy." Morrison's work "brings us that kind of moral and emotional intensity that few writers ever attempt…using a tone that is lyrical, precise, distinct, and inclusive." Through her work, this course will examine questions of American identity, particularly the ways that the narratives of enslaved peoples and their descendants have become some of the most essential poets of our nation.

Gilman English Electives

African American Literature (c) ½ credit Semester 1

GILMAN

This senior elective examines the powerful legacy and enduring impact of African American literary voices across generations. Through close reading of seminal works across genres and periods, students examine narratives that illuminate the complexity of Black experiences in America. The course combines analytical writing, presentations, and collaborative projects to develop students' understanding of how African American literature shapes and challenges the literary canon. Special attention is paid to questions of representation and power in literature, and how artistic expression intersects with social movements. Students develop strong written and oral communication skills through dynamic discussions, group presentations, and independent research.

African American Writers (c) ½ credit Semester 2

This is considered a literature course.

GILMAN

Building on the literary foundations of African American Literature, this course moves beyond fiction. We examine the dynamic intersection of African American non-fiction, film, music, and oratory across U.S. history. The first semester focuses on novels, poems, plays, and short stories. Second semester, students engage with influential Black voices through memoirs, essays, speeches, documentaries, and musical expression. Through seminar-style discussions led by students, the class explores Black artists and writers across different mediums. Together, we examine their approaches to identity, justice, and racial consciousness in American culture. Students engage in independent film studies and music criticism. They craft analyses of significant works in Black cinema and develop critical reviews of influential albums and songs. The course emphasizes active student participation through leading discussions and creating multimedia projects. Through presentations and analysis, students connect historical works to contemporary conversations, exploring the powerful relationship between artistic expression and civic engagement.

American Literature of the '60s (c) ½ credit Semester 1

GILMAN

The sixties were a decade of revolution, protest, polarization, liberation, experimentation, and promise. The fear of nuclear annihilation and the paranoia of the Cold War permeated the American psyche. The Civil Rights Movement gave voice to disenfranchised Black Americans and fueled the movement for women's liberation. The conflict in Vietnam, raging violently in the East, was broadcast nightly on American television. The New Left protested for free speech on campus and a new form of politics while the counterculture encouraged the youth of America to expand their consciousness, to "turn on, tune in, and drop out." In all, the sixties were a wide-spread convergence of the political, the personal, the philosophical, and the artistic. Through an interdisciplinary study of the history, literature, and music of the sixties, students will analyze how the art of the sixties reflects that turbulent and often romanticized decade.

Ancient Greece (c) ½ credit Semester 1

This is considered a literature course.

Interdisciplinary: This course may be taken for English or History credit.

GILMAN

Greek history from the Bronze Age through the Death of Alexander: It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 B.C.E., the date of the first Olympic games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

Ancient Greek and Roman Drama (c) ½ credit Semester 1

This is considered a literature course.

GILMAN

In this course, we will engage in a detailed study of ancient Greek and Roman tragic plays, and discuss the questions explored in, and raised by, these works. The course will discuss the historical and cultural backgrounds of tragedy, theatrical conventions, dramatic structure, the techniques and styles of the authors, as well as consider some modern responses to these works. We will

explore such questions as: Why does human suffering make for enduring and fascinating entertainment? What makes a tragedy 'tragic'? What can we learn from these works? How can ancient explorations of moral dilemmas help us to navigate our own similar complex questions? Authors will include Aeschylus, Sophocles, Euripides, and Seneca.

China and Modern East Asia (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
After the cataclysms of revolution and war in the 20th century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of modern East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the 19th century, with occasional forays into the Koreas and Southeast Asia. There will be extensive discussion of fiction, including the novels *Kokoro* by Natsume Soseki and *To Live* by Yu Hua.

Comedy (c) ½ credit Semester 2

This is considered a creative writing course.
GILMAN
Just as tragedy has the power to connect and unite human beings, so does comedy. Just as tears can cause us to recognize a need for change, so can laughter. In this course, students will read, watch, analyze, and write comedy. The cornerstone of the class will be the study of satire as a technique for social criticism. Students will manage an "Onion"-type online school newspaper for which they will generate content. They will also learn the fundamentals and applications of improvisation and sketch writing in the comedy-creation process.

Creative Writing (c) ½ credit Semester

GILMAN
Taught by the Gilman Writing Fellow, this course is an intensive workshop in creative writing. Because each new Fellow will design the curriculum according to his or her interests and talents, the course content is variable; it will include elements in both fiction and poetry, and may cover playwriting. Students should expect to write daily, read the works of accomplished writers, and participate in critiques of one another's writing in workshop format. Only students who enjoy reading and writing and who are willing to work hard to improve their writing should consider taking this course.

Dystopian Fiction (c) ½ credit Semester 2

This is considered a literature course.
GILMAN
Environmental destruction. Nuclear disaster. Government, religious, and technological control. The modern literary sphere is flooded with dystopian stories featuring such opposing themes as conformity and individuality, isolation and community, and control and rebellion. The ultimate goal of each novel seems to stem from the hero's desperate attempt at survival against all odds. This course seeks to consider why contemporary readers are drawn to such stories by examining the emergence of the dystopian novel from foundational utopian texts such as Plato's *Republic* and More's *Utopia*, investigating the development of the dystopian hero, and interrogating the political, social, cultural, and religious trends of our society that might influence writers of this

genre. In addition to discussion and analytical writing, members of the class will produce their own dystopian short fiction.

Existentialism in Literature (c) ½ credit Semester 2

GILMAN

To study philosophy is to wrestle with an essential question: "What is the meaning of life?" The philosophy behind existentialism, however, asks a different and, perhaps, more fundamental question: "Does life have a meaning at all?" Through the study of existential philosophy and literature, students will consider the meanings and problems of existence. Students will read the philosophical writings of Kierkegaard, Nietzsche, Heidegger, and Sartre and will seek to better understand the basic existential concepts of being. Moreover, students will apply existential theories to the reading of influential modern and postmodern literature. Through the study and contemplation of existential concepts and themes, students will be encouraged to consider the vital joy inherent in deep meditation on existence, that the struggle to understand one's place in the world is, in and of itself, enough to fill the heart and mind.

Film as Literature (c) ½ credit Semester 1

GILMAN

Film as Literature is designed to broaden and extend students' knowledge and appreciation of film as an art form—to help them become "cinema-literate." Through an immersive study of films in a variety of genres, students will develop and sharpen skills in reading, thinking, viewing and writing about films, as well as listening and speaking in post-viewing discussions. Students will be taught to analyze film in the same way that they study a literary text, by watching and studying classic and contemporary movies. They will learn how to "read" a film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Upon completion, students will possess a deeper knowledge and active comprehension of film terms and techniques, the adaptation of literature into film scripts, film genres, elements of symbolism, literary themes in films and the art of the well-made screenplay, as well as the director's craft. Students will leave Film as Lit with an exciting new personal foundation of cinema literacy.

Greek and Roman Mythology: Gods, Heroes and Monsters (c) ½ credit Semester 2

This is considered a literature course.

GILMAN

This course serves as an introduction to the world of ancient Greek and Roman mythology, with a special focus on gods, heroes, and monsters. Students will learn the foundational stories of the gods and their families, the tales of heroes and monsters (both human and beast). We will examine and discuss Greek and Roman literature that features these myths, including the works of Homer, Ovid, Euripides, and Apollonius of Rhodes among others.

Heroic Journey (c) ½ credit Semester 1

This is considered a literature course.

GILMAN

This course seeks to explore Joseph Campbell's monomyth, the heroic journey, through a multimedia examination of classical and contemporary literature, film, and music. From Sir Thomas Malory's *Le Morte d'Artur* through George Lucas' *Star Wars: A New* Hope, the cycle of discovery a hero undergoes allows students to see themselves and their world through a critical lens. Using Campbell's *Hero with a Thousand Faces*, students will identify the different stages of the hero's journey and unwrap the archetypes seen therein through comparative analysis of these

works. Class discussion will focus on analysis of author intent and understanding why folktales and myth are an effective vehicle for shared audience experience, interpretation, and societal critique.

Historical Fiction: America (c) ½ credit Semester 1

This is considered a literature course.
Interdisciplinary: This course is offered either for English or History credit.
GILMAN
In this American historical fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on American history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Historical Fiction: World (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course is offered either for English or History credit.
GILMAN
In this world historical fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on world history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Holocaust Studies (c) ½ credit Semester 1

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
This course will guide students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the Final Solution, they will consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis will be a close study of the key events that transformed persecution into genocide during World War II. The Holocaust Museum will be an important resource during this process. During the final section of the course, students will explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays, and films with Holocaust themes.

Law and Literature (c) ½ credit Semester 2

GILMAN
This course seeks to examine the intersection of law and literature by introducing students to aspects of the law featured in classical and contemporary literature. Reading will include classic short novels, a play, and a contemporary novel. These readings will be supplemented by excerpts from Judge Richard Posner's *Law and Literature* and seminal Supreme Court cases. Students will gain experience with the Socratic method, briefing case law, and the obligations of attorneys and judges. Guest speakers will provide students a grounding in how the legal system works, with introductions to civil procedure, the stages of a criminal trial, and an examination of the Bill of Rights.

Literary Adaptations (c) ½ credit Semester 1

GILMAN

You've heard it dozens of times: "the book was better than the movie." In an age consumed with retellings, we are trained to view adaptations through a comparative lens, working under the assumption that a "true" adaptation is a faithful translation of the original text. But what if the adaptation's goal is something else entirely? This course will examine the complex relationship between a source and its retellings, paying particular attention to the ways literary and visual representations differ in their semiotics and storytelling methods. Our central focus will lie with Shakespeare's Hamlet, the story of a man tasked with avenging his father's murder yet finding himself incapable of taking action. In this course, students will lead discussions and craft analytical essays in response to both Shakespeare's Hamlet and a variety of adaptations of the play (including films, music, poetry, and other plays). Students will also engage with an adaptation of their choosing, offering insight (through critical and creative writing) into the value of divergence and what it might reveal about our cultural development as well as philosophical truths.

Literary Letters (c) ½ credit Semester 1

GILMAN

English poet John Donne wrote, "more than kisses, letters mingle souls"; students in this course will study and try their hand at this soulful mingling. Through the analysis of epistolary novels, a play, and other short fiction in letter form, students will uncover the complexities of this style and these stories. Chbosky's *Perks of Being a Wallflower* will be the summer reading selection, and then students will begin the fall semester by writing a personal essay, telling part of their life story in the form of a letter; from there, they'll read and discuss three works: Gurney's *Love Letters*, Walker's *The Color Purple*, and Robinson's *Gilead*. Each of these handles the form differently--Andy and Melissa's correspondence lasts a lifetime, Celie prays to God, and John prepares his son for his imminent death--but the common sentiment seems to be, as one character puts it, that a letter can be "a present of myself to you." *This course has required summer reading.*

Literary Role Models (c) ½ credit Semester 2

GILMAN

Stevie Wonder's song "Do Like You" showcases a boy named Keita who wants to be the "baddest dancer in the whole neighborhood." The song's refrain includes a request for help: Keita asks his big sister, "Show me how to do like you, show me how to do it." This course will focus on these types of requests for guidance as well as efforts to lead by example. Through the literary selections, students will analyze and discuss what it takes to notice and lean on others, what it means to be a role model, and how these fictional relationships broaden and deepen our own experiences. A father of three girls, in one of the works, feels his "self-preservation and courage battling against each other"; a retired cop urges his son to "hurry up and become a man already"; a grandmother explains that "getting grown means learning how to work the current: learning when to hold fast, when to drop anchor, when to let it sweep you up"; finally, a father and son navigate a post-apocalyptic world, "each the other's world entire."

Literature of Childhood (c) ½ credit Semester 2

GILMAN

As second semester seniors, you are on the verge of leaving home for a great journey. Like all adventures, along the way you will encounter moments of fear, confusion, and joy. The world is a complicated place and the thought of leaving your home can be very intimidating. This natural apprehension can be mitigated by focusing on lessons taught in early childhood education. This

course will examine the lessons and values championed in children's literature. Students will reflect on how these virtues are being applied in their own life. They will examine the books they read as children and compare them to more modern publications. We will write and illustrate children's books which will be shared with Lower School buddies. The goal is for seniors to reflect on basic values and how they can reflect those values as they prepare to graduate.

Modern European Intellectual Thought (c) ½ credit Semester 1

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the School's extensive online collection of academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe, Notes from the Underground*, *Animal Farm*, and *The Stranger.*

Roman Republic (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
This course explores Roman history from the birth of the monarchy in 753 B.C.E. through the rise of Augustus. Particular attention is paid to the foundation myth, the republican constitution and political system, Roman conquest and imperialism, the civil war, and the Augustan political settlement.

Urban Studies: Literature (c) ½ credit Semester 1

Interdisciplinary: This course may be taken for English or History credit.
GILMAN
We will explore the nature of urban environments through engagement with narrative-based historical texts, creative nonfiction, poetry, film, music, fiction, journalism, public policy, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will critically engage with the local context of Baltimore in comparison to other urban environments. Through visits from guest speakers, we will learn about future initiatives in Baltimore and, inspired by their work, we will imagine solutions to the current challenges of the city.

Urban Studies: Policy (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
We will explore the urban landscape of Baltimore through engagement with public policies related to land use and zoning, economic development, housing, education, and environmental protection. Our engagement will include reviewing actual policies, projects, and proposals for future projects. Finally, Urban Studies students will develop an appreciation of Baltimore's past, present, and potential future through field trips to local small businesses, non-profits, and public spaces.

World War II: A Global History (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
In this course we will examine the central cataclysm of the twentieth century, whose repercussions can still be felt in the world today, more than seventy years after its end. The class will provide a chronological overview of World War II, examining both the European and Asian theaters of the war. Events of focus will include but not be limited to the Battle of Britain, the German invasion of the Soviet Union, the Battle of Stalingrad, the North African campaign, the invasion of Italy, and D-Day. We will spend time examining certain topics in more depth, including the interwar years, diplomatic origins of the war, the rise of Nazis in Germany, acts of genocide including the Japanese invasion of China in 1937 and the rape of Nanking and the Holocaust. We will also consider the use of strategic bombing and civilian targets in the war, culminating in the fire-bombing of Dresden and atomic bombings of Hiroshima and Nagasaki. This class also fulfills an English credit, and we will therefore read Pierre Boulle's *The Bridge Over the River Kwai* in the third quarter and Kurt Vonnegut's *Slaughterhouse Five* in the fourth quarter. We will use documentaries and films extensively, including the 1970s British series *World at War* and the more recent *World War II in Color*. We will also rely heavily on primary accounts from the combatants who participated in the conflict.

Writers in Revolt (c) ½ credit Semester 1

This is considered a literature course.
GILMAN
The literature of the Writers in Revolt English elective focuses on revolt and protest against societal expectations and prejudices. As we study, discuss, and write about the literature, students also work on a semester-long project requiring them to identify something (a practice, policy, belief, or institution) that they wish to revolt against. After considering and formulating various protest techniques to utilize, they draw attention to their personal revolt through assembly presentations, interviews, social media posts, and surveys. Finally, they execute their revolt in an effort to actualize as much change as possible.

HISTORY

GRADUATION REQUIREMENT: Each student is required to earn 3 credits of history: World History I, World History II or AP World History: Modern, and United States History.

Grade 9

World History I 1 credit Year

This course will trace global history from the ancient world through the Protestant Reformation in Europe (c. 3500 BCE to 1600 CE) through a thematic approach focused on religion, politics, economics, social identity, and other important aspects of civilization. We will travel around the globe to learn about the particular histories of diverse regions and to uncover a larger picture of history by studying the interactions of societies over time. We will use various primary and secondary sources, including the textbook, written historical documents, art, music, architecture,

and maps. The course will introduce the practice of history, and, by the end of the year, students will have experience in analyzing source material, constructing sophisticated and persuasive arguments in written and oral form, and working through nuanced research questions and techniques.

Grade 10

World History II — 1 credit — Year

In this course, students study the roots of modernization in world history from the time of the Renaissance in the 1300s to the global conflicts of the 1900s, namely the World Wars and the Cold War. Each unit will focus on a key turning point or development in this transformation and will highlight its relevant political, economic, social, and cultural aspects. Among others, these units will include: the Renaissance, the Reformation, Columbian Exchange & Commercial Revolution; the Rise of Nation States; the Age of Political Revolutions; the Industrial Revolution; Modern Political, Economic & Cultural Systems and Thought; Imperialism; and the Global Conflicts of the Twentieth Century. The course will look at these developments from a global perspective. Where applicable and practical, the units will also include the study of relevant art, music, and literature.

AP World History: Modern — 1 credit — Year

Department approval required.

This course is designed to prepare students with the skills and content knowledge needed for the AP World History exam. While its primary content coverage will heavily emphasize the modern era from 1400 C.E. forward on a global scale, it will also review pre-modern material from World History I as needed to foster readiness for the exam. Major areas of study will include: Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global Conflict, Cold War and Decolonization, and Globalization. Where applicable and practical, coverage will include consideration of relevant art, music, and literature. Students take the AP exam in May, and the year concludes with a research-based enrichment activity. *This course has required summer reading.*

Grade 11

United States History (c) — 1 credit — Year

Eleventh grade English 11 or U.S. History is taken at the Gilman or RPCS campus.

RPCS/GILMAN

This course, taught at Gilman and Roland Park Country School, surveys the history of the United States from colonial times to the post-World War II era. While readings and specific assignments will vary from teacher to teacher, all require analytical papers, essay tests, and extensive readings, including primary sources.

RPCS: From pre-Columbian encounters to the multicultural post-Cold War nation, this course documents the history of the United States by investigating the multifarious ways in which different groups have wrestled with the idea of what it means to be "American." By viewing American history through the lenses of different kinds of identities (national, racial, social class, and many more), students in this class are enabled to consider the broad scope of national history, including and beyond traditional narratives. Students will incorporate many different kinds of secondary and primary source material into their work, with a focus on research-based analysis. The culmination of the year is a persuasive essay based on primary source research.

GILMAN: This course surveys the history of the United States from colonial times to the post-World War II era. While readings and specific assignments will vary from teacher to teacher, all require analytical papers, essay tests, and extensive readings, including primary sources.

AP United States History — 1 credit — Year

Prerequisite: AP World History (or World History II with permission)
Department approval required.
This course is a fast-paced, broad survey of the major themes and issues in American history from the pre-contact period through the late twentieth century. Students will learn to analyze continuity and change in American history, examining the many factors which have shaped the American people and the impacts of historical developments over time. The course highlights political but also incorporates social history to explore the experiences of the many groups which comprise the United States. In addition to the textbook, students will utilize a wide range of resources, including scholarly articles and primary source documents. The course emphasizes analytical writing, and students are expected to produce a number of analytical essays throughout the year. The course is geared to help students prepare for the AP US History Examination in May.
This course has required summer reading.

SENIOR ELECTIVES

RPCS History Electives

American Music and Black Identity (Honors) — (c) — ½ credit — Semester 2

Interdisciplinary: This course is offered either for English or History credit.
Pending approval as a NCAA-approved core course for English; approved for Social Science.
RPCS
From Robert Johnson and Howlin' Wolf to Kendrick Lamar and GZA; from Bessie Smith and Billie Holiday to Chaka Khan and Rihanna; from Sly to Marvin to Stevie to Prince and beyond—Black musicians have represented the vibrant whole of the Black experience as it has defined American history. This course explores the idea that music created by Black artists has in fact created a truly American narrative. Black music is the story of the United States and its culture. Through music and literature, we will consider, celebrate, and interrogate identities such as "Black" and "American." The course will center on two extraordinary documents: James Baldwin's The Fire Next Time and Questlove's documentary on the Harlem Cultural Festival, Summer of Soul. No background in music is needed—just a love of music!

History of Capitalism (Honors) — (c) — ½ credit — Semester 1

RPCS
This course introduces students to Capitalism and its history through an introduction to some of the basic economics of capitalism, historical case studies, and a Baltimore-based research project. We will discover some of the foundational ideas of capitalism and its critiques from figures as diverse as Adam Smith and Karl Marx. We will also explore diverse viewpoints on capitalism from the twentieth and twenty-first centuries, including deep dives into historical case studies ranging from the Gilded Age through the Great Depression and New Deal to modern capitalism in a globalized world. Finally, we will return to the local by centering students on the story of capitalism in Baltimore for their final project, from Baltimore's history as a port city to the "highway to nowhere" to modern-day Baltimore business success stories.

Irish Literature (c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English or History credit.
Pending approval as a NCAA-approved core course for Social Science; approved for English.
RPCS
This course examines the intersection of culture, politics, and geography in the development of a distinct national voice within Irish fiction, drama, and poetry. Students will trace the evolution of the Irish literary imagination from foundational myths and folk songs to contemporary prose. By engaging with pivotal texts, participants will evaluate how writers have both mirrored and critiqued Ireland's cultural landscape, effectively recording the nation's history while simultaneously shaping its future. Central to the inquiry is an analysis of how literary works navigate the tensions of colonial legacy, national identity, and social change. Core texts will include *The Táin,* by Ciaran Carson, *Reading in the Dark* by Seamus Deane, *Small Things Like These* by Claire Keegan, and *Translations* by Brian Friel.

Politics and Mass Media in the U.S. (Honors) (c) ½ credit Semester 2

RPCS
Our democratic government was founded on the notion that freedom of the press is fundamental to preserving the people's power and limiting the government's power. But how have a free press and rapidly expanding forms of electronic media affected our democracy? This class will help students develop a critical lens as they consume political media content in the 21st century. We will explore questions such as: To what degree does the news media inform citizens versus manipulate them? Has information been "weaponized" by actors seeking political and financial gain? To what extent is social media a negative force in politics, dividing us into ideological echo chambers, or a positive force for connection and activism? How has modern media changed the quality and quantity of civic engagement, and is increased participation always beneficial? How does the First Amendment protect freedom of the press – and, given the almost unfettered expansion of social media, should we regulate the media more than we do?

The Immigrant Journey: Shaping America, 1776 to Today (Honors) (c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English or History credit.
RPCS
Many Americans have a romanticized idea of America's immigrant past. They point to idealized visions of Ellis Island, or the famous words of Emma Lazarus etched into the base of the Statue of Liberty, "Give me your tired, your poor. Your huddled masses yearning to breathe free…" In fact, America's immigration history is more contested, more nuanced, and more complicated than many assume. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. It will also explore the basic question: How has America historically treated its immigrants? The course follows a chronological overview of U.S. immigration history, but it also includes mini-units that cover salient issues in political discourse today, such as xenophobia, deportation policy, border policing, and sanctuary cities. Through art, music, and literature, we will examine America's complex ties to immigration. Students will travel to New York City to experience Ellis Island and explore historic immigrant neighborhoods firsthand.

Bryn Mawr History Electives

AP Art History (c) 1 credit Year

Prerequisite: United States History or AP United States History
Department approval required.
Open to seniors only.
Interdisciplinary: This course may be taken for History or Art credit.
Approved as a NCAA-approved core course for Social Science only.
BMS
Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. This is a college-level course that prepares students to take the AP exam in May.

AP Comparative Government and Politics (c) ½ credit Semester 2

Prerequisite: United States History or AP United States History
Department approval required.
BMS
This course will introduce major theoretical approaches to comparative politics and examine case studies of the political systems and processes of the following countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The goal of studying these nations will be to allow students to compare and contrast political institutions across nations and draw generalizations on the basis of these case studies. Students taking this course are required to take the Advanced Placement Comparative Government and Politics Exam.

AP United States Government and Politics (c) ½ credit Semester 1

Prerequisite: United States History or AP United States History
Department approval required.
BMS
The AP United States Government and Politics course is designed to provide the student with an experience equivalent to a one-semester college introductory course. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will develop familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics and will study the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will be expected to move beyond factual recall and develop an analytical perspective on government and politics in the United States. Students taking this course are required to take the Advanced Placement United States Government and Politics Exam.

Ethics (Honors) (c) ½ credit Semester 1

BMS
This course examines a broad range of ethical quandaries related to topics such as: AI, art restitution, public health, politics and cultural appropriation*. Students will learn about moral philosophical concepts in conjunction with historical, as well as ongoing, ethical debates, as they cultivate the ability to articulate their own philosophical perspectives through dialogue. Ultimately, students will be able to adapt these moral thinking processes to solve novel ethical quandaries in the future. **Topics for this course may vary by semester.*

History and Literature of the Modern Middle East (Honors)

(c) ½ credit Semester 2

Interdisciplinary: This course is offered either for English or History credit.

BMS

As evidenced by the headlines today, the Middle East has been one of the most misunderstood regions in the world since the end of WWI. This class seeks to shatter the many myths surrounding the incredibly diverse region stretching from Afghanistan in the east to Morocco and Algeria in the west. We will view the history of the region through the words and creations of the Arabs, Turks, Persians, Palestinians, Israelis and other peoples who have lived there during the past 100 years. Close readings of the literary, artistic, cinematic, and musical sources these peoples have produced over the past century will provide the narrative for the course as we explore the region's complicated political, social, economic, religious, and cultural development. We will emphasize the many contradictory themes that have run through the region's recent history and literature: democracy and autocracy, colonialism and nationalism, repression and liberation, diversity and exclusion, modernization and tradition. Students will write a combination of historical and literary analyses based on the sources we examine.

Issues in Native American Contemporary Literature and Culture

(c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English or History credit.

BMS

The purpose of this course is to begin to explore Indigenous American identities through history, literature, and contemporary culture. Indigenous cultures hold a complex place in the history of North America. The class will highlight the regions that became the United States and that country's collective mythology: one that is both idealized in fiction and marginalized in reality. We will delve deeply into the stories of contemporary Indigenous voices in literature, history, film, art, music, and activism as we explore the contemporary issues and historical context for each written work. This course will require students to think creatively and deeply in order to look past the "normal" narrative and to grapple with complex ideas and sources as they write a number of historical and literary analyses.

Gilman History Electives

Ancient Greece

(c) ½ credit Semester 1

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

Greek history from the Bronze Age through the Death of Alexander: It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 B.C.E., the date of the first Olympic games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

AP Art History (c) 1 credit Year

Prerequisite: United States History or AP United States History
Department approval required.
Open to seniors only.
Interdisciplinary: This course may be taken for History or Art credit.
Approved as a NCAA-approved core course for Social Science only.
GILMAN

This yearlong course is designed to introduce students to the fundamentals of art history via a semi-chronological survey of art from the Paleolithic era through Postmodernism. Through intense study and observation of works of art, we will learn about the cultural and religious values, scientific and artistic advancements, and political climate of civilizations and peoples across space and time. The course covers the standard art historical canon– ancient Mesopotamian through the Roman Empire, Early Christian, the Renaissance, European modernism – yet, significant attention is paid to work outside the canon, specifically art from Asia, the Pacific, Indigenous Americas, Africa, and the global contemporary. This course will cover the formal and interpretive aspects of art, while contextualizing that art within its proper historical time frame and comparing it to modern interpretations and implications. Students will do a select number of independent research projects, including a museum visit, formal essays, and presentations, that complement the AP curriculum. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. The goals for this class are two-fold; to prepare students for success on AP exams, and for students to foster an appreciation of art and a high degree of visual literacy so that they may consider the role of art when engaging with the world.

China and Modern East Asia (c) ½ credit Semester 2

Interdisciplinary: This course may be taken for English or History credit.
GILMAN

After the cataclysms of revolution and war in the 20th century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of modern East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the 19th century, with occasional forays into the Koreas and Southeast Asia. There will be extensive discussion of fiction, including the novels *Kokoro* by Natsume Soseki and *To Live* by Yu Hua.

Early Islamic Empire (c) ½ credit Semester 1

GILMAN

How did a small religious movement expand out of the deserts of Arabia into one of the largest and most influential empires in world history? This course examines the rise of Islam in late antiquity and its rapid expansion under the Umayyad and Abbasid caliphates, with a particular focus on how historians reconstruct the early Islamic past. Students will take on the role of historians by investigating this period through a wide range of material evidence, including coins, inscriptions, art, architecture, and archaeological remains. Through the analysis of these materials alongside primary and secondary literary sources, students will explore how the early Muslim caliphs developed systems of governance, expressed their religious and political authority, incorporated different religious and ethnic groups into the state, and shaped a shared yet diverse civilization that stretched from Spain to India. By emphasizing historical interpretation, particularly the skills historians use when sources are fragmentary or contested, students will take on the

challenges of studying pre-modern history while also gaining a broad understanding of the early Islamic world.

Historical Fiction: America (c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English or History credit.
GILMAN
In this American historical fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on American history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Historical Fiction: World (c) ½ credit Semester 2

Interdisciplinary: This course is offered either for English or History credit.
GILMAN
In this world historical fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on world history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

History of the Kennedys: Power, Politics, & Legacy in Modern America (Honors) (c) ½ credit Semester 1

GILMAN
This course explores the remarkable rise, influence, and enduring legacy of the Kennedy family, using their story as a lens through which to examine major developments in U.S. history during the second half of the twentieth century to the present. Focusing primarily on John F. Kennedy, Robert F. Kennedy, and Edward "Ted" Kennedy, students will trace how each brother shaped—and was shaped by—the political, cultural, and social forces of their time. Topics include the Cold War, the Civil Rights Movement, the Vietnam War, political scandal, and the evolution of the modern Democratic Party. Students will also investigate the broader concept of political dynasties in American life, considering how the Kennedy name became both a symbol of idealism and a source of controversy. The course concludes with an examination of the Kennedy legacy today, including a critical look at contemporary political figures such as Robert F. Kennedy Jr. Through primary sources, historical scholarship, film, and class discussion, students will develop a deeper understanding of how individual leaders and family networks influence national identity, political power, and public memory.

Holocaust Studies (c) ½ credit Semester 1

Interdisciplinary: This course may be taken for English or History credit.
GILMAN
This course will guide students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the Final Solution, they will consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis will be a close study of the key events that transformed persecution into genocide during World

War II. The Holocaust Museum will be an important resource during this process. During the final section of the course, students will explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays, and films with Holocaust themes.

Latin American History (c) ½ credit Semester 2

GILMAN

This course examines Latin America's history from pre-Columbian civilizations to the present, with a focus on the legacies of conquest, colonialism, nationalism, revolution, and globalization. Using John Chasteen's *Born in Blood and Fire* as our foundation, we will trace the patterns of inequality, resistance, and cultural change that have come to define the region today. In addition to the textbook, students will analyze historical documents, scholarship, literature, film, and art to explore Latin America's rich history and culture. Particular attention will be given to the contrasting histories of Mexico, Argentina, Brazil, Venezuela, and Columbia which will provide representative case studies, as well as the complex and ever-evolving intercontinental relationship between the two Americas—the north and the south—and how they have shaped each other through cooperation and competition.

Modern European Intellectual Thought (c) ½ credit Semester 1

Interdisciplinary: This course may be taken for English or History credit.

GILMAN

This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the School's extensive online collection of academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe, Notes from the Underground*, *Animal Farm*, and *The Stranger.*

Roman Republic (c) ½ credit Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course explores Roman history from the birth of the monarchy in 753 B.C.E. through the rise of Augustus. Particular attention is paid to the foundation myth, the republican constitution and political system, Roman conquest and imperialism, the civil war, and the Augustan political settlement.

The Great War (Honors) (c) ½ credit Semester 1

GILMAN

This honors-level course will provide an in-depth look at the Great War (1914-1918). It will begin with a review of the late 19th century European conflicts, alliances, and the rise of intense nationalism that contributed to the start of the War. While the course is structured chronologically, there will also be topical discussions such as the role of propaganda in "total war", technological and weapons advances, the contribution of colonial troops, the Christmas Truce of 1914, and the economic, psychological, and political scars left following the war. In addition to the nightly readings, we will read Ernest Hemingway's novel, *A Farewell to Arms* in the first quarter, as well as Ernst Junger's autobiographical account of the War, *Storm of Steel,* in the second quarter. The course will make extensive use of primary sources to supplement the secondary source readings. The culmination of the course is completion of a poetry project in lieu of a final

exam. Students will memorize, recite, and analyze a poem written by a person who experienced the war.

Urban Studies: Literature (c) ½ credit Semester 1

Interdisciplinary: This course may be taken for English or History credit.
GILMAN
We will explore the nature of urban environments through engagement with narrative-based historical texts, creative nonfiction, poetry, film, music, fiction, journalism, public policy, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will critically engage with the local context of Baltimore in comparison to other urban environments. Through visits from guest speakers, we will learn about future initiatives in Baltimore and, inspired by their work, we will imagine solutions to the current challenges of the city.

Urban Studies: Policy (c) ½ credit Semester 2

This is considered a literature course.
Interdisciplinary: This course may be taken for English or History credit.
GILMAN
We will explore the urban landscape of Baltimore through engagement with public policies related to land use and zoning, economic development, housing, education, and environmental protection. Our engagement will include reviewing actual policies, projects, and proposals for future projects. Finally, Urban Studies students will develop an appreciation of Baltimore's past, present, and potential future through field trips to local small businesses, non-profits, and public spaces.

U.S. History Since 1974 (Honors) (c) 1 credit Semester 2

GILMAN
This course examines the political, social, cultural, and economic transformation of the United States from the mid-1970s to the present. Beginning with the aftermath of Watergate and the end of the Vietnam War, students will trace how the nation grappled with crises of confidence and dramatic changes in domestic life. Major topics include the rise of conservatism, the Reagan Revolution, the end of the Cold War, technological change, the events of and U.S. response to 9/11, and the factors that set the stage for our current political and cultural environment. Students will analyze how leaders shaped the direction of the country, and how everyday Americans experienced these changes in their workplaces, communities, and cultural environments. The course also considers the changing role of the media, the polarization of political parties, and the challenges of the post–9/11 world. Using primary sources, scholarship, film, and current events, students will develop the tools to understand today's America as the product of key turning points over the past fifty years, and will reflect on how history continues to shape contemporary public life.

World Religions: Eastern Religions (c) ½ credit Semester 1

GILMAN
Huston Smith states "The community today can be no single tradition; it is the planet....For understanding, at least in realms as inherently noble as the great faiths of humankind, brings respect; and respect prepares the way for a higher power, love--the only power that can quench the flames of fear, suspicion, and prejudice, and provide the means by which the people of this small but precious Earth can become one to another." Our world is becoming more connected and more intertwined and yet remains regionalized. It is essential that we listen to others with an

ear to understanding. This semester course on Eastern religions will attempt to provide historical context and trace the development of Hinduism, Buddhism, and Confucianism. In addition, the philosophical, moral, and ethical ways of thinking (and acting) will be examined by reading selections of each religions' sacred texts. The course will seek to discover the beauty of the world's wisdom, what the religions ought to be in their most perfect of forms.

World Religions: Western Religions (c) ½ credit Semester 2

GILMAN

Huston Smith states "The community today can be no single tradition; it is the planet....For understanding, at least in realms as inherently noble as the great faiths of humankind, brings respect; and respect prepares the way for a higher power, love--the only power that can quench the flames of fear, suspicion, and prejudice, and provide the means by which the people of this small but precious Earth can become one to another." Our world is becoming more connected more intertwined and yet remains regionalized. This semester course on the Western religions will attempt to provide historical context and trace the development of Judaism, Christianity, and Islam. The course is a survey of the Bible, including the study of both the Old Testament and New Testament. The first part of the course is dedicated to the study of the Hebrews, the laws, prophets, and wisdom literature. The second part of the course is dedicated to the study of the life and teachings of Jesus Christ. The third part of the course is dedicated to Islam and will analyze selections of the Quran. The intention of the course is to gain a better historical and current understanding of the three major Western religions.

World War II: A Global History (c) ½ credit Semester 2

Interdisciplinary: This course may be taken for English or History credit.

GILMAN

In this course we will examine the central cataclysm of the twentieth century, whose repercussions can still be felt in the world today, more than seventy years after its end. The class will provide a chronological overview of World War II, examining both the European and Asian theaters of the war. Events of focus will include but not be limited to the Battle of Britain, the German invasion of the Soviet Union, the Battle of Stalingrad, the North African campaign, the invasion of Italy, and D-Day. We will spend time examining certain topics in more depth, including the interwar years, diplomatic origins of the war, the rise of Nazis in Germany, acts of genocide including the Japanese invasion of China in 1937 and the rape of Nanking and the Holocaust. We will also consider the use of strategic bombing and civilian targets in the war, culminating in the fire-bombing of Dresden and atomic bombings of Hiroshima and Nagasaki. This class also fulfills an English credit, and we will therefore read Pierre Boulle's *The Bridge Over the River Kwai* in the third quarter and Kurt Vonnegut's *Slaughterhouse Five* in the fourth quarter. We will use documentaries and films extensively, including the 1970s British series *World at War* and the more recent *World War II in Color*. We will also rely heavily on primary accounts from the combatants who participated in the conflict.

MATHEMATICS

GRADUATION REQUIREMENT: Each student is required to earn 4 credits of math, including Algebra II/Geometry, Advanced Algebra/Trigonometry, and Pre-Calculus.

For program details and course offerings for the Holliday Heine STEM Institute, see page 86.

Algebra I — 1 credit — Year

Students are required to have a TI-84 graphing calculator for this course.
This course is designed for students who have not previously had the opportunity to take a full Algebra I course or who would benefit from more practice with Algebra I before beginning the Integrated Program. Students begin to use the textbooks created by the Phillips Exeter Academy, starting with *Math 1*. Using *Math 1* and the TI-84 Plus calculator, students discover Algebra I topics including: proportional reasoning, linear modeling, inequalities, absolute value, exponent rules, quadratic equations, and many others by working through rich problems and discussing their various solutions and strategies. The concepts presented spiral through the text with increasing complexity. By encouraging students to solve real problems in authentic contexts, we strive to foster independence, creativity, flexibility, and self-confidence in our students and in their approach to solving mathematical problems.

Algebra II/Geometry — 1 credit — Year

Prerequisite: Mathematics through Algebra I
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy.

Algebra II/Geometry (Accelerated) — 1 credit — Year

Prerequisite: Mathematics through Algebra I
Department approval required.
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and

nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Algebra II/Geometry (Honors) 1 credit Year

Prerequisite: Mathematics through Algebra I
Department approval required.
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Advanced Algebra/Trigonometry 1 credit Year

Prerequisite: Mathematics through Algebra II/Geometry
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 1* and *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, and triangles including medians, orthocenter, centroid, and circumcenter. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and

critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2*, published by Phillips Exeter Academy.

Advanced Algebra/Trigonometry (Accelerated) 1 credit Year

Prerequisite: Mathematics through Algebra II/Geometry (Accelerated)
Department approval required.
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 1* and *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, and triangles including medians, orthocenter, centroid, and circumcenter. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Advanced Algebra/Trigonometry (Honors) 1 credit Year

Prerequisite: Mathematics through Algebra II/Geometry (Honors)
Department approval required.
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, statistics, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, triangles, and circles. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2 and Math 3*, published by Phillips Exeter

Academy. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Pre-Calculus 1 credit Year

Prerequisite: Mathematics through Advanced Algebra/Trigonometry
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2* and *Math 3*, published by Phillips Exeter Academy.

Pre-Calculus AB (Accelerated) 1 credit Year

Prerequisite: Mathematics through Advanced Algebra/Trigonometry (Accelerated)
Department approval required.
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus and is required for students who plan to enroll in AP Calculus AB. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbook used is *Math 3*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Pre-Calculus BC (Honors) 1 credit Year

Prerequisite: Mathematics through Advanced Algebra/Trigonometry (Honors)
Department approval required.
Students are required to have a TI-84 graphing calculator for this course.
This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus and is required for students who plan to enroll in AP Calculus BC. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge,

collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbook used is *Math 3*, published by Phillips Exeter Academy, and *Calculus: Single Variable, 7th Edition*, authored by Hughes-Hallett. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

RPCS Mathematics Electives

Calculus (c) 1 credit Year

Prerequisite: Successful completion of Pre-Calculus (any level)
May not be taken in conjunction with or after AP Calculus AB or BC.
RPCS (also offered at BMS and GILMAN)
This course begins with a study of limits and continuity. Then, the derivative will be defined and applied to solving applications related to maxima, minima, related rates, and optimization. As time and interest permits, the course concludes with an introduction to integral calculus and using integrals to find the area under a curve and to solve other applications involving accumulation. While Algebra II and Trigonometry are necessary prerequisites for this course, algebra and trigonometry will occur as needed to facilitate meaningful engagement to the selected calculus topics.

AP Calculus AB (c) 1 credit Year

Prerequisite: Pre-Calculus AB Accelerated or with permission.
Department approval required.
RPCS (also offered at BMS and GILMAN)
The syllabus follows the guidelines of the Advanced Placement Examination in AB Calculus. In addition to the study of limits and continuity, the focus of the course is the introduction of differential and integral calculus. Concepts of calculus and their applications are investigated through a variety of approaches including calculator work, labs, projects, modeling and writing. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination.

AP Calculus BC 1 credit Year

Prerequisite: Pre-Calculus BC Honors or with permission.
Department approval required.
This course completes the study of the BC Advanced Placement syllabus begun in the 11th grade Pre-Calculus BC course. The course begins with a review of the derivative and its applications. Additional applications of differential calculus, the introduction of the definite integral and its applications are then covered. The course continues with computing antiderivatives series, Taylor's formula and some work on solving simple differential equations. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination.

Statistics (c) 1 credit Year

Prerequisite: Successful completion of Pre-Calculus (any level); may be taken concurrently.
May not be taken in conjunction with or after AP Statistics.
Open to seniors only.
Students are required to have a TI-84 graphing calculator for this course.
(Fulfills statistics requirement for the STEM Institute Certificate.)
RPCS
This course is an introduction to statistics, a field whose ideas and concepts pervade modern society and whose importance in business, technology, science, and research is considerable and ever growing. The course consists of three parts: descriptive statistics, probability, and inferential statistics. Topics include sampling techniques; data display; large and small sampling theory; binomial and normal probability distributions; and regression and correlation. Applications of inferential statistics are introduced in business, economic, and industrial contexts. Students will design and administer an original survey with a partner to use as the data set for their semester-long project. In addition, students will be assessed on smaller units through tests and/or hands-on investigations and smaller projects. Students will become proficient in using technology to analyze and summarize their data. This course will develop competencies in Excel and on TI graphing series calculators. We will use an online textbook called *Mymathlab*.

AP Statistics (c) 1 credit Year

Prerequisite: Pre-Calculus (any level) or with permission
Department approval required.
Priority is given to seniors.
Students are required to have a TI-84 graphing calculator for this course.
(Fulfills statistics requirement for the STEM Institute Certificate.)
RPCS (also offered at BMS and GILMAN)
Statistics is a branch of mathematics that almost all students will find useful as statistics is required for many college majors. Statistics enables one to become a critical reader of articles on research. Topics in both descriptive and inferential statistics are covered, as well as ideas concerning probability. Some of the data explored is collected by students; other information may come from newspapers, government databases, medical data, political and environmental surveys. Simulations and many uses of computer software and graphing calculations are included. Interpretation of statistical results is emphasized. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination. *This course has required summer reading.*

Bryn Mawr Mathematics Electives

Calculus (c) 1 credit Year

Prerequisite: Pre-Calculus (any level)
May not be taken in conjunction with or after AP Calculus AB or BC.
Open to seniors only.
BMS (also offered at RPCS and GILMAN)
The emphasis of this course is for students to be able to select and apply Calculus concepts in the context of problem-solving. The course will strengthen the algebraic underpinnings of Calculus and re-examine advanced Pre-Calculus skills as it explores such Calculus topics as limits, continuity, differentiation, and integration. Some applications using average and instantaneous rates of change as well as area under a curve will be studied.

AP Calculus AB (c) 1 credit Year

Prerequisite: Pre-Calculus AB Accelerated or with permission.
Department approval required.
Open to seniors only.
BMS (also offered at RPCS and GILMAN)
Topics covered include limits, continuity, differentiation and integration of polynomial, rational, algebraic, and transcendental functions. Applications of the derivative and the integral are stressed, with advanced graphing techniques. We follow the AP Calculus AB standard curriculum. This is a year-long course and may not be dropped at the end of the first semester. Students must take the AP Calculus (AB) exam in May.

AP Statistics (c) 1 credit Year

Prerequisite: Pre-Calculus with minimum grade of 90%; Pre-Calculus AB A or BC H with minimum grade of 87%.
Department approval required.
Open to seniors only.
(Fulfills statistics requirement for the STEM Institute Certificate.)
BMS (also offered at RPCS and GILMAN)
Statistics is a branch of mathematics that almost all students will find useful as statistics is required for many college majors. Statistics enables one to become a critical reader of articles on research. Topics in both descriptive and inferential statistics are covered, as well as ideas concerning probability. Some of the data explored is collected by students; other information may come from newspapers, government databases, medical data, political and environmental surveys. Simulations and many uses of computer software and graphing calculators are included. Interpretation of statistical results is emphasized. Students are expected to make a considerable commitment of time to this course.

Introduction to Multivariable Calculus (Honors) (c) ½ credit Semester 1

Prerequisite: AP Calculus BC
Department approval required.
BMS
This course is a continuation of the study of functions begun in the B and C Semesters of Advanced Placement Calculus. The course focuses on applications and extensions of topics covered in BC, and it is designed to provide closure to some of those topics while, at the same time, preparing students for their uses and applications in both the theoretical and applied mathematics the students will see in college. Topics include the mathematics of vectors with dot and cross products, graphing functions in three dimensions, partial derivatives, and methods to locate extrema and saddle points on surfaces. If time permits, there will be an investigation of multiple integrals to calculate area, volume, surface area, and arc length in three dimensions.

Analysis and Discrete Structures (Honors) (c) ½ credit Semester 2

Prerequisite: Completion of at least one semester of AP Calculus (AB or BC), 85% or better at the semester.
Department approval required.
Pending approval as a NCAA-approved core course for Math.
BMS
Analysis and Discrete Structures Honors is an advanced mathematics course designed to develop rigorous analytical thinking and problem-solving skills through the exploration of college-level

math topics. Students will investigate strategic decision-making in game theory; network models and relationships in graph theory; and formal logic and proofs in real analysis. Through hands-on problem-solving and collaborative inquiry, students will learn to think abstractly, communicate mathematical ideas precisely, and apply discrete structures to real-world scenarios in computer science, economics, and optimization.

Linear Algebra and Differential Equations (Honors) (c) 1 credit Year

Prerequisite: Completion of AP Calculus BC and Multivariable Calculus
BMS
Linear Algebra and Differential Equations is the study of fundamental concepts in matrix theory and ordinary differential equations. Students will explore widely applicable topics such as Gaussian elimination, vector spaces, linear transformations, eigenvectors, linear differential equations, and Laplace transformations. A blend of pure and applied mathematics, the course material includes an introduction to mathematical proofs and connections to science, statistics, and engineering.

Gilman Mathematics Electives

Calculus (c) 1 credit Year

Prerequisite: Pre-Calculus (any level)
May not be taken in conjunction with or after AP Calculus AB or BC.
Open to seniors only.
GILMAN (also offered at RPCS and BMS)
The emphasis of this course is for students to be able to select and apply calculus concepts in the context of problem-solving. The course will strengthen the algebraic underpinnings of calculus and re-examine advanced pre-calculus skills as it explores such calculus topics as limits, continuity, differentiation, and integration.

AP Calculus AB (c) 1 credit Year

Prerequisite: Pre-Calculus AB Accelerated or with permission.
Department approval required.
Open to seniors only.
GILMAN (also offered at RPCS and BMS)
The syllabus follows the guidelines of the Advanced Placement Examination in AB Calculus. After a study of functions and their inverses, limits, and continuity, the focus of the course is the introduction of differential and integral calculus and its applications such as max/min problems, related rates, curve sketching, areas, and volumes. All students are expected to take the Advanced Placement Examination.

AP Statistics (c) 1 credit Year

Prerequisite: Pre-Calculus (any level)
Department approval required.
Open to seniors only.
(Fulfills statistics requirement for the STEM Institute Certificate.)
GILMAN (also offered at RPCS and BMS)
Designed for students who will pursue a variety of college majors. Statistics is a branch of mathematics that almost all students will find very useful. Topics in both descriptive and inferential statistics are covered, as well as ideas concerning probability. Some of the data needed is collected by students, and other information is gathered from newspapers, government databases, medical data, political and environmental surveys, and other sources. Some simulations and uses

of computer software and graphing calculator applications are included. There is emphasis on the interpretation of statistical results as well as the predictive power of statistics.

Abstract Algebra (Honors) (c) 1 credit Year
Prerequisite or Corequisite: AP Calculus BC
Pending approval as a NCAA-approved core course for Math.
GILMAN
This course will introduce abstract algebraic structures, like groups, rings, and fields. These structures encode symmetries; we will use this to study spaces students have seen, like the integers or Rubik's cubes, as well as new spaces, like quaternions and dihedral groups. Students will learn how to write formal proofs. This course is intended for those who have a curiosity beyond the standard high school courses and want an introduction to undergraduate-level math.

PHYSICAL EDUCATION

GRADUATION REQUIREMENT: Upper School Physical Education (PE) is a 4-year curriculum which promotes lifetime fitness, learning healthy habits, discovering new lifetime fitness activities, and student choice. At 0.50 credit per year, students earn 2 credits of PE for graduation.

Grade 9

Physical and Personal Wellness 9 (PPW-9) ½ credit (Pass/Fail) Year
Cross-listed with Wellness & College Counseling
Required Course for 9th grade.
All 9th grade students will be enrolled in Physical and Personal Wellness 9 for the year. There is no homework in this class.

One semester will be Physical Wellness taught by the Physical Education faculty, and students will be taught the basics of healthy living, how to incorporate healthy habits into our daily lives, and be introduced to lifetime fitness activities such as yoga, Pilates, exercise fitness, nutrition, mindfulness/breathing techniques. Students will learn how to put together a workout program, become knowledgeable in the use of the equipment in the Fitness Center, learn proper techniques and skills for exercising properly, and learn to play lifetime sports such as badminton, tennis, golf, pickleball, etc. The purpose is for students to learn how to be active and healthy, thus promoting the physical wellness of the child.

The other semester will be Personal Wellness taught by the counseling department and supplemented with outside speakers, which shift annually according to the students' developmental needs and issues in our community. The goal is to provide a foundation for health, wellness, diversity, and relationships. At Roland Park Country School, we recognize that our students are experiencing more stress than ever before and we use course topics to explore good and bad stress, reflect on boundary setting and the importance of self-care, and talk about asking for help as steps to create resilience. Topics include: anxiety and depression (The Johns Hopkins Adolescent Depression Awareness (ADAP) Program includes three one-hour classes on depression

and bipolar disorder); sex education, which focuses on respect, relationships, and responsibility from the *Project School Wellness* curriculum, and specific topics, including sexual health, making healthy decisions, and consent; drug and alcohol use prevention; self-care; healthy relationships; time management; and peer pressure.

Grades 10 through 12

Physical Education ½ credit (Pass/Fail) Year

Required Course for sophomores, juniors and seniors.
Students in grades 10, 11 and 12 will choose to fulfill their PE requirement each trimester (in line with the fall, winter, and spring sport seasons) by playing an RPCS sport, taking an RPCS dance class, dancing with Roses (for students in grades 11 and 12), or by taking a PE Elective class. Students in grades 10 and 11 are required to be active during all three trimesters. Seniors are required to be active for a minimum of two of the three trimesters.

For each trimester, a variety of PE Electives are offered and include fitness-based classes (i.e., cardio, personal fitness, Pilates, weight training, yoga) and sport-based classes (i.e., badminton, tennis, squash). Each PE Elective class meets once per cycle for 50 minutes. Students who opt to take the PE Elective to fulfill their requirement for the trimester will choose two different electives per cycle based on their interest and schedule. Students who take 6 full-time academic classes will choose one PE Elective per cycle.

PE Exemption Information

Students in grades 10, 11, and 12 who participate in a year-long physical activity off-campus (i.e. ice hockey, horseback riding, elite level of dance, etc.) can apply for exemption from the RPCS PE graduation requirement. Students must apply for this exemption prior to September 8, 2026, and meet with the PE department chair. Club sports, personal training sessions, recreation league sports, individual coaching, etc. do not qualify for the exemption. Please note: not all applications are granted the graduation exemption.

Grades 12 Elective

Introduction to Sports Medicine (c) 1 credit Year

Not a NCAA-approved core course.
Open to seniors only.
GILMAN
This course offers a hands-on, yet academic approach to the techniques and practices of an athletic training clinic. This course does not count toward fulfilling the Physical Education requirement but may be taken in addition to Physical Education 12 as a separate senior elective.

PSYCHOLOGY

AP Psychology (c) 1 credit Year

Prerequisite: English 11, Biology, Physics and Chemistry
Department approval required.
RPCS
This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and methods associated with each of the major subfields within psychology. The course emphasizes the history of psychology as a science, the different theoretical approaches that underline explanation of behavior, and the contemporary research methods used by psychologists. A college level text is used, and student assignments and grades are based on college level expectations. This course prepares students for the AP Examination.

Psychology (c) ½ credit Semester 2

Open to seniors and RPCS juniors (priority given to seniors)
Approved as a NCAA-approved core class for Social Science only.
RPCS
This course is an introduction to essential topics in psychology. Students who are curious about why we, as humans, think, feel and act as we do will engage in fascinating study and discussion of our behaviors and the mind. Students will gain insight into the history of psychology, research methods, the brain, development over the lifespan, human cognition, learning and memory, our social identities and relationships, personalities, emotion and motivation, and psychological disorders and their treatments. The course will provide students the opportunity to evaluate how psychological concepts and theories have meaning in their own lives.

Bryn Mawr Psychology Elective

Social Psychology (Honors) (c) ½ credit Semester 2

Department approval required.
Open to seniors only.
Approved as a NCAA-approved core class for Social Science only.
BMS
This course delves deeply into the scientific study of how individuals think, behave, influence and are influenced by others. Of primary concern is social psychologists' use of experimental and correlational research methods to gain insight into concepts of self, social cognition, prejudice and discrimination, aggression, and stereotypes. Through thoughtful consideration of these psychological theories, we will work to make sense of events occurring around the world and in our own lives.

SCIENCE

GRADUATION REQUIREMENT: Each student is required to earn 3 credits of laboratory science, which must include Biology, Physics and Chemistry.

For program details and course offerings for the Holliday Heine STEM Institute at Roland Park, see page 86.

Biology 1 credit Year
Biology (Honors) 1 credit Year
Department approval is required for honors-level biology.
This ninth-grade course provides students with a foundation in biology. Laboratory work is an important part of the course, with student-designed investigations playing an instrumental role. Topics covered include cellular studies, genetics, evolution, taxonomy, and soil ecology.

Physics 1 credit Year
Normally open to students in the 10th grade, this introductory physics course focuses on connecting physics concepts and mathematics to everyday life. The course is tailored to cultivate student interest in science while strengthening their mathematical fluency. Topics covered typically include heat and temperature, waves and sound, optics, electric circuits, and laws of motion. Laboratory investigations focus on connecting evidence to claims and on the process of making and testing predictions using mathematical models.

Physics (Honors) 1 credit Year
Recommended mathematics corequisite: Advanced Algebra/Trigonometry H
Department approval is required for honors-level physics.
Normally open to students in the 10th grade, this introductory physics course focuses on the development of foundational knowledge and skills in classical physics. The course is tailored for students with strong mathematical fluency and an interest in pursuing further study in science (or STEM). Topics covered typically include fundamental forces in the universe, motion and its causes, and energy and momentum. Laboratory investigations focus on measurement, the analysis of measurement uncertainties, and the quantitative modeling of functional dependencies.

Chemistry 1 credit Year
Chemistry (Honors) 1 credit Year
Department approval is required for honors-level chemistry.
Normally open to students in the 11th grade, this introductory chemistry course deals with theoretical models, their development, and implementation. The structure of the atom, periodicity, chemical bonding, chemical reactions, stoichiometry, solution chemistry, properties of gases, and acid-base chemistry are explored through a laboratory inquiry approach. In addition, students participate in a semester-long small group project where they are tasked with applying the content covered throughout the second semester to determine the impact of road salts on concrete samples. This project culminates in writing a scientific paper detailing their results and conclusions.

RPCS Science Electives

Priority is given to seniors; however, juniors who have satisfied the prerequisites for these electives may be eligible to enroll.

See the Engineering section on page 24 for additional science electives.

Anatomy & Physiology (c) ½ credit Semester 1

Prerequisite: Biology and Physics
Open to seniors and RPCS juniors (priority given to seniors)
RPCS
This course provides a survey of various systems of the human body with an emphasis on their physiology. Within each system, students will learn how various organs work and interact with each other to support the larger system. Students will also have the opportunity to complete laboratory work, including several dissections.

AP Biology (c) 1 credit Year

Prerequisite: Biology, Physics and Chemistry
Department approval required.
Open to seniors and RPCS juniors (priority given to seniors)
RPCS (also offered at BMS for seniors)
This course offers the opportunity to complete college-level coursework in biology. Students will explore a range of topics including molecular and cellular biology, genetics, evolution, and ecology. Students will have the opportunity to apply their knowledge and develop science skills through hands-on, inquiry-based lab investigations. All students enrolled are expected to take the AP Biology exam in the spring.

AP Chemistry (c) 1 credit Year

Prerequisite: Biology, Physics and Chemistry
Department approval required.
Open to seniors and RPCS juniors (priority given to seniors)
RPCS (also offered at BMS and GIL for seniors)
This course is designed to prepare students' skills and content knowledge for the AP Chemistry exam. It integrates the three aspects of a college level science course: development of theoretical concepts, construction of problem-solving techniques, and extension of understanding through inquiry-based experimentation. Topics that will be explored include atomic and molecular structure and properties, chemical equilibrium, kinetics, thermodynamics, electrochemistry, and acid-based chemistry. This course builds upon material learned during a student's first year of chemistry, expanding the student's breadth and depth of conceptual understanding. All students enrolled are expected to take the AP Chemistry exam in the spring. *This course has required summer work.*

Data Science (c) ½ credit Semester 2

Department approval required with review of math grade.
Open to seniors and RPCS juniors, with priority given to seniors.
RPCS
In this course, students will learn to use the R statistical software to visualize, analyze, and manage data effectively. The curriculum covers core statistical concepts such as probability, hypothesis

testing, and data manipulation, with a strong emphasis on applying these techniques to real-world datasets. Students will work with large data sets, learning to perform appropriate analyses and generate professional graphics. By the end of the course, students will have gained practical coding skills, a solid foundation in statistics, and the ability to conduct thorough data analysis grounded in real-world applications. Some coding and statistics background is helpful but is not required.

Kinesiology (c) ½ credit Semester 2

Open to seniors and RPCS juniors (priority given to seniors)
RPCS
This course will introduce the basic concepts of Kinesiology and the Physical Activity Experience. Students will gain an understanding of biomechanics of physical activity, sport and exercise physiology, sport psychology, and motor behavior and their connection to sports, athletics and dance performance. In addition to a traditional classroom setting, students will have the opportunity to participate in exercise labs. They will also learn about potential professions in the field of Kinesiology.

Bryn Mawr Science Electives

AP Biology (c) 1 credit Year

Prerequisite: Biology H, Physics and Chemistry
Department approval required.
Open to seniors only.
BMS (also offered at RPCS)
This course is designed to cover the equivalent of a two-semester first year college course in Biology. Topics in Biochemistry, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology are studied. The course will focus on inquiry-based scientific exploration and developing key science skills in both lab and non-lab activities. Students are expected to learn some material independently. *The required summer assignment will be announced before the end of the current school year.* Students must take the AP Biology exam in May. *This is a year-long course and may not be dropped at the end of first semester.*

AP Chemistry (c) 1 credit Year

Prerequisite: Biology, Physics and Chemistry H
Department approval required.
Open to seniors only.
BMS (also offered at RPCS and GIL)
This course offers the opportunity to complete and receive credit for college level work in chemistry. It integrates the three aspects of a college level course: development of theoretical concepts, construction of problem-solving techniques, and participation in a laboratory program. Topics to be explored include the topics from first year chemistry studied in more depth, plus Chemical Equilibrium, Kinetics, Thermodynamics, Electrochemistry, Advanced Acid-Base Chemistry, and Organic Chemistry. Students take the AP Chemistry exam in May. *This is a year-long course and may not be dropped at the end of first semester.*

AP Environmental Science (c) 1 credit Year

Prerequisite: Biology, Physics and Chemistry
Department approval required.
Open to seniors only.
BMS (also offered at GIL)
This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Field investigations, hands-on inquiry laboratory studies, simulations, experimental design and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required. All students enrolled are expected to take the AP Environmental Science exam in the spring. *This course has required summer work. This is a year-long course and may not be dropped at the end of first semester.*

AP Physics C: Mechanics (c) 1 credit Year

Prerequisite: Biology H, Physics H and Chemistry H
If not already completed, must take AP Calculus concurrently.
Department approval required.
Open to seniors only.
BMS
This course is designed to be the equivalent of a college freshman, calculus-based course in Mechanics. Topics to be studied through lecture, demonstration, and experimentation include kinematics, dynamics, energy and its conservation, linear and angular momentum, conservation of momentum, universal gravitation, satellite motion, and rotational dynamics. This is a lab-intensive course in which students are expected to learn some material independently. All students must take the Advanced Placement Physics C exam in the spring. *This is a year-long course and may not be dropped at the end of first semester.*

Public Health and Epidemiology of Infectious Diseases (c) 1 credit Year

Open to seniors only.
BMS
The Public Health and Epidemiology elective course introduces students to the biological, environmental, and social determinants of health, using data analysis and epidemiological science. Topics covered include introduction to public health and epidemiology, environmental health, outbreaks and vaccines, epidemiological tools and techniques, global health, and social and behavioral foundations of health. While agents of infectious disease are impartial to socioeconomic status, race, and gender, the socio-ecological framework in which health systems operate is not. Understanding factors that impact health equity will be prominent throughout the course. Students will engage in a range of individual and group projects on public health topics through a variety of lenses, and will include presentations, research projects, data collection, and basic statistical analyses.

Gilman Science Electives

AP Chemistry (c) 1 credit Year

Prerequisite: Biology, Physics and Chemistry
Department approval required.
Open to seniors only.
GIL (also offered at RPCS and BMS)
A second-year chemistry course designed to build upon the successes and knowledge acquisition of first-year chemistry. Specifically, AP Chemistry is designed to analyze chemistry using a mathematical perspective and is equivalent of a first-year college general chemistry course. As such, the course is suitable only for Upper School students who exhibit high levels of commitment, motivation, and academic maturity. Additionally, Gilman's AP Chemistry course will be a standards-based blended learning environment. Students must demonstrate a standard of mastery learning on all assessments and labs prior to moving onto the next objectives. As such, students will have multiple opportunities to revise and resubmit work to achieve the set standards. Finally, this course is entirely accessible online, allowing students to determine their own pacing and knowledge acquisition in consultation with their teacher, culminating with sitting for the AP exam in early May and a two-week, end-of-year project for the final exam.

AP Environmental Science (c) 1 credit Year

Prerequisite: Biology, Physics and Chemistry
Department approval required.
Open to seniors only.
GIL (also offered at BMS)
This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Field investigations, hands-on inquiry laboratory studies, simulations, experimental design, and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required. There will be a summer reading with an associated written assignment that will be turned in at the beginning of the school year. All students must take the Advanced Placement Environmental Science Examination in the spring. This is a year-long course and may not be dropped at the end of first semester. This course will be open to 11th and 12th grade students and offered as a coordinated class.

Forensic Science (c) ½ credit Semester 1

Prerequisite: Biology, Physics and Chemistry
Open to seniors only.
GILMAN
In this course, students act as crime scene investigators and forensic scientists to evaluate evidence and solve crimes. Students learn the methodology required to process a crime scene and the proper lab techniques needed to analyze evidence. Topics explored include forensic science and the law, crime scene preservation and documentation, evidence collection, fingerprint analysis, hair and fiber analysis, forensic toxicology, trace evidence, ballistics, forensic serology,

blood spatter analysis, DNA fingerprinting, and forensic anthropology. Activities include crime scene evaluation, laboratory work, research projects, presentations, examinations, speakers, and case studies.

Medical Problem Solving (c) ½ credit Semester 2

Open to seniors only.
GILMAN
How do doctors diagnose and treat patients? What factors influence the types of treatment a patient has available to them? What are the different ways that a diagnosis and treatment can influence not only the patient but also those close to a patient? These are some of the questions that students in Medical Problem Solving explore while collaboratively solving medical mystery cases. Throughout the semester, students use a problem-solving method similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and treat patients. The problem-solving techniques used help students understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include debating current issues in health and medicine and the creation of a final capstone project.

Organic Chemistry (c) ½ credit Semester 1

Prerequisite: Chemistry (Honors) or AP Chemistry
Students who completed standard level Chemistry may seek approval from the teacher.
Open to seniors only.
GILMAN
This advanced course is designed for high school seniors intending to pursue collegiate studies in the sciences. This course introduces the fascinating world of carbon-based compounds, exploring their structure, properties, reactions, and real-world applications. Topics include aliphatic and aromatic compounds, alcohols, aldehydes, ketones, acids, ethers, amines, stereochemistry, and reaction mechanisms, with a brief introduction to biochemistry. Students will gain foundational knowledge to "speak" the language of organic chemistry, preparing them for the challenges of collegiate science programs. Laboratory experiments emphasize critical techniques such as spectroscopy, molecular synthesis, and reaction analysis, bridging the gap between theoretical concepts and hands-on application. Beyond mastering chemical principles, students will hone problem-solving and pattern-recognition skills, fostering a deeper appreciation for the organic molecules integral to life on Earth. This course is ideal for students pursuing careers in chemistry, medicine, pharmacy, or related scientific fields.

WORLD LANGUAGES

GRADUATION REQUIREMENT: Each student is required to earn a minimum 3 credits of world language. One world language must be taken for three years in the Upper School regardless of the level where one begins.

See page 89 for description of the Upper School World Languages Certificate program.

CHINESE

Chinese I (c) 1 credit Year

RPCS

Mandarin Chinese I focuses on all four aspects of communication: listening, speaking, reading, and writing. Students engage in vocabulary and grammar exercises, use of audio and video materials, and cultural exploration. Special emphasis is placed on pronunciation and the recognition of tones to convey the correct meaning.

Chinese II (c) 1 credit Year

Prerequisite: Chinese I

RPCS

In Chinese II, students continue to build a solid foundation in Mandarin Chinese while deepening their understanding of Chinese culture. Throughout the year, they participate in daily oral presentations to reinforce speaking skills, study the formation of Chinese characters, learn grammar through engaging group activities, and explore cultural topics. The curriculum focuses on everyday themes, such as school life, shopping, transportation, weather and food. Students demonstrate their proficiency through dialogue performances, culture presentations, video projects, writing assignments, quizzes, tests, and exams.

Chinese III (c) 1 credit Year

Prerequisite: Chinese II

RPCS

In Chinese III, students advance their studies in Chinese language and culture. Throughout the year, they participate in daily oral presentations to reinforce speaking skills, study the formation of Chinese characters, learn grammar through engaging group activities, and explore cultural topics. The curriculum builds upon familiar themes while also introducing slightly more challenging ones, such as campus life, visiting a doctor, social life, and sports. Students demonstrate their proficiency through dialogue performances, culture presentations that compare Chinese culture and students' home culture, video projects, writing assignments, quizzes, tests, and exams. The course normally culminates in a half-day field trip, allowing students to apply what they have learned in real-life situations.

Chinese IV (Honors) (c) 1 credit Year

Prerequisite: Chinese III
RPCS
In Chinese IV, students deepen their language skills and cultural knowledge. Throughout the year, they participate in daily oral presentations to reinforce speaking skills, study the formation of Chinese characters, learn grammar through engaging group activities, and explore cultural topics by presenting their research in Chinese. More challenging topics, such as travel, college life, and relationships, are introduced. Students draw more complex comparisons and speak and write in greater depth on a range of topics. The course typically culminates in a full-day field trip with students from Chinese V, providing students with an opportunity to apply what they have learned in real-life situations. *This course has required summer reading.*

Chinese V (c) 1 credit Year

Prerequisite: Chinese IV Honors
RPCS
In Chinese V, in addition to regular classroom activities that strengthen linguistic skills, students engage in self-directed projects and interviews to further their understanding of Chinese language and culture. More advanced topics, such as technology, work, education, and the geography and history of China, are introduced. Students regularly give oral presentations and complete longer writing assignments. This course also aims to prepare students for the AP course in the following year. The course typically culminates in a full-day field trip with students from Chinese IV, providing students with an opportunity to apply what they have learned in real-life situations. *This course has required summer reading.*

AP Chinese Language and Culture (c) 1 credit Year

Prerequisite: Chinese IV Honors or Chinese V
Department approval required.
RPCS
The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. It strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). There is emphasis on preparation for the AP Exam in May. *This course has required summer work.*

FRENCH

French I (c) 1 credit Year

BMS
This level one course enables students to communicate in the French language in simple, everyday conversations. Students learn basic vocabulary and phonetics, are introduced to the

fundamentals of grammar, gain cultural awareness, and begin to speak, read, and write in the French language.

French II 1 credit Year

Prerequisite: French I
RPCS
French II aims to help students further develop their French language skills–reading, writing, listening comprehension and speaking–and to develop cultural competencies to better understand the Francophone world. Students undergo a comprehensive review of foundational grammar and vocabulary, focusing on gaining a firm grasp of present tense, and build upon these skills during the year to develop strong foundations using the past tenses of *passé composé* and *imparfait.* Course themes focus on sports and leisure, weather, seasons, holidays, travel, and housing. Students learn through a variety of activities and demonstrate their skills through skits, oral presentations, quizzes, tests, writing assignments, and cultural projects.

French III 1 credit Year

Prerequisite: French II
RPCS
French III reinforces the linguistic skills of listening, speaking, reading and writing and incorporates more sophisticated structural concepts and vocabulary. Students learn more complex grammatical structures, such as object pronouns, comparatives and superlatives, to be able to engage in cultural comparisons. They also learn to offer suggestions and advice and to discuss change in society using the conditional mood and future tense. Major themes include global Francophone cuisine, healthy living, technology and relationships, and urban life. Students engage in more developed writing and speaking through a variety of research-based and creative cultural projects.

French IV 1 credit Year

Prerequisite: French III
Department approval is required.
BMS
In this course, students will further develop their ability to voice opinions, make cultural comparisons, and creatively express themselves in French. Students will have plenty of opportunities to review and strengthen their French language skills, including all verb tenses, while also focusing on building a solid vocabulary, including some slang and conversational expressions. Students will read/view and discuss a variety of Francophone works, including short stories from Petit Nicolas, the novel Le Petit Prince, the film La Gloire de Mon Père, cultural and news articles, short stories, poems, and music.

French IV (Honors) 1 credit Year

Prerequisite: French III
Department approval is required.
RPCS
This accelerated course is intended to prepare students to communicate about more advanced topics in contemporary society, including professional life, business and economy, nature and environmental topics, and global arts. It is designed to expand upon and add to the students' grammar and vocabulary to prepare them for a seamless entry into the AP French Language and Culture course the following year. Students are exposed to and begin to master the relevant vocabulary and grammar for some of the AP themes, as they discuss daily life, science and technology, global challenges, and beauty and aesthetics. Activities and assessments prepare the

students in the four linguistic skills of world language learning–listening, speaking, reading and writing. Students develop and demonstrate their skills by reading articles and short literary excerpts, watching news broadcasts in French, writing more developed texts, performing skits, and giving oral presentations in French to demonstrate presentational speaking and cultural competencies.

French V: The Francophone Woman through the Ages and in the Contemporary World (c) 1 credit Year

Prerequisites: French IV with a minimum of a 70% end of year grade.
BMS
This course will explore the representation of women in the Francophone world throughout the ages along with her role in the contemporary world. This level 5 class is a comprehensive course that will help students strengthen all four skill areas through the context of an in-depth view of famous and memorable French women, along with their fictional counterparts. Students will learn about the women who made their mark in film, art, music, dance, opera, literature, philosophy and science. The woman seen as both subject and creator of art will also be explored in the context of major moments in French History. Readings, films, and songs will give students ample opportunity to gain a deeper understanding of these periods. *This is a year-long course and may not be dropped at the end of the semester.*

French V (Honors) 1 credit Year

Prerequisite: French IV Honors
Department approval is required.
RPCS
French 5 Honors is an advanced seminar course building on language sequence from French 1-4H. Students will review essential grammar and use it to explore broader and more complex themes in society and culture, including Friendship, Love, Family Relationships, Personality & Cultural Identity, Politics & Global Challenges, Science & Technology, Beauty, and the Arts. Students will read primary source texts in French, including news articles, songs, poems, and excerpts from literary texts and novellas, such as *Le Petit Prince,* and *L'homme qui plantait des arbres.* Students will expand their vocabulary to discuss broader social topics and gain comfort with writing more developed personal reflections, professional correspondence, and arguments in writing. Students will strengthen their listening skills with a variety of audio sources. Students will further develop their speaking proficiency with more developed in class discussions and debates, oral presentations based on the texts, videos, and films we watch in class, such as *Amélie.* This course will help prepare students to achieve intermediate-high proficiency (ACTFL standards) and prepare students to take AP French or French 6H the following year.

French VI Seminar on Language and Culture I (Honors) (c) ½ credit Semester 1

Prerequisite: AP French Language
Department approval required.
GILMAN
This course aims to offer students new windows of understanding into the many ways a Francophone identity can look and the ways in which different cultural and religious backgrounds intersect with French identity and values. Students will read legends from Francophone African countries as a way to broaden their understanding of the values and lore of different ethnic groups that make up la Francophonie. Students will read selections from *La belle histoire de Leuk-le-lièvre* as a bridge between legends and their role in French language education of young students across Francophone African countries. This cultural understanding will serve as a springboard for an

exploration into the colonial experience of these peoples, ending the semester with the decolonization period of the 1950s and '60s. Students will watch documentaries such as "Octobre à Paris" and "Ici on noie les algériens" to understand and critically assess how "douce France" navigated decolonization. The semester will end with a cultural comparison of these matters to social justice issues in contemporary America.

French VI Seminar on Language and Culture II (Honors) (c) ½ credit Semester 2

Prerequisite: AP French Language
Department approval required.
GILMAN
This course aims to offer students new windows of understanding into the many ways a Francophone identity can look and the ways in which different cultural and religious backgrounds intersect with French identity and values. Students will investigate the Dreyfus affair and read Zola's *J'accuse… !* as an entry-point into France's long history of antisemitism. They will have the opportunity to propose and argue their own "j'accuse" as well. Further areas of investigation include the French Resistance through World War II by way of the novella *Le silence de la mer*, as well as a critical look at its lingering lore and mythology through selections from the documentary "Le chagrin et la pitié".

GREEK

Greek I: Introductory (c) 1 credit Year

GILMAN
Beginning with the Greek alphabet, the student gradually gains sufficient fluency to translate first sentences, then paragraphs of Greek prose. Grammar, inflection, and vocabulary are emphasized to provide a secure base for reading selected passages from ancient Greek authors.

Greek II: Intermediate (c) 1 credit Year

GILMAN
After an intensive review of first-year material, the student proceeds to the translation of Greek prose authors (e.g. Plato, Lysias, Xenophon, or Herodotus), with extensive practice in sight readings from other authors. Lectures on Hellenic literature and civilization are interwoven into the course to provide a background for the student.

Greek III: Advanced (c) 1 credit Year
Greek IV: Advanced (Honors) (c) 1 credit Year

Department approval is required for honors-level Greek.
GILMAN
In successive years either an advanced Greek prose or verse author is selected for extensive translation, analysis, and discussion. Related lectures on archaeology, history, mythology, and scansion help contextualize the text, and independent projects allow the student to explore the wide spectrum of our classical heritage.

LATIN

Latin I (c) 1 credit Year
GILMAN
Intended for students who start with Latin in the ninth grade. Introductory Latin is planned as a sequential program, with the emphasis evenly distributed among three areas: development of a basic vocabulary, knowledge of inflection, and understanding of syntax.

Standard Sequence

Latin II (c) 1 credit Year
GILMAN
Intended for students who have completed a year of Latin in Middle School or have completed Latin I; this course is the normal sequel to the introductory program.

Latin III (c) 1 credit Year
GILMAN
This course continues the regular sequence in Latin. After completing a thorough review of syntax and inflections, students read adapted selections.

Latin IV (c) 1 credit Year
Latin V (c) 1 credit Year
GILMAN
This course continues and concludes the regular sequence of Latin. After completing a thorough review of Latin forms and grammar, students will begin to transition from reading adapted Latin texts to unadapted Latin texts. Creative and collaborative projects will allow students to engage in the myth, culture, and history of the ancient Romans. Since the authors and topics will vary annually, this course may be repeated for credit.

Honors Sequence

Latin II (Honors) (c) 1 credit Year
Department approval is required.
GILMAN
This course provides an accelerated program for a selected group of highly motivated second-year pupils. The material of the course is essentially similar to that of Latin II but is presented at a more rapid pace.

Latin III (Honors) (c) 1 credit Year
Prerequisite: Latin II (Honors)
Department approval is required.
GILMAN
Prose composition and Ovid are the mainstays of the Latin III program. After spending the first four cycles of the year reviewing morphology and syntax, students read selections from Ovid's *Metamorphoses*. Students translate literally into English, demonstrate a mastery of grammatical structures and vocabulary, analyze, interpret, and discuss these selections. Stylistic analysis and interpretation are integral parts of this course and develop from a student's ability to read the Latin

in the original. Longer prose compositions will continue to reinforce understanding of morphology and syntax.

Latin IV (Honors) (c) 1 credit Year

Prerequisite: Latin III (Honors)
Department approval is required.
GILMAN
This course is meant for those students who have completed Honors Latin III but feel they need another year of grammar review and reading Latin at a slower pace before undertaking AP Latin. Students will reinforce their knowledge of Latin grammar and vocabulary while reading the unadapted prose and poetry from a selection of authors. These authors may include Caesar, Cicero, Ovid, and Vergil among others.

AP Latin (c) 1 credit Year

Prerequisite: Latin III (Honors) or Latin IV (Honors)
Department approval required.
GILMAN
Students gain appreciation of literature, both poetry and prose, as a work of art through their study of Vergil's *Aeneid* and Caesar's *Gallic War*. To accomplish this, they must develop their abilities (a) to translate, to read, and to comprehend Latin through mastery of vocabulary, morphology, and syntax, (b) to read Latin aloud with attention to linguistic, artistic, and metrical qualities, (c) to understand the interaction of the works with references to Roman culture, history, and mythology and to discuss with understanding the image of Roman identity that the texts project, (d) to identify and to elucidate an author's use of stylistic features and rhetorical strategies, (e) to demonstrate and to share their understanding of the texts, and (f) to develop skills and strategies to succeed on the Advanced Placement exam.

Latin V: Advanced Readings (Honors) (c) 1 credit Year

Prerequisite: Latin IV (Honors) or AP Latin
Department approval is required.
GILMAN
The wide variety of writings left by the authors of the Golden and Silver Ages of Latin literature provides an unlimited amount of material for study. This course will focus on three or four authors each year who are representative of the classics as the literary ancestors and models of modern European and English literature. Through reading the texts and participating in creative and collaborative projects, students will gain a deeper appreciation for the Latin language and an artistic appreciation for the qualities that make each work an enduring source of enjoyment.

Latin VI: Epic Poetry (Honors) (c) ½ credit Semester 1

Prerequisite: Latin V (Honors)
Department approval is required.
GILMAN
This is an advanced reading seminar for those students who have either completed or are currently enrolled in Honors Latin V. Through readings, discussion, and projects, students will examine and discuss in detail the genre of epic poetry in Latin literature. In collaboration with the instructor, students will choose selections of Latin epic poetry from the authors Ennius, Catullus, Vergil, Ovid, or Lucan.

Latin VI: Age of Nero (Honors) (c) ½ credit Semester 2

Prerequisite: Latin V (Honors)
Department approval is required.
GILMAN
This is an advanced reading seminar for those students who have either completed or are currently enrolled in Honors Latin V. Through readings, discussion, and projects students will examine and discuss the literature, culture, and politics produced during the tumultuous final years of the Julio-Claudian dynasty under the reign of Nero. In collaboration with the instructor, students will choose selections from the authors Suetonius, Tacitus, Seneca the Younger, and Petronius among others.

SPANISH

Spanish I 1 credit Year

RPCS
Spanish I is open to students with limited or no prior training in Spanish, as well as those eager to embark on the study of another world language. The primary goal of this course is to enable students to achieve a measurable level of communicative competency and proficiency across all four language skills: listening, speaking, reading, and writing. Students learn the verb "to be" and conjugations of basic regular as well as irregular verbs. They actively participate in thematic units covering topics such as greetings and goodbyes, the classroom, family and pastimes, and travel and vacation. This class is designed to meet the learning needs of a broad range of students.

Spanish II 1 credit Year

Prerequisite: Spanish I
RPCS
This class helps students improve their Spanish language skills: reading, writing, listening comprehension, and speaking. Its goal is to foster cultural competencies to better understand the Spanish-speaking world. Students review grammar and vocabulary introduced in Spanish I, with an emphasis on developing a solid command of the present tense. This covers regular and irregular verbs, reflexive verbs, present progressive, direct and indirect object pronouns, demonstrative adjectives, and demonstrative pronouns. This course focuses on establishing a strong foundation in using the preterit tense. Throughout the course, students engage in thematic units such as clothing and shopping, daily routines, food, and celebrations.

Spanish III 1 credit Year

Prerequisite: Spanish II
RPCS
This class reinforces students' Spanish language skills, including reading, writing, listening comprehension, and speaking. It incorporates complex grammar structures and vocabulary. Students expand their knowledge of the preterit tense and learn the structure and use of imperfect tense. Additionally, students acquire knowledge of comparatives and superlatives, direct and indirect pronouns, reflexive verbs, and formal commands. This course engages students in thematic units such as health, technology, home, and nature. Students are encouraged to use the target language through a variety of cultural activities and projects.

Spanish III (Honors) 1 credit Year

Prerequisite: Spanish II
Department approval is required.
RPCS
This course is designed for students who are looking to continue with the challenge of an honors-level language course with greater rigor in terms of the pace of the class and expectations for student work. The class is taught almost exclusively in Spanish, and students are expected to make the effort to interact in Spanish in the classroom. Students continue to reinforce their Spanish language skills, including reading, writing, listening comprehension, and speaking. The focus of the grammar is preterit tense, examining the uses of the imperfect, and focusing on the relationship between these two aspects of the past. Students learn comparatives and superlatives, direct and indirect pronouns, reflexive/reciprocal verbs, the present subjunctive mood, and commands. This course engages students in thematic units such as health, technology, home, and nature. They experience a more immersive learning environment and are encouraged to use the target language exclusively as they participate in a variety of cultural activities and projects.

Spanish IV 1 credit Year

Prerequisite: Spanish III
RPCS
This course is designed to further improve students' communication skills while expanding their cultural knowledge. Students are immersed in more advanced topics relevant to today's world, including city life, health and well-being, professions and occupations, the arts, current events, and politics. Grammar study focuses on the perfect tenses in both indicative and subjunctive moods, as well as the conditional and future tenses. Students create more coherent and fluid texts through the use of transitional phrases. They participate in oral presentations on a variety of topics. Students are encouraged to use the target language exclusively as they participate in a variety of activities and projects.

Spanish IV (Honors) 1 credit Year

Prerequisite: Spanish III H
Department approval is required.
RPCS
This course is designed for students seeking to enroll in AP Spanish Language and Culture. It strives to improve students' communication skills and cultural knowledge. The class is conducted mainly in Spanish, and students are expected to actively engage in Spanish interactions in the classroom. The course covers more advanced topics relevant to today's world, including city life, health and well-being, professions and occupations, the arts, and politics. The primary focus is on the perfect tenses, both indicative and subjunctive moods, along with the conditional and future tenses. Students create more sophisticated texts and develop the ability to effectively participate in oral presentations. Students are strongly encouraged to use the target language in all activities.

Spanish V (c) 1 credit Year

Prerequisite: Spanish IV or Spanish IV Honors
RPCS
This course is designed to further students' progress in developing the four language skills while deepening their understanding of Hispanic culture through exposure to readings by modern writers from the Spanish-speaking world. Students explore topics related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Additionally, key Spanish grammar concepts, including

the subjunctive, pronouns, commands, and *si* clauses, are reviewed. Assessments include oral and listening assignments, presentations, dialogues, short compositions, and other forms of expression. Students are expected to actively participate using the target language.

Spanish V: Latin America through Film and Literature (c) 1 credit Year

Prerequisite: Spanish IV with a minimum of a 70% end of year grade.
Department approval required.
Open to seniors only.
BMS
This is a year-long course and may not be dropped at the end of the first semester. This course intended for students who have successfully completed Spanish IV and are interested in gaining a deeper cultural awareness of the Spanish-speaking Latin American countries. Students are introduced to a variety of Hispanic films, short stories, and poems by authors such as Jorge Lu Borges and Pablo Neruda. This intermediate-advanced class is a comprehensive course that will help students strengthen all four skill areas in the target language, with a special emphasis on reading and speaking. Through research projects, readings, films and other media, students will learn about current topics and historical events of Central and South America as well as the Caribbean and Mexico.

AP Spanish Language and Culture 1 credit Year

Prerequisite: Spanish IV Honors or Spanish V
Department approval required.
RPCS
This course is designed to prepare students for the AP Spanish Language and Culture Exam. Students explore concepts related to six principal themes: personal and public identities, beauty and aesthetics, science and technology, families and communities, contemporary life, and world challenges. The class is taught exclusively in Spanish, and students are expected to interact in Spanish in the classroom. Throughout the course, students participate in a variety of activities such as writing email replies and essays, engaging in conversations, preparing oral presentations, and listening to authentic audio materials and interpreting them, as well as reading and discussing articles, narratives, and literary texts. The goal of the AP class is for students to comprehend and express themselves proficiently in the target language while expanding their cultural knowledge. *This class has required summer work.*

AP Spanish Literature and Culture (c) 1 credit Year

Prerequisite: AP Spanish Language and Culture
Department approval required.
GILMAN
This level of Spanish is designed to get students ready to take the AP exam in May. The students learn about the six thematic areas as prescribed by the AP Board: las sociedades en contacto: pluralismo racial y desigualdad económica, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, la creación literaria. The students come to understand authentic text in relation to the historic time and the literary genres. Throughout the year students gain a better understanding of the overarching themes and concepts that are found in the different texts that they read. Through a focus on essential questions students come to be more aware of the Spanish culture. The text that is used for this level is *Reflexiones*. Students are expected to take the Advanced Placement exam in Spanish Literature. *Note: Summer Reading counts for 20% of the first marking period grade.*

Spanish VI Seminar on Spanish Language and Culture I (c) ½ credit Semester 1

Prerequisite: AP Spanish Language or Spanish V with a minimum of 90%.
Open to seniors only.
GILMAN
Spanish Conversation I actively encourages students to participate in lively discussions designed to enhance interpersonal communication skills and foster comfort in speaking Spanish. The main goal is to attain communicative proficiency in Spanish, with a focus on speaking while practicing other language communication skills like listening, reading, and writing. Spoken Spanish will improve as students express ideas and opinions that are important to them. The course covers topics of interest such as the paranormal, social media, famous people, friendship and family, and other subjects proposed by students, often from their perspective. Many themes will spark imagination, like creating an original app, defending your opinion in a group debate, or sharing your thoughts on the next NFL or World Cup champion. As we know, people express themselves most genuinely when they feel strongly about something. The course offers the opportunity to cultivate an appreciation for the rich diversity of Spanish and Hispanic American cultures, as well as listen to students' opinions and ideas on current events in the US.

Spanish VI Seminar on Spanish Language and Culture II (c) ½ credit Semester 2

Prerequisite: AP Spanish Language or Spanish V with a minimum of 90%.
Open to seniors only.
GILMAN
Spanish Conversation II is a continuation of Spanish Conversation I. The main goals are to achieve communicative proficiency in Spanish while participating in engaging discussions to enhance interpersonal communication skills and feel more comfortable speaking Spanish. Additionally, students will showcase their creativity by producing TV shows targeting teenagers' interests, reenacting movie scenes, and organizing trips to Hispanic countries, among other activities. Topics covered include subliminal messages, common Spanish expressions and sayings, Hispanic games, Latin American cultural traditions, trivia, movies, and more. Once again, students will play a central role in shaping the course and actively contributing with their ideas and opinions.

Spanish VI Seminar I: Historia, Literatura y Cultura de América Latina (Honors) (c) ½ credit Semester 1

Prerequisite: AP Spanish Language or Spanish V with a minimum of 90%.
Department approval required.
Open to seniors only.
BMS
The purpose of this course is to deepen the students' knowledge and understanding of Latin American history, literature, and culture. Some of the topics included in the course are: the history of Cuba and its dynamic relationship with the United States, literature works by renowned Latin American writers such: García Márquez and Jorge Luis Borges. It will also include a unit on the African legacy in Latin American culture. The students will watch documentaries and will read research articles in order to better understand these topics. The students will write compositions, give presentations and take part in debates and discussions based on readings and research they have done. *This course has required summer reading.*

Spanish VI Seminar II: Contemporary Topics and Social Movements in Latin America (Honors) (c) ½ credit Semester 2

Prerequisite: AP Spanish Language or Spanish V with a minimum of 90%.
Department approval required.
Open to seniors only.
BMS
This class centers on the exploration of the rich and diverse cultures within the Spanish-speaking world. By employing a multimedia approach, which includes documentaries, films, and a variety of texts, students will study a wide spectrum of cultural topics. These subjects range from immigration to the United States, the use of craftivism as a form of protest, the power of the Cartonera movement, the poetic mastery of Pablo Neruda through his odes, to an insightful examination of Venezuela in the 21st century. Through this comprehensive approach, students will gain a complete understanding of the rich tapestry that constitutes the contemporary Spanish-speaking cultural landscape. Students will refine their oral skills in the target language through different activities, such as oral presentations, discussions, and debates. *This course has required summer reading.*

SIGNATURE & CERTIFICATE PROGRAMS

The Gore Leadership Institute

Program Overview

Roland Park Country School believes that leadership is a process of engagement which moves people toward awareness, compassion, and action to ultimately impact the world for the better. By helping each student to be their best self and positively influence others, the Gore Leadership Institute (GLI) equips our students with the tools to innovate and create positive change in the world of today—and tomorrow. Offerings through this Institute are designed not only to embolden students to want to make a difference, but also to consider, with their numerous strengths, what kind of difference they intend to make, and how they might begin to make their ideas into realities.

Required Courses

Leadership Seminar ½ credit (Pass/Fail) Year

Required for 9th Grade.
All 9th grade students take this seminar to build foundational understandings in three seminars: Ethics, the Art of Leadership, and Lean in Girls. The course is helmed by master teachers and designed around deep-thinking, self-exploration, and creative problem solving.

Public Speaking — ¼ credit (Pass/Fail) — Semester

Required for 11th Grade.

Students will learn the basics of public speaking, with an emphasis on presentation skills. Students will learn to focus on their audience, engage with them, and keep them interested while successfully communicating their message. Students will understand how to speak with more confidence and impact while also reducing anxiety through preparedness. This course is designed to inspire and prepare students as they begin to formulate their college essays and senior speeches.

Leadership Workshops

Electives for 9th, 10th, 11th and 12th grade students.

Students work with the principles of leadership through multi-faceted workshops they choose to take. Our aim is that students will be involved in activities that foster resilience, promote healthy risk-taking, nourish passions, nurture curiosity, and promote purposefulness.

Introduction to Marketing — ¼ credit (Pass/Fail) — Semester 1

This course introduces students to the world of marketing, exploring how companies understand customers, create products, and communicate value. Marketing practices are guided by fundamental principles, strategies, and decision-making models. Marketing campaigns include global events, immersive experiences, brand collaborations, and social media takeovers. In fact, the marketing campaign for the 2023 *Barbie* movie is considered the furthest reaching entertainment marketing push and largest multi-channel cultural takeover ever. If you want to know how all of this happens and why, this class is for you. Over the course of the fall semester, students will learn basic concepts such as advertising, branding, and market research through real-world examples and creative projects.

RedsTV — ½ credit (Pass/Fail) — Year

What is it like to be a sports broadcaster? RedsTV is proudly produced by students, for students. This leadership workshop offers a unique opportunity to engage the school community while developing important skills in media production, communication, and teamwork. Students serve as announcers, camera operators, and producers for live broadcasts of school sports events, providing real-time play-by-play commentary and behind-the-scenes coverage. This hands-on experience not only enhances students' understanding of sports and journalism but also fosters school spirit and a sense of connection among students, athletes, and families. By working together, students create an accessible, exciting platform for their peers to engage with sports events, while also gaining valuable skills that can translate into future careers in media, broadcasting, and technology.

Applied Programs

Students may apply to participate in Gore Leadership semester- or year-long experiential learning opportunities. GLI applied program offerings range from social entrepreneurship, philanthropy, and DEI to investing, and publishing. Each of the applied programs provides students the opportunity to hone their leadership skills in real world settings.

Impact Project ½ credit (Pass/Fail) Year

By application. Meets one day per cycle.
Open to sophomores, juniors and seniors.
Course may be taken more than once.
Impact is a hands-on, student-driven course designed for motivated, self-starting students who are eager to tackle real-world issues. Students work independently or in small teams to identify social inequities or community needs, conduct research, and design solutions that create meaningful impact beyond the classroom. Functioning as a social innovation incubator, this course emphasizes goal setting, time management, and persistence, with students receiving mentorship from local nonprofit leaders and community experts and, in some cases, seed funding to support their work. Impact Projects are ideally sustained over multiple years, allowing students to deepen their impact while building essential skills in leadership, collaboration, problem-solving, and civic engagement.

Inclusive Excellence Leadership Program Facilitating ½ credit (Pass/Fail) Year

By application with one teacher recommendation is required. Meets one day per cycle.
Open to sophomores, juniors and seniors.
Course may be taken more than once.
The Inclusive Excellence Leadership Program (IELP) is designed to engage students in grades 10-12 in the art of group dynamics and discussion facilitation as it pertains to the matters of diversity, equity, inclusion and belonging. Participants of this program will experience a cohort-based series of training sessions focused on lesson/workshop design, conflict resolution and anti-racist practices. The goal of this initiative is to position students to facilitate DEI conversations within their grade level. IELP Facilitators are required to:

1. Remain in good academic standing.
2. Demonstrate a commitment to the work of diversity, equity and inclusion by participating in ongoing skill building sessions, regularly attending meetings and successfully facilitating group discussions.
3. Maintain appropriate communication between students, faculty advisors, Grade Level Deans and the DEI Office.
4. Remain up to date on current events happening within the RPCS community and broader community.
5. Demonstrate a high level of empathy in various settings, especially during DEI conversations, ie: Commanding the room when necessary, maturity level...
6. Demonstrate behaviors that align with the core values of Roland Park Country School.

Mock Trial ½ credit (Pass/Fail) Year

By application. Meets one day per cycle.
Open to sophomores, juniors and seniors.
Course may be taken more than once.
This course is devoted primarily to developing trial advocacy lawyering skills by engaging students in exercises that simulate trial practice. Students learn to develop and implement a case theory, develop strategies for opening statements and closing arguments, prepare witnesses for direct and cross-examination, practice making and responding to objections, and become familiar with courtroom decorum. They also consider ethical and tactical issues arising in the trial process. Much of the work is built around preparing for competitions. Students who hope to compete in the MYLaw (Maryland Youth and the Law) High School Mock Trial Competition during the winter season should enroll in this year-long class to ensure sufficient time for collaborative work with the team. In addition to class time and club time, students should expect additional work sessions

with teammates and coaches and will need to commit to a competition schedule that will occupy some winter afternoons and evenings.

Model UN ¼ credit (Pass/Fail) Semester 1

By application. Meets one day per cycle.
Open to juniors and seniors.
The number of students enrolled in this class will be limited.
Course may be taken more than once.
Students will be charged to attend the Model UN Conference, which is required for the course.
This course teaches students about how the United Nations works and prepares them for participation in the Ivy League Model UN Conference (ILMUNC) in January 2026. Students learn about real world issues by honing their leadership skills through research, debate, problem-solving, negotiation, teamwork, writing, and public speaking. Attendance and participation at the conference is a requirement of this course.

Philanthropic Literacy Board (PLB) ½ credit (Pass/Fail) Year

By application. Meets one day per cycle.
Open to juniors and seniors.
Course may be taken more than once.
Uniting students' growing understanding of the critical issues facing the Baltimore community with the opportunity to effect positive change, the RPCS Philanthropic Literacy Board (PLB) allows students to lead for the greater good in the world around them. Participants on this board are the decision-makers who oversee the grant proposal process, defining their mission and evaluating applications from Baltimore-area organizations. Student board members research the local organizations and then develop a Request for Proposals that they send to those organizations. PLB members then evaluate applicants and choose which organizations they feel should be awarded the funds. Organizations that have been awarded funds in previous years are invited back to help the PLB members understand the impact of the PLB's award on the organization's work.

Power Lunch ½ credit (Pass/Fail) Year

By application. Meets one day per cycle.
Open to juniors and seniors.
Course may be taken more than once.
There are fees associated with attending optional, out of town field trips for this course.
Power Lunch is an investing and networking offering for juniors and seniors by application only. Students learn about investing in the stock market and engage with a variety of guest speakers. As student participants move from Junior Analysts to Associate Analysts to Senior Analysts, they will spend time learning more about how to read and analyze financials, and have the opportunity to make suggestions to decision makers for how to re-balance the investment portfolio. At the end of the year students will pitch investment ideas to the Head of School to have additional funds added to the Power Lunch portfolio.

Shark Tank 3.0 ¼ credit (Pass/Fail) Semester 2

By application. Meets one day per cycle.
Open to sophomores, juniors and seniors.
Course may be taken more than once.
This elective course is like the TV show Shark Tank, but with a social entrepreneurship focus. Upper School students will mentor teams of RPCS second grade students to try to solve real world problems. Students will develop their entrepreneurial mindset and skills as they assist the second

graders in identifying a problem, brainstorming solutions, designing a prototype, and pitching ideas to RPCS's own panel of sharks. Second grade problems meet upper school innovation!

Yearbook: *Quid Nunc* ½ credit (Pass/Fail) Year

By application. Meets one day per cycle.
Open to sophomores, juniors and seniors.
Limited to 15 students.
Course may be taken more than once.
Yearbook: *Quid Nunc* is a year-long course for students interested in acquiring skills that are essential to creating our printed yearbook. The objective of the printed yearbook is to commemorate the events and community during a given school year; it often highlights a central theme, or visual statement, that serves as the framework for the overall design of the book. This course combines fundamental techniques in photography, writing, and graphic design. Students will learn basic skills in photography, including camera usage and digital editing tools, to effectively capture events in the community. In addition, students will complete writing assignments that include sourcing feature stories, reporting, and captioning photos, and familiarize themselves with digital tools for impactful design through the yearbook software. Students will work together to produce the printed yearbook by mid-March and the printed Spring Supplement by the end of May; therefore, meeting deadlines for assigned work will be critical. Student Co-Editors, 12th graders elected in the Spring prior to the upcoming school year in consultation with the Yearbook instructors, will take a larger role in this course in decisions related to theme, page layout, and content. This course will be of particular interest to students looking to enhance their knowledge of media and journalism as it relates to emerging trends in the digital world.

GLI Summer Internship ¼ credit (Pass/Fail) Summer

By application.
Open to rising seniors.
GLI Internships are immersive summer experiences designed for rising seniors. The program empowers students to explore a potential career pathway or dive deeper into a personal interest or passion of their choosing. Each student completes a 40-hour internship experience that includes site-based learning, hands-on work, reflection, and a culminating presentation. Upon acceptance into the program, students collaborate closely with the GLI team to create a personalized and meaningful internship tailored to their goals and interests. Through this process, students gain real-world experience, build professional skills, and earn transcript credit for their work, preparing them for future academic and career success.

Wellness & College Counseling

Program Overview

At Roland Park Country School, we want our students to live healthy and be well. According to a study by the Centers for Disease Control and Prevention, school wellness programs can have a positive impact on academic performance, improve students' health outcomes, and reduce high-risk behaviors.

Our Wellness curriculum is designed to meet student developmental needs, which includes classroom guidance from our counseling department in every year of upper school. Because

parents and guardians are the number one influencer for student health and wellness, Roland Park Country School has made a commitment to helping families find reliable, current information and resources. We offer an annual Upper School parent sex education coffee, and a mandatory ninth and 10th grade drug and alcohol round table talk as well as annual guest speakers on topics including mental health, social media and wellness.

Our College Counseling curriculum offers a course for juniors and seniors which addresses topics related to college exploration, the college application and admission process, and the transition from RPCS to college. These courses provide a space in the school day for guidance and supported work time, as well as activities to help students effectively manage stress, handle disappointment, and discuss the excitement and challenges of navigating life as a college student.

Courses

Physical and Personal Wellness 9 (PPW-9) ½ credit (Pass/Fail) Year

Cross-listed with Physical Education
Required Course for 9th grade.
All 9th grade students will be enrolled in Physical and Personal Wellness 9 for the year. There is no homework in this class.

One semester will be **Physical Wellness** taught by the Physical Education faculty, and students will be taught the basics of healthy living, how to incorporate healthy habits into our daily lives, and be introduced to lifetime fitness activities such as yoga, Pilates, exercise fitness; nutrition, mindfulness/breathing techniques. Students will learn how to put together a workout program, become knowledgeable in the use of the equipment in the Fitness Center, learn proper techniques and skills for exercising properly, and learn to play lifetime sports such as badminton, tennis, golf, pickleball, etc. The purpose is for students to learn how to be active and healthy, thus promoting the physical wellness of the child.

The other semester will be **Personal Wellness** taught by the counseling department and supplemented with outside speakers, which shift annually according to the students' developmental needs and issues in our community. The goal is to provide a foundation for health, wellness, diversity, and relationships. At Roland Park Country School, we recognize that our students are experiencing more stress than ever before and we use course topics to explore good and bad stress, reflect on boundary setting and the importance of self-care, and talk about asking for help as steps to create resilience. Topics include: anxiety and depression (The Johns Hopkins Adolescent Depression Awareness (ADAP) Program includes three one-hour classes on depression and bipolar disorder); sex education, which focuses on respect, relationships, and responsibility from the *Project School Wellness* curriculum, and specific topics, including sexual health, making healthy decisions, and consent; drug and alcohol use prevention; self-care; healthy relationships; time management; and peer pressure.

Life Skills and Wellness 10 (LSW-10) No credit (Pass/Fail) Year

Required Course for 10th grade.
In this course, tenth grade students engage in multiple seminars to develop basic life skills to prepare for their transition to upperclass students and into adulthood. Programming is centered around these 8 dimensions of wellness: financial, spiritual, intellectual, occupational, social, personal/physical, environmental, and emotional. Students also prepare for the PSAT in the fall,

and in the spring, they take a college counseling assessment for goal-setting and have lessons focused on standardized test prep.

College Counseling and Wellness 11 (CCW-11) — No credit (Pass/Fail) — Year

Required Course for 11th grade.

During the fall semester, juniors will engage in a wellness speaker series with invited guests to help students connect with their purpose and manage the stress and pressure of the upcoming college process. Additional wellness activities are offered throughout the course, and all students also receive substance use prevention education during a workshop in the spring. **In the spring semester,** College Counselors work with the juniors on specific topics including how to research colleges, explore majors and careers, have a productive campus visit, and present professionally to admissions officers. Three sessions are designated for Harkness math strategies in standardized testing. Students will write a peer recommendation and secure letters of recommendation from teachers. Students develop essay ideas and begin work on college applications.

College Counseling and Wellness 12 (CCW-12) — No credit (Pass/Fail) — Year

Required Course for 12th grade.

During the fall semester, College Counselors work with seniors to cover topics such as writing primary and supplemental essays, highlighting leadership and involvements, sending standardized testing scores to colleges, demonstrating engagement with colleges, interviewing, celebrating admissions decisions with sensitivity and handling disappointment in the college process. Considerable supported work time is allotted for completing college applications. Wellness activities to help manage the stress of the college process and transition to college are offered throughout the course. **In spring of senior year,** the counseling team introduces students to new practices in self-care and mindfulness that can be utilized in their transition to college. Students hear from a variety of experts including mental health practitioners, RPCS graduates, nutritionists, finance professionals, life coaches, drug and alcohol experts, self-defense teachers, and mindfulness practitioners in order to arrive at their college campuses with self-awareness that allows them to thrive and embrace the challenge of independence beyond Roland Park.

Peer Health Education — No grade/credit — Ongoing

In addition to coursework, students receive peer education. The purpose of peer health education is to create a stronger community within RPCS and beyond, and help students deal with the challenges they face by giving them an opportunity to talk to and learn from their classmates. Throughout ninth grade, students have peer health classes on friendships, social media wellness, alcohol and drugs, relationships, and sexual education. In 10th through 12th grades, students may sign up to be peer health leaders and are trained by the counseling department at the annual peer health retreat.

The RPCS Arts Certificate

The Roland Park Country School Arts Certificate recognizes RPCS students whose advanced studies in the arts have demonstrated high quality pre-professional level and a continued passion for Performing and/or Visual Arts. The Arts Certificate is a distinction awarded in conjunction with an RPCS diploma. There is no additional fee required, just a consistent demonstration of talent mastery in the art, strong core values and citizenship, and a positive impact on the RPCS

community. This program is designed to capture the spirit, passion and unique artistic journey of RPCS students.

Purpose

The purpose of this program is to encourage students' interests in a variety of Arts, celebrate their talent and commitment, and to promote a lifelong involvement and appreciation of the Arts. The successful recipients are pre-professional student artists who have demonstrated a commitment to the Arts and built a strong capacity for creative problem solving.

Eligibility and Requirements

By the beginning of Grade 12:

- The culminating Art coursework and portfolio must be a minimum of a 90% average
- Participation in at least four approved exhibits, performances or recitals
- Successful completion of the three-year (Grades 9-11) digital portfolio
- Complete arts-related apprenticeship or service learning (Arts with Purpose) – 10 hours

By the last day of senior classes:

- Part A: Coursework is completed
- Submission of Artist Statement and Artistic Reflection
- Capstone Project/Presentation
- Successful completion of the 4-year final digital portfolio

In addition, students are encouraged to meet with their advisor and Arts teacher before the second semester of their 9th grade year. Students in grades 10-12 must complete and submit an application for approval by the Arts Certificate of Distinction committee.

Certificate Components

Part A: Coursework

Students must complete at least eight of the semester-long Arts courses and one year of a full-time advanced level Arts course **OR** six of the semester-long Arts courses and two years of a full-time advanced level Arts course. Students must earn at least 85% in all Arts coursework.

Part B: Approved Public Exhibition and Performance

Applicants must participate in public exhibitions or performances between grades nine through twelve at RPCS. A minimum of four exhibitions or performances is required.

Part C: Portfolio

Applicants must prepare a digital portfolio of their work spanning grades nine to twelve that demonstrates growth and variety in the Arts. This includes pictures, programs, recordings of performances, visual artwork, etc. Applicants should submit ten to twenty examples spanning all four years of high school. Applicants should confirm portfolio format and requirements with the Arts teachers prior to submitting the final application.

Part D: Artist Statement and Written Reflection

Applicants must include an artist statement describing their interest in, personal development and achievement in, and future goals in Arts. The artist statement and written reflection should each be three to five paragraphs in length and typed and presented in a formal manner.

Part E: Capstone Project/Presentation

Applicants must participate in a final presentation or performance that encapsulates their growth as an artist. This celebratory event will be held in the spring of the 12th grade year. Presentation format or performance should be approved by an Arts teacher.

Part F: Service Learning Project / Apprenticeship

Students must complete a minimum of ten hours participating in an approved arts-related service learning project or apprenticeship.

The Holliday Heine STEM Institute & The STEM Certificate

Institute Mission

The Holliday Heine STEM Institute strives to foster in young women the confidence, passion, persistence, and curiosity to explore the empirical world and to develop innovative habits of mind. Our goal is to produce graduates who possess the attitudes, cognitive skills, and academic foundations to investigate intellectually rigorous problems in the fields of science, technology, engineering, and mathematics. Engaging in a problem-based curriculum, students of the Institute will learn to plan research projects, work with others, synthesize new knowledge, generate novel solutions, and communicate effectively about their results. Participants will develop the necessary ethical, analytical, and creative reasoning skills to pursue interests in and to prepare for careers in the STEM disciplines.

Program Description

The core of the Institute consists of a series of research seminars that start in the 9th grade spring semester and are taken in sequential order. The courses in 9th and 10th grade teach a collection of unique skill sets within specific STEM fields that complement the regular scope & sequence of the RPCS math and science programs, and all courses employ differentiated instruction to meet the academic needs of students with prior STEM experience as well as those of the novice researcher.

The STEM Certificate

Students interested in pursuing the full STEM Certificate apply to enroll in the program in the fall of their 9th grade year. Graduates of the Institute will be expected to take all three seminars: STEM I in 9th grade, STEM II in 10th grade, and STEM III in 11th grade, and develop a final portfolio of major work completed. Students may take the 9th or 10th grade STEM courses on a Pass/Fail basis. However, any student who fails to make adequate progress will not be permitted to continue in the Institute and any student wishing to obtain the STEM Certificate must take each semester course for a grade.

In addition to the 9th, 10th and 11th grade components of the program, graduates of the Institute must complete the following academic coursework as part of their general training to receive Certification:

1) 1 Computer Science course – courses that qualify are:
    - AP Computer Science Principles
    - AP Computer Science A
    - AP Cybersecurity
    - College Programming and Computer Science H
    - Data Structures H
    - Machine Learning: Data and Impact H
    - Machine Learning: Models and Algorithms H

2) 1 Statistics course OR 1 Engineering course – courses that qualify are:
    - AP Statistics
    - Data Science
    - Statistics
    - Biomedical Engineering Innovation
    - Engineering Systems
    - Sustainable Design and Engineering
    - AP Physics C: Mechanics

3) Any 2 Advanced Placement STEM courses – courses that qualify are:
    - Computer Science: AP Computer Science Principles, AP Computer Science A, AP Cybersecurity
    - Math: AP Calculus AB, AP Calculus BC, AP Statistics
    - Science: AP Biology, AP Chemistry, AP Environmental Science, AP Physics C: Mechanics

    One AP class may be substituted with 1 year-long or 2 semester-long STEM-focused senior electives with approval from the Director of the STEM Institute. In addition to the non-AP courses already listed above (#1 and #2), these courses include:
    Year: Calculus, Public Health & Epidemiology of Infectious Diseases

    Semester: Anatomy & Physiology, Kinesiology, Forensic Science, Foundations in Artificial Intelligence (AI), Medical Problem Solving, and Organic Chemistry

4) 1 summer STEM Fellowship (approval required)

Completion of the STEM Fellowship will be marked on the transcript.
Students who earn the STEM Certificate will receive recognition on Class Day.

Courses

The following research seminar courses in STEM are not NCAA-approved core courses.

STEM Research Seminar I: Robotics — ¼ credit — Semester 2

Prerequisite: Departmental approval through an application process

This course is an introduction to the STEM Institute, with a focus on the foundational elements of engineering and computer science. Students will explore the role of robots and automation in various fields, including medicine, industry and machine learning. Students will have hands-on experience in the construction of robots and the programming of sensor-rich components for design projects, such as developing capabilities for autonomous machines.

STEM Research Seminar II: Scientific Modeling and Data Science — ½ credit — Year

Prerequisite: Enrollment in or completion of Physics

This STEM Institute course introduces students to the process of scientific investigation and statistical modeling with technology. Students will learn to write basic software programs to model different natural phenomena, complete a scientific investigation, and evaluate scientific literature. They will learn to use statistics to interpret results. The class will also delve into the emerging field of data science to explore, analyze, and model data sets and create data visualization displays with professional statistical tools.

STEM Research Seminar III: Material Science and Engineering — ½ credit — Year

Prerequisite: STEM Research Seminars I and II

Each full graduate of the Institute will complete this year-long course, introducing students to how the disciplines of science and engineering are integrated with one another. Students will explore materials science and environmental impact to develop a novel sunscreen formula and the package to contain it for retail purposes. Students will learn how to develop an engineering research proposal, and they will create a prototype product to test for quality control. All students will complete a culminating project examining sustainable design.

STEM Fellowship — ½ credit — Summer

The STEM Fellowship opens not only minds and doors but also fields of possibility in science, technology and engineering. Taking place during the summer between sophomore and junior year OR junior and senior year, STEM students select a topic, whether it is career-based or centered on an interest/passion in a STEM field, that they would like to explore further and to engage in an authentic, real-world opportunity. Students build toward that experience through significant research and reflection, in consultation with the STEM Director and on-site mentor. The 80-hour on-site experience will be followed by the creation or execution of a project, the details of which will be developed as part of that process of reflection and consultation.

See the Computer Science, Engineering, Math, and Science sections for course descriptions that fulfill other STEM Certificate requirements.

The RPCS World Languages Certificate

The RPCS World Languages Certificate was established to recognize students who concentrate their academic program in world languages and go above and beyond the graduation requirement in this subject area. It encourages students to consider the benefits of studying two world languages simultaneously during Upper School and to extend their language and cultural studies beyond the classroom to demonstrate the relevance of language acquisition in today's global society.

Certificate Components

There are three required components to the World Languages Certificate program:

1) The **formal study of two world languages** beyond the beginning level.
2) An **extension of language and culture study** that lets the student use their language skills and engage with the target culture(s) beyond the classroom.
3) A culminating **oral presentation in both languages.**

PART 1: Formal Language Study

By the end of their senior year, students must complete a minimum of 6 credits of world language study in two different languages, including at least one World Language course in 12th grade. Students may choose two of the following: Chinese, French, Greek, Latin or Spanish.

Certificate Levels	Total Credits	Language 1	Language 2
summa cum laude	8	4 credits	4 credits
magna cum laude	7	4 credits	3 credits
cum laude	6	4 credits	2 credits
	6	3 credits	3 credits

Requirements:

- Language classes may be taken at any level offered in Upper School (i.e., standard, honors, AP).
- To earn credit toward the Certificate, a student must be enrolled in a Tri-School class. Other RPCS-approved course work in world language may be eligible with Department approval.
- Language levels prior to Upper School do not count towards the Certificate.
- A student must achieve a minimum overall average of 90 in all world language courses; year-end grades are used in the calculation.
- A student may not repeat a level of a language, and no credit toward the Certificate will be awarded if a year-end average is below 72.

PART 2: Extension of Language and Culture Study

Students must extend their learning by engaging with at least one of their cultures of study and using the language beyond the classroom to speak and interact with others in a meaningful and significant way.

This extension piece, which must be completed no later than the end of Quarter 1 of senior year, can take several forms:

- Participate in a study abroad or international travel program offered through the Tri-Schools or from a third-party program
- Use the target language and encounter the target culture as part of another international travel experience
- Volunteer with an organization working with members of a community who speak the target language
- Host an exchange student from a place where the target language is spoken
- Take classes or study an art form from the target culture outside of school (e.g., learn traditional calligraphy, take salsa dance lessons)
- Undertake a self-directed independent project on a specific cultural topic related to at least one of the cultures studied

Independent projects must incorporate meaningful activity outside of school; speaking in the target language(s); and the creation of a product that demonstrates learning, such as a research paper, documentary, portfolio, or performance.

All students must submit formal proposals by the end of junior year detailing how they will meet the extension requirements. All proposals must be approved by the World Languages Department. It is expected that students will devote time and effort to the project during the summer before senior year.

PART 3: Community Presentation

Candidates for the World Languages Certificate deliver an oral presentation in January of senior year using both target languages of study. This presentation is an opportunity to demonstrate their language skills while sharing what they have done and reflecting on what they have learned. Speeches will be at least 6 minutes in length. Students may choose to divide their speaking time evenly between their two languages or may devote more time to the language in which they are most proficient (i.e., minimum 2 minutes in the minor language, minimum 4 minutes in major language).

In the fall of their senior year, all World Language Certificate candidates are required to enroll in and attend a Pass/Fail afternoon block under the supervision of World Languages Department faculty. During this time, they will work with their project advisors as they finalize all Certificate requirements, reflect on their experiences, prepare oral presentations using both languages, and practice presenting without a script for the January community showcase.

Students earning the World Languages Certificate will receive recognition on Class Day.

ACADEMIC LEARNING SUPPORT

The Tiered System of Support

To ensure an equitable educational experience, we follow a layered approach to student support that addresses academic, health, social, and emotional needs. This model ranges from universal classroom instruction and support strategies to specialized instruction and support strategies:

- Level 1: All Students: Classroom-wide strategies, designed to support all learners.
- Level 2: Study Hall Plus: Structured small-group study halls led by learning specialists for students needing extra support.
- Level 3: Study Skills 1:1: Specialized, individualized support for students with a complete psychoeducational evaluation.

Staffed by Upper School learning specialists and overseen by the Director of Learning Support, Upper School Learning Support serves students and families in a variety of ways:

- through the development of Individualized Student Education Plans (ISEPs): Upper School learning specialists create ISEPs unique to each Upper School student with diagnosed learning differences, indicating the classroom and testing accommodations for which they qualify. These ISEPs are reviewed by students and their families, and students are offered the opportunity to add their own insights to their plans to foster self-advocacy and to ensure that they've provided their teachers with the knowledge of the supports that help them best.
- through the completion and submission of needed paperwork to secure testing accommodations through the College Board and ACT: For those who qualify for testing accommodations on standardized tests such as the SAT, the SAT IIs, AP exams, and the ACT, an Upper School learning specialist guides students and their families through the application process and provides the required school-based documentation.
- through 9th grade and 10th grade group Study Hall Plus and 11th-12th grade individualized Study Skills support sessions (see descriptions below).
- through communication with families: Upper School learning specialists communicate as needed with families of students to discuss concerns, to review student progress, to update ISEPs, or to answer questions about standardized testing or needed accommodations.
- through the communication and collaboration with teachers, Grade Level Deans and Student Services staff: Upper School learning specialists communicate and collaborate with various staff members to promote the successful academic and social-emotional support of students with learning differences in the classroom.
- through Learning Partnerships: Each quarter or semester, an Upper School learning specialist partners with a classroom teacher to model varied methodological techniques and to serve as a resource for all students.
- through push-in support: Upper School learning specialists move in and out of classrooms to provide support on an as-needed basis to students and teachers.

Individual Student Education Plan (ISEP) Policy

Purpose: To provide ongoing, formal accommodations for students with documented learning needs.

Eligibility:

- Requires a **comprehensive psychoeducational evaluation** by a licensed evaluator.
- Evaluation must include:
  - A specific DSM-V or ICD-10 diagnosis, and diagnostic tests used.
  - Clear recommendations for formal accommodations.

Process:

- The divisional learning specialist reviews the evaluation and recommended accommodations, and then creates the ISEP to provide reasonable accommodations within the scope of RPCS' program.
- The learning specialist reviews the plan with the parent/guardian and relevant school personnel.
- The finalized ISEP is uploaded to myRPCS for teacher access and reference.

Limitations:

- Only accommodations listed in the RPCS accommodations guide will be provided.

Individualized Student Health Plan (ISHP) Policy

Purpose: To support students with medical or mental health conditions that impact learning.

Eligibility:

- Requires documentation of a DSM-V or ICD-10 diagnosis from a licensed physician or mental health provider.
- Applies to conditions such as (but not limited to): diabetes, asthma, ADHD, anxiety disorders, and depression.

Process:

- The Lead Nurse, in consultation with other relevant partners (e.g., learning specialist, counselor), creates the ISHP.
- The Lead Nurse reviews the plan with the parent/guardian and appropriate school personnel.
- The finalized ISHP is uploaded to myRPCS for teacher access and reference.

Limitations:

- Classroom-based instructional supports included in the ISHP are **discretionary.**
- Supports are reviewed periodically to ensure they remain appropriate for the student's needs.

Upper School World Language Waiver Statement

We believe that the study of a world language offers students important opportunities to grow, both in their language proficiency and in their understanding of other cultures. Furthermore, the practice of reading, writing, listening, and speaking another language provides valuable opportunities to develop neural networks that would otherwise go undeveloped. That said, we also acknowledge that for select students with particular profiles of language-based learning differences, the study of a world language may impose a cognitive load.

RPCS has a three consecutive year World Language requirement for graduation. Should a language waiver be recommended for students with a diagnosed language-based learning disability as a result of comprehensive psychoeducational evaluation performed by a licensed psychologist, a third-year waiver will be considered on a case-by-case basis. All students with diagnosed learning needs will be reviewed by the Upper School Division Head, the Director of Learning Support, and the Upper School Learning Specialist to determine the most appropriate placement.

Courses

Study Hall Plus — No credit — Semester, Year

Available to students in 9th and 10th Grades

Study Hall Plus is a small group community of learners who have the opportunity to receive learning support from an Upper School Learning Specialist during a structured study hall period that meets for 50 minutes two times per cycle. With parent agreement, students are placed into Study Hall Plus based on teacher recommendation regarding the need for additional support and/or as a result of learning needs. Study Hall Plus focuses on developing executive functioning skills and assisting in all content areas by previewing and/or reviewing course content, providing strategies to approach varied classes and assignments, and assisting with self-advocacy development. The learning specialist also provides 1:1 and small group support.

Study Skills — No credit — Semester, Year

Available to students in 11th and 12th Grades

Based on teacher recommendation regarding the need for additional support and/or as a result of learning needs documented through their Individualized Student Education Plans (ISEPs), Upper School students can schedule regular one-on-one meetings with learning specialists to address areas of individual need relative to how they learn. Topics covered in these individual sessions include but are not limited to the development of strategies for reading comprehension, writing, note-taking, studying, time management, and long-range planning, along with the development of appropriate self-advocacy skills.

NCAA CORE COURSE APPROVAL

Courses that are not NCAA-approved may not be used for NCAA eligibility certification.

Courses in **art**, **music**, **dance**, **acting/theatre, and STEM** cannot be approved as NCAA core courses in any core area.

Additional courses from other disciplines which are pending approval or not currently approved as of February 28, 2026 are listed below.

Pending

Prior to signing up for a course marked with pending approval, a student should inquire about an updated status to ensure it does not impact NCAA eligibility certification.

- The Graphic Novel as Literature and Art
- American Music and Black Identity H (pending English; approved for Social Science)
- Irish Literature (pending Social Science; approved for English)
- Analysis and Discrete Structures H (BMS)
- Abstract Algebra H (GIL)

Not Approved

- Entrepreneurship (GIL)
- Robotics Competition (RPCS)
- Data Structures H (BMS)
- Graphic Design I (BMS)
- Graphic Design II (BMS)
- Industrial Design (BMS)
- Machine Learning H: Data and Impact (BMS)
- Machine Learning H: Models and Algorithms (BMS)
- Foundations of Artificial Intelligence (AI) (GIL)
- Introduction: Sports Medicine (GIL)
- AP Art History (BMS/GIL) - *not approved for Art; approved for Social Science only*
- Psychology (RPCS) - *not approved for Science; approved for Social Science only*
- Social Psychology Honors (BMS) - *not approved for Science; approved for Social Science only*

Addendum A: Summary of Courses by Department

ARTS

PERFORMING ARTS*

Dance

Studio Dance Technique	RPCS		¼ or ½ credit	Semester, Year
Advanced Studio Dance Technique	RPCS		¼ or ½ credit	Semester, Year
Roses Repertory Dance Company	RPCS		1 credit	Year

Music

Chorus	RPCS		¼ or ½ credit	Semester, Year
Piano I	RPCS		¼ credit	Semester
Piano II	RPCS		¼ credit	Semester
Advanced Piano	RPCS		¼ credit	Semester 1
Somettos	RPCS		½ credit	Year
Semiquavers	RPCS		1 credit	Year

Theatre

Footlights Theatre Ensemble (FTE)	RPCS		1 credit	Year

Bryn Mawr Senior Art Elective

AP Music Theory	BMS	(c)	1 credit	Year

VISUAL ARTS*

Studio Art Electives

Introduction to Studio Art	RPCS		¼ credit	Semester
Drawing	RPCS		¼ credit	Semester 1
Advanced Drawing	RPCS		¼ credit	Semester 1
Fashion Design	RPCS		¼ credit	Semester 1
Mixed Media	RPCS		¼ credit	Semester 2
Painting	RPCS		¼ credit	Semester 2
Advanced Painting	RPCS		¼ credit	Semester 2
Advanced Studio Art	RPCS	(c)	½ or 1 credit	Semester, Year
AP 2-D Art & Design (Studio Art)	RPCS	(c)	1 credit	Year

Ceramics Electives

Introduction to Ceramics	RPCS		¼ credit	Semester
Developing Ideas and Creativity in Ceramics	RPCS		¼ credit	Semester
Alternative Processes in Ceramics	RPCS		¼ credit	Semester
Personal Directions in Ceramics	RPCS		¼ credit	Semester
Ceramics	RPCS	(c)	½ or 1 credit	Semester, Year
Advanced Ceramics	RPCS	(c)	½ or 1 credit	Semester, Year
AP 3-D Art & Design (Ceramics)	RPCS	(c)	1 credit	Year

Photography Electives

Introduction to Photography	RPCS		¼ credit	Semester
Darkroom Photography	RPCS		¼ credit	Semester 1
Photoshop	RPCS		¼ credit	Semester 2
Portrait and Fashion Editorial Photography	RPCS		¼ credit	Semester 2
Advanced and Experimental Photography	RPCS	(c)	½ or 1 credit	Semester, Year
AP 2-D Art & Design (Photography)	RPCS	(c)	1 credit	Year

Bryn Mawr Senior Art Electives

AP Art History*** *(History/Art credit)*	BMS	(c)	1 credit	Year

Gilman Senior Art Electives

AP Art History*** *(History/Art credit)*	GILMAN	(c)	1 credit	Year
Drawing & Painting II	GILMAN	(c)	1 credit	Year
Sculpture & Woodworking II	GILMAN	(c)	1 credit	Year
Sculpture & Woodworking III (Honors)	GILMAN	(c)	1 credit	Year
Sculpture & Woodworking IV (Honors)	GILMAN	(c)	1 credit	Year

Studio Art III (Honors)	GILMAN	(c)	1 credit	Year
Studio Art IV (Honors)	GILMAN	(c)	1 credit	Year

BUSINESS AND ECONOMICS

AP Macroeconomics	BMS	(c)	½ credit	Semester 2
AP Microeconomics	BMS	(c)	½ credit	Semester 1
Entrepreneurship*	GILMAN	(c)	½ credit	Semester 2

COMPUTER SCIENCE

Robotics Competition*	RPCS		¼ credit (P/F)	Semester 1
AP Computer Science Principles	RPCS	(c)	1 credit	Year
College Programming and Computer Science (Honors)	RPCS		1 credit	Year
AP Computer Science A	BMS	(c)	1 credit	Year
AP Cybersecurity	BMS	(c)	1 credit	Year
Data Structures (Honors)*	BMS	(c)	1 credit	Year
Graphic Design I*	BMS	(c)	½ credit	Semester
Graphic Design II*	BMS	(c)	½ credit	Semester 2
Industrial Design*	BMS	(c)	½ credit	Semester 1
Machine Learning: Data and Impact (Honors)*	BMS	(c)	½ credit	Semester 1
Machine Learning: Models and Algorithms (Honors)*	BMS	(c)	½ credit	Semester 2
Foundations in Artificial Intelligence (AI)*	GIL	(c)	½ credit	Semester

ENGINEERING

Biomedical Engineering Innovation	RPCS		½ credit	Semester 1
Engineering Systems	RPCS	(c)	½ credit	Semester 1
Sustainable Design and Engineering	RPCS	(c)	½ credit	Semester 2

ENGLISH

English 9	RPCS		1 credit	Year
English 10	RPCS		1 credit	Year
English 10 (Honors)	RPCS		1 credit	Year
English 11	RPCS/GIL	(c)	1 credit	Year

SENIOR ELECTIVES

American Music and Black Identity (Honors) *(E/H credit)***	RPCS	(c)	½ credit	Semester 2
AP English Literature and Composition	RPCS		1 credit	Year
Creative Writing for Television	RPCS	(c)	½ credit	Semester 2
Environmental Literature	RPCS	(c)	½ credit	Semester 2
Irish Literature *(E/H credit)*	RPCS	(c)	½ credit	Semester 1
Madness, Mystery, Macabre: Edgar Allan Poe in Literature and Film	RPCS	(c)	½ credit	Semester 2
The Art of the Memoir	RPCS	(c)	½ credit	Semester 1
The Graphic Novel as Literature and Art**	RPCS	(c)	½ credit	Semester 1
The Immigrant Journey: Shaping America, 1776 to Today (Honors) *(E/H credit)*	RPCS	(c)	½ credit	Semester 1
Creative Writing: The Found Object	BMS	(c)	½ credit	Semester 2
Creative Writing: The Poetic Voice	BMS	(c)	½ credit	Semester 1
Detective Fiction: The Search for Truth	BMS	(c)	½ credit	Semester 2
History & Literature of Modern Middle East (Honors) *(E/H credit)*	BMS	(c)	½ credit	Semester 2
Issues in Native American Contemporary Lit and Culture *(E/H credit)*	BMS	(c)	½ credit	Semester 1
Literature of Baltimore: Regional Voices	BMS	(c)	½ credit	Semester 2
Literature of the American South	BMS	(c)	½ credit	Semester 2
Literature of the American West	BMS	(c)	½ credit	Semester 1
Terror in American Literature	BMS	(c)	½ credit	Semester 1
The Writings of Toni Morrison (Honors)	BMS	(c)	½ credit	Semester 1
African American Literature	GILMAN	(c)	½ credit	Semester 1
African American Writers	GILMAN	(c)	½ credit	Semester 2
American Literature of the '60s	GILMAN	(c)	½ credit	Semester 1
Ancient Greece *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Ancient Greek and Roman Drama	GILMAN	(c)	½ credit	Semester 1
China and Modern East Asia *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
Comedy	GILMAN	(c)	½ credit	Semester 2

Creative Writing	GILMAN	(c)	½ credit	Semester
Dystopian Fiction	GILMAN	(c)	½ credit	Semester 2
Existentialism in Literature	GILMAN	(c)	½ credit	Semester 2
Film as Literature	GILMAN	(c)	½ credit	Semester 1
Greek and Roman Mythology: Gods, Heroes and Monsters	GILMAN	(c)	½ credit	Semester 2
Heroic Journey	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: America *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: World *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
Holocaust Studies *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Law and Literature	GILMAN	(c)	½ credit	Semester 2
Literary Adaptations	GILMAN	(c)	½ credit	Semester 1
Literary Letters	GILMAN	(c)	½ credit	Semester 1
Literary Role Models	GILMAN	(c)	½ credit	Semester 2
Literature of Childhood	GILMAN	(c)	½ credit	Semester 2
Modern European Intellectual Thought *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Roman Republic *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
Urban Studies: Literature *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Urban Studies: Policy *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
World War II: A Global History *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
Writers in Revolt	GILMAN	(c)	½ credit	Semester 1

HISTORY

World History I	RPCS		1 credit	Year
World History II	RPCS		1 credit	Year
AP World History: Modern	RPCS		1 credit	Year
United States History	RPCS/GIL	(c)	1 credit	Year
AP United States History	RPCS		1 credit	Year

SENIOR ELECTIVES

American Music and Black Identity (Honors) *(E/H credit)*	RPCS	(c)	½ credit	Semester 2
History of Capitalism (Honors)	RPCS	(c)	½ credit	Semester 1
Irish Literature *(E/H credit)***	RPCS	(c)	½ credit	Semester 1
Politics and Mass Media in the U.S. (Honors)	RPCS	(c)	½ credit	Semester 2
The Immigrant Journey: Shaping America, 1776 to Today (Honors) *(E/H credit)*	RPCS	(c)	½ credit	Semester 1
AP Art History*** *(History/Art credit)*	BMS	(c)	1 credit	Year
AP Comparative Government and Politics	BMS	(c)	½ credit	Semester 2
AP United States Government and Politics	BMS	(c)	½ credit	Semester 1
Ethics (Honors)	BMS	(c)	½ credit	Semester 1
History & Literature of Modern Middle East (Honors) *(E/H credit)*	BMS	(c)	½ credit	Semester 2
Issues in Native American Contemporary Lit and Culture *(E/H credit)*	BMS	(c)	½ credit	Semester 1
Ancient Greece *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
AP Art History*** *(History or Art credit)*	GILMAN	(c)	1 credit	Year
China and Modern East Asia *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
Early Islamic Empire	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: America *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: World *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
History of the Kennedys: Power, Politics & Legacy in Modern America (Honors)	GILMAN	(c)	½ credit	Semester 1
Holocaust Studies *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Latin American History	GILMAN	(c)	½ credit	Semester 2
Modern European Intellectual Thought *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Roman Republic *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
The Great War (Honors)	GILMAN	(c)	½ credit	Semester 1
Urban Studies: Literature *(E/H credit)*	GILMAN	(c)	½ credit	Semester 1
Urban Studies: Policy *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2
U.S. History Since 1974 (Honors)	GILMAN	(c)	½ credit	Semester 2
World Religions: Eastern Religions	GILMAN	(c)	½ credit	Semester 1
World Religions: Western Religions	GILMAN	(c)	½ credit	Semester 2
World War II: A Global History *(E/H credit)*	GILMAN	(c)	½ credit	Semester 2

MATHEMATICS

Algebra I	RPCS		1 credit	Year
Algebra II/Geometry	RPCS		1 credit	Year

Algebra II/Geometry (Accelerated)	RPCS		1 credit	Year
Algebra II/Geometry (Honors)	RPCS		1 credit	Year
Advanced Algebra/Trigonometry	RPCS		1 credit	Year
Advanced Algebra/Trigonometry (Accelerated)	RPCS		1 credit	Year
Advanced Algebra/Trigonometry (Honors)	RPCS		1 credit	Year
Pre-Calculus	RPCS		1 credit	Year
Pre-Calculus AB (Accelerated)	RPCS		1 credit	Year
Pre-Calculus BC (Honors)	RPCS		1 credit	Year

MATHEMATICS ELECTIVES

Calculus	RPCS	(c)	1 credit	Year
AP Calculus AB	RPCS	(c)	1 credit	Year
AP Calculus BC	RPCS		1 credit	Year
Statistics	RPCS	(c)	1 credit	Year
AP Statistics	RPCS	(c)	1 credit	Year
Calculus	BMS	(c)	1 credit	Year
AP Calculus AB	BMS	(c)	1 credit	Year
AP Statistics	BMS	(c)	1 credit	Year
Introduction to Multivariable Calculus (Honors)	BMS	(c)	½ credit	Semester 1
Analysis and Discrete Structures (Honors)**	BMS	(c)	½ credit	Semester 2
Linear Algebra and Differential Equations (Honors)	BMS	(c)	1 credit	Year
Calculus	GILMAN	(c)	1 credit	Year
AP Calculus AB	GILMAN	(c)	1 credit	Year
AP Statistics	GILMAN	(c)	1 credit	Year
Abstract Algebra (Honors)**	GILMAN	(c)	1 credit	Year

PHYSICAL EDUCATION

Physical and Personal Wellness 9 (PPW-9)	RPCS		½ credit (P/F)	Year
Physical Education 10	RPCS		½ credit (P/F)	Year
Physical Education 11	RPCS		½ credit (P/F)	Year
Physical Education 12	RPCS		½ credit (P/F)	Year
Introduction to Sports Medicine*	GILMAN	(c)	1 credit	Year

PSYCHOLOGY

AP Psychology	RPCS	(c)	1 credit	Year
Psychology***	RPCS	(c)	½ credit	Semester 2
Social Psychology (Honors)***	BMS	(c)	½ credit	Semester 2

SCIENCE

Biology	RPCS		1 credit	Year
Biology (Honors)	RPCS		1 credit	Year
Physics	RPCS		1 credit	Year
Physics (Honors)	RPCS		1 credit	Year
Chemistry	RPCS		1 credit	Year
Chemistry (Honors)	RPCS		1 credit	Year

SENIOR ELECTIVES

Anatomy & Physiology	RPCS	(c)	½ credit	Semester 1
AP Biology	RPCS	(c)	1 credit	Year
AP Chemistry	RPCS	(c)	1 credit	Year
Data Science	RPCS	(c)	½ credit	Semester 2
Kinesiology	RPCS	(c)	½ credit	Semester 2
AP Biology	BMS	(c)	1 credit	Year
AP Chemistry	BMS	(c)	1 credit	Year
AP Environmental Science	BMS	(c)	1 credit	Year
AP Physics C: Mechanics	BMS	(c)	1 credit	Year
Public Health and Epidemiology of Infectious Diseases	BMS	(c)	1 credit	Year
AP Chemistry	GILMAN	(c)	1 credit	Year
AP Environmental Science	GILMAN	(c)	1 credit	Year
Forensic Science	GILMAN	(c)	½ credit	Semester 1
Medical Problem Solving	GILMAN	(c)	½ credit	Semester 2

Organic Chemistry	GILMAN	(c)	½ credit	Semester 1

WORLD LANGUAGES

CHINESE

Chinese I	RPCS	(c)	1 credit	Year
Chinese II	RPCS	(c)	1 credit	Year
Chinese III	RPCS	(c)	1 credit	Year
Chinese IV (Honors)	RPCS	(c)	1 credit	Year
Chinese V	RPCS	(c)	1 credit	Year
AP Chinese Language and Culture	RPCS	(c)	1 credit	Year

FRENCH

French I	BMS	(c)	1 credit	Year
French II	RPCS		1 credit	Year
French III	RPCS		1 credit	Year
French IV	BMS		1 credit	Year
French IV (Honors)	RPCS		1 credit	Year
French V: The Francophone Woman	BMS	(c)	1 credit	Year
French V (Honors)	RPCS	(c)	1 credit	Year
French VI Seminar on Language and Culture I (Honors)	GILMAN	(c)	½ credit	Semester 1
French VI Seminar on Language and Culture II (Honors)	GILMAN	(c)	½ credit	Semester 2

GREEK

Greek I: Introductory	GILMAN	(c)	1 credit	Year
Greek II: Intermediate	GILMAN	(c)	1 credit	Year
Greek III: Advanced	GILMAN	(c)	1 credit	Year
Greek IV: Advanced (Honors)	GILMAN	(c)	1 credit	Year

LATIN

Latin I	GILMAN	(c)	1 credit	Year
Latin II	GILMAN	(c)	1 credit	Year
Latin II (Honors)	GILMAN	(c)	1 credit	Year
Latin III	GILMAN	(c)	1 credit	Year
Latin III (Honors)	GILMAN	(c)	1 credit	Year
Latin IV	GILMAN	(c)	1 credit	Year
Latin IV (Honors)	GILMAN	(c)	1 credit	Year
AP Latin	GILMAN	(c)	1 credit	Year
Latin V	GILMAN	(c)	1 credit	Year
Latin V: Advanced Readings (Honors)	GILMAN	(c)	1 credit	Year
Latin VI: Epic Poetry (Honors)	GILMAN	(c)	½ credit	Semester 1
Latin VI: Age of Nero (Honors)	GILMAN	(c)	½ credit	Semester 2

SPANISH

Spanish I	RPCS		1 credit	Year
Spanish II	RPCS		1 credit	Year
Spanish III	RPCS		1 credit	Year
Spanish III (Honors)	RPCS		1 credit	Year
Spanish IV	RPCS		1 credit	Year
Spanish IV (Honors)	RPCS		1 credit	Year
Spanish V	RPCS	(c)	1 credit	Year
Spanish V: Latin America through Film and Literature	BMS	(c)	1 credit	Year
AP Spanish Language and Culture	RPCS		1 credit	Year
AP Spanish Literature and Culture	GILMAN	(c)	1 credit	Year
Spanish VI Seminar on Language and Culture I	GILMAN	(c)	1 credit	Semester 1
Spanish VI Seminar on Language and Culture II	GILMAN	(c)	1 credit	Semester 2
Spanish VI Seminar I: Historia, Literatura y Cultura de América Latina (Honors)	BMS	(c)	½ credit	Semester 1
Spanish VI Seminar II: Contemp. Topics & Social Mvmnts in Latin Am. (Honors)	BMS	(c)	½ credit	Semester 2

SIGNATURE AND CERTIFICATE PROGRAMS

THE GORE LEADERSHIP INSTITUTE*

Leadership Seminar (GLI-9)	RPCS	½ credit (P/F)	Year
Public Speaking (GLI-11)	RPCS	¼ credit (P/F)	Semester
Introduction to Marketing	RPCS	¼ credit (P/F)	Semester 1
RedsTV	RPCS	½ credit (P/F)	Year
Impact Project	RPCS	½ credit (P/F)	Year
Inclusive Excellence Leadership Program Facilitating (IELP)	RPCS	½ credit (P/F)	Year
Mock Trial	RPCS	½ credit (P/F)	Year
Model UN	RPCS	¼ credit (P/F)	Semester 1
Philanthropic Literacy Board (PLB)	RPCS	½ credit (P/F)	Year
Power Lunch	RPCS	½ credit (P/F)	Year
Shark Tank 3.0	RPCS	¼ credit (P/F)	Semester 2
Yearbook: *Quid Nunc*	RPCS	½ credit (P/F)	Year
GLI Summer Internship	RPCS	¼ credit (P/F)	Summer

WELLNESS & COLLEGE COUNSELING*

Physical and Personal Wellness 9 (PPW-9)	RPCS	½ credit (P/F)	Year
Life Skills & Wellness 10 (LSW-10)	RPCS	No credit (P/F)	Year
College Counseling and Wellness 11 (CCW-11)	RPCS	No credit (P/F)	Year
College Counseling and Wellness 12 (CCW-12)	RPCS	No credit (P/F)	Year
Peer Health Education	RPCS	No grade/credit	Ongoing

THE RPCS ARTS CERTIFICATE

The RPCS Arts Certificate	RPCS	Certificate	Ongoing

THE HOLLIDAY HEINE STEM INSTITUTE & THE STEM CERTIFICATE*

STEM Research Seminar I: Robotics	RPCS	¼ credit	Semester 2
STEM Research Seminar II: Scientific Modeling and Data Science	RPCS	½ credit	Year
STEM Research Seminar III: Material Science and Engineering	RPCS	½ credit	Year
STEM Fellowship	RPCS	½ credit	Summer
STEM Certificate	RPCS	Certificate	Ongoing

THE RPCS WORLD LANGUAGES CERTIFICATE

World Languages Project	RPCS	¼ credit (P/F)	Semester 1
The RPCS World Languages Certificate	RPCS	Certificate	Ongoing

ACADEMIC LEARNING SUPPORT

Study Hall Plus 9	RPCS	No credit	Semester, Year
Study Hall Plus 10	RPCS	No credit	Semester, Year
Study Skills	RPCS	No credit	Semester, Year

**Not a NCAA-approved core course*
***Pending NCAA-approval*
****Approved as a NCAA-approved core course for Social Science only*

ADDENDUM B: RPCS 2026-2027 Senior Schedule

(e)= English course (h) = history course

Bold courses have multiple sections. RPCS courses in italics are not coordinated classes.

		Period 1 – ODD	Period 2 – ODD	Period 3 – ODD	Period 1 – EVEN	Period 2 – EVEN	Period 3 – EVEN
BRYN MAWR	Year	**AP Calculus AB** **AP Chemistry** **AP Environmental Science** **AP Computer Science A**	**Spanish 5: Latin Am. Culture** **AP Biology** **AP Chemistry**	**AP Calculus AB** **AP Biology** **AP Computer Science A** AP Cybersecurity	French 1 **AP Statistics** **Calculus** AP Physics C: Mechanics **AP Computer Science A**	***French 4*** **AP Art History (h/art)** **AP Calculus AB** **Calculus** Data Structures H	French 5: Francophone Wmn Linear Algebra & Diff Equ H **AP Environmental Science** Public Health & Epidemiology AP Music Theory
	Sem. 1	Native American Lit (e/h) **AP Microeconomics**** **Multivariable Calculus H** **Graphic Design I**	Spanish 6 H Seminar: Culture Literature of American West (e)	Toni Morrison H (e) **AP U.S. Government (h)**	Terror in American Lit (e) **AP U.S. Government (h)** **AP Microeconomics****	Creative Writing: Voice (e) Industrial Design	Ethics H (h) **Multivariable Calculus H** Machine Learning: Data H
	Sem. 2	Modern Middle East Lit H (e/h) **AP Macroeconomics**** **Analysis & Discrete Structures H** **Graphic Design I** Graphic Design II	Spanish 6 H Seminar: Topics Literature of American South (e)	Literature of Baltimore (e) **AP Comparative Govt (h)**	Detective Fiction (e) **AP Comparative Govt (h)** **AP Macroeconomics****	Creative Writing: Object (e)	**Analysis & Discrete Structures H** Social Psychology H Machine Learning: Models H
GILMAN	Year	Greek 2, Greek 3, Greek 4 Greek 4 H Latin 1 **Latin 2 H** **Latin 3 H** AP Spanish Literature **AP Calculus AB** **AP Chemistry**	**Latin 2** **Latin 2 H** Latin 4 H AP Latin **Calculus** **AP Environmental Science**	Greek 1 **Latin 2 H** **Latin 3 H** **AP Art History (h/art)** Abstract Algebra H Sculpture & Woodworking 2 Sculpture & Woodworking 3 H Sculpture & Woodworking 4 H	***French 4*** **Latin 2** **Latin 3** **AP Statistics**	**Latin 2 H** Latin 4 / Latin 5 **AP Chemistry** Intro to Sports Medicine **Drawing & Painting 2** **Studio Art 3 H** **Studio Art 4 H**	**Latin 3** **Latin 3 H** Latin 5 H: Adv Readings **AP Calculus AB** **Drawing & Painting 2** **Studio Art 3 H** **Studio Art 4 H**
	Sem. 1	Spanish 6: Seminar I **Creative Writing (e)** Literary Adaptations (e) Historical Fiction: America (e/h) Early Islamic Empire (h) The Great War H (h) Forensics	African American Literature (e) Literary Letters (e) World Religions: East (h) Organic Chemistry **Foundations in AI**	Heroic Journey (e) Modern Euro Thought (e/h)	Ancient Greece (e/h) Holocaust Studies (e/h) History of the Kennedys H (h)	Latin 6 H: Epic Poetry Film as Literature (e) Greek & Roman Drama (e)	French 6 H: Seminar I American Lit of the 60s (e) Writers in Revolt (e) Urban Studies: Literature (e/h)
	Sem. 2	Spanish 6: Seminar II Dystopian Fiction (e) World War II (e/h) Latin American History (h)	Literary Role Models (e) Historical Fiction: World (e/h) World Religions: West (h) Medical Problem Solving	African American Writers (e) **Creative Writing (e)** Entrepreneurship **Foundations in AI**	Existentialism in Literature (e) China & Modern East Asia (e/h) Roman Republic (e/h) U.S. History Since 1974 H (h)	Latin 6 H: Age of Nero Childhood Literature (e) Greek & Roman Mythology (e)	French 6 H: Seminar II Comedy (e) Law and Literature (e) Urban Studies: Policy (e/h)
ROLAND PARK	Year	Chinese 1 **Chinese 3** ***Spanish 1*** ***Spanish 2*** ***Spanish 3*** ***AP Psychology*** Statistics **AP Calculus AB** ***AP Calculus BC*** AP 3-D Art (Ceramics) Ceramics/Adv Ceramics	Chinese 2 **Chinese 3** *French 3* *Spanish 4* *AP English Literature (e)* **AP Statistics** **AP Computer Sci Principles** Advanced Studio Art	*French 2* ***Spanish 2*** ***Spanish 3*** **AP Statistics** **AP Computer Sci Principles** *Roses Dance Company* *Semiquavers*	***Spanish 1*** ***Spanish 2*** *Spanish 3 H* **AP Psychology** ***Pre-Calculus*** ***AP Calculus BC*** AP 2-D Art (Photography) AP 2-D Art (Studio Art)	Chinese 4 H *French 4 H* *Spanish 4 H* *AP Spanish Language* ***Pre-Calculus*** **Calculus** **AP Biology**	Chinese 5 AP Chinese French V H **Spanish 5** **AP Psychology** **AP Chemistry** Adv & Experimental Photo
	Sem. 1	**Ceramics/Adv Ceramics**	History of Capitalism H (h) **Advanced Studio Art**	The Art of the Memoir (e) Anatomy & Physiology	Irish Literature (e/h) *Biomedical Engineering**	The Immigrant Journey H (e/h) Engineering Systems	Graphic Novels as Lit & Art (e) **Adv & Experimental Photo**
	Sem. 2	**Ceramics/Adv Ceramics**	Black American Music H (e/h) **Advanced Studio Art**	Creative Writing for TV (e) Psychology	Environmental Literature (e) Data Science	Politics & Mass Media H (h) Sustainable Design & Engrng	Edgar Allan Poe in Lit & Film (e) Kinesiology **Adv & Experimental Photo**

*Biomedical Engineering is an online course through JHU, open to juniors and seniors.
**Students enroll in both AP Microeconomics and AP Macroeconomics, and in the same period.

College Programming and Computer Science H is an online course through CMU, scheduled in an open morning period.
Performing Arts, Visual Arts, FTE, GLI, STEM and PE electives are also available in the afternoon blocks.
Course offerings are subject to adequate enrollment.

NOTES: