Upper School Course Offerings
2026-27

The Mission of Thayer Academy is to inspire a diverse community of students to moral, intellectual, aesthetic, and physical excellence so that each may rise to honorable achievement and contribute to the common good.

Welcome to the 2026-27 Course Offerings catalog.

This curriculum guide contains all the information about Thayer Academy's Upper School academic program. Selecting courses is perhaps the most important aspect of designing the high school student experience. Be sure to pay close attention to Thayer Academy's graduation requirements (and NCAA eligibility requirements for aspiring Division I/II athletes). In any given academic year, elective courses may or may not be offered depending on student interest and registration sign-ups.

For planning purposes, this year's catalog contains five sections.
If students or parents/guardians have questions, please feel free to contact the student's advisor directly.

Section 1: The Academic Program and Graduation Requirements
This section describes the different levels of courses we offer, the course load required each semester, the credits awarded for courses, and graduation requirements. All students must meet the requirements listed in this section in order to receive a Thayer Academy Diploma unless they have received prior approval from the Upper School Dean of Students and the Assistant Head of School for Academics. (page 3)

Section 2: What's New in 2026-27?
This is a quick reference to anything new or different that we are offering in 2026-27. These items include new or re-introduced courses and an explanation of those courses. (pages 4-7)

Section 3: Course Descriptions
The descriptions and listings of every course we are offering in the Upper School in 2026-27 can be found in this section. Courses are listed by department and generally organized from ninth-grade introductory courses to senior more advanced courses. At the end of this section, you can find a list of all of our course offerings. (pages 8-36)

Arts page 8
Business & Entrepreneurship page 12
Computer Science page 13
English page 13
Global Engagement page 17
History page 19
Independent Study page 22
Mathematics page 22
Science page 25
World Language page 28
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College Counseling page 34

Section 4: Upper School Academic Planning Guide
The Upper School Academic Planning Guide can be used to map out a multi-year academic plan. While students select courses for only one year at a time, this chart will help students see the big picture of their entire Upper School academic experience. It is helpful for students to work with their advisors, parents/guardians, grade deans, and/or college counselors as they use this guide. (page 37)

THE ACADEMIC PROGRAM

The Upper School academic program emphasizes the education of the whole student. Many courses are offered at various levels: an AP designation indicates an **Advanced Placement** college-level course related to specific curricula developed by the College Board; **Honors** indicates an accelerated or advanced class; **no designation** indicates a competitive college preparatory class; and **Fundamentals** indicates a regularly paced college preparatory class. Students are scheduled in courses that best suit their backgrounds and abilities, and it is common for students to have an academic schedule that includes courses from different levels.

Credit values for courses depend upon the number of times a course meets per week and how many semesters a course runs. For example:

- 1 credit for courses that meet three times per week for a full year
- ½ credit for courses that meet one or two times per week for a full year
- ½ credit for courses that meet three times per week for one semester
- Thayer Academy does not award credits less than 0.5
- Credits earned at other institutions may be approved on an individual basis.

GRADUATION REQUIREMENTS

In order to graduate from Thayer Academy, all students must successfully meet the requirements stated in each of the five areas cited below:

1. **Earned Credits Requirement:** To receive a diploma, a student must accumulate a minimum of 23.5 credits.
2. **Credit Distribution Requirement:** The following credit distribution is required:
    a. 4 credits of English, with a minimum of one credit in English each year
    b. 3 credits of History, including one year of World History and one year of United States History
    c. 3 credits of Mathematics (typically Algebra I, Algebra II, and Geometry unless the student has placed out of one or more of these classes)
    d. 3 credits of Science
    e. 3 credits of World Languages (students are required to complete the third level of a language and should take three years of the same language in the Upper School)
    f. 1 credit of Arts (1/2 of which is the ninth-grade requirement, Ninth Grade Arts Rotation)
    g. 3 credits of Electives
    h. 1 credit of Global Engagement: The Common Good I (9) and The Common Good II (10)
    i. 2 credits of Health & Wellness: Grade 9 Health & Wellness (9), Grade 10 Health & Wellness (10), Grade 11 Health & Wellness (11, fall); Grade 12 CPR Certification (12)
    j. 0.5 credit of College Counseling Seminar (11, spring)
3. **Course Load Requirement:** Students must carry five core courses each semester (English, mathematics, science, history, world languages, and computer science). No more than two may be in the same discipline. If a student would like to take a sixth core course, they need prior approval from the appropriate Department Head and the Upper School Dean of Students. Sixth Course Form
4. **Afternoon Program Requirement:** Students must participate in school-sponsored afternoon program activities for two seasons each year. One of these seasons must be a physical activity.
5. **Senior Year Requirements:**
    a. Students are required to be enrolled at Thayer Academy for their entire senior year.
    b. Senior Independent Project: Seniors are required to successfully complete an approved independent project during the last four weeks of the spring semester. Projects must have an academic, career, or community service orientation, and all projects include a research component. Each student's project is monitored and supported by a Thayer faculty member.
    c. Seniors must pass all courses in their senior year in order to graduate.

The Upper School Dean of Students and the Assistant Head of School for Academics must approve any deviation from these requirements.

WHAT'S NEW IN 2026-27?

ARTS

Theatre Arts I: Did you enjoy Ninth Grade Arts Rotation? Are you interested in doing theatre games, improv, and scene studies with your friends? Always wanted to try your hand at creating an original production? Do you wish to improve your public speaking skills and confidence? This is the class for you! *Prerequisite: Ninth Grade Arts Rotation or instructor permission. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Advanced Theatre Arts: Are you a theatre student looking to expand your knowledge and skills? This course offers students a comprehensive development of theatre skills, blending the foundations of acting, directing, and technical theatre. Students will explore a variety of acting techniques through improvisation, scene study, and character development, learning how to bring scripts and emotions to life on stage. In addition to acting, the course delves into the essential skills of directing, where students will gain an understanding of how to lead a production, work with actors, and bring a vision to life. The class also covers an introduction to the critical elements of technical theatre, including set design, lighting, sound, costume design, and stage management. *Prerequisite: Theatre Arts I. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Technical Theatre I: This dynamic, hands-on course introduces students to the skills and knowledge necessary to design, create, and manage the technical elements of a theatrical production. We will explore the topics of scenery, lighting, sound, costumes, props, and stage management. Students will learn how to safely and properly use many tools and other venue equipment, which will lead to lots of project-based work. Many projects will contribute to all school productions, enabling students to gain practical experience - and the self-confidence that ensues - in a collaborative environment while developing an appreciation for the behind-the-scenes magic that makes theatre come to life. No prior theatre experience required. Students with interests in drawing, painting, woodworking, sewing, and other crafts are highly encouraged. *This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Technical Theatre II: This course will provide experienced students with the opportunity to gain further knowledge and skills in technical theatre. Much of our work will again progress towards the school productions. Building on our foundations from Technical Theatre I, students in this course will be expected to exercise even higher levels of autonomy, resourcefulness, attention to detail, and dexterity, as well as demonstrate leadership in our continued team-based work. Elevated topics and techniques in the design of all elements, carpentry, painting, and other technical specialties will be explored. If a student has one particular topic they'd like to explore in depth, we will together develop meaningful opportunities to do so. We will also continue to identify how some skills practiced in the course may follow and aid each student in their lives beyond the theater. *Prerequisite: Technical Theatre I or instructor permission. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Chorus: This course invites students of all skill levels to explore the art of vocal music. Through engaging rehearsals, students will develop vocal technique, music literacy, and performance skills while experiencing the joy of singing in a group. The repertoire spans diverse musical styles and cultures, from classical to contemporary, fostering an appreciation for global music traditions. Chorus members will showcase their progress through school concerts and community events, building teamwork, confidence, and a lifelong love for music. *No audition necessary. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Film Production I: More than mere entertainment, filmmaking offers a window into the world that can spark the imagination, inspire conversation, and evoke an understanding of the human condition. Students will explore the history of cinema by studying various genres and great filmmakers, and will apply these concepts and techniques in the creation of their own projects. This course will expose students to the canon while also highlighting underrepresented artists and films from across the world. Practical skills will include operating a camera, scripting, designing sound and lighting, and editing. Students will be able to produce complete short films by the end of this course. *This course is limited to ten students. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Film Production II - The Feature Film Project: In this course, students will work together to create a single feature-length film to be premiered at the end of the school year. The students will divide up the various production roles and complete the entire process as a collaborative unit under the guidance of the instructor. Roles taken on by students will include: writing, location scouting, producing, acting, filming, editing, sound design, lighting design, and promotion. *This course is limited to ten students. Prerequisite: Film Production I or instructor permission. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Media Production: Students in this course will create a variety of short-form content through a series of assignments that are designed to teach them the basic tools of production. Students will learn to use a camera and editing software; become familiar with audio and video equipment; and apply skills to projects, including but not limited to: live recording, music videos, soundtracks, and editing for documentaries. *This course is limited to ten students. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Music Production I: In this course, students with a passion for music will learn the essential tools of music production in Thayer Academy's new recording facility. Students will learn about signal chains and microphone placement in order to capture sound. They will study the essential tools of mix engineering: equalization, compression, and reverb. Tracks produced in this course will be played for school meetings, and have the opportunity to be a part of a class mixtape. Students will also study live looping, sound design for film, and interactive sound installation. No formal music training is required. *This course is limited to ten students. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Music Production II - Arrangement and Composition: This course is intended for those students who have completed Music Production I. This class dives deeper into musical arrangement aspects, tailored for budding producers who want to compose music from scratch to finished product. It delves into melody, harmony, and rhythm for music production as well as sound design using digital instruments to create music for various avenues like songwriting, background music for short videos, podcasts, etc. *This course is limited to ten students. Prerequisite: Music Production I or instructor permission. This course is open to grades 10, 11, and 12; meets twice a week; and is Pass/Fail. Full-year.*

BUSINESS & ENTREPRENEURSHIP

Business Fundamentals: This course provides a broad introduction to core business concepts, principles, and practices that shape how organizations operate and make decisions. Through practical applications, case studies, and projects, students develop foundational knowledge across major business disciplines, including organizational structures, communications, accounting, finance, and investments. The course emphasizes business analytical writing skills, enabling students to explain and justify decisions using evidence and structured reasoning, as well as interpretive mathematical skills through the analysis of financial and economic data. An integrative approach connects these topics within real-world business contexts across a variety of industries. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

Business Leadership & Communication: This second-year business elective builds on prior business knowledge and emphasizes leadership, decision-making, and professional communication through real-world case studies and simulations. The course is presentation-forward, offering frequent opportunities for discussion and debate as students analyze complex business situations, evaluate competing perspectives, and defend strategic decisions. In the second semester, students focus on practical business communication skills, including professional email etiquette, résumé and LinkedIn profile development, interview preparation, and effective day-to-day workplace communication. Through applied learning and reflection, students strengthen their critical thinking, communication, and professional readiness. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

Digital Marketing & Analytics: This course examines how successful marketing strategies are developed through the recognition, analysis, and application of economic, social, political, and technological trends. Using databases and spreadsheet-based analytic tools, students will collect, organize, and analyze customer and market data to identify preferences, evaluate buying behavior, and assess marketing performance. The course introduces core marketing analytics methods and metrics, enabling students to interpret evidence and translate insights into strategic actions. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

Finance & Accounting Essentials: This course is designed to provide a foundational understanding of accounting and finance concepts, tools, practices, and ethics. The course will focus on practical, real-world applications to develop student understanding and facility with a range of financial transactions and analysis, critical in the business world. Using actual companies, students will demonstrate their acquired accounting abilities by completing business simulations and other projects throughout the year and developing experience in analysis and forecasting. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

HISTORY

AP European History: This course traces the history of Europe from 1450 to the present, covering developments from the Renaissance through the social, political, and economic challenges facing the European Union today. Students will analyze a wide variety of primary and secondary sources as we explore the following themes: interactions between Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. How has Europe shaped the world, and how has the world shaped Europe? *Prerequisite: successful completion of United States History. This course meets three times per week and is graded. Full-year.* **GSP**

Race in America - Honors Seminar: In this first-semester seminar course, students will investigate the role of race in the development of the United States. What is race? How did racial hierarchies develop in the United States? How do conceptions of race shape the American experience today? We will investigate these questions by analyzing a variety of texts, including film, art, music, and poetry. Through critical thinking, collaboration, and participation in daily seminar discussions, students will arrive at their own answers. The course will also allow for independent research on a topic of each student's choosing. *Prerequisite: Co-enrollment or completion of United States History. This course meets three times per week and is graded. Semester 1.* **GSP**

Russia: From Revolution to Today: This course tracks Russia's dramatic transformation from absolute monarchy to communist dictatorship, and how oligarchy has reigned since the fall of the Soviet Union. We will trace the evolution of communism under major leaders, while we examine how artists, writers, and activists provide insight into — and creative rebellion against — oppression. We'll see how women assumed leadership for, within, and against the revolution. We'll follow pervading tensions and how leaders manipulated those tensions and consequently changed the lives of individuals and the masses. We will also apply this history to understand current issues and conflicts in Russia. We'll investigate topics through a variety of sources, including autobiographies, fiction, poetry, film, and journalism. *This course meets three times per week and is graded. Semester 1.* **GSP**

Cuba: From Revolution to Today: This course tracks how Cuba rose from colonialism to a revolution powerful enough to scare the United States government. We'll explore how this complex society of many cultures persevered in some ways and transformed in other ways, over time. The revolution promised justice and equality to a population long dominated by Spain and then the United States. It increased literacy, healthcare, and women's rights, but it also brought brutal repression. How did people survive? How did they escape? How did the United States retaliate? We will also apply this history to understand current issues in Cuba. We'll investigate topics through a variety of sources, including memoir, fiction, poetry, film, music, and journalism. *This course meets three times per week and is graded. Semester 2.* **GSP**

Women's History - Honors Seminar: In this second-semester seminar course, students will explore the history of movements for expanding the rights and roles of women. The course will also examine gender norms more broadly, including the ways that those norms have shifted over time and how gender norms impact all people, not just women. How do gender norms impact each of us? How have people challenged gender norms in order to create a more just and equitable world? Students will explore these questions in longer and shorter writing assignments, as well as daily seminar discussions. *Prerequisite: Co-enrollment or completion of United States History. This course meets three times per week and is graded. Semester 2.* **GSP**

Modern American Culture: This course is designed to study American popular culture (music, television, advertising, fashion, etc.) since 1950. How does popular culture both reflect and shape American society? What can be gained from "reading" popular culture that cannot be gained from reading traditional texts? In what ways is American popular culture contested? We will pay particular attention to representations of race, class, gender, and family. Students will use a mixture of research, discussion, writing, and projects to explore these topics and convey their learning. *This course meets three times per week and is graded. Semester 1.*

SCIENCE

Advanced Biotechnology - Honors: This course takes a deep dive into the structure and function of genes and genomes and approaches them with an engineering lens in order to design and build molecular systems. Students will learn to use both foundational and cutting-edge Biotech tools and techniques to gain the skills to function independently in a formal lab setting. All assessments are project-based, and collaboration, project management, data management, analysis, and both written and oral scientific communication skills will be emphasized. If you are fascinated by the latest in DNA technology, or have ever wondered what it would be like to do actual lab-based scientific research, this is the course for you. Due to the nature and workflow of long-term lab projects, this course can be doable while co-enrolled in more homework-intensive AP science courses. Lab fee may apply with financial aid support to those who qualify. *Prerequisites: One of the following: Integrated Science II - Honors, Biology, or concurrent enrollment in AP Biology or AP Chemistry. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

AP Physics 1: This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation. *Prerequisite: PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

WORLD LANGUAGE

East Asian History & Culture: The purpose of this course is to develop an understanding and appreciation of the people, history, culture, and literature of China, Japan, and Korea. Students will engage with a variety of sources, including books, films, and online materials. Topics include literature, food, religion, cultural values, art, family structures, social classes, geography, and holidays. The course is conducted in English. *Prerequisite: This course may satisfy the third-year language requirement with departmental recommendation. This course is open to grades 11 and 12 who have completed a minimum of two years of ANY language. If the student has already completed Level III of a world language, this course qualifies for the Global Scholars Program. The course meets three times per week and is graded. Full year.* **GSP**

COURSE DESCRIPTIONS

ARTS

The Performing and Visual Arts are a fundamental part of the Thayer Academy experience, woven into the fabric of student life, alongside academics and athletics. We encourage young artists to examine the process of creation and expression from different perspectives, and to resist accepting the first, most obvious solution.

The curriculum helps students develop an understanding of process, inventive thinking, and creative problem solving. As students broaden their exploration, they produce work that aspires to aesthetic excellence. In the courses, students benefit from hands-on experience and are actively engaged as they develop new skills. *All courses meet two times a week and are Pass/Fail, except for honors classes, which are graded and meet three times a week.*

ART REQUIREMENT

Ninth Grade Arts Rotation: This yearlong, four-unit creative course forms the substructure of the arts curriculum. Students rotate through each section, exploring one aspect of the arts: music, theater, visual arts, and 3D mixed media design. In music class, students use an ears-and-minds-open approach as they learn to analyze the construction of all modern forms of music. In theater class, students begin to train as actors through exploration of public speaking, voice, movement, sensory awareness, and improvisation. In visual arts class, students develop basic drawing and painting skills; learn compositional basics of line, form, value, color, texture, and spatial relationships; and use various painting and drawing tools and materials. In 3D mixed media design, students explore the principles of visual perception and the meaning of form, space, function, and structure as they relate to three-dimensional design. Students learn to use 3D printers, laser cutters, and other tools in this segment of the course. *This course meets once per week and is Pass/Fail. Full-year.*

PERFORMING ARTS

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Chamber Orchestra: Calling all string, woodwind, brass, and piano players, and percussionists! This orchestra experience is designed for students to learn and perform a variety of styles, from the traditional classical music of master composers like Bach and Beethoven to symphonic soundtracks. *No audition necessary. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Jazz Ensemble: These instrumental groups learn, play, and perform a wide range of jazz music. The course has an emphasis on both ensemble playing and improvisation skills. In addition, the course focuses on the elements of jazz, including harmony, rhythm, and syncopation. *This course is open to grades 9, 10, 11, and 12; meets twice a week; and is Pass/Fail. Full-year.*

Rock Ensemble: These instrumental/vocal groups play and perform jazz, fusion, and rock-influenced styles of music. Students have input into the music that they learn and perform. Students learn basic chord theory, including arranging, improvised solos, and chord structure. *No audition necessary. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Private Lessons: Lessons in voice and most instruments, depending on the sign-up, can be arranged for individual students during their free time or after school. It is strongly recommended that private-lesson students are also members of one of the Thayer Academy music groups. *Fee applies. Full-year.*

VISUAL ARTS & NEW MEDIA

Painting & Drawing I, II, and III: These full-year courses include a wide exploration of both drawing and painting methods and materials using real and imaginary subject matter. Students are introduced to varied techniques and processes of drawing and painting, including composition, the elements and principles of design, the use of color, and pertinent aspects of art history and self-expression. As students progress, they are free to explore a more independent voice in both their choice of materials and subject matter. Media options include graphite, ink, charcoal, conte crayon, pastel, watercolor, and acrylics, as well as a more in-depth exploration of mixed media. Our advanced mixed media studies offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students create multi-directional compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques include collage, drawing, painting, mixing, assemblage, cutting, and pasting. As students advance, they create a cohesive body of work that provides options for advanced visual art portfolio development. *This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Photography I: In this course, students learn fundamental photographic techniques, including the use of 35mm digital SLR cameras in manual mode and the downloading, organizing, and editing of images. All assignments utilize Adobe Photoshop or Adobe Lightroom. Students learn the basics of composition and become proficient in Adobe Lightroom by the end of the year. *This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Photography II: This course is a review of the technical aspects of photography as well as a development of students' ability to communicate an idea effectively. Use of Adobe Photoshop and Adobe Lightroom to manipulate images is a major component of this course. Students learn basic retouching techniques as well as advanced montaging skills. All assignments make use of digital cameras and Photoshop. *Prerequisite: Photography I or departmental approval. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Photography III: Third-year students are expected to have a working knowledge of digital SLR cameras, Adobe Photoshop, and Adobe Lightroom. The emphasis of this class is on the student's ability to develop a personal vision. Advanced Photoshop and Lightroom techniques are explored in order for students to create a cohesive body of work. *Prerequisite: Photography I and II or departmental approval. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Pottery I: An introduction to basic clay working: hand-building and wheel-throwing, decoration, glazing and firing techniques, introduction to basic glaze preparation. Stoneware, raku, and smoke firing are explored. Emphasis is on obtaining comfort and confidence with these techniques through the production of a body of work. Students experiment with functional, non-functional, and sculptural concepts. Pottery history and culture are presented through examples and discussion. *This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Pottery II/III: These courses are a continuation in the study of pottery: advanced techniques in clay working, introduction to basic glaze calculation and formulation. Alternative firing methods and experimental projects are introduced. Students may explore areas of their own choosing. A variety of clays and firing processes, including raku, smoke firing, porcelain, and cone 10 reduction, are available. Independent exploration is encouraged. Pottery history and culture are presented through examples and discussion. *Prerequisite: Pottery I or II as appropriate, or departmental approval. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Sculpture I: In this course, students learn about the art elements of line, form, space, texture, light, color, scale, and the principles of design as they relate to creating art in three dimensions. The focus will be on exploring form, space, and volume through a range of projects that allow the students to work in both realism and abstraction. The students will experiment with both additive and subtractive sculptural processes using traditional materials such as wire, clay, wood, and plaster, as well as more contemporary materials such as found, recycled, natural, and even digital objects. Students will discuss the work of historic and contemporary artists; they will be evaluated on the quality of their completed sculptures, their participation in class discussions and individual/group critiques, and their ability to establish a creative process that clearly articulates their personal vision as artists. *This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Collaborative Design Lab I: The course serves as an introduction to work in problem-solving and independent thinking. Students will delve into the fundamentals of the design thinking process, gaining exposure to concepts in conceptualization, drafting, additive and subtractive manufacturing, basic woodworking, and 3D design. Through a series of guided challenges, students will explore design from concept to completion with an emphasis on creating a solid foundation for those new to creative problem-solving. *This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Collaborative Design Lab II/III: Building upon the fundamentals learned in Collaborative Design Lab I, this intermediate course further develops students' skills in additive and subtractive manufacturing, woodworking, architecture, and structural engineering. Students engage in more complex challenges, requiring them to apply their knowledge in a variety of scenarios. Advanced concepts in form casting and 3D design are introduced, challenging students to think critically about their designs and the manufacturing processes required to bring their ideas to fruition. At this level, additional technical tools and CAD software are employed to hone a deeper understanding of design principles and automated fabrication techniques. The class is limited to ten students. *Prerequisite: Collaborative Design Lab I or II as appropriate, or departmental approval. This course is open to grades 10, 11, and 12; meets twice a week; and is Pass/Fail. Full-year.*

Film Production I: More than mere entertainment, filmmaking offers a window into the world that can spark the imagination, inspire conversation, and evoke an understanding of the human condition. Students will explore the history of cinema by studying various genres and great filmmakers, and will apply these concepts and techniques in the creation of their own projects. This course will expose students to the canon while also highlighting underrepresented artists and films from across the world. Practical skills will include operating a camera, scripting, designing sound and lighting, and editing. Students will be able to produce complete short films by the end of this course. *This course is limited to ten students. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Film Production II - The Feature Film Project: In this course, students will work together to create a single feature-length film to be premiered at the end of the school year. The students will divide up the various production roles and complete the entire process as a collaborative unit under the guidance of the instructor. Roles taken on by students will include: writing, location scouting, producing, acting, filming, editing, sound design, lighting design, and promotion. *This course is limited to ten students. Prerequisite: Film Production I or instructor permission. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Media Production: Students in this course will create a variety of short-form content through a series of assignments that are designed to teach them the basic tools of production. Students will learn to use a camera and editing software; become familiar with audio and video equipment; and apply skills to projects, including but not limited to: live recording, music videos, soundtracks, and editing for documentaries. *This course is limited to ten students. This course is open to grades 9, 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Music Production I: In this course, students with a passion for music will learn the essential tools of music production in Thayer Academy's new recording facility. Students will learn about signal chains and microphone placement in order to capture sound. They will study the essential tools of mix engineering: equalization, compression, and reverb. Tracks produced in this course will be played for school meetings, and have the opportunity to be a part of a class mixtape. Students will also study live looping, sound design for film, and interactive sound installation. No formal music training is required. *This course is limited to ten students. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Music Production II - Arrangement and Composition: This course is intended for those students who have completed Music Production I. This class dives deeper into musical arrangement aspects, tailored for budding producers who want to compose music from scratch to finished product. It delves into melody, harmony, and rhythm for music production as well as sound design using digital instruments to create music for various avenues like songwriting, background music for short videos, podcasts, etc. *This course is limited to ten students. Prerequisite: Music Production I or instructor permission. This course is open to grades 10, 11, and 12; meets twice a week; and is Pass/Fail. Full-year.*

The Art of Numbers: This course invites students to explore the deep connections between mathematics and artistic expression. Through topics like proportions and ratios, symmetry, wallpaper patterns, perspective drawing, and fractals, we'll uncover the mathematical structures that shape the world around us. Drawing inspiration from nature, ancient Greek friezes, and visionary artists like M.C. Escher and Sol LeWitt, students will create their own math-inspired artworks. Join us on a journey to discover the creative side of math! *This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Yearbook Publication, Journalism & Design: In this class, students plan, design, create, and publish the *Black & Orange*, Thayer Academy's yearbook. Students are assigned responsibilities, designing page layouts using a software program similar to Adobe InDesign; writing stories and captions for photos; selecting photos; and interviewing students, teachers, coaches, staff, and administrators. Yearbook staff photographers attend school events and take photos for the publication. In this class, students gain journalistic and creative experience. Students also learn how to make editorial decisions and selections based on the yearbook's theme -- always seeking to report the life of the school as accurately as possible. The publication, which is essentially a record of a year in the life of our school, is added to Thayer Academy's archives. *Prerequisite: Application required. This course is open to grades 10, 11, and 12; meets twice per week for staff and three times a week for editors; and is Pass/Fail. Full-year.*

Visual Art I - Honors: This is an advanced-level course designed for students seeking to refine their artistic skills and develop a strong foundation in the visual arts. Students will explore various drawing and painting techniques using a range of media, including graphite, charcoal, pastel, ink, watercolor, and acrylics. Emphasis will be placed on observational drawing, composition, color theory, and creative problem-solving. Through structured projects and independent work, students will enhance their ability to express ideas visually while building sound technical proficiency. Art history and contemporary influences will be integrated to inspire artistic growth and critical thinking. Regular in-class critiques will offer self-reflection and practice in constructive feedback, encouraging both collaborative discussion and individual growth. Each student will maintain an *Honors Art Journal* throughout the year for practice, research, and idea generation. By the end of the course, students will have built a strong foundation for portfolio development, showcasing work that reflects their skills and personal artistic voice. *Prerequisite: Painting & Drawing I/II, application, and instructor permission. This course is open to grades 11, and 12; meets three times per week; and is graded. Full-year.*

Visual Art II/III - Honors: Building upon the foundation established in Visual Art I - Honors, further advancing technical mastery, creativity, and conceptual thinking skills, students will refine their artistic voice through sustained studio practice as they pursue independent concentration-based projects aligned with their artistic vision. The continuation of their *Honors Art Journal* remains an essential component, serving not only as a space for research, experimentation, and idea development but also as a chronicle of the visual arts experience. A key focus of the course is the completion of a comprehensive portfolio suitable for college applications. Additionally, students will engage in a dynamic museum visit unit, selecting a local museum and collaboratively shaping a curriculum that integrates oral, written, and artistic interpretations of their shared experience. In the spring, students will work closely with the visual arts faculty to curate the Visual Art - Honors Exhibition, gaining hands-on experience in exhibition design and presentation. This course fosters independent thinking, technical excellence, and a deeper engagement with Thayer Academy's visual arts community. *Prerequisite: Visual Art I - Honors, application, and instructor permission. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

BUSINESS & ENTREPRENEURSHIP

Business Fundamentals: This course provides a broad introduction to core business concepts, principles, and practices that shape how organizations operate and make decisions. Through practical applications, case studies, and projects, students develop foundational knowledge across major business disciplines, including organizational structures, communications, accounting, finance, and investments. The course emphasizes business analytical writing skills, enabling students to explain and justify decisions using evidence and structured reasoning, as well as interpretive mathematical skills through the analysis of financial and economic data. An integrative approach connects these topics within real-world business contexts across a variety of industries. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

Business Leadership & Communication: This second-year business elective builds on prior business knowledge and emphasizes leadership, decision-making, and professional communication through real-world case studies and simulations. The course is presentation-forward, offering frequent opportunities for discussion and debate as students analyze complex business situations, evaluate competing perspectives, and defend strategic decisions. In the second semester, students focus on practical business communication skills, including professional email etiquette, résumé and LinkedIn profile development, interview preparation, and effective day-to-day workplace communication. Through applied learning and reflection, students strengthen their critical thinking, communication, and professional readiness. *This course is open to grade 12; meets three times per week; and is graded. Full-year.*

Digital Marketing & Analytics: This course examines how successful marketing strategies are developed through the recognition, analysis, and application of economic, social, political, and technological trends. Using databases and spreadsheet-based analytic tools, students will collect, organize, and analyze customer and market data to identify preferences, evaluate buying behavior, and assess marketing performance. The course introduces core marketing analytics methods and metrics, enabling students to interpret evidence and translate insights into strategic actions. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

Entrepreneurship I: The world around us is shaped by makers, designers, and innovators. Everything you interact with was made by someone. In this course, you will learn to create something of value to contribute to the world. To be a successful entrepreneur, one must do the proper research to identify a good problem and then work to solve that problem through iteration. This full-year class will explore the fundamental elements of entrepreneurship through the design thinking process. *Prerequisite: There will be an application process if there is high demand for this class. This course is open to grades 10, 11, and 12; meets twice per week; and is Pass/Fail. Full-year.*

Entrepreneurship II: Building on a strong foundation developed in Entrepreneurship I cultivating, researching, and evolving innovative ideas, this course will push students further into an understanding of what it takes to be a successful entrepreneur: doing the research to determine what a good and innovative product is, understanding what will actually sell, finding financial backers to help build a product, and exploring how to market a product so that it becomes financially viable. There will also be opportunities in this course to attend outside entrepreneurship conferences and to interact with leaders in this field. *Prerequisite: Entrepreneurship I and approval of the Entrepreneurship faculty. This course is open to grades 11 and 12; meets twice per week; and is Pass/Fail. Full-year.*

Entrepreneurship Incubator Program: This course blends group instruction and guided, independent project work around developing entrepreneurial business ventures. Through the support of a lead teacher, scholars in residence, and industry mentors, students in this program will build on their design, planning, and/or early venture implementation work from Entrepreneurship I and/or II or other contexts. The course is meant to support students in their active quest to achieve major development milestones in all aspects of the launch of their entrepreneurial ventures and ideas. *Prerequisite: Entrepreneurship I and II. This course is open to grade 12, meets twice per week, and is Pass/Fail. Full-year.*

Finance & Accounting Essentials: This course is designed to provide a foundational understanding of accounting and finance concepts, tools, practices, and ethics. The course will focus on practical, real-world applications to develop student understanding and facility with a range of financial transactions and analysis, critical in the business world. Using actual companies, students will demonstrate their acquired accounting abilities by completing business simulations and other projects throughout the year and developing experience in analysis and forecasting. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

COMPUTER SCIENCE

The computer science courses at Thayer focus on the study of computer programming and the theory and algorithmic approaches that form the core of programming. Three full-year computer programming classes are offered.

Programming I: Students with a strong interest and motivation, may enroll in this C++ course, which covers data types, logic development, loops, arrays, functions, and strings. Students learn how to write, comment, and debug code by creating programs of increasing complexity and length. Students also demonstrate their understanding and mastery of the material by taking quizzes and tests on paper. There are no midyear or final exams, but the course culminates with each student completing an individual final project. *This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

AP Computer Science: This course follows the recommendations of the College Board. In the first semester, the main concepts taught in *Programming I* are extended using object-oriented programming (OOP) principles. The second semester of this course entails a deeper study of non-primitive data types and recursion, along with particular attention to OOP design, ArrayLists, inheritance, and polymorphic behavior. This course prepares students to take the AP Computer Science A exam. *Prerequisites: Programming I and departmental approval. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

Data Structures - Honors: This full-year advanced Java course begins with a very intense review geared to the topics taught in the AP Computer Science course. The focus of this course is on advanced data structures: linked lists, stacks, queues, and binary trees. The course also explores data files, the major algorithms of sorting and searching, and culminates with an extensive study of command line programming using Perl. In addition to regular coursework, students are required to participate in all contests of the American Computer Science League. *Prerequisites: Programming I, AP Computer Science, and departmental approval. This course is open to grade 12; meets three times per week; and is graded. Full-year.*

ENGLISH

In an era of instant communication, we help students read critically, listen actively, speak confidently, and write fluently. We believe in language's power to effect real change, and we encourage students to take words — their own and others' — seriously.

Through reading and analyzing literature, students ponder the human condition and examine their place in the vast history of storytelling. Through guided instruction, consistent practice, and thoughtful revision, they hone their writing skills. Additionally, students engage in research and public speaking at every grade level.

Honors sections are offered to ninth graders, sophomores, juniors, and first-semester seniors with outstanding verbal abilities as evidenced by past performance. Advanced placement sections — AP: English Literature & Composition and AP English Language & Composition — are offered in the junior year to qualified students. A number of the senior courses meet the requirements for the Global Scholars Program.

NINTH GRADE COURSE

Literature of Growing Up and Literature of Growing Up - Honors: During their ninth-grade year, students examine fiction, drama, poetry, and memoir with a focus on complementary themes: personal identity and growing up. As they read texts both canonical and contemporary, freshmen encounter diverse characters who wrestle with enduring questions: to what extent do we control our hearts, our fates, and how others perceive us, especially as we enter adulthood? In the classroom, students might act out scenes from Shakespeare or discuss the impacts of implicit bias on a protagonist and on themselves. Ninth graders also spend significant time honing their analytical and creative writing skills, practicing public speaking, studying the rules of grammar and punctuation, and developing their vocabulary. *This course meets three times per week and is graded. Full-year.*

SOPHOMORE COURSE

Narrative & Composition and Narrative & Composition - Honors: Storytelling drives the course's curriculum. Sophomores spend the first semester reading and writing short fiction. Following the guiding premise that nothing in fiction is an accident, students study authorial techniques and employ them in their own writing. Students write original pieces incorporating the elements of storytelling; some may be featured in *Voice* or included in the sophomore short story competition. In the second semester, the focus shifts from creating fiction to analyzing novels, plays, and poetry. Sophomores also continue to practice public speaking, build vocabulary, master grammar, and refine sentence structure. *This course meets three times per week and is graded. Full-year.*

SOPHOMORE, JUNIOR, AND SENIOR ELECTIVE

Creative Writing Workshop - Honors: Novelist Elena Ferrante once said, "Without the right words, without long practice in putting them together, nothing comes out alive and true." Are you a devoted writer looking for more time to focus on your craft? This English elective invites sophomore, junior, and senior writers to supplement their regular English coursework with an honors creative writing class. The course offers a collaborative, workshop-style experience where students will explore a wide range of genres and modes together—including creative nonfiction, short fiction, poetry, and playwriting. Writers will deepen their skills through consistent practice, feedback, revision, and reflection. This course is ideal for writers who are curious, open to critique, and eager to grow in a supportive community. Creative Writing Workshop - Honors does not satisfy the English requirement for graduation. Students need to take the English course required for their year. This course would be an additional course. *Application required, including a current English teacher's recommendation and a writing sample that demonstrates a student's commitment to the craft of writing. This course is open to grades 10, 11, and 12; meets three times a week; and is graded. Full-year.* Creative Writing Workshop - Honors Application

JUNIOR COURSES

American Masters: Story & Style: In this course, students focus on the American experience in poetry and prose through a close analysis of short, diverse poems, essays, and short stories, as well as through longer pieces and novels, such as *The Great Gatsby* and *Flight*. Writing assignments are both imitative and analytical. Students develop flexibility, precision, and control in writing as they learn elements of style and rhetorical strategies. In addition, students explore an array of authors, genres, and periods to consider the full range of the American experience, from the beautiful to the brutal. As they encounter texts through a dynamic mix of class discussions, close-reading activities, writing, and individual presentations, students gain a richer understanding of identity. *This course meets three times per week and is graded. Full-year.*

Rhetoric & Discourse - Honors: This course focuses on communication, particularly spoken communication. The course begins with an overview of discourse in the contemporary world, using media outlets as case studies. The course then transitions into the study of rhetoric and persuasion. Students learn the tenets, strategies, and implications of rhetorical techniques and analyze great historical speeches. Once students understand the basics of speech, they study the craft of narrative in fiction and personal storytelling through technical readings and practice. These skills inform the rest of their time in the class. Students study works like *The Great Gatsby*, *Flight*, and *Inherit the Wind,* and develop their voices as writers and speakers. Three major speeches comprise the second semester: the problem-solution, the personal narrative, and the reframing of an issue. The year's coursework and students' efforts culminate with a speech of their choosing, delivered entirely off book. By the end of Rhetoric & Discourse - Honors, students should feel prepared and confident when speaking in front of peers, colleagues, and superiors, regardless of the challenge or controversy of the subject. *Recommendation required. This course meets three times per week and is graded. Full-year.*

AP English: Language & Composition: This course prepares a select group of juniors for the AP Exam in Language & Composition. Students read a variety of fiction and nonfiction to develop their understanding and appreciation of how writers use style, literary devices, and rhetorical strategies to write persuasively. Assignments are energetic and varied. Students craft creative imitations of excerpts from diverse writers, analyze the Aristotelian appeals of television and print advertisements, and ponder Joan Didion's definition of "self-respect" as they write personal essays and evaluate the complex characters of *The Great Gatsby*. They prepare for the May AP Exam with many in-class, AP-style reading quizzes and timed essays. Students build research skills as they craft their own AP synthesis essay prompts, finding and vetting appropriate sources, and share their final products with classmates in oral presentations. After the AP Exam, students continue their public speaking work, performing original poetry and entertaining each other with oral stories and dramatic recitations. *Recommendation required. This course meets three times per week and is graded. Full-year.*

AP English: Literature & Composition: This course is designed for a select group of juniors who have already demonstrated a mature commitment to reading literature as well as a sophisticated mastery of grammar and composition. Through intense study of the elements of fiction, poetry, and drama, these students prepare for the AP Exam in Literature & Composition. They examine a broad spectrum of readings drawn from American and world literature - from the classics to the avant-garde - sharpen their skills of critical evaluation, and deepen their appreciation of the persuasive and artistic power of the written word. This course also requires a public speaking unit. *Recommendation required. This course meets three times per week and is graded. Full-year.*

SENIOR FIRST SEMESTER ELECTIVES

Senior Seminar and Senior Seminar - Honors: In this seminar-style course, seniors examine diverse masterpieces of drama, fiction, and poetry to gain an enhanced appreciation of the role of great storytelling in humankind's search for meaning. In order to prepare for the rigors of college, students lead in literary discussions, engage in interdisciplinary research, and continue working on their public speaking skills during the Words That Changed The World unit. *This course meets three times per week and is graded. Semester 1.*

Literary Journalism: *Voice*: Student writers learn best by writing for real audiences, and students in this course create, write, collaborate, shape, and edit content for Thayer's literary magazine *Voice*. Considering the community, areas of interest, and authentic voices, students learn how to make a magazine with various elements to showcase student work that both resonates with students and expands the perspectives of the community. Writing individual pieces, working on teams to create content, and editing each other's work, students collaborate to make and publish *Voice* twice during this first-semester course. *Application and references required. This course meets three times per week and is graded. Semester 1.*
Literary Journalism: *Voice* Application

SENIOR SECOND SEMESTER ELECTIVES

A Room of Their Own: Gender in Literature: When Virginia Woolf famously asserted in 1928 that "a woman must have money and a room of her own if she is to write fiction," she turned the literary world upside down. In this course, our seminar circle will center on authors whose work reveals something meaningful about how gender shapes individuals and society – as well as the act of authorship itself. Working in varied genres and writing from differing identities and historical moments, these authors could be considered "feminist" writers, for their work somehow calls for, or envisions, a world resistant to sexism, misogyny, and queerphobia. So what is "feminist literature," and what kind of work can it do in the world? How does an understanding of gender also reveal the workings of other power structures in society? Students should prepare to write critically, personally, and creatively both in and out of class. *This course meets three times per week and is graded. Semester 2.*
GSP

Art of Communication: This course is designed to empower students to become more honest, authentic, practiced, and brave communicators. Approximately one-third of our time together is devoted to lessons and group discussions on various aspects of communication such as how to: find your voice; use elements of rhetoric; make a persuasive argument; frame the debate; tell a powerful story; craft a clear message; write and deliver a speech; connect with diverse audiences; entertain different perspectives; express identities and values; listen deeply; deliver feedback; develop empathy; demonstrate compassion; and use humor and emotion. The other two-thirds of the course focus on practicing and receiving feedback on your communication skills. Students read selected articles and view selected videos; they then deliver prepared speeches and tell stories in person and on video, for which they receive customized and critical feedback from their peers and instructor. *This course meets three times per week and is graded. Semester 2.*

Being Human: Literature on Living: This course is guided by the question, "What does it mean to be human?" Students will explore this question via reading and guided discussion of literature, philosophy, art, scientific concepts, psychology, and economic theory. Texts will include both fiction (short stories, poetry, excerpts from novels) and nonfiction, including excerpts from *Sapiens: A Brief History of Humankind* by Yuval Noah Harari and *Humankind: A Hopeful History* by Rutger Bregman. Assessments in this course will include both analytical and creative writing, multimedia projects, and presentations. This course will culminate in each student's learning the essentials of design in service to creating a website portfolio of their coursework. *This course meets three times per week and is graded. Semester 2.* **GSP**

Rooting for the Anti-Hero: Villains & Antiheroes in Literature: Why is it that we often find ourselves rooting for the anti-hero? What do wicked and wayward characters reveal about human nature? In what ways are these characters more effective, compelling, or illuminating than benevolent heroes? In this course, students will analyze some of the most fascinating villains and anti-heroes in literature, as well as film, television, drama, and even popular culture. Through student-led discussions, project-based learning, and analytical writing, students will engage in character-based analysis of complex stories. By exploring these stories, students will learn how and why the characters that are the most challenging are often the ones that teach us the most. *This course meets three times per week and is graded. Semester 2.*

Scene to Screen: Like literature, film is an artistic medium with its own conventions, aesthetic values, and techniques. Its perspectives on and insight into the human condition are as varied as the films and directors themselves. In this class, we examine the techniques used by contemporary directors to manage the complexity of adapting the written word to film and study how this medium explores the depths of our emotions and the motivations for and consequences of our actions. Students use concepts of cinematic analysis, such as genre, narrative structure, and point of view, as an entryway into discussions of intent, impact, and audience response. Students are encouraged to formulate their own critical responses to the works and reflect on what these interpretations reveal, both personally and socially. The inclusion of international films and texts also reveals a perspective that transcends immediate culture and examines those global responsibilities and universal experiences we all share. *This course meets three times per week and is graded. Semester 2.* **GSP**

Science Fiction Literature: How Do We Get There?: The difference between fantasy and science fiction is that while fantasy exists in some separate, unreachable world, none of us will ever attend Hogwarts or travel to Middle Earth. Science fiction provides paths to different histories and futures. In this course, students will look at the roles of science, technology, and innovation in literature and consider their role in shaping our reality. Investigations will include worldbuilding and the rules of reality, theoretical and philosophical considerations of technology use, and scientific methodologies in literature. Students should expect to write creatively, make connections between STEM and humanities, conduct research independently, and imagine their versions of the future. *This course meets three times per week and is graded. Semester 2.*

Stories We Tell: Ira Glass, host of the hit radio show *This American Life*, asserts that "great stories happen to those who can tell them." This course will focus on the ins and outs of effective storytelling and story-producing. Students will engage with audio narratives and podcasts, films and documentaries, poetry and microfiction as they consider how best to tell the tales that matter most. They will interview professionals working "in the field," edit their recordings in the new audio lab, and share their narrative work in the classroom and with the larger community. *This course meets three times per week and is graded. Semester 2.*

Tiny Stories: A Writing & Reading Workshop: Wabaseemoong First Nation author Richard Wagamese has observed that, "All that we are is story." In this course, students will examine "tiny" (or very short) narratives in various genres of literature and art, including modern poetry and spoken word poetry, short fiction, nonfiction, visual art, and film. Students will also participate in guided creative writing workshops with their peers and receive instruction in audio narrative skills. This course will culminate in each student creating a multimedia digital piece that showcases their skills in creative writing, audio interpretation, and visual narrative. *This course meets three times per week and is graded. Semester 2.*

GLOBAL ENGAGEMENT

THE COMMON GOOD

Thayer Academy's Global Engagement Program prepares students to live out the Academy's mission to rise to honorable achievement and contribute to the Common Good in their hometowns, in their country, and in the world.

At Thayer, we believe this starts with dialogue: a willingness to listen empathically, to approach difference with curiosity, and to remain at the table even in moments of disagreement. In the ninth grade, students hone civil discourse skills that will follow them throughout their years in the Upper School. In the tenth grade, they turn those skills outward, investigating social challenges in our own backyard and discovering what it means to take ethical civic action. In the eleventh grade, students deepen this commitment through the junior year theme of community service, putting their knowledge and values into real-world application. In the twelfth grade, through the Global Scholars Capstone Program, students bring this full foundation to bear on the defining issues of our interconnected world.

The Common Good I: In today's polarized world, the ability to engage in meaningful and respectful dialogue is essential. This one-semester course begins with a guided exploration of personal identity and value sorting, encouraging students to better understand who they are and what they believe before engaging with the perspectives of others. Building confidence through low-stakes dialogue exercises, students gradually take on more complex public issues, developing the emotional intelligence, active listening, and critical thinking skills that civil discourse demands.

Central to the course are Thayer Academy's protocols for civil discourse, equipping students with the tools to participate in inclusive conversations and maintain relationships even in challenging moments. These skills prepare students to engage with insight, integrity, and respect throughout their Upper School career, showing up in advisory conversations, history classes, debriefs after Global Speaker visits, and intercultural dialogue on Global Engagement travel programs. *Ninth-grade requirement. This course meets once per week and is Pass/Fail. Semester 1.*

The Common Good II: Building on the civil discourse skills developed in the ninth grade, this course invites students to investigate the social challenges affecting our local community as we explore what it means to be civically engaged. Students examine five essential areas of human well-being (food security, housing, education, environment, and healthcare) and consider the historical, political, and social factors influencing how communities access these resources.

Through legislative history, case studies, and peer-facilitated dialogue, students develop the context necessary to move from awareness toward ethical action. The course culminates in a grade-wide Civic Engagement Day, with visits to non-profits and community partners across the South Shore and greater Boston area. Students leave prepared to engage meaningfully with Thayer Academy's Public Purpose afternoon program, civic engagement student organizations, and service-oriented Global Engagement travel programs, grounded in an understanding that our well-being is bound up in the well-being of those around us. *Sophomore requirement. This course meets once per week and is Pass/Fail. Semester 2.*

Peer Leadership Fellowship: This full-year course introduces students to the Peer Education Collaborative (PEC), a growing interschool initiative that partners with schools across Massachusetts to build peer-led programs in health and wellness and civil discourse. Students develop foundational knowledge about mental health, identity, and disagreement while building core leadership skills in facilitation, collaboration, ethical decision-making, and mentorship.

Participants take on meaningful leadership responsibility early in their high school experience, serving as mentors and role models for middle school students. Participants utilize the skills of knowledge translation to translate expert-informed guidance into engaging and relevant programming for younger peers. They collaborate to design and lead workshops, gaining confidence managing group dynamics and guiding thoughtful conversations about wellness, identity, and community. Students may also have opportunities to connect and collaborate with peers from partner schools participating in PEC.

Through this work, students have the opportunity to influence school culture in visible and lasting ways, shaping how younger students experience belonging, disagreement, and support. This course is ideal for 9th and 10th graders who are energized by working with younger students, whether as tutors, Counselors-in-Training, or community leaders, and who are ready to step into leadership at an early stage in their Thayer Academy journey. *Application required. This course is open to grades 9 and 10; meets twice per week; and is Pass/Fail. Full-year.*

Peer Leadership Fellowship - Honors: This full-year honors course offers students the opportunity to serve as Peer Leadership Fellows, co-developing and advancing the Peer Education Collaborative (PEC) alongside the faculty director and nationally recognized experts, including Dr. Lisa Damour and Dr. Timothy McCarthy. PEC is a growing interschool initiative that partners with schools across Massachusetts to build peer-led programs in health and wellness and civil discourse.

Fellows deepen their understanding of mental health, public health, and civil discourse while developing advanced leadership skills in facilitation, ethical decision-making, dialogue across difference, and peer mentorship. They also learn the practice of knowledge translation, bringing research and expert guidance to life in ways that resonate with their peers. Students apply these skills by designing and leading a seminar series for 9th and/or 10th graders at Thayer that shapes how younger students think about wellness, identity, disagreement, and community. Fellows also help guide the evolving direction of PEC by contributing to training design, school-wide initiatives, and partnerships with schools across Massachusetts. Students may also have opportunities to connect and collaborate with peers from partner schools participating in PEC.

As trusted student leaders, Fellows are often invited to support broader school initiatives, respond to emerging needs, and help influence the culture of the community in meaningful ways. This is a selective, student-driven leadership experience for juniors and seniors who are passionate about working with younger students, whether as mentors, camp counselors, team captains, or community builders, and who want to help define what student leadership and school culture look like at Thayer Academy and beyond. *Application required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

GLOBAL SCHOLARS

This program promotes greater awareness of and engagement in global issues by combining interdisciplinary academic learning with applications to real-world experiences. Students will combine the following curricular and co-curricular elements in order to be recognized as Global Scholars.

Courses with the GSP symbol are designated courses **GSP**

Curricular Requirements:

Global Scholars Capstone I - Honors Semester 1, Grade 12

Global Scholars Capstone II - Honors Semester 2, Grade 12

Global Scholars is a dialogue-driven capstone program for seniors seeking to engage deeply with the challenges and responsibilities of global citizenship. Building on the civil discourse skills and civic awareness developed in the Common Good sequence, students apply those foundations to the most complex issues of our interconnected world, discovering how the local social challenges explored in tenth grade map onto broader global realities.

Students begin with a summer reading selection on modern global history from Richard Haass' The World. This foundational reading anchors the fall semester's exploration of current events across world regions. Through required readings and student-facilitated dialogue, students explore defining issues of the global era, with topics ranging from migration to nuclear proliferation to artificial intelligence. Students examine the Declaration of Human Rights and the UN Sustainable Development Goals, evaluating the status of those commitments in the world today. A signature feature of the fall semester is formal training as Intercultural Dialogue Facilitators through the Institute for Global Learning, with students applying this training through virtual dialogues with partner schools across the country.

In the spring semester, students work closely with a faculty mentor to develop an independent capstone project of their choosing, presenting their work to the broader Thayer community at the year's close. *Application required. This course is open to grade 12; meets three times per week; and is graded. Semester 1 and Semester 2 (full-year).*

Additional Coursework: A minimum of 3.5 credits of Global Scholars Capstone designated courses. Designated courses span multiple disciplines and are selected for their emphasis on global awareness, cross-cultural understanding, civic engagement, human rights, environmental sustainability, and economic development. These courses include:

English: Being Human: Literature on Living; A Room of Their Own: Gender in Literature; Scene to Screen.

History: AP United States Government & Politics; AP Micro- and Macroeconomics; Cuba: From Revolution to Today; Race in America; Russia: From Revolution to Today; Women's History; AP European History.

Science: AP Environmental Science.

World Languages: Hispanic History & Culture I and II; all advanced language levels IV, V, VI, AP, and Post-AP.

Co-Curricular Requirements: Active participation in a globally-based, culturally-based, and/or civic engagement activity as well as attendance at school-sponsored globally-focused events. Examples include: Model UN, Plates with Purpose, OMEGA, Special Olympics, Public Purpose afternoon program, Sustainability Club, Mi Gente, etc.

Co-Curricular Strong Recommendation: An international immersion and/or service experience. Students receiving financial aid may apply for financial support for school-sponsored travel programs.

HISTORY

The graduation requirement for the study of history is three years, which must include at least one year of World History and one year of United States History. During the ninth grade and sophomore year, students take a two-part World History sequence. These courses are designed to challenge students to uncover big ideas about the past and apply them to the present, allowing them to develop the knowledge, skills, and attitudes required for empowered global citizenship in the 21st century. In the junior year, students generally take United States History. Electives for seniors explore particular historical subjects in depth, promote global understanding, and introduce social science concepts. With rare exceptions, students are not eligible to take these electives until they have completed United States History. World History courses offer honors sections, and United States History students can take AP history to prepare for the Advanced Placement Exam. Students are placed in these sections on the basis of past performance, standardized test scores, and teacher recommendations. Honors and AP courses for seniors are open to all interested students.

NINTH GRADE COURSE

World History I and World History I - Honors: In this course, students investigate developments from 1450 through the global crisis of World War I. We trace the rise and fall of empires across the world and consider the impacts of increased trade and cultural interaction during the first global age. Then, we explore the political, economic, and social revolutions of the late 18th through 19th centuries. Finally, we examine the causes and course of World War I. To end the year, students will immerse themselves in a model UN-style diplomacy simulation where they grapple with the difficulties of rebuilding the world in 1919. Along the way, students cultivate the reading, writing, and research skills necessary for success at the secondary level. *This course meets three times per week and is graded. Full-year.*

SOPHOMORE COURSE

World History II and World History II - Honors: In this course, students trace the major political, economic, social, and cultural developments from World War I through the present in order to understand how our current world came to be. Particular attention is paid to the ways that global forces shaped the experience of major regions of the world. To conclude the course, students participate in a model UN-style diplomacy simulation focused on the global climate crisis. This diplomacy project serves as a capstone that requires a synthesis of students' knowledge of world history and the application of research, writing, and public speaking skills developed in the World History courses. *This course meets three times per week and is graded. Full-year.*

JUNIOR COURSES

United States History and AP United States History: The major focus of this course is the development of the American nation as its population has diversified, its economy has matured, and its responsibilities have multiplied. The course emphasizes the analysis and interpretation of historical information. Students read primary documents, as well as a basic textbook. Class discussions, lectures, and films help students integrate and appreciate what they are reading; additionally, they learn to synthesize ideas and facts by writing a major research paper. The Advanced Placement curriculum emphasizes various interpretations of American history and requires students to complete a substantial amount of college-level reading and writing. *Recommendation required. This course meets three times per week and is graded. Full-year.*

History of American Democracy - Honors: This honors course will grapple with the history of American democracy by investigating important moments of tension in our nation's past and imagining how we would have made difficult and important decisions if we had been alive at the time. Rigorous analysis of these difficult moments will help us build a robust understanding of the dilemmas of democracy and inform our response to issues of democracy today. The course will utilize case studies developed by Harvard Business School, and effective participation in case-method discussions will be essential to success in the course. This course fulfills the United States History requirement. *Prerequisite: Recommendation required. This course meets three times per week and is graded. Full-year.*

SOPHOMORE, JUNIOR, AND SENIOR ELECTIVE COURSE

Law & Society: The purpose of this class is twofold: first, to use historical and literary resources to explore the role of law in American society; and second, to prepare for participation in the annual statewide Mock Trial Competition sponsored by the Mass Bar Association. Readings, discussions, films, and other resources support the study of specific court cases in history and literature and provide an introduction to legal issues prominent at different times in American history. Additionally, the mock trial portion of the class offers a hands-on opportunity to learn about legal methods and the legal process. This course does not fulfill the history graduation requirement. *This course meets twice per week and is graded. Full-year.*

JUNIOR AND SENIOR ELECTIVE COURSES

AP Psychology: This course introduces students to the field of psychology, which helps to explain why people think and act the way they do. Topics include: the biological basis of mental processes and behavior, cognition, development and learning, social psychology and personality, and mental and physical health. Students will also learn to connect psychological concepts and theories to real-life scenarios, interpret data, analyze psychological research studies, and make and support claims based on psychological research. *This course meets three times per week and is graded. Full-year.*

Race in America - Honors Seminar: In this first-semester seminar course, students will investigate the role of race in the development of the United States. What is race? How did racial hierarchies develop in the United States? How do conceptions of race shape the American experience today? We will investigate these questions by analyzing a variety of texts, including film, art, music, and poetry. Through critical thinking, collaboration, and participation in daily seminar discussions, students will arrive at their own answers. The course will also allow for independent research on a topic of each student's choosing. *Prerequisite: Co-enrollment or completion of United States History. This course meets three times per week and is graded. Semester 1.* **GSP**

Russia: From Revolution to Today: This course tracks Russia's dramatic transformation from absolute monarchy to communist dictatorship, and how oligarchy has reigned since the fall of the Soviet Union. We will trace the evolution of communism under major leaders, while we examine how artists, writers, and activists provide insight into — and creative rebellion against — oppression. We'll see how women assumed leadership for, within, and against the revolution. We'll follow pervading tensions and how leaders manipulated those tensions and consequently changed the lives of individuals and the masses. We will also apply this history to understand current issues and conflicts in Russia. We'll investigate topics through a variety of sources, including autobiographies, fiction, poetry, film, and journalism. *This course meets three times per week and is graded. Semester 1.* **GSP**

Cuba: From Revolution to Today: This course tracks how Cuba rose from colonialism to a revolution powerful enough to scare the United States government. We'll explore how this complex society of many cultures persevered in some ways and transformed in other ways, over time. The revolution promised justice and equality to a population long dominated by Spain and then the United States. It increased literacy, healthcare, and women's rights, but it also brought brutal repression. How did people survive? How did they escape? How did the United States retaliate? We will also apply this history to understand current issues in Cuba. We'll investigate topics through a variety of sources, including memoir, fiction, poetry, film, music, and journalism. *This course meets three times per week and is graded. Semester 2.* **GSP**

Women's History - Honors Seminar: In this second-semester seminar course, students will explore the history of movements for expanding the rights and roles of women. The course will also examine gender norms more broadly, including the ways that those norms have shifted over time and how gender norms impact all people, not just women. How do gender norms impact each of us? How have people challenged gender norms in order to create a more just and equitable world? Students will explore these questions in longer and shorter writing assignments, as well as daily seminar discussions. *Prerequisite: Co-enrollment or completion of United States History. This course meets three times per week and is graded. Semester 2.* **GSP**

SENIOR YEARLONG ELECTIVES

AP European History: This course traces the history of Europe from 1450 to the present, covering developments from the Renaissance through the social, political, and economic challenges facing the European Union today. Students will analyze a wide variety of primary and secondary sources as we explore the following themes: interactions between Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. How has Europe shaped the world, and how has the world shaped Europe? *Prerequisite: successful completion of United States History. This course meets three times per week and is graded. Full-year.* **GSP**

AP Microeconomics and AP Macroeconomics: Relying on textbook readings, in-class discussion sessions, problem sets, and supplementary work, this course provides a true college-level introduction to the fields of microeconomics and macroeconomics. In microeconomics, we explore the fundamentals of supply and demand in a market economy by focusing on the factors influencing the decisions of consumers and producers, and we consider how those decisions play out under the conditions of perfect competition, oligopoly, and monopoly. In macroeconomics, we examine how principles of economics apply to an economic system as a whole. Topics in macroeconomics will include national income, economic performance measures, the financial sector, monetary policy, economic growth, economic inequality, and international economics. At the conclusion of this course, students will be prepared to take both the AP Microeconomics and AP Macroeconomics exams. *Prerequisites: United States History and strong math skills. This course meets three times per week and is graded. Full-year.* **GSP**

AP United States Government & Politics: This course is a college-level introduction to politics and government in the United States and seeks to prepare students for active, informed participation in civic life. We examine the historical and philosophical origins of the U.S. Constitution and trace the ways that government institutions, laws, and political culture have changed over time as we grapple with modern political dilemmas. Students can expect to read and discuss a wide variety of "texts," from the Federalist Papers and Supreme Court decisions to public opinion polling data and cable news clips. We also learn to account for bias as we interpret data and develop evidence-based arguments about political issues of personal importance to each of us. *Prerequisite: United States History. This course meets three times per week and is graded. Full-year.* **GSP**

SENIOR FIRST SEMESTER ELECTIVES

Modern American Culture: This course is designed to study American popular culture (music, television, advertising, fashion, etc.) since 1950. How does popular culture both reflect and shape American society? What can be gained from "reading" popular culture that cannot be gained from reading traditional texts? In what ways is American popular culture contested? We will pay particular attention to representations of race, class, gender, and family. Students will use a mixture of research, discussion, writing, and projects to explore these topics and convey their learning. *This course meets three times per week and is graded. Semester 1.*

History & Film: 1950s America: This first-semester course explores the rich intersection of history and cinema during one of America's most transformative decades: the 1950s. Students will delve into the cultural, political, and social dynamics of the post-war era. Through an analysis of iconic movies such as High Noon (1952), Rear Window (1954), Rebel Without a Cause (1955), Invasion of the Body Snatchers (1956), and Some Like It Hot (1959), the class will examine how the movie industry channeled and shaped the anxieties, aspirations, and values of mid-century America. Topics will include post-war prosperity and its discontents, the Cold War and fears of communism, the rise of suburban and teenage culture, the emerging Civil Rights Movement, and the shifts in family structures and gender roles. Students will learn to critically analyze films as both artistic works and historical documents to gain deeper insight into the complexities of this pivotal era in United States history. *This course meets three times per week and is graded. Semester 1.*

SENIOR SECOND SEMESTER ELECTIVES

History & Film: Parallel Screens: In this second-semester elective, students will explore the dynamic relationship between film history and American history, examining Hollywood's portrayal of national crises and the cultural zeitgeist. Specifically, the course pairs classic movies with contemporary movies to understand how different eras of cinema illuminate similar issues throughout U.S. history. By comparing works such as Modern Times (1936) with The Florida Project (2017), Night of the Living Dead (1968) with Get Out (2017), and Thelma & Louise (1991) with Mad Max: Fury Road (2015), students can appreciate how filmmakers from different generations use diverse genres to address recurring themes. Through screenings, discussions, and projects, the course will provide a grounding in film history and investigate the ways that narrative film reflects, interrogates, and interprets its times. *This course meets three times per week and is graded. Semester 2.*

Sports & Society: In this course, students explore the relationship between sports and society in the United States. Students consider the importance of sports to local, regional, and national identity; the concepts of the hero, antihero, and role model; issues of racial and gender equality; positive and negative values promoted through sports; and connections between sports, religion, and politics. The course depends upon a wide range of sources, including excerpts, articles, feature films, documentaries, and works of fiction. *Meets three times per week and is graded. Semester 2.*

INDEPENDENT STUDY

Independent Study: The purpose of Independent Study is to afford students the opportunity to pursue a course of study on a topic that has significant import in the development of their overall academic program. Independent Study courses are meant to enhance, not substitute for, regularly scheduled academic courses and are only offered to students who have exhausted the current offerings. We do not offer Independent Study in a course that is offered in the curriculum. In most cases, the Independent Study should be a sixth course, not an alternative to a fifth course. Students should discuss Independent Study ideas with faculty in the appropriate academic department. Students should identify a faculty sponsor with the expertise, interest, and time to support and supervise their study. Faculty are usually pleased, but are not obligated, to supervise an Independent Study. Students must submit the Independent Study proposal to the relevant Department Head and Assistant Head of School for academics during the spring course planning process. *Application required. This course is open to grades 10, 11, and 12; meets three times per week; and is Pass/Fail. Full-year.*

Independent Study - Honors: Students who wish to pursue an Independent Study - Honors are required to submit an application and to meet with the Assistant Head of School for Academics and their Independent Study advisor to discuss the rigor of the proposed course of study, nature of the capstone project, and the evaluation criteria that will be used to grade the student's performance. *Application required. This course is open to grades 10, 11, and 12; meets three times per week; and is graded. Full-year.*

MATHEMATICS

To graduate from Thayer Academy, all students must take a minimum of three years of mathematics in the Upper School, although most students take mathematics all four years. While there are many different paths a student can take in the Upper School, the two most common are as follows:

- Algebra II, Geometry, PreCalculus, Calculus
- Algebra I, Algebra II, Geometry, PreCalculus

Note: For those students who are enrolled in Algebra I as ninth graders, there are multiple avenues, if appropriate, to accelerate their math program in order to reach Calculus by senior year.

The Mathematics Department offers courses at different levels of rigor, including Advanced Placement, so that each student receives a course of study suited to their background, interest, and ability. There are significant differences in the presentation, pace, content, and amount of independent work required in the different levels of each course. Therefore, it is important that students (with the advice and recommendation of the Math Department) carefully select the proper level of each course. The use of graphing calculators is integrated into the curriculum, particularly in the PreCalculus and Calculus courses.

Algebra I and Algebra I Fundamentals: Algebra I emphasizes the solving of equations in the context of the real number line. The properties and the basic operations of rational numbers are introduced early in the curriculum, with an emphasis on simplifying expressions and solving linear equations. The graphing of linear equations and the solution of rational equations and systems of equations are also studied. If time permits, the solution of quadratic and radical equations is included. *This course meets three times per week and is graded. Full-year.*

Algebra II - Honors: Algebra II - Honors includes the study of linear equations in two and three variables, an introduction to functions, linear inequalities in two variables, polynomial operations, factoring of higher order polynomials, laws of exponents, radicals, solving quadratic equations and quadratic systems, complex numbers, exponential and logarithmic functions, and an introduction to sequences and series. *Prerequisite: Algebra I. This course meets three times per week and is graded. Full-year.*

Algebra II: Algebra II includes the study of linear equations in two and three variables, an introduction to functions, linear and quadratic functions, linear inequalities in two variables, polynomial operations, rational expressions and functions, factoring of higher order polynomials, laws of exponents, radicals, solving quadratic equations and quadratic systems, complex numbers, exponential and logarithmic functions, matrices, and an introduction to sequences and series. *Prerequisite: Algebra I. This course meets three times per week and is graded. Full-year.*

Algebra II Fundamentals: Algebra II Fundamentals includes the study of linear equations in two and three variables, systems of equations, matrices, an introduction to functions, quadratic functions, linear inequalities in one and two variables, absolute value equations and inequalities, laws of exponents, polynomial operations, factoring of higher order polynomials, rational expressions and equations, radical expressions and equations, solving quadratic equations, logarithms, and sequences and series. This course is not recommended for those students who wish to take the PreCalculus Advanced course. *Prerequisite: Algebra I. This course meets three times per week and is graded. Full-year.*

Geometry - Honors, Geometry, and Geometry Fundamentals: These courses provide a thorough study of the main topics of plane and solid Euclidean geometry. Three-dimensional concepts are included in the curriculum. These courses also emphasize the meaning and use of deductive reasoning and the formal requirements of writing a logical geometric proof. In addition, numerical application problems from such topics as areas and volumes, measurement of angles and arcs, and proportions are studied. *Prerequisites: Algebra I and II. This course meets three times per week and is graded. Full-year.*

PreCalculus - Honors: This full-year course is intended for students who have demonstrated high aptitude and interest in mathematics and who are likely to study *AP Calculus BC* following this course. Since the concept of a function is crucial to the further study of mathematics, functions and their properties form the core curriculum. Polynomial, exponential, logarithmic, and trigonometric functions are examined with applications. Other topics include sequences and series, complex numbers and polar coordinates, vectors and matrices, combinatorics and probability, and an introduction to differential Calculus. Students are challenged with math competition-level problems. *Prerequisites: Algebra II - Honors, Geometry - Honors, and/or departmental approval. This course meets three times per week and is graded. Full-year.*

PreCalculus Advanced: This full-year course is intended for juniors who wish to enroll as a senior in either *AP Calculus AB* or *Calculus*. This course is also appropriate for seniors who plan to enroll in a demanding Calculus course in college. Polynomial, rational, exponential, and logarithmic functions form the core of this course. The curriculum also includes a comprehensive study of trigonometry and further work with sequences and series. *Prerequisites: Algebra II - Honors or Algebra II ("B" or better in Algebra II), Geometry, and/or departmental approval. This course meets three times per week and is graded. Full-year.*

PreCalculus: This full-year course is intended for students who may study introductory Calculus during their senior year or in college. The curriculum includes: linear, quadratic, polynomial, rational, exponential, and logarithmic functions, a thorough introduction to right triangle and circle trigonometry, trigonometric equations, fundamental trigonometric identities, and operations on complex numbers. *Prerequisites: Algebra II or Algebra II Fundamentals, Geometry or Geometry Fundamentals. This course meets three times per week and is graded. Full-year.*

Statistics & Quantitative Analysis: This full-year course develops the core functions of PreCalculus using the main principles of Statistics and personal finance. Linear, quadratic, polynomial, and exponential functions are utilized to build a consequential understanding of good vs. bad debt, credit scores, simple and compound interest, short- and long-term investing strategies, and retirement planning. Interspersed with the development of these functions is an introduction to the major concepts and tools of Statistics, elements which can be used for collecting, analyzing, and drawing conclusions from data. This course provides a head start to students who may be required to take a Statistics course in college. *Prerequisites: Algebra II or Algebra II Fundamentals, Geometry or Geometry Fundamentals*. *This course meets three times per week and is graded. Full-year.*

AP Statistics: This full-year course follows the recommendations of the College Board. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. First-semester topics include interpreting, summarizing, comparing, and exploring distributions of data and methods of data collection such as surveys, experiments, and observational study. Second-semester topics explore statistical inference through confidence intervals and tests of significance. Course supplements include newspaper and magazine articles. Students are challenged to think beyond the equations to justify, explain, interpret, and infer from data and subsequently communicate an appropriate and complete conclusion. This course prepares students to take the AP Statistics exam. *Prerequisites: PreCalculus or concurrent enrollment in PreCalculus Advanced or higher, strong reading/writing skills, departmental approval. This course meets three times per week and is graded. Full-year.*

Topics in Calculus: This full-year course is intended for students who have successfully completed Thayer's *PreCalculus* course. It does not prepare students for either of the Calculus AP exams. It is appropriate for those who plan to continue the study of Calculus in college and/or who may need this background for courses in applied sciences. This course starts with a focused review of the major functions and concepts of PreCalculus before branching into a standard Calculus curriculum. *Prerequisites: Algebra II, Geometry, PreCalculus, departmental approval. This course meets three times per week and is graded. Full-year.*

Calculus: This full-year course is intended for students who have successfully completed the *PreCalculus Advanced* course. It does not prepare students for either of the Calculus AP exams. It is appropriate for those who plan to continue the study of Calculus in college and/or who may need this background for courses in applied sciences. The curriculum explores the fundamental concepts of Calculus, including functions, limits and continuity, differentiation, and integration. Applications such as curve sketching, optimization, and related rates are introduced along with theoretical results such as the Mean Value Theorem and the Fundamental Theorem of Calculus. *Prerequisites: Algebra II, Geometry, PreCalculus Advanced, departmental approval*. *This course meets three times per week and is graded. Full-year.*

AP Calculus AB: This course follows the recommendations of the College Board. The ideas of intervals, neighborhoods, functions, and limits are carefully explored, leading to rigorous development of the standard differentiation formulas. Through applications of derivatives to problems in maxima and minima, the student gains experience in the power of Calculus. This course prepares students to take the AP Calculus AB Exam. *Prerequisites: Algebra II, Geometry, PreCalculus - Honors or PreCalculus Advanced, departmental approval. This course meets three times per week and is graded. Full-year.*

AP Calculus BC: This course follows the recommendations of the College Board. This course covers all of the topics taught in the *AP Calculus AB* course as well as the following additional topics: parametric, polar and vector functions (and their derivatives), slope fields, Euler's method, convergence of improper integrals and series, applications of integrals, and Taylor and Maclaurin series. This course prepares students to take the AP Calculus BC exam. *Prerequisites: PreCalculus - Honors, departmental approval. This course meets three times per week and is graded. Full-year.*

Linear Algebra & Proof - Honors: This course is intended for students who have successfully completed an AP Calculus course. Taught at an undergraduate college level, this full-year course serves as a robust introduction to Linear Algebra, with supplemental instruction geared towards teaching students how to make the leap from computational thinking to mathematical proof. Topics include matrices, vector spaces, eigenvalues and eigenvectors, linear transformations, logic, set theory, and techniques of proof. *Prerequisite: AP Calculus BC or AB, departmental approval. This course meets three times per week and is graded. Full-year.*

Multivariable Calculus - Honors: This course is intended for students who have successfully completed *AP Calculus BC*. Taught at an undergraduate college level, this full-year course provides a thorough study of the calculus of functions of several variables. Topics include lines, planes and surfaces in $\mathbf{R}^3$, vector-valued functions and TNB frame, partial differentiation, Clairaut's Theorem, gradients, Lagrange multipliers, cylindrical and spherical coordinates, double and triple integrals, and applications. The course continues with vector fields, line integrals, surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. An introduction to Linear Algebra may also be included as time permits. *Prerequisite: AP Calculus BC, departmental approval. This course meets three times per week and is graded. Full-year.*

SCIENCE

All students are required to take three years of science. The program of studies is designed to offer an organized sequence of experiences that will help students develop an understanding and appreciation of the physical world of which they are a part. Full-year courses are offered in Integrated Science, Biology, and Chemistry at different levels of difficulty so that each student receives a course of study that is commensurate with that student's background, ability, and interest. Advanced Placement courses in Biology, Chemistry, Environmental Science, and Physics are offered for students with a strong interest and ability in science, and electives are offered in interdisciplinary areas.

NINTH GRADE COURSE

Integrated Science I: This course introduces ninth-grade students to concepts in science with an emphasis on hands-on projects and data analysis through a theme-based approach. Topics covered are in biology, physics, and chemistry. It is a skill-building course that is the introduction to the laboratory sciences. *This course meets three times per week and is graded. Full-year.*

Integrated Science I - Quantitative: This course introduces ninth-grade students to concepts in science with an emphasis on hands-on projects and data analysis through a theme-based approach. Topics covered are in biology, physics, and chemistry. It is a skill-building course that is the introduction to the laboratory sciences. It is more mathematically rigorous and goes at a faster pace than the Integrated Science I course. *Prerequisite: Concurrent enrollment in Algebra II. This course meets three times per week and is graded. Full-year.*

SOPHOMORE COURSE

Integrated Science II: This course is a continuation of Integrated Science I. Students work with scientific concepts through a theme-based approach. Emphasis is on modeling and data analysis. It is an application of the skills of scientific inquiry. *This course meets three times per week and is graded. Full-year.*

Integrated Science II - Honors: This course is a continuation of Integrated Science I. Students work with scientific concepts through a theme-based approach. Emphasis is on modeling and data analysis. It is an application of the skills of scientific inquiry. It is more mathematically rigorous and goes at a faster pace than the Integrated Science II course. *Recommendation required. This course meets three times per week; and is graded. Full-year.*

NINTH GRADE, SOPHOMORE, JUNIOR, AND SENIOR COURSES

Engineering I: Introduction to Robotics: Students in this course will be introduced to the engineering design process using Vex IQ robots. Students will design, code, test, and program robots through multiple iterations of game challenges. Students will learn to document their engineering process in an engineering notebook and will learn the basics of CAD design and 3D printing as a means to improve their robot design. This course does not fulfill the science graduation requirement. *This course is open to grades 9, 10, 11, and 12; meets twice per week; and is graded. Full-year.*

Engineering II: Competition Robotics: Students in competition robotics will practice the engineering design process by participating in the Vex V5 Robotics Competition. Students will design, code, test, and program competition robots for the most recent Vex V5 game challenge. Students will create their design in CAD and document their process in an engineering notebook. Students in this course are expected to travel with their team to at least one competition or workshop per semester. *This course is open to grades 9, 10, 11, and 12; meets three times per week; and is graded. Full-year.*

Engineering - Honors: Competition Robotics: Students with previous experience in competition robotics will receive an honors credit for subsequent years in the competition robotics class, as they will produce more sophisticated robot mechanisms and CAD designs while they continue to compete in the Vex V5 game challenge. Students will continue to design, code, test, and program as well as present an individual research project based on an advanced robot mechanism or programming technique of their choice. *Prerequisite: Previous experience in competition robotics. Application required. This course is open to grades 9, 10, 11, and 12; meets three times per week; and is graded. Full-year.*

JUNIOR AND SENIOR COURSES

Anatomy & Physiology: Most of us have a natural curiosity about our bodies. This full-year course strives to answer some of these questions using readings, discussions, and activities. The emphasis is on the structure and function of body systems and their relationships to one another. *Prerequisite: Integrated Science II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

Astronomy: This course helps students gain a greater appreciation for the night sky and the evolution of planets, stars, and galaxies. Students are introduced to ancient methods of observation and also utilize some of the most modern techniques. A weekly lab held at the Cahall Observatory provides a practical appreciation for observing and studying the Cosmos. Topics include comparative planetology, the sun, star formation, supernovae, black holes, and the origin of the universe. *Prerequisite: Integrated Science II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

Biology: This course is designed to meet the needs of college preparatory work in biology and acquaint students with the diverse world of living organisms and their interrelation. The course combines lectures, demonstrations, and weekly laboratory work. *Prerequisite: Integrated Science II, Algebra II. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

AP Biology: This course covers the topics in the AP curriculum and includes advanced studies of biochemistry, cell structure and function, cellular energy, genetics, with a strong emphasis on the molecular biology of the gene, evolution, and taxonomic classification. This class prepares students for the AP Exam in Biology in May. Students are expected to take this exam as the culmination of the course. Some summer preparation is expected as well. *Prerequisite: Integrated Science II, Algebra II, PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

Advanced Biotechnology - Honors: This course takes a deep dive into the structure and function of genes and genomes and approaches them with an engineering lens in order to design and build molecular systems. Students will learn to use both foundational and cutting-edge Biotech tools and techniques to gain the skills to function independently in a formal lab setting. All assessments are project-based, and collaboration, project management, data management, analysis, and both written and oral scientific communication skills will be emphasized. If you are fascinated by the latest in DNA technology, or have ever wondered what it would be like to do actual lab-based scientific research, this is the course for you. Due to the nature and workflow of long-term lab projects, this course can be doable while co-enrolled in more homework-intensive AP science courses. Lab fee may apply with financial aid support to those who qualify. *Prerequisites: One of the following: Integrated Science II - Honors, Biology, or concurrent enrollment in AP Biology or AP Chemistry. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

Qualitative Chemistry: Students in this class will learn chemical principles from a more conceptual, less mathematical perspective. Students will explore the interdisciplinary nature of chemistry, examining its connections with other scientific fields and its relevance to everyday life, societal issues, and global challenges. We will delve into the foundations of chemistry, investigate matter and energy, explore chemical reactions, and connect chemistry to the broader society. Through a combination of classroom instruction, laboratory investigations, discussions, and collaborative projects, the course aims to empower students with the knowledge, skills, and mindset necessary to become informed citizens, critical thinkers, and lifelong learners in an increasingly complex and interconnected world. *Prerequisite: Integrated Science II, Algebra II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

Quantitative Chemistry: This course offers a rigorous college preparatory background in chemistry. The emphasis is on a thorough introduction to inorganic chemistry with a mathematical description. Lectures and discussion sessions are supplemented with laboratory exercises and demonstrations. *Prerequisite: Integrated Science II, Algebra II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

AP Chemistry: This full-year course covers the topics in the AP curriculum and prepares students for the AP Exam in May. Topics include basic atomic structure with quantum theory of the atom, chemical reactions, thermochemistry, molecular geometry, reaction types - acid/base, oxidation/reduction, precipitations - stoichiometry and equilibrium, kinetics, and thermodynamics. Students are expected to take the AP Exam in Chemistry as the culmination of the course. Some summer preparation is expected as well. *Prerequisite: Integrated Science II, Algebra II, PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

Earth Science: The Physics of Natural Phenomena. The purpose of this course is to help students develop an appreciation and understanding of how Earth works. Students study major topics in Geology and Meteorology, including mapping, minerals, rocks, plate tectonics, mountain building, erosion, weather, and climate. We explore, in-depth, the cause and effect of natural hazards, including earthquakes, tsunamis, volcanoes, floods, landslides, hurricanes, tornadoes, and climate change. The teacher also hopes to introduce students to enough beautiful places (e.g., national parks and forests) that those students can't wait to go out and visit some of them! Designed to be very "visual" (extensive use of media), this course features plenty of hands-on projects and activities. *Prerequisite: Integrated Science II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

Environmental Science: In this course, students develop an understanding of their role in environmental management through hands-on activities based on topics such as ecosystems, biogeochemical cycles, natural resources, and sustainability. Environmental Science students will be able to discuss and study a variety of concepts and examine problems from many different perspectives. *Prerequisite: Integrated Science II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times a week; and is graded. Full-year.*

AP Environmental Science: Serious environmental problems face the next generation of decision-makers and will probably force us to make drastic changes in the decades to come. The goal of this course is to use the students' knowledge of biology, chemistry, and physics to deepen their understanding of current environmental issues. The course also develops the critical thinking and analytical skills that are necessary to weigh the socioeconomic costs and benefits of this type of decision-making. Research and data collection are a large part of the class, and students' own interests are explored. This class prepares students for the AP Exam in Environmental Science in May. Students are expected to take this exam as the culmination of the course. Some summer preparation is expected as well. *Prerequisite: PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*
GSP

Independent Science Research: This course focuses on equipping students with critical skills for effective participation in hands-on research, culminating in a STEM symposium of original research projects. Students meet two times per week to engage in various activities related to STEM careers, professional communication, scientific methodology, and project development. Students will receive mentorship and support in finding opportunities for summer research and internships. *This course does not fulfill the science graduation requirement. Prerequisite: Integrated Science I and II, and/or recommendation required. This course is open to grades 11 and 12; meets twice per week; and is a Pass/Fail. Full-year.*

Marine Science: This course explores the world of oceanography through a variety of lectures, labs, papers, and numerous other activities. We look at the biological, chemical, physical, and geological interactions of every aspect of life on our planet, from tide pools to the deep abyss. Units of study include geology, current events, navigation, exploration, and more. Also explored is the biology of the world of water through a variety of lectures, labs, papers, and numerous other activities. We look at the biological, chemical, physical, and geological interactions of every aspect of life on our planet, from tide pools to the deep abyss. Units of study include biology, chemistry, current events, deep-sea aquaculture, and more. *Prerequisite: Integrated Science II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

Physics: This course introduces students to the basic concepts in physics. Although introduced conceptually, this course is mathematically intensive. Students study simple harmonic motion, waves, sound, light, geometric optics, electricity and magnetism, and mechanics. The course consists of lectures, class demonstrations, and weekly laboratory exercises. *Prerequisite: Integrated Science II, Algebra II. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

AP Physics 1: This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation. *Prerequisite: PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

AP Physics C - Mechanics: This course is a rigorous, lab- and calculus-based physics course that covers the Mechanics portion for the AP Exam. Topics include: kinematics, Newton's laws, energy, momentum, rotational motion, simple harmonic motion, and gravity. Students are expected to take the AP Exam as the culmination of the course. Some summer preparation is expected as well. *Prerequisite: PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

AP Physics C: Electricity & Magnetism: This is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. *Prerequisite: PreCalculus, or concurrent enrollment in PreCalculus. Recommendation required. This course is open to grades 11 and 12; meets three times per week; and is graded. Full-year.*

Systems & Structures: This course helps students gain a greater appreciation for the engineering process and is designed to delve more deeply into a variety of physical and human systems through inquiry. Two key aspects of this course are designing and building large-scale projects, as well as the leadership and management involved in a team environment. Students interested in this course should possess strong quantitative skills, a creative bent, the desire and ability to solve problems in groups, and a keen interest in the physical sciences. Many of the class activities are team-based projects; therefore, good attendance is essential and constitutes a significant portion of the student's grade. *Prerequisite: Integrated Science II, Algebra II. This course is open to grades 11 and 12 (grade 12 takes precedence); meets three times per week; and is graded. Full-year.*

WORLD LANGUAGE

Students must take three years of the same world language and complete level III in order to meet the World Language graduation requirement. Students are placed in a course according to interest, ability, preparation, and prior language background. It is expected that all students enrolled in an AP Language course will take the Advanced Placement Examination.

The World Language Department offers Latin, French, Spanish, and Mandarin Chinese. In Latin, classes prepare students to read and translate classic works, explore the verbal and rhetorical connection to English, and appreciate the history and culture of the Ancient World. In French, Spanish, and Chinese, the goals range from students being able to have basic conversations to students reading and discussing major works in the target language. Reading, writing, and conversational skills are all emphasized and developed throughout the course of study.

The department also strongly urges students to travel to a country where the target language is spoken or to find ways to use the target language outside the classroom to broaden their experience and ability. Thayer Academy organizes trips to various locations to study language and culture. More information about trips is available on our website under Student Life.

CHINESE

Chinese I: Designed for those who have never spoken or studied the language and for non-native Mandarin speakers with up to one year of previous study in the language. The course provides students with the fundamentals for learning to understand, speak, and begin to read and write Mandarin Chinese. Students develop accurate pronunciation and tones, learn to understand the spoken language in context, and develop a foundation of basic sentence patterns, questions, and everyday vocabulary. The sound system (pinyin and tones) and the writing system (radicals and stroke order) are presented in detail. Reading is used to support and reinforce the acquisition of the spoken language. The course is proficiency-based and focuses on the development of listening and speaking skills. Towards the end of the first year, the classes will be conducted in Chinese for at least 80% of the class time. *This course meets three times per week and is graded. Full-year.*

Chinese II and Chinese II - Honors: Designed for those whose Mandarin speaking/listening proficiency reaches novice-low or novice-mid according to ACTFL standards or who have taken Chinese I at Thayer Academy. This course expands students' understanding of Chinese languages and cultures. Learners are provided with more vocabulary and sentence patterns to deepen their ability to converse about various topics. Reading is used both to support and reinforce the acquisition of the spoken language and expand vocabulary. Character handwriting strengthens character recognition, and typing improves the accuracy of using sentence patterns. The course is proficiency-based. Class is conducted in Chinese for at least 90% of the class time. *Prerequisite: Chinese I. This course meets three times per week and is graded. Full-year.*

Chinese III and Chinese III - Honors: Designed for those whose Mandarin speaking/listening/reading proficiency reaches novice-mid or novice-high according to ACTFL standards or who have taken Chinese II at Thayer Academy. In this course, students learn about Chinese culture and contemporary topics through readings and videos in Chinese. Learners are expected to discuss the Chinese readings in the target language, to use strings of sentences, in both speaking and writing, and to ask simple questions with ease. Students grow their vocabulary through reading and express their ideas by typing. Character writing remains the tool to reinforce character recognition. The course is proficiency-based. Class is conducted in Chinese for at least 90% of the class time. *Prerequisite: Chinese II. This course meets three times per week and is graded. Full-year.*

Chinese IV and Chinese IV - Honors: Designed for those whose Mandarin speaking/listening/reading proficiency reaches novice-high or intermediate-low according to ACTFL standards or who have taken Chinese III at Thayer Academy. In this course, students continue to learn about Chinese culture and contemporary topics through readings and videos in Chinese. Modified readers of traditional Chinese novels and some classic Chinese texts will be introduced. Learners give presentations on a wide variety of topics about cultures, contemporary issues, and personal interests. Writing reinforces the use of various vocabulary and diverse sentence patterns. The course is proficiency-based. The class is conducted entirely in Chinese. *Prerequisite: Chinese III. This course meets three times per week and is graded. Full-year.* **GSP**

Chinese V and Chinese V - Honors: Designed for those whose Mandarin speaking/listening/reading proficiency reaches Intermediate-low according to ACTFL standards OR who have taken Chinese IV. In this course, students continue to learn about Chinese culture and contemporary topics through readings and videos in Chinese. Modified readers of traditional Chinese novels and some classic Chinese texts will be introduced. Through reading, students can enhance their speaking and writing abilities to narrate deliberately, describe in detail, and compare from various perspectives. The course is proficiency-based. The class is conducted entirely in Chinese. *Prerequisite: Chinese IV. This course meets three times per week and is graded. Full-year.* **GSP**

Chinese Heritage Language I - Honors: This honors class is designed for students who are able to comfortably carry on extended conversations in Mandarin, but who have limited literacy skills. The primary focus of the course is on developing students' reading and writing abilities while continuing to expand their listening and speaking skills. Starting from Pinyin, stroke order, basic radicals, and characters, the course will gradually expand students' character-recognition abilities. Students will learn characters and phrases through reading stories and novels that provide cultural topics to narrate, describe, discuss, and compare. The course is conducted entirely in Chinese. *This course meets three times per week and is graded. Full-year.* **GSP**

Chinese Heritage Language II - Honors: This course is designed for students who are able to comfortably carry on extended conversations in Mandarin, and who can read 200-300 characters, or who have taken Chinese Heritage Language I - Honors. The primary focus of the course is on developing students' reading and writing abilities while continuing to expand their listening and speaking skills. Students will learn characters and phrases through reading stories and novels that provide cultural topics to narrate, describe, discuss, and compare. Also, class discussions and presentations will give students opportunities to hone their speaking skills. The course is conducted entirely in Chinese. *Prerequisite: Chinese Heritage Language I - Honors. This course meets three times per week and is graded. Full-year.* **GSP**

AP Chinese Language & Culture: Designed for those whose Mandarin speaking/listening/reading proficiency reaches intermediate-low or intermediate-mid according to ACTFL standards. Students develop and expand their speaking and listening abilities to make formal presentations, to narrate, describe, discuss, debate, and persuade. Students also read authentic materials on a variety of topics related to Chinese culture, history, and modern life. Students improve their composition skills through regular writing assignments. Students deepen their cross-cultural communication skills by continuing to observe and compare cultural commonalities, similarities, and differences. The course is proficiency-based and conducted entirely in Chinese. This course prepares students for the AP Exam. *Recommendation required. This course meets three times per week and is graded. Full-year.* **GSP**

FRENCH

French I: This is the initial course of study for students of the French language, literature, and culture. Thorough preparation in the basics of French grammar, vocabulary, and pronunciation is provided, and emphasis is placed on equipping the student with the skills for continued language study. To this end, the class is conducted in the French language as much as is viable. *This course meets three times per week and is graded. Full-year.*

French II and II - Honors: In French II, the skills and activities of French I are reinforced and broadened, enabling students to become more sophisticated and proficient in expression. Reading abridged works of fiction and writing short reports and detailed narratives are integral parts of the course. The primary goal of the second-year curriculum is to enhance students' proficiency in the four basic language skills of speaking, listening, reading, and writing to prepare them for advanced study in French. French II - Honors is an accelerated class. Class is conducted in French for at least 80% of the class time. *Prerequisite: French I. This course meets three times per week and is graded. Full-year.*

French III and III - Honors: This course focuses on improving students' speaking and writing through daily engagement with culturally rich stories and authentic media that explore the Francophone world. Speaking activities are done daily. By the end of the third year, French students have seen and practiced most elements of the French language, including all of the indicative tenses, most grammatical concepts, and many topics within the subjunctive. Students expand their vocabulary and use idiomatic language in "authentic" situations. Students in French III - Honors work on essay writing, including cultural analysis, compare and contrast, formal emails, and argumentative essays. Class is conducted in French for at least 90% of the class time. *Prerequisite: French II. This course meets three times per week and is graded. Full-year.*

French IV: The focus of this course is to enable students to become proficient in the French-speaking world and to expand their reading and listening comprehension skills via authentic materials. Students engage in refining a variety of study skills and techniques that seek to elicit creative and imaginative responses in the target language. Reading selections exploring the diversity of the Francophone world vary according to the ability and interest level of the class. Class discussions are conducted in French. Class is conducted in French for at least 90% of the class time. *Prerequisite: French III. This course is open to grades 9, 10, 11, and 12; meets three times per week; and is graded. Full-year.* **GSP**

French IV - Honors: This is a course for advanced students who are highly proficient in all aspects of the French language. Widening the lens to explore Francophone culture, history, and current events, a wide variety of written and spoken sources are used to hone all language skills. Written expression focuses on the ability to synthesize sources, develop thoughtful ideas, and write with a command of grammar and idiomatic expression. There is increased potential for intellectual and creative pursuits, independent study, cooperative learning, and more student involvement in the preparation of class materials. While most grammar is studied in context, students review all aspects of advanced grammar, idioms, and vocabulary. Class is conducted in French for at least 90% of the class time. Students who successfully complete this course may go on to AP French Language & Culture. *Prerequisite: French III. This course meets three times per week and is graded. Full-year.* **GSP**

French V: This class is for students wishing to continue their French studies, typically in their senior year. The emphasis is on honing all skills to keep them active in preparation for continued study in college. Students explore French culture and literature, both in France and in Francophone countries throughout the world. The sweep is wide, with everything from cinema, music, and cuisine to politics and current events being fair game for study here. Class is conducted in French for at least 90% of the class time. *Prerequisite: French IV. This course meets three times per week and is graded. Full-year.* **GSP**

AP French Language & Culture: This course prepares advanced students for the AP Exam in French Language & Culture using a wide variety of text and audio sources. A holistic approach is taken that more than ever accents communicative and cultural proficiency while developing interpretive, interpersonal, and presentational skills. Students explore global cultural issues in both contemporary and historical contexts. They develop the ability to make comparisons between cultures, with particular emphasis on the Francophone world, and their exploration is thematically structured. Written and oral expression focuses on synthesizing sources, developing thoughtful ideas, and communicating with a command of grammar and idiomatic expression. The class is conducted entirely in French. *Recommendation required. This course meets three times per week and is graded. Full-year.* **GSP**

Advanced French Language & Culture: This course has the singular goal of maintaining and finessing French language skills. To this end, the rule is equally singular: everything is in French. Core content targets explorations of current events in the Francophone world and events in the world as reported there. This course is for students who have passed the AP Exam in French Language & Culture. The class is conducted entirely in French. *Prerequisite: AP French Language & Culture. This course meets three times per week and is graded. Full-year.* **GSP**

LATIN

Latin I: Using the *Suburanī I (Ch. 1-13)* text, students will learn both to see Latin as an important part of the multicultural world of Rome and to view that world through Latin. Emphasis will be chiefly placed upon effective strategies for reading Latin, and to achieve this overarching goal, we will pay close attention to essential elements of the Latin language: parts of speech, morphology, vocabulary (including English and Spanish derivatives), and grammatical/syntactical rules. By laying the foundations necessary for reading Latin, we shall maintain a number of objectives, including (but not limited to) the following: to enjoy learning about an ancient language and culture that thrived for thousands of years; to build an appreciation for the many ways in which Latin and Roman culture has remained influential across time and space (both for better and for worse); to use a knowledge of Latin vocabulary and grammar to improve written/oral/reading skills in English and Spanish; and to make comparisons and connections between the myths and cultures of ancient Mediterranean peoples with that of other cultures across time and space. *This course meets three times per week and is graded. Full-year.*

Latin II and Latin II - Honors: After reviewing the concepts of the *Suburanī I* text *(Ch. 1-13)*, students delve into an investigation of *Suburanī II* (Chapters 14-26). This intensive study virtually completes the textual study of grammar, leaving the succeeding years for literature and grammar study through reading and composition. Further study of key elements of the history and culture during both the Republic and the Empire is explored. *Prerequisite: Latin I. This course meets three times per week and is graded. Full-year.*

Latin III and III - Honors: This course embarks upon the study of *Ecce Romani III* and introduces students to the works of the Roman historian Eutropius. After foundational work in historical readings, students translate, analyze, and discuss prose selections from Julius Caesar, Cicero, Asconius, and Augustus. Students are further introduced to the poetry of Catullus, Horace, Ovid, and Vergil, as time permits. Latin III - Honors is an accelerated class and is considered the first in a two-year language cycle that prepares students for study in the Advanced Placement Latin course. Students must show a sound understanding of Latin grammar and syntax and must display a high proficiency in vocabulary in order to proceed to Latin IV - Honors. Various resources are used throughout the year to complement grammar and literature with myth, culture, and history. *Prerequisite: Latin II. This course meets three times per week and is graded. Full-year.*

Latin IV - Honors: Students read and discuss selections such as Catullus' *Carmina*; Horace's *Odes*; Ovid's *Metamorphoses, Amores*, *Heroides, and Ars Amatoria;* Pliny's *Epistulae*; and 1-2 Latin novellas to further language acquisition and reading fluency. Emphasis is placed on greater depth of understanding and greater sophistication in literary analysis. Students complement their reading of Latin with projects to learn about ancient Rome and the context of what they are reading -- the history, culture, religion, and politics. In the spring, students begin some study of Vergil's *Aeneid* and dactylic hexameter and may read parts of *The Aeneid* in English in order to get an introduction to AP Latin. Latin IV Honors moves at a pace appropriate for preparing students for the work of AP Latin (Vergil and Pliny) in the following year. *Prerequisite: Latin III. This course meets three times per week and is graded. Full-year.* **GSP**

Latin IV and Latin V: The primary goal of these courses is to provide students with a fuller understanding of the Latin language, including its vocabulary, syntax, and grammar, through extensive reading of both adapted and unadapted Latin prose and poetry. Students read the literature of Catullus, Horace, Ovid, Vergil, and Pliny as well as 1-2 Latin novellas related to an aspect of Greco-Roman mythology or Roman history/culture. (Each year, the teacher alternates the syllabus to accommodate students who are in Latin V.) To heighten understanding of this literature, history, and culture, students read novels in English, complete research projects, and do creative projects. *Prerequisite: Latin III or Latin IV. This course meets three times per week and is graded. Full-year.* **GSP**

Latin VI: The primary goal of this course is to provide students with a fuller understanding of the Latin language, including its vocabulary, syntax, and grammar, through extensive reading of both adapted and unadapted Latin prose and poetry. Students read the literature of Catullus, Horace, Ovid, Vergil, and Pliny as well as 1-2 Latin novellas related to an aspect of Greco-Roman mythology or Roman history/culture. To heighten understanding of this literature, students read novels in English, conduct research, and do creative projects. *Prerequisite: Latin V. This course meets three times per week and is graded. Full-year.* **GSP**

AP Latin: In this course, students read in Latin and English selections from Vergil's *Aeneid* and from Pliny the Younger's Letters. Students complement their reading with attention to syntax; cultural, political, religious, and social customs of the first century B.C. in ancient Rome; projects; essays; and articles. Students explore the significant context, themes, central characters, and key ideas in the Latin passages. To develop students' ability to read Latin at sight, students read authors in addition to Vergil and Pliny the Younger; these include as prose writers Nepos, Cicero, Livy, and Seneca, and verse authors Ovid, Martial, Tibullus, and Catullus. *Recommendation required. This course meets three times per week and is graded. Full-year.* **GSP**

SPANISH

Spanish I: In the first year of Spanish, students are encouraged to speak the language from the first day of class. Throughout the year, emphasis is placed on the acquisition of oral and aural proficiency and the development of writing skills. Students learn and review appropriate grammar for a first-year language course. To this end, the class is conducted in the Spanish language as much as is viable. *This course meets three times per week and is graded. Full-year.*

Spanish II and II - Honors: In this course, the skills and activities of Spanish I are reinforced and broadened, enabling students to become more sophisticated and proficient in expression. The concentration on aural-oral skills continues with a focus on oral proficiency. Written work becomes longer and more sophisticated, and reading assignments are used to introduce students to cultural topics and more complex language. The focus of this class is on the Spanish-speaking world. The inherent goal of the second-year language program is preparation for more advanced study in the language, where classes are conducted solely in Spanish. Class is conducted in Spanish for at least 80% of the class time. *Prerequisite: Spanish I. This course meets three times per week and is graded. Full-year.*

Spanish III and III - Honors: This course focuses on improving students' speaking and writing through daily engagement with culturally rich stories and authentic media. Speaking activities are done daily. By the end of the third year, Spanish students have seen and practiced most elements of the Spanish language, including all of the indicative tenses, most grammatical concepts, and many topics within the subjunctive. Students expand their vocabulary and use idiomatic language in "authentic" situations. Students in Spanish III - Honors work on essay writing, including cultural analysis, compare and contrast, formal emails, and argumentative essays. Class is conducted in Spanish for at least 90% of the class time. *Prerequisite: Spanish II. This course meets three times per week and is graded. Full-year.*

Spanish IV: The focus of this course is to enable students to become more proficient in using the target language and expand their auditory comprehension via authentic materials. In this course, students refine their writing and reading skills while exploring literature, music, and media from Spain and Latin America**.** Class is conducted in Spanish for at least 90% of the class time. *Prerequisite: Spanish III. This course meets three times per week and is graded. Full-year.* **GSP**

Spanish IV - Honors: This is a course for advanced students who are highly proficient in all aspects of the Spanish language. Widening the lens to explore Hispanic culture, history, and current events, a wide variety of written and spoken sources are used to hone all language skills. Written expression focuses on the ability to synthesize sources, develop thoughtful ideas, and write with a command of grammar and idiomatic expression. There is increased potential for intellectual and creative pursuits, independent study, cooperative learning, and more student involvement in the preparation of class materials. While most grammar is studied in context, students review all aspects of advanced grammar, idioms, and vocabulary. Class is conducted in Spanish for at least 90% of the class time. Students who successfully complete this course will go on to AP Spanish. *Prerequisite: Spanish III. This course meets three times per week and is graded. Full-year.* **GSP**

Spanish V: This course is for students wishing to continue their Spanish studies, typically in their senior year. The emphasis is on honing skills to keep them active in preparation for continued study in college. Students explore Hispanic culture and literature. The course content is vast, with everything from cinema, music, and cuisine to politics and current events. Each student is paired with a native speaker for scheduled conversations throughout the year. Class is conducted in Spanish for at least 90% of the class time. *Prerequisite: Spanish IV. This course meets three times per week and is graded. Full-year.* **GSP**

AP Spanish Language & Culture: This course develops advanced Spanish language skills as we focus on Latin American and Spanish culture, history, and current events. A wide variety of written and spoken sources are used to develop the speaking, listening, reading, and writing skills necessary to be successful on the AP Exam. Grammar study flows naturally from work on writing and speaking. Essay writing focuses on the ability to synthesize sources, create a thesis statement, and write clearly. The goal of speaking activities is to express ideas clearly in idiomatic Spanish, both in a conversation and presentation format. AP Examination practice is ongoing throughout the year as students work to master the exam requirements. The class is conducted entirely in Spanish. *Recommendation required. This course meets three times per week and is graded. Full-year.* **GSP**

ELECTIVE COURSES

East Asian History & Culture: The purpose of this course is to develop an understanding and appreciation of the people, history, culture, and literature of China, Japan, and Korea. Students will engage with a variety of sources, including books, films, and online materials. Topics include literature, food, religion, cultural values, art, family structures, social classes, geography, and holidays. The course is conducted in English. *Prerequisite: This course may satisfy the third-year language requirement with departmental recommendation. This course is open to grades 11 and 12 who have completed a minimum of two years of ANY language. If the student has already completed Level III of a world language, this course qualifies for the Global Scholars Program. The course meets three times per week and is graded. Full year.* **GSP**

Hispanic History & Culture: The purpose of this course is to develop an understanding and appreciation of Hispanic people, history, culture, and literature. Sources include books, internet sources, newspapers, guest speakers, and movies. Many topics are examined, including literature, politics, race, foods, religion, cultural values, music, art, family, social classes, sports, and holidays. The course is conducted in English. *Prerequisite: This course may satisfy the third-year language requirement with departmental recommendation. This course is open to grades 11 and 12 who have completed a minimum of two years of ANY language. If the student has already completed Level III of a world language, this course qualifies for the Global Scholars Program. The course meets three times per week and is graded. Full year.* **GSP**

HEALTH & WELLNESS

The Health & Wellness curriculum is an integral part of the total Thayer experience. The program is designed to provide students with the informational background they need to make responsible decisions when it comes to living a safe, active, and healthy lifestyle. The Health & Wellness Department provides each student with an opportunity to be exposed to and experience an array of health and fitness-related courses.

Health & Wellness courses required for graduation:

- Grade 9 Health & Wellness (required, full-year)
- Grade 10 Health & Wellness (required, full-year)
- Grade 11 Health & Wellness (required, Semester 1)
- Grade 12 CPR Certification (required, Semester 1)

Grade 9 Health & Wellness: This course is designed to provide updated health-related information, which will help guide students in making positive and informed decisions regarding their present and future well-being. A variety of topics are presented and typically fall under three components: Unhealthy and Risky Behaviors, Human Sexuality and Healthy Relationships, and Mental and Emotional Health. The class format is discussion-based with media presentations, outside speakers, group presentations, and activities. *This course meets once per week and is Pass/Fail. Full-year.*

Grade 10 Health & Wellness: This course introduces students to a variety of lifetime skills and activities. Topics include, but are not limited to, making informed decisions, discussing complicated issues that teens are faced with – consent, underage drinking, vaping, and social media. Students learn lifetime activities, including archery, racquet sports, golf, yard games, and volleyball, among others. This course meets once a week. *This course meets once per week and is Pass/Fail. Full-year.*

Grade 11 Health & Wellness: This course is loosely grounded in the Science of Well-being class taught at Yale University. The class is designed to provide students with a better understanding of the science of well-being and the actions that they can take to positively influence their own physical and emotional health and happiness. Upon completion of the course, students will have a better understanding of themselves and their values as well as the practices that influence their well-being, such as mindfulness, sleep hygiene, gratitude rituals, positive psychology, and more. *This course meets once per week and is Pass/Fail. Semester 1.*

Grade 12 CPR Certification: Seniors complete an **online** American Red Cross Blended Learning course in Adult and Pediatric CPR/AED and Basic First Aid. To satisfy certification requirements, students need to physically demonstrate proper skills and knowledge during a practical session with a Thayer Academy instructor. Upon completion of both components, students receive certification, which is good for two years. Students holding a current certification of the above are exempt from the course, as long as the expiration date does not precede graduation. *This is an online course with an in-person test component and is Pass/Fail. Semester 1.*

JUNIOR AND SENIOR ELECTIVE COURSES

Sports Medicine: The course includes classwork and hands-on application in the areas of prevention, evaluation, treatment, and rehabilitation of sports injuries. Students learn the essential components of an effective sports medicine program and the different career options available. Students utilize video analysis and simulation in order to learn event preparation and emergency management of common injuries. Students receive an overview of anatomy, physiology, and kinetics as they apply to the science of sports medicine. *This course is open to grades 11 and 12; meets twice per week; and is Pass/Fail. Full-year.*

COLLEGE COUNSELING

College Counseling Seminar: This comprehensive course centers on personalized attention for students, and their taking ownership of their college search with the support of the College Counseling staff. Students gain an in-depth understanding of the college search process by learning about college applications and essay writing. Students will be challenged to think creatively through exercises that require self-evaluation and self-study. *Grade 11 requirement. This course meets once per week and is Pass/Fail. Semester 2.*

Thayer Academy Upper School Course Offerings

2026-27

Arts
Ninth Grade Arts Rotation
Performing Arts
Theatre Arts I
Advanced Theatre Arts
Technical Theatre I, II
Chorus
Chamber Orchestra
Jazz Ensemble
Rock Ensemble
Private Lessons
Visual Arts & New Media
Painting & Drawing I, II, III
Photography I, II, III
Pottery I, II, III
Sculpture I
Collaborative Design Lab I, II, III
Film Production I, II
Media Production
Music Production I, II
The Art of Numbers
Yearbook Publication, Journalism & Design
Visual Art I - Honors
Visual Art II/III - Honors

Business & Entrepreneurship
Business Fundamentals
Business Leadership & Communication
Digital Marketing & Analytics
Entrepreneurship I
Entrepreneurship II
Entrepreneurship Incubator Program
Finance & Accounting Essentials

Computer Science
Programming I
AP Computer Science
Data Structures - Honors

English
Literature of Growing Up, - Honors
Narrative & Composition, - Honors
Creative Writing Workshop - Honors
American Masters: Story & Style
Rhetoric & Discourse - Honors
AP English: Language & Composition
AP English: Literature & Composition
Senior Seminar, - Honors
Literary Journalism: *Voice*
A Room of Their Own: Gender in Literature
Art of Communication
Being Human: Literature on Living
Rooting for the Anti-Hero: Villains & Antiheroes in Literature
Scene to Screen*
Science Fiction Literature: How Do We Get There?
Stories We Tell
Tiny Stories: A Writing & Reading Workshop

Global Engagement
The Common Good I
The Common Good II
Peer Leadership Fellowship, - Honors
Global Scholars Capstone I - Honors*
Global Scholars Capstone II - Honors*

History
World History I, - Honors
World History II, - Honors
United States History
AP United States History
History of American Democracy - Honors
Law & Society
AP Psychology
Race in America - Honors Seminar*
Russia: From Revolution to Today*
Cuba: From Revolution to Today*
Women's History - Honors Seminar*
AP European History*
AP Microeconomics*
AP Macroeconomics*
AP United States Government & Politics*
Modern American Culture
History & Film: 1950s America
History & Film: Parallel Screens
Sports & Society

Independent Study
Independent Study, - Honors

*Course satisfies the Global Scholars Capstone Program requirement. **GSP**

** Course satisfies the Global Scholars Capstone Program requirement if student has completed Level III of a Language. **GSP**

Mathematics
Algebra I
Algebra I Fundamentals
Algebra II - Honors
Algebra II
Algebra II Fundamentals
Geometry - Honors
Geometry
Geometry Fundamentals
PreCalculus - Honors
PreCalculus Advanced
PreCalculus
Statistics & Quantitative Analysis
AP Statistics
Topics in Calculus
Calculus
AP Calculus AB
AP Calculus BC
Linear Algebra & Proof - Honors
Multivariable Calculus - Honors

Science
Integrated Science I
Integrated Science I - Quantitative
Integrated Science II, - Honors
Engineering I, II, - Honors
Anatomy & Physiology
Astronomy
Biology
AP Biology
Advanced Biotechnology - Honors
Qualitative Chemistry
Quantitative Chemistry
AP Chemistry
Earth Science
Environmental Science
AP Environmental Science*
Independent Science Research
Marine Science
Physics
AP Physics 1
AP Physics C - Mechanics
AP Physics C: Electricity & Magnetism
Systems & Structures

World Language
Chinese I
Chinese II, - Honors
Chinese III, - Honors
Chinese IV, - Honors*
Chinese V, - Honors*
Chinese Heritage Language I - Honors*
Chinese Heritage Language II - Honors*
AP Chinese Language & Culture*
French I
French II, - Honors
French III, - Honors
French IV, - Honors*
French V*
AP French Language & Culture*
Advanced French Language & Culture*
Latin I
Latin II, - Honors
Latin III, - Honors
Latin IV, - Honors*
Latin V*
Latin VI* GSP
AP Latin*
Spanish I
Spanish II, - Honors
Spanish III, - Honors
Spanish IV, - Honors*
Spanish V*
AP Spanish Language & Culture*
East Asian History & Culture**
Hispanic History & Culture **

Health & Wellness
Grade 9 Health & Wellness
Grade 10 Health & Wellness
Grade 11 Health & Wellness
Grade 12 CPR Certification
Sports Medicine

College Counseling
College Counseling Seminar

*Course satisfies the Global Scholars Capstone Program requirement. **GSP**

** Course satisfies the Global Scholars Capstone Program requirement if student has completed Level III of a Language. **GSP**

Upper School Planning Guide

Name:_____ **Advisor:**_____

23.5 Credits Required for Graduation	English Credits Required: 4	History Credits Required: 3	Math Credits Required: 3	Science Credits Required: 3	World Language Credits Required: 3	Arts Credits Required: 1	Electives Credits Required: 3	Health & Wellness Special Interest Credits Required: 3.5	Annual Credits
Grade 9	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	___Ninth Grade Arts Rotation	Course: Credits:	___Grade 9 Health & Wellness ___Common Good I	
Grade 10	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	___Grade 10 Health & Wellness ___Common Good II	
Grade 11	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	___Grade 11 Health & Wellness ___College Counseling Seminar	
Grade 12	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	Course: Credits:	___Grade 12 CPR Certification	
Total Credits:	**English:**_____	**History:**_____	**Math:**_____	**Science:**_____	**World Language:**_____	**Arts:**_____	**Electives:**_____	**Health & Wellness Special Interest:**_____	