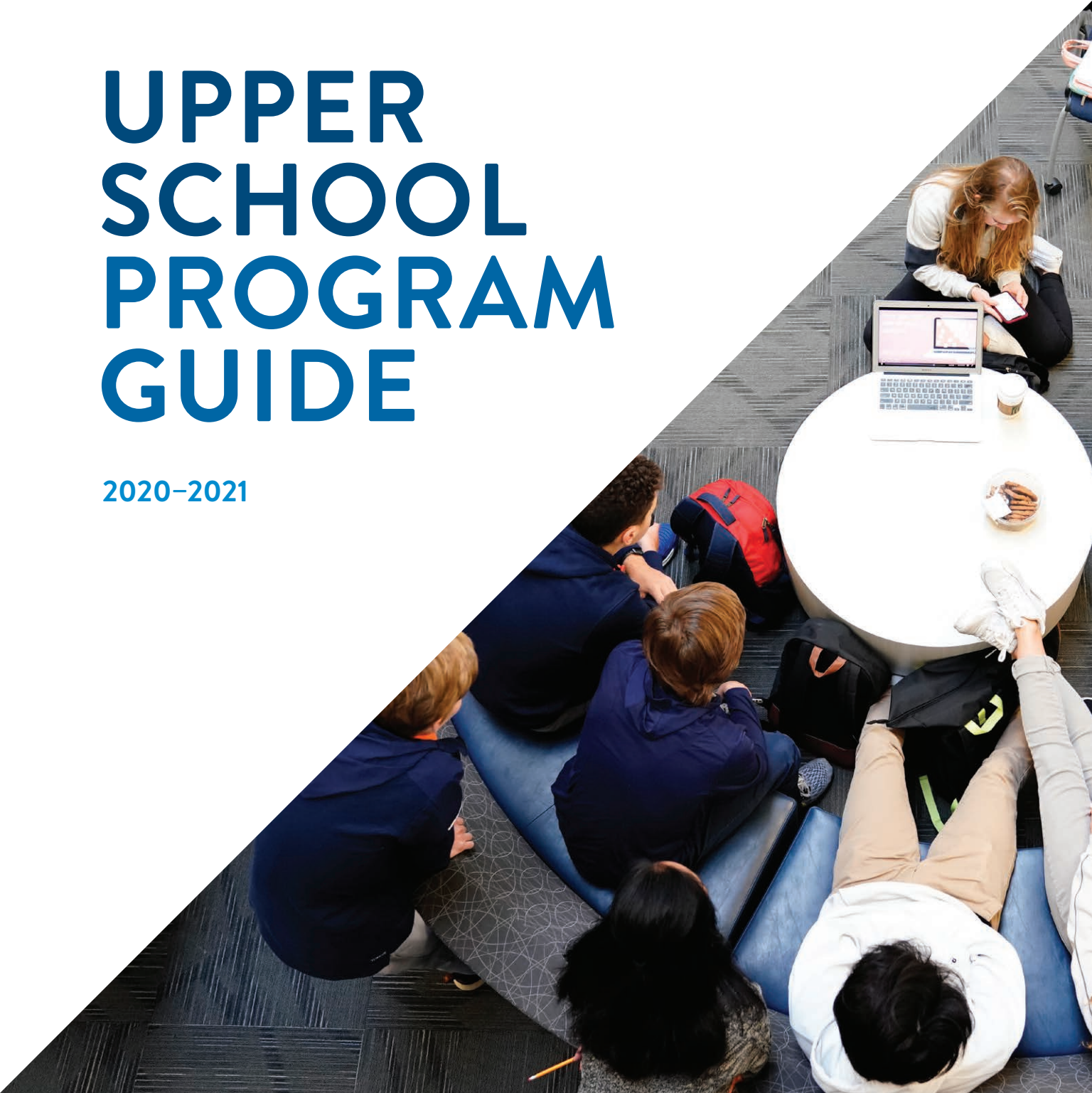




**FLINT HILL
SCHOOL**

UPPER SCHOOL PROGRAM GUIDE

2020-2021



UPPER SCHOOL PROGRAM GUIDE 2020–2021

The Program Guide provides an easy-to-reference resource for all aspects of the Upper School experience: academics, arts, athletics, activities, and student support services. Possible academic paths in each department are included for course planning purposes.

Please note that courses and activities are offered each year based on student interest. Therefore, some items listed in the Program Guide may not be offered each year.

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Mission, Vision and Core Values

Our Mission

A Flint Hill education focuses on the learner. Within a context of strong relationships, we create developmental experiences that embrace the best practices of traditional and contemporary education. Through continuous growth, we actively and thoughtfully implement the ideas and resources that help each student investigate, create and communicate collaboratively and effectively in a rapidly changing, interconnected world.

Our Vision for Every Student

Take meaningful risks. Be yourself. Make a difference.

Core Values

Flint Hill's core values are the fundamental principles that guide all interactions within our School community, and are the foundation for the Core Values Commitment Ceremony, during which all Upper School students, teachers and staff sign a commitment to upholding these values at the beginning of each school year:

Respect and value all equally

Lead and support with compassion

Act with integrity

Imagine what's possible

Blaze the trail

General Graduation Requirements

All students must earn a minimum of 20 credits in Upper School courses to qualify for a Flint Hill School diploma. Courses are assigned the following credit values:

Full-year course	1.0 credit
Semester course	.50 credit (meets 4 of 6 days)
Semester course	.25 credit (meets 2 of 6 days)
Term course (meets after school)	.50 credit

Credits required in each academic department are as follows:

English	<u>4 credits</u>
History	<u>3 credits</u> , including U.S. History
Mathematics	<u>3 credits</u> , with completion of Algebra II at a minimum
Science	<u>3 credits</u> (Physics, Chemistry and Biology)
Languages	Completion of Level 3 in one language OR completion of Level 2 in two different languages
Fine Arts	<u>1 credit</u> (2 semesters)
Human Development	<u>.25 credit</u> in Grade 9

Additional requirements include:

Activity Credit

The Flint Hill Activity Credit is a graduation requirement to fulfill the need for physical education and team building in a student experience. Four activity credits must be earned during the Flint Hill Upper School experience. Two of these credits must be earned by participating on a Flint Hill athletic team.

Students who want to earn an activity credit through participation in a play or musical, in the Major Minors musical group, Certamen or through the Robotics Teams must apply to the Director of the Upper School by June 30 of the year the student completes the activity. Proof of participation in all criteria set for that activity must be validated. The criteria for each activity are available from the Director of the Upper School at the beginning of a school year.

Community Service

15 hours per year (60 hours total), of which 5 hours must be spent with organizations

outside of the Flint Hill community

Senior Project

Successful completion during Senior year

Course Designations

Movement between and among courses in each of our academic programs is quite fluid, and is dependent upon the relative areas of strength for each student. At the end of each department's course listings, we present a list of possible course sequence paths for that subject. This list is not meant to be exhaustive; rather, it is intended to provide a general sense of the options available to students following the completion of a particular course and for their entire Upper School experience in that program. Some courses in our Program Guide have administrative enrollment controls that are initiated when limitations of space, faculty, or other resources prevent us from accommodating all students who request them. Students must follow the administrative enrollment controls that are in effect for the semester in which the course will be offered.

Some courses are given special designations to indicate particularly unique aspects of their content, approach or approval process:

Advanced Placement (AP®)

The AP® Program prepares students for a College Board examination in their chosen courses in early May. Superior skills in the fundamentals of the various subject areas are general prerequisites for entering AP® courses, along with very high levels of intellectual curiosity and motivation, solid analytical and reasoning ability and a strong independent work ethic.

Flint Hill currently offers 24 AP® courses:

Biology
Calculus AB
Calculus BC
Chemistry
Computer Science A
Computer Science Principles
English Language and Composition
English Literature and Composition
Environmental Science
French Language and Culture
Human Geography
Latin
Macroeconomics
Microeconomics
Music Theory
Physics 1: Algebra-Based
Physics 2: Algebra-Based
Physics C

Psychology
Spanish Language and Culture
Spanish Literature and Culture
Statistics
Studio Art: 3D Design - Ceramics
United States Government
United States History

Post-AP®

Post-AP® courses are courses that students may take only after they have taken the AP® course in the appropriate sequence. Flint Hill currently offers three (3) Post-AP® courses:

Latin Collegiate Seminar
Linear Algebra
Multivariable Calculus

Honors

Honors courses are typically presented at a more sophisticated, advanced level, generally preparing students for AP® courses in their Junior and Senior years. Students taking such courses are expected to exhibit a very strong work ethic, a high level of independence and intellectual curiosity and a commitment to the higher intellectual demands of the course. Students may take honors courses with permission from each respective department.

Flint Hill currently offers 28 honors-level courses:

Advanced Aerial Robotics
Algebra II/Trigonometry
Art III
Chemistry
Contemporary World History I
Contemporary World History II
English I - Investigating Forms and Genres
English II - Exploring Literary Perspectives
Ethics in Literature
Film Criticism
French II
French III
Geometry
Latin II
Latin III
Latin IV

Literature for the Inquiring Mind
Portfolio Exhibition
Pre-Calculus
Shakespeare
Spanish II
Spanish III
Spanish IV
Topics in Ceramics
Topics in Dance
Topics in New Media
Writing Intensive: Fiction
Writing Intensive: Non-fiction

Online/Blended Courses

Blended courses enable students to work on class material in a traditional setting with the instructor present, and also include virtual or flexible class time where students will be expected to work independently on the course material. Spanish IV is currently offered in a blended format.

Online courses provide students with individualized learning opportunities that allow for greater scheduling flexibility. Asynchronous lessons allow students to learn at their own pace according to a schedule that is convenient for them. Synchronous lessons allow for more collaborative learning opportunities and direct access to the instructor. Geometry is currently offered in an online format as an additional option to complement the traditional classroom format.

Term Courses

Term courses have the same contact hours as semester courses, but are aligned with the athletic seasons and offered after school, typically from 3:30–6:00 p.m., twice a week. The instructor and the director of the Upper School determine the specific meeting times.

Classics

Latin

Latin I

This course teaches traditional Latin (first year) in a single academic year, and is typically taken by an Upper School student who has not previously taken Latin in middle school. The course encompasses a focused study of grammar, vocabulary and translation as well as an introduction to Roman history, culture and classical mythology. The study of derivation and word origin is an important aspect of this class. All students take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. (Full year, 1 credit)

Latin II

This course completes the basic grammar students begin to learn in Latin I, and incrementally increases the scope and difficulty of translation, with the ultimate goal of introducing Latin in the original. Roman history, culture, and classical mythology are integrated through translations, projects, and class lectures. The study of derivation and word origin remains a central emphasis. All students take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. (Full year, 1 credit)

Latin II - Honors

This course completes the basic grammar students begin to learn in Latin I and introduces many of the advanced concepts studied in Level III Latin. Students continue to develop translation skills by reading texts adapted from Roman authors. Students also reinforce translation skills by composing sentences in Latin. Roman mythology, history, and culture are integrated through Latin texts as well as projects and class lectures. Students are expected to read works of increasing difficulty and lengths. The study of derivation and word origin remains a central emphasis. Students are expected to attend the Virginia Junior Classical League Latin Convention in the fall and take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. Students may take this course with departmental approval. (Full year, 1 credit)

Latin III

The first three quarters of this course focus on completing the grammar and vocabulary

study needed to read authentic Latin. The final quarter continues to reinforce grammar, but by translating and reading Roman authors. Students identify grammatical structures in context, and begin to analyze the works as literature in class discussions and individual essays. To that end, students learn the necessary meters and literary devices featured in authentic literature. Selections include both prose and poetry from the works of Catullus, Cicero, Livy, and Ovid. In general, the course addresses the history and culture of the late Republican period. The study of derivation and word origin remains a point of emphasis. All students take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. (Full year, 1 credit)

Latin III - Honors

The first semester of this course focuses on completing the grammar and vocabulary study needed to read authentic Latin. Students also reinforce translation skills by composing sentences in Latin. The second semester continues to reinforce grammar through translating and reading Roman authors. Students identify grammatical structures in context, and begin to analyze the works as literature in class discussions and individual essays. To that end, students also learn the necessary meters and literary devices featured in authentic literature. Selections include both prose and poetry from the works of Catullus, Cicero, Livy, and Vergil. In general, this course addresses the history and culture of the late Republican period. The study of derivation and word origin remains a point of emphasis. In the final quarter, students explore the works of Vergil and Caesar. Students are expected to read works of increasing difficulty and lengths. The study of derivation and word origin remains a central emphasis. Students are expected to attend the Virginia Junior Classical League Latin Convention in the fall and take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. Students may take this course with departmental approval. (Full year, 1 credit)

Latin IV

This course provides a transitional reading experience for students who have completed the basic grammar program and wish to apply their skills to reading authentic Latin literature. Students engage in surveys of the love elegies of Catullus, Caesar's historical commentaries on his conquest of Gaul, and the epic mythology of Vergil's "Aeneid." Throughout this introduction to three of the most fundamental examples of Latin literature, students review, remediate, and practice various grammar skills to enhance their ability to translate, comprehend and analyze each author's writing. In addition, students receive exposure to the meters used by the two poets and the literary devices pertinent to all three. Accordingly, students explore thematic connections within each

author's works and draw connections among the different authors and to the modern world. In general, the course continues to address the history and culture of the late Republican period and also addresses imperial Rome under the reign of Augustus Caesar. In the final quarter, students complete a final project that may include a further exploration of the works of Vergil and Caesar or an exploration of other authors, such as Cicero, Horace, Ovid, Martial and Pliny. All students take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. (Full year, 1 credit)

Latin IV - Honors

This course provides a full reading experience for students who want to pursue a fourth year of Latin but are not entering the AP® class. Students begin by reading a prose work of Cicero while engaging in a complementary review of grammar skills. Afterwards, students spend the majority of the year engaging in a more intensive survey of the poetry of Ovid, in particular the love poems of the "Amores," the mythological tales of the "Metamorphoses," and the seductive verses of the "Ars Amatoria," with attention to grammar, meters, and literary devices. Accordingly, students explore thematic connections within each author's works and draw connections between the different authors and to the modern world. In general, the course continues to address the history and culture of the late Republican period and also addresses imperial Rome under the reign of Augustus Caesar. In the final quarter, students complete a final translation project that may include an exploration of the works of Vergil and Caesar. Students are expected to read works of increasing difficulty and lengths. The study of derivation and word origin remains a central emphasis. Students are expected to attend the Virginia Junior Classical League Latin Convention in the fall and take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. (Full year, 1 credit)

Latin V

This course provides a full reading experience for students who want to pursue a fifth year of Latin but are not entering the AP® class. Students engage in an intensive survey of extant Latin poetry and prose, with attention to grammar, meters, literary devices, and each author's style. In addition, students explore thematic connections within each author's works and draw connections among the different authors and to the modern world. In general, the course continues to address the history and culture of the late Republican period and also addresses imperial Rome under the reign of Augustus Caesar. In the final quarter, students complete a final translation project that may include an exploration of the works of Vergil and Caesar. All students take the National Latin Exam and attend the Classical Association of Virginia Latin Tournament in the

spring to benchmark their progress against national standards and diverse programs across the country. (Full Year, 1 credit)

Latin AP®

This course follows the syllabus of the AP® Latin course as outlined by the College Board. Students read and interpret the commentaries of Caesar and Vergil’s “Aeneid” in the original language, paying particular attention to literal translation, literary devices, metrical features and themes concerning Roman identity and leadership. The course also addresses the political, social, and cultural background of the late Republic and early Roman Empire, the historical era in which these authors composed their works. Most students enter this course after successful completion of the Latin III - Honors or Latin IV courses. In some cases, exceptional students from Latin III may also be considered for the course. Students are expected to read works of increasing difficulty and lengths. The study of derivation and word origin remains a central emphasis. Students are expected to attend the Virginia Junior Classical League Latin Convention in the fall and take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. (Full year, 1 credit)

Latin Collegiate Seminar: Post-AP®

This course offers advanced Latin students the opportunity to continue Latin translation and literary analysis after completing the Latin AP® course. Readings cover the major poems of Catullus and Horace and are primarily selected from the former AP® Latin Literature syllabus. Additional readings from both authors and others (including Cicero and Ovid) may be selected based on time and the interest of students. Students are expected to read works of increasing difficulty and lengths. The study of derivation and word origin remains a central emphasis. Students are expected to attend the Virginia Junior Classical League Latin Convention in the fall and take the National Latin Exam in the spring to benchmark their progress against national standards and diverse programs across the country. Students may take this course with departmental approval. (Full year, 1 credit)

Possible Latin Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Latin I	Latin II	Latin III	Latin IV
Latin I	Latin II - Honors	Latin III - Honors	Latin AP® or

			Latin IV
Latin II	Latin III	Latin IV	Latin V
Latin II - Honors	Latin III - Honors	Latin AP®	Latin Collegiate Seminar

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Greek

Ancient Greek I

This course is offered to students who have completed their language requirement in Latin, Spanish or French, and wish to begin Ancient Greek as an alternative to taking another level of the previous language, or in addition to advanced language study in another language. This course offers students who wish to pursue Classics in college a chance to place into a Greek II course as freshmen. This course covers the Greek alphabet, vocabulary, forms, and principles of grammar, and presents selected topics on Greek culture. As time permits, students also explore Greek literature in translation. Completion of the language requirement in Latin, Spanish or French is a prerequisite to this course. (Full year, 1 credit)

Ancient Greek II

This course offers a continuation of Ancient Greek I. For students who wish to continue Classics in college, this course reinforces and extends their knowledge of the Greek language, preparing them to take a Greek translation course as college freshmen. (Full year, 1 credit)

Possible Greek Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Level II Latin, French or Spanish	Level III Latin, French or Spanish	Greek I	Greek II
Level I Latin, French or Spanish	Level II Latin, French or Spanish	Level III Latin, French or Spanish	Greek I

Electives

Etymology: Roots and Word Origins

This course offers a study of etymology, the origin of word roots in Latin and Greek, comparing them with those springing from Germanic, Anglo-Saxon and Danish origins. Students learn how the history of Europe and the by-product of conquest, all the way back to ancient days, have affected our own language. The course is designed to afford students the opportunity to learn the meanings of the basic vocabulary roots that formed the languages of the Greeks and Romans, and to carry those roots into English. Through a study of root synonyms and antonyms, verbs, and nouns, students learn how English evolved and practice how to discern the meanings of unfamiliar vocabulary from the classical roots they can identify within the English words themselves. An added benefit to this course is its ability to serve as a valuable tool in preparing for the verbal section of the SAT. The course is open to all interested students, though preference is given to those who are about to sit for the SAT. This course does not have NCAA approval as a core course for potential Division I and II athletes. (Semester, .50 credit)

Etymology: Language and Vocabulary Development

This course offers a continuing study of etymology, the origin of word roots in Latin and Greek, comparing them with those springing from Germanic, Anglo-Saxon, and Danish origin. Students learn how the history of Europe and the by-product of conquest, all the way back to ancient days, have affected our own language. The course is designed to afford students the opportunity to learn the meanings of the basic vocabulary roots that formed the languages of the Greeks and Romans, and to carry those roots into English. Through a study of root synonyms and antonyms, verbs and nouns, students learn how English evolved and practice how to discern the meanings of unfamiliar vocabulary from the classical roots they can identify within the English words themselves. An added benefit to this course is its ability to serve as a valuable tool in expanding one's vocabulary. The material covered in Etymology II is completely independent of Etymology I. While it will encompass additional roots, Etymology I is not a prerequisite. This course does not have NCAA approval as a core course for potential Division I and II athletes. (Semester, .50 credit)

Greek and Roman History and Civilization

In this course, students learn the history of the ancient Greeks and Romans, gaining further insight into the cultures and daily lives of these civilizations through the study of their literature in particular, and art where applicable. By learning the history of these important civilizations, students are also able to parlay this enhanced historical literacy

into a greater cultural literacy, understanding the lessons of ancient history and drawing parallels between the problems and triumphs faced by the Greeks and Romans with those encountered by our civilization today. The course is open to all interested students in Grades 10 and above. No prior knowledge of Latin or Greek is required. This course does not have NCAA approval as a core course for potential Division I and II athletes. (Semester, .50 credit)

World Mythology

In this course, students survey the mythologies of many ancient cultures, including ancient Greece, Rome, Norway, Egypt, China, Japan, India, Africa, and pre-Columbian America, with an eye toward discerning the priorities and fears of the civilizations that produced them. By analyzing these myths, students will gain a greater cultural literacy and appreciation of the common archetypes that surface regardless of era and geography. Students will learn and compare myths addressing creation, floods, morality, heroes, death, and the end of the world. The course is open to all students in Grades 10 and above. No prior knowledge of Latin or Greek is required. (Semester, .50 credit)

English

English I - Investigating Forms and Genres

In this course, students use literature to explore communities and cultures different from their own while connecting their experiences to common themes throughout the texts. Through poetry, short stories, drama, essays and novels, students read and write their way to an empathetic view of the world. Students experience a variety of genres, voices, and approaches to literature, including whole-class texts, literature circles and independent reading. Students also engage in a variety of modes of written and spoken expression, including narrative, expository, persuasive and creative assignments. Throughout the year, students also enhance their vocabularies, word attack skills and their understanding and application of grammar, usage and mechanics. (Full year, 1 credit)

English I - Honors: Investigating Forms and Genres

This rigorous advanced course encourages the process of critical thinking, analysis and writing through the study of fiction, nonfiction, drama and poetry. Students continue to expand their writing skills by studying vocabulary, grammar rules and stylistic conventions. The writing students do at the honors level is informed by a nuanced understanding of texts and the multiple perspectives that emerge from these texts. Students are expected to make connections within the literature to what they know and hope to know about themselves, their communities and the world, and outside the literature to other texts, thinking about how multiple authors treat similar themes and ideas. Further, through a Socratic method of teaching, students are trained to become confident in asking fundamental questions of any text: What does it mean? How can they apply its meaning to themselves and to their world? Students are expected to read daily, discuss readings passionately and write with conviction. Students may take this course with departmental approval. (Full year, 1 credit)

English II - Exploring Literary Perspectives

Students explore and participate in dialogues about the major philosophical questions that British and American literature have posed from their Anglo-Saxon origins to contemporary forms. Through a study of significant literary movements, students are expected to question the text and make meaningful connections between the texts and their contemporary world. Through close reading, creative and analytical writing and collaboration, they gain a better understanding of these literary movements and philosophical questions, and begin to articulate their own relationship with contemporary

literature. To strengthen their reading and writing skills, they continue to expand their knowledge of vocabulary, grammar rules and stylistic devices. (Full year, 1 credit)

English II - Honors: Exploring Literary Perspectives

In this rigorous advanced course, students are required to think critically and autonomously about literature, and to explore and participate in a dialogue about the major philosophical questions that British and American literature have posed from their Anglo-Saxon origins to contemporary forms. Students are expected to extend those philosophical questions and make meaningful connections to universal concepts and truths. Honors students are required to engage passionately in discussions as they draw their own conclusions. They are asked to deliberate about the effects of an author's choices and question the way in which an author creates meaning. Through close reading, analytical writing and collaboration, students continue to strengthen their reading and writing skills while expanding their knowledge of vocabulary, grammar rules and stylistic devices. Each student also must exhibit a higher degree of independence in completing the work that he/she is assigned, and should expect a more rigorous grading policy. Students may take this course with departmental approval. (Full year, 1 credit)

AP® English Language and Composition

This college-level course is offered to juniors and seniors, and teaches students to become skilled readers and writers who can identify rhetorical contexts and craft their writing to a variety of audiences and purposes. The course focuses on the study of how language is used to create meaning, and the analysis of nonfiction prose. Students read from a variety of both primary and secondary sources, including print and visual texts, synthesizing material from multiple sources in their own compositions. Students are expected to adhere to the conventions of Standard English and to follow the citation guidelines of the Modern Language Association (MLA) in all work. Students are expected to take an active role in class discussions, and the pace and scope of assignments is particularly intensive. Students may take this course with departmental approval. (Full year, 1 credit)

AP® English Literature and Composition

This course is offered to juniors and seniors who have demonstrated the ability to do college level work, and for whom English is a particular passion. This is a genre course studying literature in English and a selection of important works in translation from the canon of world literature. Students write frequent literary analysis essays, including in-class AP®-style essays, in which they show a thorough understanding of the elements of fiction, poetry and drama. A formal research paper is also assigned. Short stories, a wide range of poetry, plays and novels are studied, along with regular preparation for

the AP® exam. Students are expected to take an active role in class discussion, and the pace and scope of assignments is particularly intensive. Students may take this course with departmental approval. (Full year, 1 credit)

Junior/Senior Seminars

Banned Books

What does it mean when a country that cherishes the individual's freedom of expression regularly bans public access to works of literature? This seminar introduces students to the controversial issue of book banning and challenges them to think about why banning has happened and continues to happen. Students also have the opportunity to explore the history of book banning and examine the legal process by which a book is challenged and eventually banned from public libraries and schools. The novels we read represent diverse human experiences or struggles, including racism, mental illness and abusive relationships. Writing workshops for analysis and response essays accompanied by personal writing conferences help students prepare for undergraduate composition courses. (Semester, .50 credit) *Offered 2021–2022.*

Ethics in Literature - Honors

We believe that asking difficult moral questions and testing those questions with ethical reasoning serve as the primary means for developing character at Flint Hill, and character guides us in determining how we may conduct ourselves at school and in our communities. Fiction, nonfiction, drama and film are windows through which we can explore, examine and debate difficult moral issues. In this honors course, students study various philosophical perspectives that offer approaches to analyzing complex moral questions. They then encounter and wrestle with those questions in texts by writers such as Louise Erdrich, Jane English, Jacques Derrida, Thomas Hobbes, Henry David Thoreau and William Styron. Students continue to hone their persuasive writing skills with a particular emphasis on how to use ethical reasoning and emotional objectivity to tackle moral problems. Students also develop skills for engaging in lively and respectful debate as a means of working toward solutions to moral dilemmas. Students may take this course with departmental approval. (Semester, .50 credit) *Offered 2020–2021.*

Evolution of the American Dream

Who are we as a nation? How did we construct our national identity? What role did literature play in the construction of that identity? Who was part of this identity construction and who was absent from it? What obstacles and challenges did we encounter or create during this construction process? These are a few of the salient questions with which students grapple in this course. To do so, they trace America's literary tradition from its earliest writings, the literature of the nation's founding, to the end of the 19th century. This course explores a variety of genres, including short stories,

poetry, drama, nonfiction, novels and film. Texts reveal a wide range of themes, voices and styles permeating the diverse world of American literature, allowing students to consider the historical, social and intellectual implications of being an American as well as to unpack the features of distinct literary movements. Students continue to develop critical reading, writing, revising, thinking and speaking skills through a range of assignments. (Semester, .50 credit) *Offered 2020–2021.*

Film Criticism - Honors

The objective of this course is to learn to perceive, understand and evaluate films more effectively, with greater confidence, clarity and enjoyment. To achieve this objective, students examine the basic principles and techniques of film art, with emphasis on the complementary contributions of the director, cinematographer, editor and screenwriter. Students gain an understanding of basic cinematic techniques and a general understanding of film history and theory. Students learn to write an academic analysis of a film, how to craft a screenplay, and how to review a film. Note: This course does not have NCAA approval as a core course for potential Division I and II athletes. (Semester, .50 credit) *Offered 2020–2021.*

Gothic Literature

If you have ever seen a scary movie, been told a ghost story or read a Harry Potter novel, you have experienced a form of contemporary writing or filmmaking that has been influenced by Gothic literature. In this course, students learn about the origins of Gothic literature; they read, analyze and emulate a variety of texts with Gothic themes, including traditional novels such as Stoker's "Dracula," modern pulp fiction such as Lovecraft's "The Call of Cthulhu," and films such as Murnau's "Nosferatu." The goal for this course is to help students develop a deeper, more complex understanding of why the contemporary imagination is still so captivated with the supernatural and how artistic interest in the supernatural is a result of cultural shifts after periods of psychological turmoil. (Semester, .50 credit) *Offered 2021–2022.*

The Harlem Renaissance

This course offers a comprehensive exploration of the African American experience in the early 20th century. The course illuminates and embraces the vibrancy of the Harlem Renaissance, and makes known the challenges experienced by members of the black race leading up to the movement and beyond. The course concentrates on the literature of the time, focusing on the fictional characters and the social injustices they endure, and also follows the historical events and people instrumental in making this mass migration and philosophical awakening occur. (Semester, .50 credit) *Offered 2021–2022.*

International Literature

What is the nature and function of storytelling? What is revealed about a nation through its storytelling? What does the outsider looking in at a nation see through that nation's literature? What commonalities and differences exist between other nations and the United States? The selection of texts in this course is designed to expose students to a variety of genres, cultures and ideas from around the world in an attempt to understand and begin to formulate answers to these four questions. Students study the novel, drama, short stories, poetry and films from countries other than the United States in order to facilitate analysis of both the uniqueness and the universality present in humankind's literary history. (Semester, .50 credit) *Offered 2020–2021.*

Life According to the Ancient Greeks and Romans

This course allows students to read authentic Greek and Roman texts in translation, discuss the issues in themes arising from the works, respond to “unanswerable questions” raised by ancient authors, and contemplate the ideas contained therein to draw conclusions about the modern world through an exploration of the ancient civilizations of Greece and Rome. Readings are drawn from the works of Homer, Herodotus, the Athenian tragedians, Aristophanes, Plato, Sappho, Catullus, Ovid, Seneca and Juvenal, among others. Using a variety of assessments, the course is designed to provide students critical exposure to canonical, ancient literature while further honing their ability to use text to support their analysis in both discussion and formal writing. (Semester, .50 credit) *Offered 2021–2022.*

Literature for the Inquiring Mind - Honors

An English class is a space to explore journeys of inquiry, discovery and connections. In this course, students are asked to take the helm of their literary adventures, each driving his/her own learning, while the teacher's role is to facilitate the learning process. At the beginning of each unit, students are presented with a question, problem or case study to explore, and are required to find and present the results of their explorations in various modes, including essays, presentations and vodcasts. For example, units may pose questions such as under what circumstances ought one not do one's duty, or is morality necessary for happiness? As the class evolves, students are given the opportunity to propose unit questions and inquiries. For each unit, students are provided with a recommended list of readings that cover multiple genres and periods, and that address an aspect of the initial inquiry. Students are expected to research and read multiple texts with varying perspectives to help them arrive at a nuanced understanding of the inquiry, synthesizing information they gather to arrive at individual conclusions. Participants in the class are afforded independence to explore literature germane to

their specific lines of inquiry, while whole-class discussions focus on universal questions that cut across individual studies. (Semester, .50 credit) Offered 2021–2022.

Literature of Social Change - Honors

The study of literature has always helped us to understand what it means to be human. Through the stories we tell, we learn to empathize with others, and sometimes those stories are powerful enough to change society. Literature not only mirrors traditional social structures, which are sometimes characterized by social injustice, but it also illuminates possibilities for alternative social constructs. Reading literature from different historical periods helps students uncover the roots of social injustice and understand the legacies of those concepts. This rigorous advanced class explores the role of literature during major social movements and examines the legacies of those texts in contemporary discourse, covering such topics such as gender inequality, racism, economic exploitation, imperialism/post-colonialism and ethics.

Students explore the nature of injustice from an informed and critical perspective through a variety of texts, including novels, plays, poetry, short stories, and essays, and through a variety of critical lenses. Students are expected to identify the nuances in texts, analyze conflicting perspectives, and synthesize ideas and information to draw original conclusions. This is a reading and writing intensive course, and students are expected to complete assignments independently and to actively engage in class discussions with civility and depth. While students continue to develop close reading skills of written and visual texts and critical writing skills, which includes increasing vocabulary and understanding the conventions of Standard English, students in an honors level seminar are expected to demonstrate effective control of language and stylistic fluency in their writing. (Semester, .50 credit) Offered 2021–2022.

Literature of War

War has served as a central source of inspiration for writers from antiquity to modern day as they grapple with its very essence. Is war just? Is war ethical? Is war necessary? This course explores the literature of war as students examine how war has been represented and memorialized across time and borders. Students consider multiple perspectives and observe how soldiers, veterans and civilians view this difficult subject in regard to questions of courage, duty, and patriotism as well as traumatic violence, suffering and loss. By closely engaging with the poetry and prose of this genre, students further develop their critical reading, writing and thinking skills. (Semester, .50 credit) Offered 2020–2021.

Women's Literature

This course explores literature written by and about women throughout the ages and throughout the world. Using novels, short stories, plays and poems, students investigate the journey of self-discovery of various female authors and characters, from Biblical times through the post-apocalyptic world, from the United States to Europe, and from the Middle East to Latin America. Students learn how the authors' cultures impeded, supported and impacted their journeys. Students analyze these themes in both informal and formal writing assignments, and undertake a final project relating to the style and content of the literature studied. (Semester, .50 credit) *Offered 2020–2021.*

Poetry

According to Frances Mayes, “Some pull of inner necessity draws the poet to the page, whether to explore a problem, pursue a rhythm, break apart logic, express an emotion, tell a story or simply to sing.” This course is for students who wish to study poetry not only as readers, but also as writers bent on exploring that inner necessity. Through a workshop format, students investigate poetry from different periods and cultures, develop and apply their understanding of meter and poetic form, hear poetry read aloud, perform poetry in a coffee house format, write analytically about poetry studied individually and in groups, and create poems of their own through various workshop techniques. This course is designed to reinforce and improve upon the skills that students learned in previous English courses, including active reading, oral presentations, formal analytical writing and small group work. (Semester, .50 credit) *Offered 2020–2021.*

Reading and Writing Intensive: Fiction - Honors

To understand how an engine works, a mechanic must take it apart, examine its components and reassemble it. Learning to write well functions the same way. In this course, students will read, write and analyze different forms of fiction to better understand how literature can persuade, inspire and move its readers — a skillset that is essential to crafting compelling communication of all types. Students will learn to read great works of fiction with a writer's eye so that they can emulate and explicate novels and short stories. They also will select a mentor author to research, analyze and present on. By the end of the course, students will have written various forms of short fiction and craft analyses, culminating a polished portfolio. Along with their reading and writing, they will continue to expand their vocabulary and develop a mastery of the conventions of Standard English. (Semester, .50 credit) *Offered 2020–2021.*

Reading and Writing Intensive: Nonfiction - Honors

To understand how an engine works, a mechanic must take it apart, examine its components, and reassemble it. Learning to write well functions the same way. In this course, students will read, write, and analyze different forms of creative nonfiction and journalism to better understand how personal essays and news features can inform, persuade, and move readers—a skill set essential in crafting compelling communication of all types. Students will learn to read great works of creative nonfiction and journalism with a writer’s eye so that they can emulate and explicate these mentor texts. They also will select a mentor author to research, analyze, and present on. By the end of the course, they will have written various forms of creative nonfiction, journalistic articles, and craft analyses, culminating in a polished portfolio. Along with their reading and writing, they will continue to expand their vocabulary and develop a mastery of the conventions of Standard English. (Semester, .50 credit) *Offered 2021–2022.*

Redefining America

How do we continue to construct ourselves and evolve as a nation? Who is now part of that reconstruction process, either by invitation, invention or force? What new and different challenges face us as a nation? Anticipating the future, who and what will we become as a nation? What role does literature continue to play in the formation of an American identity and is that identity new? These are a few of the salient questions students grapple with in this course. To do so, they trace America’s ever-evolving literary tradition, from the end of the 19th century to the present day, covering periods of modern and contemporary American literature. The course explores a variety of genres, including short stories, poetry, drama, nonfiction, novels and film. Texts reveal a wide range of themes, voices and styles permeating the diverse world of American literature, allowing students to consider the historical, social and intellectual implications of being an American as well as to unpack the features of distinct literary movements. Students continue to develop critical reading, writing, revising, thinking, and speaking skills through a range of assignments. (Semester, .50 credit) *Offered 2021–2022.*

Satire: Insult, Derision and Scorn

This course explores aspects of satire, beginning with a clear definition of satire, and making distinctions between satire and other forms of humor (sarcasm, comedy, etc.) The course follows the history of satire in both England and America. Starting with the earliest writers and moving toward present-day writers, students are introduced to some of the greatest English and American satirists and their works (novels, short stories, essays, letters, etc.). Students analyze these works, both in writing and in class discussion, and dabble with the actual writing of satire. The overall goal for this course

is for students to gain a better understanding of and appreciation for satire and its social and political role dating from the early 18th century to the present day. (Semester, .50 credit) *Offered 2021–2022.*

Science and Literature

Students are introduced to works of imaginative literature (primarily short stories, science fiction, essays and autobiographies) on scientific topics and non-fictional works of science. Students consider how the intersections between literature and science raise fascinating questions in science, literature, and ethics. Students study vocabulary in the content area, and review grammar and research writing skills. Potential readings include Aldous Huxley's "Brave New World," Lewis Thomas' "Lives of a Cell," Oliver Sack's "The Man Who Mistook His Wife for a Hat," Watson and Crick's "The Double Helix," Andrea Barrett's "Ship Fever," and Kurt Vonnegut's "Cat's Cradle." (Semester, .50 credit) *Offered 2020–2021.*

Shakespeare - Honors

Is Shakespeare the greatest writer in the history of the English language? Why do audiences still flock to performances of his plays? What themes in his plays still resonate with us after 400 years? This course explores the world of William Shakespeare, arguably the most influential writer in Western literature, through a close study of several of his plays. Students read three to four plays representing Shakespeare's comedies, tragedies and histories. A typical semester might include "Hamlet," "Othello," "A Midsummer Night's Dream," and "Richard III." In addition to reading the plays, students perform selections from the works, write analytical essays and shorter responses, read excerpts from biographical and critical material on Shakespeare, and view film adaptations of the plays. (Semester, .50 credit) *Offered 2020–2021.*

Short Story

In this course, students read, discuss and dissect the works of great short story writers, such as Ernest Hemingway, Katherine Mansfield, Anton Chekhov and J.D. Salinger. They also read the short stories of slightly lesser known, but equally innovative, writers from diverse ethnic and geographical backgrounds. The goal for this course is to give students an appreciation for the short story genre and a better understanding of the techniques used by different authors to captivate their audience, create a particular mood and portray reality (or the illusion of reality) within a confined literary space. In addition, this course is designed to help students improve their analytical reading and critical writing skills. Students focus on the following elements of short fiction: tone, point

of view, setting, style, dialogue, characterization and motivation. (Semester, .50 credit)
Offered 2021–2022.

Tomorrow’s Classics

The objective of this course is to dispel the notion that literature is something of the past, that it is a purely historical phenomenon, which in our 21st century world has been replaced with television, film and the Internet. Students encounter and wrestle with perspectives, commentaries and portrayals of the world we live in now and the issues we encounter in contemporary society by writers who are living today. Works studied include the novels and short fiction works published in the past 10 years of award-winning authors. Interactive discussions about whether the work will be a classic in the years to come are pursued. This course is designed to reinforce and improve upon the skills that students learned in previous English courses, including active reading, oral presentations, timed and take-home essay writing and small group work.

(Semester, .50 credit) *Offered 2020–2021.*

Visual Literacy in the 21st Century

In this course, students explore the relationship between what we see and what we know by asking “Is seeing believing?” in a universal and specific sense. By reading contemporary short fiction, essays, poetry and nonfiction texts, such as David Cullen’s “nonfiction novel” “Columbine,” along with visual texts, such as classic and contemporary films, journalistic photography and other multimedia resources, students discover how this is both an age-old question and a question that is still at the forefront of our minds today. Echoing the shape and goals of a college composition course, the course continues to develop students’ analytical and persuasive writing skills as they write for different audiences and purposes. The course will support written expression, helping students polish their grammar and style in preparation for college. (Semester, .50 credit) *Offered 2021–2022.*

Possible English Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	Junior/Senior Seminars	Junior/Senior Seminars
English I	English II or English II - Honors	Junior/Senior Seminars	AP® English Language or AP® English

			Literature
English I - Honors	English II - Honors	AP® English Language	AP® English Literature
English I - Honors	English II - Honors	AP® English Literature	AP® English Language
English I - Honors	English II - Honors	AP® English Language	Junior/Senior Seminars
English I - Honors	English II - Honors	AP® English Literature	Junior/Senior Seminars

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Electives for non-English Credit

Introduction to Grammar for Writing

This course isolates and teaches the following grammatical concepts that directly impact student writing: subject/verb agreement, pronoun/antecedent agreement, common errors in word choice (such as confusing “affect” and “effect”), punctuation, and capitalization. Students begin by taking a thorough diagnostic test that will isolate areas for growth. Students then work their way through all 12 chapters of Marsha Sramek’s “The Great Grammar Book,” which comprehensively addresses and seeks to rectify the most common errors in student writing. Students receive direct instruction and significant practice before applying those skills to brief analytical and creative writing assignments. This course is designed for rising freshmen and sophomores who need additional assistance in applying teacher feedback in a meaningful way. This course provides students with a grammatical foundation that will benefit them as writers throughout high school and college. The course is open to students in all grade levels. This course does not have NCAA approval as a core course for potential Division I and II athletes. (Semester, .5 credit)

Journalism

This course teaches students to gather and organize information and write articles on deadline according to acceptable professional standards. Students learn to write effective leads and various types of stories while improving their grammar and vocabulary usage. Attention is also paid to bias and libel. This course is a laboratory class, and students are expected to complete approximately one writing assignment per week. Class topics include but are not limited to interviewing, hard news, feature writing, profiles, arts reviews, sports reporting and op-eds. (Semester, .50 credit)

Writing the Novel

This course is for students in Grades 10–12 who wish to develop and craft a longer work of fiction or a short story sequence over the duration of a semester. Students read advice from established writers on creating longer works, and also select two book-length mentor-texts to read and analyze in terms of craft. During the first weeks of the semester, each student develops a concept and writes a proposal for the longer piece to be worked on throughout the course. During each subsequent week, students submit portions of their work for in-class critique and discussion. By the end of the semester, students have completed a significant portion of a longer work. (Semester, .50 credit)

Writing Poetry and Short Fiction

This elective is for students in Grades 10–12 who are serious about pursuing the art and craft of creative writing. In this course, the focus is on fiction and poetry. Students read examples of both literary forms, discuss the challenges of each form and then try their hand at a variety of creative pieces, including character sketches, monologues, dialogues, short stories, descriptive pieces and different types of poems. Students also read articles about writing by renowned literary figures and are expected to do presentations on one of these established writers. Students prepare a portfolio of selected and revised writings from the semester in lieu of a final exam. (Semester, .50 credit)

Fine Arts

Visual Arts - Introductory and Capstone Courses

Foundations in Art

This entry-level course in studio art prepares students to take additional electives in art (Photography, Ceramics, Drawing and Painting, etc.). This course introduces students to basic concepts and techniques of 2D and 3D art and design. Students work from direct observation, and develop language to understand and describe what they see. They learn how to look for design elements and techniques and learn about color theory. Students learn about the nature of working in three dimensions and are introduced to drawing, painting and sculpture media, which include: pencil, charcoal and chalk drawing, watercolor, gouache, acrylic and sculpture techniques. Students learn how to evaluate their own work and others' by participating in class critiques. Weekly sketchbook assignments are required. Note that students may choose either Foundations in Art or Art I to fulfill prerequisites for Studio Art classes. (Semester, .50 credit)

Foundations in Digital Art

This entry-level course is designed to prepare students to take additional electives in digital art (e.g., Digital Imaging, Graphic Design, etc.). This is an introductory course in using Adobe Creative Suite on the computer as an art-making medium. The course introduces students to digital software and techniques, image creation and manipulation, digital design and compositional methods, and the use of digital tools as a vehicle for creative problem-solving and personal creative expression. Students learn how to evaluate their own work and how to participate in critical evaluation of others' work. (Semester, .50 credit)

Ceramics I

This beginning-level course focuses on the fundamentals of working with clay. The properties of clay, glaze, kilns and various firing methods are introduced. Students are given an overview of hand building techniques, such as pinch, coil, soft and hard slab, and an introduction to the potter's wheel. Emphasis is placed on the use of formal concepts of sculpture and three-dimensional design, such as line, texture, volume, plane, sense of space, light and shadow. Students participate in discussions and critiques that explore various points of view about the history, theory and practice of creating ceramic art. (Semester, .50 credit; Term course, .50 credit)

Portfolio Exhibition - Honors

Students at this level are considering a greater degree of individual involvement in visual art. The focus for this course is to create a personal portfolio of art. The goals for the portfolio may include cohesive works in a single medium and multimedia work within a single discipline or a project that conceptually combines ideas and skills from various disciplines. Students develop their own artist's integrity and refine their skills in order to present a culminating statement in their chosen discipline. Typically, the culminating statement connects the artist's personal work with the culture at large. Students investigate particular areas of historical or critical interest at greater length and according to their own needs and interests. Students at this level should be able to communicate a point of view, present ideas in a meaningful way and discuss work in critical terms. All work leads toward the completion of a 20-piece body of work and formal exhibit. Art III - Honors is a prerequisite to this course. Students may take this course with departmental approval. (Full year, 1 credit)

Visual Arts - Studio Art

Art I

This is an entry-level course for students interested in a more in-depth experience in art and prepares them for other advanced courses in art. The course includes the material covered in Foundations in Art, including drawing, painting, printmaking, ceramics, 2D and 3D design and color theory. In addition, students learn how to paint 2D and 3D designs. (Full year, 1 credit)

Art II

This course is a preparation for students who plan to pursue Art III - Honors and Portfolio Exhibition - Honors. Using a wide variety of media, students explore drawing, painting, printmaking and sculpture. In drawing, students learn about perspective, visual measuring, landscape, still life and room interiors. In painting, students learn about color, light, abstraction and design, and work with water, acrylic, and oil-based paints. In printmaking, students learn about linoleum reduction and monoprinting with oil and water-based materials. They explore the nature of working in multiple media. In sculpture, students work from models on figure and portrait sculptures. In ceramics, students prepare clay and learn how to build, handle, fire and store ceramics. Students learn how to evaluate their own work and the work of others by participating in class critiques. Each student is expected to maintain a personal sketchbook throughout the year. Field trips to major museums are often offered as part of this course. Art I is a prerequisite to this course, or permission from the instructor is required. (Full year, 1 credit)

Art III - Honors

The focus for this course is the advanced study of studio art. Students choose the media they most want to pursue with advice and guidance from the faculty. During the course, students develop proficiency in the techniques, tools and compositional elements that develop the voice of the student in her or his chosen media. Selected media may include drawing, painting, sculpture, collage, photography, artist books and more, or the course may mix media. The course emphasizes content awareness, and how content informs and forms work. Students are asked to investigate areas of historical and critical interest to their practice, and are expected to communicate a point of view, present ideas and discuss their own work in critical terms. During the second semester, all students produce a proposal for a body of work and prepare to present their 15 best works at the end of the semester. Students work to develop their drawing skills throughout the semester. Art II is a prerequisite to this course, or permission from

the instructor is required. (Full year, 1 credit)

Possible Studio Art Sequencing Path

(Students may take more than one .50 credit course per year)

Grade 9	Grade 10	Grade 11	Grade 12
Art I	Art II	Art III - Honors	Portfolio Exhibition - Honors

Visual Arts - Ceramics

Ceramics I

This beginning-level course focuses on the fundamentals of working with clay. The properties of clay, glaze, kilns and various firing methods are introduced. Students are given an overview of hand building techniques, such as pinch, coil, soft and hard slab, and an introduction to the potter's wheel. Emphasis is placed on the use of formal concepts of sculpture and three-dimensional design, such as line, texture, volume, plane, sense of space, light and shadow. Students participate in discussions and critiques that explore various points of view about the history, theory and practice of creating ceramic art. (Semester, .50 credit; Term course, .50 credit)

Ceramics II

This studio art elective builds upon the fundamental skills learned in Ceramics I and introduces students to the intricacies of working with clay on the wheel. Students further develop the skills necessary to construct pieces with strength, integrity and craftsmanship. This course explores specific techniques in wheel throwing, glazing and kiln loading, and firing procedures. Projects include repetitive throwing of cylinders, trimming, vases, pulling handles for attachments, and an abstract/combined thrown form. In addition to learning to see form in clay, continued emphasis is placed on the use of formal concepts of sculpture and three-dimensional design, such as line, texture, volume, plane, sense of space, light and shadow. Students participate in discussions and critiques that explore various points of view about the history, theory and practice of creating ceramic art. Ceramics I is a prerequisite to this course. (Semester, .50 credit)

Ceramics III

This studio art elective builds upon the fundamental skills learned in Ceramics I and II. Students further develop skills necessary to construct pieces with strength, integrity and craftsmanship. An increased awareness of the relationship between technique, craftsmanship and concept is emphasized. Students should develop a more critical eye when evaluating their work during critiques. Critiques are also a venue to explore various points of view about the history, theory and practice of creating ceramic art. This course explores specific techniques in wheel throwing, hand building, glazing and kiln loading, and firing procedures. Projects include repetitive throwing of bowls, plates, lidded vessels and teapots, trimming and abstract/combined thrown and altered forms. Ceramics II is a prerequisite to this course. (Semester, .50 credit)

Topics in Ceramics - Honors

This advanced-level studio course is designed for students seeking investigation in ceramic techniques and practice on a more sophisticated level. The course is intended for the student who has developed a passion for ceramics and is looking to further their skills/knowledge of ceramic practices. Students who are approved for this course are expected to be self-starters who work at a high level, demonstrating their commitment to their craft as well as this studio. At this level of study, the goal is to work toward mastery in specific areas of interest. Each course is specifically designed to meet the needs of each individual's pursuits in clay while complementing the group experience. Students begin the semester with assigned projects that explore high-level ceramic/design topics while working to develop their proposal for intensive study in their individual areas of interest. Upon approval of their project, the necessary materials and demonstrations will be given for each individual to be able to begin their focus. Students are expected to work collaboratively with the instructor and to maintain the studio hours of this course as well as a minimum of three hours outside of class time per week. Faculty and peers conduct periodic critiques of progress, content and process.

Students are asked to write an artist's statement detailing their experience as makers of the created works. There is an opportunity for some of this work to be exhibited upon completion. Students are expected to be active, positive role models in the studio. Cooperation with the instructor in all areas is essential. Students are asked to take on a higher level of responsibility and awareness of all studio procedures. Ceramics III and permission from the instructor are prerequisites for this course. (Semester, .50 credit)

AP® Studio Art: 3D Design - Ceramics

This course offers a concentrated year of studio work in clay leading to a body of work that is submitted to the Advanced Placement Committee for Adjudication. This course provides the opportunity for the serious student to attain a higher level of maturity in ceramic work. Focus is placed on development in many areas, including technical knowledge and skill, visual language and evolution of personal style. This course is intended for highly motivated ceramics students who are developing as independent makers and actively strive to be accomplished in their technique, communication and knowledge of clay forming. Critiques with peer, instructor and visiting artists are an ongoing and essential aspect of this course, as they provide a forum for examining the work and process. Aesthetic and historical perspectives are reinforced through slide and video presentations and the studio library. A full range of pottery and sculptural options may be explored. Students produce a body of work to be presented to the College Board and finish the year with an exhibition. Ceramics III and departmental approval are prerequisites for this course. (Full year, 1 credit)

Possible Ceramics Sequencing Paths

(Students may take more than one .50 credit course per year)

Grade 9	Grade 10	Grade 11	Grade 12
Ceramics I	Ceramics II	Ceramics III	AP® Ceramics
Ceramics I	Ceramics II	Ceramics III	Topics in Ceramics - Honors
Ceramics I	Ceramics II/ Ceramics III	Topics in Ceramics - Honors	Portfolio Exhibition - Honors
Ceramics I/ Ceramics II	Ceramics III/Topics in Ceramics - Honors	AP® Ceramics	Portfolio Exhibition - Honors

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Visual Arts - Digital Arts

Digital Imaging

In this course, students are introduced to the tools of digital imaging for artistic purposes. Students learn the basic operations of a digital camera and Adobe Photoshop as it pertains to the use of photographs. Students develop the following skills: capturing an image with a digital camera, working with the basics of composition, manipulating perspective, f-stops and shutter speeds. Students gain an in-depth understanding of Adobe Photoshop. Students explore image manipulation and collage techniques to solve problems designed to develop their visual problem-solving skills. Students are required to use their own camera for this course. Foundations in Digital Art is a prerequisite to this course. (Semester, .50 credit)

Graphic Design I

This course is designed to stimulate students' analytical and creative thinking abilities through the use of visual communications. Students are introduced to the Adobe software programs Photoshop, Illustrator, InDesign and Fireworks as the basic set of tools. Students are introduced to the basic graphic design concepts of typography, composition, layout, color correction and the web. Through class discussions, instructions, research and collaboration, students are expected to complete unique projects that demonstrate their understanding of the fundamental concepts of art and design. Students also have an opportunity to devise research methodologies and are encouraged to draw from other classes and/or interests during the creative process. They continue to refine their computer application skills and learn about digital media and format. All work is considered for Flint Hill publications in print and on the web. Digital Imaging is a prerequisite to this course. (Full year, 1 credit)

Graphic Design II

This course is a continuation of the current Graphic Design course. The course provides extended study of graphic design principles and their application to more complex and comprehensive solutions. Experimentation, research, conceptual thinking and process are emphasized in design. Students become more independent in their use of fundamental components of graphic communication. Students create independent and creative solutions to a series of design problems. Knowledge of and exposure to contemporary design issues and graphic design history are important components of this course. Students are expected to expand their proficiency in all aspects of the design process, including their use of a sketchbook for brainstorming and concept development, their understanding of typography, their technical skills in design software, critical thinking, collaboration and formal presentation. Foundations in Digital Art, Digital

Imaging and Graphic Design 1 are prerequisites for this course. Permission may also be sought from the instructor. (Full year, 1 credit)

Topics in New Media - Honors

This course is for the student interested in pursuing a particular aspect of Digital Art beyond the level of courses provided. Students who are qualified for Advanced Photography, Advanced Graphic Design, or Advanced Digital Imaging may qualify for this course. Students complete a series of thematic assignments, and work together and independently to solve problems related to their particular area of emphasis. Students also create a written proposal for a substantial self-directed final project. Research, critiques, formal presentations, and creation of an artist statement are parts of this course. Permission from the instructor is a prerequisite to this course, which may also be repeated with instructor permission. (Semester, .50 credit)

Possible Digital Arts Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Foundations in Digital Art	Digital Imaging	Graphic Design I	Graphic Design II
Foundations in Digital Art/ Digital Imaging	Graphic Design I	Graphic Design II	Portfolio Exhibition - Honors

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Visual Arts - Film and Video

Digital Video and Filmmaking

Digital technologies have reshaped the ways in which film and television programs are created, distributed and consumed. In this course, students take a critical and in-depth look at the methods and artistry of digital filmmaking in two complementary ways. Through analysis, students screen and deconstruct a wide range of film and television programs with an eye towards analyzing the techniques with which these media communicate as art forms and as social and political products. Through production, students conceive, write, shoot, edit and present a series of their own digital film productions throughout the course of the term. Foundations in Digital Art is a prerequisite for this course. (Semester, .50 credit)

Two-Dimensional Animation

This course is designed to introduce students to the principles of moving images and imagery through art. Students become familiar with 2D animation, motion graphics and time-based artwork. Students apply traditional animation techniques using computer software to explore concepts in motion, light, color and mood. Use of computer application packages as tools for animation is discussed in regard to industry use for engineering, entertainment, and multimedia, and the historical significance of animation. Digital Video and Filmmaking are prerequisites for this course. (Semester, .50 credit)

Three-Dimensional Animation

The primary goal for this course is to provide a creative and instructional working environment that supports each student in learning and applying the art of 3D computer modeling and animation. Students are encouraged to follow their own interests and examine their own work within the broad context of contemporary visual art. Methods of instruction include software demonstrations, lectures, visual presentations, discussions, and critiques. Working with Maya on a Mac platform, students learn how to create imaginative 3D environments with scaled objects, surface textures, light, and shadows. These environments and objects in turn serve as sets and characters for short animations. Two-Dimensional Animation is a prerequisite for this course. (Semester, .50 credit)

Possible Film and Video Sequencing Paths

(Students may take more than one .50 credit course per year)

Grade 9	Grade 10	Grade 11	Grade 12
Foundations in Digital Art	Digital Video and Filmmaking	Two-Dimensional Animation	Three-Dimensional Animation

Visual Arts - Photography

Digital Photography I

In this course, students complete a series of projects that strengthen their skills and technical understanding while pushing them to explore and experiment. Students learn the basic controls and settings of their DSLR cameras and experiment with Adobe Photoshop as they refine their images. Students are introduced to studio and flash lighting, and begin to use a journal to study and record observations from the work of master photographers. Students are required to have their own DSLR camera, card reader and tripod. Foundations in Digital Art is a prerequisite for this course. (Semester, .50 credit)

Digital Photography II

This course builds on the skills and ideas learned in Digital Photography I. Work focuses on the production and high quality output of still and moving imagery. The course serves as an introduction to creating and appreciating moving images for students with a still photography background. Through lectures, reading assignments and individual research presentations, students examine the relationship between still photography and the moving image. Students also learn about how to extend the photograph through installation, projection, collage and montage, public art, collaboration, mixed media and other means. In-class demonstrations and tutorials are given on the capture and editing of both digital video and still photography. (Semester, .50 credit)

Advanced Topics in Photography

In this course, students develop a thematic body of work that can be used for Advanced Placement Portfolio, college admissions, scholarships and student exhibitions. As students move into this course, content is driven by the interest of the individual photographers. Students submit proposals for their body of work and spend the semester creating work that is technically refined and more intellectually challenging. To this end, students are expected to work more independently and to develop a personal artistic direction or theme. All students write an artist statement and demonstrate exceptional commitment to creating art for this course. Permission from the instructor is a prerequisite to this course. (Semester, .50 credit)

Possible Photography Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Foundations in Digital Art	Digital Photography I	Digital Photography II/Advanced Topics in Photography	Portfolio Exhibition - Honors

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Visual Arts - Additional Courses

Drawing and Painting I

This studio elective is designed to allow students to develop the technical skills needed for expression in the visual arts. Students are encouraged to develop a visual language and verbal vocabulary to enhance their communication, creation, and understanding of the aesthetics inherent in art and daily life. Students explore the following tools/methods: pencil line and tone techniques, pastels (soft and oil), conte crayon, pen/brush and ink, acrylic and oil painting and collage techniques. Students learn how to use and care for painting equipment, including stretching canvas. Students have the opportunity to work on landscapes, room interiors, portraits and still life. Each student maintains a personal sketchbook for daily assignments throughout the semester. Field trips to major museums are often offered as part of this course. Foundations in Art or Art I is a prerequisite for this course. (Semester, .50 credit)

Drawing and Painting II

This studio elective is designed to build on the skills and principles presented in Drawing and Painting I. Students continue to develop a visual language and verbal vocabulary to enhance their communication, creation and understanding of the aesthetics inherent in art and daily life. Students explore drawing techniques involving graphite, pen and ink, charcoal and pastels, and engage in an intensive study of oil painting, including material and techniques. Students participate in group critiques and are taught to evaluate their individual progress. Drawing and Painting I is a prerequisite for this course. (Semester, .50 credit)

Drawing Skills

This course is an adaptation of the existing Drawing and Painting elective intended for students who have completed a first level course in Photography, Ceramics or Digital Arts. Students in Art II or Art III Honors are also welcome to take this version of the elective for additional practice in drawing skills. Students taking this elective prepare for the Portfolio Exhibition - Honors course. Foundations in Digital Art or Foundations in Art and a first-level course in Photography, Film, Ceramics or Digital Art are prerequisites for this course. (Semester, .50 credit)

Fiber Art

Making art from plant and animal fibers offers a creative and interdisciplinary experience to create art with a medium that is as practical as it is beautiful. In this studio-based course, students will investigate the physical properties of fiber types, the historical and cultural implications of fiber, and various techniques in fiber and textile manipulation and decoration, including weaving, sewing, fabric printing, felting and fiber dyeing. In the culmination of their study, students independently design and complete a work of art (such as costume/fashion, architecture, jewelry, sculpture or furniture) reflective of their understanding and synthesis of technical and conceptual topics as well as personal interest. Foundations in Art or Art I is a prerequisite for this course. (Quarter, .25 credit)

Filmmaking

From developing movie ideas to crafting a storyboard and writing a script to casting, directing, and editing a short film, students in this course will be engaged in every aspect of movie making. Students will learn to use a variety of digital tools to plan, film and edit their pieces as they develop a deeper understanding of communication and interpersonal skills. By the end of the course, students will try on different roles in filmmaking (writer, actor, director, producer, and crew) as they present their own film productions to one another and a larger audience via a school film festival. This course is cross-listed as Innovation. This course requires permission from the instructor. (Semester, .5 credit)

Photojournalism

In this year-long course, students learn the photographic, writing and computer design skills needed for publishing with an emphasis on the production of the Flint Hill yearbook, the "Iditarod." Because of the nature of the course, students are expected to devote the necessary time and effort required to complete assignments on a continual basis. Producing a publication takes patience, a good attitude, teamwork, flexibility and consistency. Each member of the class and editorial staff has a specific job, but the group works together to produce a cohesive and outstanding yearbook. This course satisfies the graduation requirement for Fine Arts. (Full year, 1 credit)

Printmaking

Students explore the nature of working with multiples through media such as linoleum reduction and monoprinting with oil and water-based materials. Class work includes working from the still life, portrait, landscape and imagination. Students develop personal iconography and means of self-expression through words and images. Students explore techniques and styles of bookbinding that extend beyond the

boundaries of the classic “book form.” Students learn the history of printmaking and discuss other printmaking techniques, such as intaglio, woodcut, lithography and silkscreen not covered by this course. Students are assigned weekly sketchbook work and participate in numerous group critiques to learn how to assess their own and others’ work. The class goes on a field trip to a major museum or gallery. Foundations in Art or Art I are prerequisites for this course. (Semester, .50 credit)

Sculpture I

In this studio art elective, students are exposed to a variety of 3D art processes, and experience both additive and reductive sculpture methods. They learn to build armatures and create structural forms, and are introduced to simple casting processes. Studio projects include working with stone, clay, wire, plaster, and plexiglass, and found object sculpture. Field trips to major museums are often offered as part of this course. Foundations in Art or Art I are prerequisites for this course. (Semester, .50 credit)

Sculpture II

This course is a 3D counterpart of collage and “junk art.” This course offers students an opportunity to address the technical, conceptual, and aesthetic concerns that confront the developing artist who is interested in combining different art media. Using the innovations of the Russian avant-garde, the Dadaist, The Beats, Abstract Impressionists and Post World War II artists as a starting point, students expand upon techniques of sculpture using man-made objects and materials found in the natural world. This class also involves developing artists’ books; students use the non-traditional book form as the basis for one-of-a-kind “books” that also function as sculptural, mixed-media objects. The book becomes a vehicle for exploring space, volume, material texture and narrative as both components and content. Field trips to major museums are often offered as part of this course. Sculpture I is a prerequisite for this course. (Semester, .50 credit)

Dance

Ballet I

This course provides an introduction to the fundamentals of ballet technique and its historical context. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and developing rhythmic sensitivity. Students are introduced to warm-up exercises, movement combinations and basic choreographic techniques to be used in the exploration of their own movement preferences. Students in this class are required to use their own workout clothes and dance shoes. The class culminates with a company performance. (Semester, .50 credit)

Ballet II

This course is a continuation of the learned skills and concepts of Ballet I. Students are provided a more in-depth study of ballet technique as well as its history, vocabulary and performance elements. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and increasing rhythmic sensitivity. Students are also introduced to the major ballet techniques, their histories and unique qualities. Students in this class are required to use their own workout clothes and dance shoes. The class culminates with a company performance. Ballet I or permission from the instructor is a prerequisite for this course. (Semester, .50 credit)

Ballet III

This course is a continuation of the learned skills and concepts of Ballet II. Students are provided a more in-depth study of ballet technique as well as its history, vocabulary and performance elements. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and increasing rhythmic sensitivity. Students use the structure of a full-length ballet to create their own ballet, which is presented in a group presentation. Students are required to use their own workout clothes and dance shoes. The class culminates with a company performance. (Semester, .50 credit)

Ballet IV

This course is a continuation of the learned skills and concepts of Ballet III. Students are provided an in-depth study of ballet and pointe technique as well as its history, vocabulary and performance elements. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and increasing rhythmic sensitivity. Students use the structure of a full-length ballet to create their own ballet, which is presented in a group presentation. Students are required to use their own

workout clothes and dance shoes. The class culminates with a company performance. (Semester, .50 credit)

Jazz/Modern Dance I

This course provides an introduction to the fundamentals of jazz dance technique and its historical context. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and developing rhythmic sensitivity. Students are introduced to warm-up exercises, movement combinations and basic choreographic techniques to be used in the exploration of their own movement preferences. Students in this class are required to use their own workout clothes and dance shoes. The class culminates with a company performance. (Semester, .50 credit)

Jazz/Modern Dance II

This course is a continuation of the learned skills and concepts of Jazz/Modern Dance I. Students are provided a more in-depth study of jazz and modern technique as well as its history, vocabulary and performance elements. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and increasing rhythmic sensitivity. Students study the classical technique and rich American history of jazz dance in addition to contemporary influences on the technique. Graham, Horton and Limon are some of the major modern dance techniques studied in this course. Students gain an understanding of each artist's place in history as well as their unique principles, techniques and choreography. Students in this class are required to use their own workout clothes and dance shoes. The class culminates with a company performance. Jazz/Modern Dance I or permission from the instructor are prerequisites for this course. (Semester, .50 credit)

Jazz/Modern Dance III

This course is a continuation of the learned skills and concepts of Jazz/Modern Dance II. Students are provided a more in-depth study of jazz and modern technique as well as its history, vocabulary and performance elements. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and increasing rhythmic sensitivity. Students study the classical technique and rich American history of jazz dance in addition to contemporary influences on the technique. Graham, Horton, and Limon are some of the major modern dance techniques studied in this course. Students gain an understanding of each artist's place in history as well as their unique principles, techniques and choreography. This course also directs students toward an understanding of performance skills and choreographic principles. These processes and structures ultimately encourage students to use both tradition and experimentation as they explore their own choreographic forms. Students are required to use their own

workout clothes and dance shoes. The class culminates with a company performance. (Semester, .50 credit)

Jazz/Modern Dance IV

This course is a continuation of the learned skills and concepts of Jazz/Modern Dance III. Students are provided a more in-depth study of jazz and modern technique as well as its history, vocabulary and performance elements. We emphasize improving anatomical awareness and alignment, increasing strength and flexibility, and increasing rhythmic sensitivity. In addition to classical jazz technique, Graham, Horton and Limon are some of the major modern dance techniques studied in this course. Students gain an understanding of each artist's place in history as well as their unique principles, techniques and choreography. This course also directs students toward an understanding of performance skills and choreographic principles. These processes and structures ultimately encourage students to use both tradition and experimentation as they explore their own choreographic forms. Students are required to use their own workout clothes and dance shoes. The class culminates with a company performance. (Semester, .50 credit)

Topics in Dance - Honors

This course provides in-depth and advanced instruction in a dance topic of the students' and the instructor's choosing. Students are required to present a thorough written proposal of their area of study along with a curricular statement by the instructor. An extensive background in dance is necessary for participation in this class. Students in this class are required to use their own workout clothes and dance shoes. The class culminates with a company performance. An audition is a prerequisite for this course. (Full year, 1 credit)

Topics in World Dance

Topics in World Dance is a course designed to explore dance as a global phenomenon of humanity and an art form that exists across cultures. The course will include the fundamentals of exploring anatomical awareness and alignment, increasing strength and flexibility, and developing rhythm while learning about one or more cultural dance forms. Students will observe dances in live and video formats, perform selected dance forms and techniques, and work with selected guest experts in cultural dance. Topics will be explored by opportunity within our extended community and may include African, Afro-Cuban, Caribbean, Korean, Chinese, Indian, and Arabic as well as Latin American forms, such as Flamenco, Salsa, and Tango. Connections to U.S. cultures of dance will be developed as appropriate. Historical contexts will be studied. Students will be engaged in critically assessing authentic expressions of dance cultures and the

challenges of cultural appropriations and inspiration. (Semester, .5 credit)

Possible Dance Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Ballet I	Ballet II	Ballet III	Ballet IV
Ballet I and Jazz/Modern Dance I	Ballet II and Jazz/Modern Dance II	Ballet III and Jazz/Modern Dance III	Topics in Dance - Honors
Jazz/Modern Dance I	Jazz/Modern Dance II	Jazz/Modern Dance III	Jazz/Modern Dance IV

Music

American Popular Music

This course is a survey of the various influences on the establishment of American musical culture. The course focuses on the blending of West African and European musical traditions, early influences of jazz—America’s first musical export—and how this origin point guided the evolution of today’s popular music. (Semester or term, .50 credit)

Symphonic Band

This course is open to all wind, brass, or percussion instrumentalists who are of intermediate to advanced proficiency. There is no audition required to perform with this ensemble, but students must be able to commit to the requirements of the schedule, including occasional after-school rehearsals and extra-curricular performances. The symphonic band performs two concerts during the school year, engages in cross-divisional events, such as “The Nutcracker,” participates in state-sponsored events, and potentially travels on a bi-annual basis. The focus of the course is to develop fundamental technical and musical skills, increase the ability to sight-read, become fully aware of musical issues, such as intonation, balance and blend, and perform a diverse cross-selection of music from the wind band’s standard repertoire. Students are expected to hold themselves to the highest standards of musicality and contribute significant practice time outside of rehearsal (at least 2 hours per week). Students may take this course with permission from the instructor. (Full year, 1 credit)

Jazz Band

This course serves as the most portable instrumental ensemble of the music program, and performs for a multitude of events, including Homecoming, Holiday Shoppes, the Winter Concert, Jazz Fest, Arts Jam, minor school functions, and assessment festivals. In order to thoroughly prepare for these events, there may be occasional after-school or extra rehearsals. The Jazz Band may potentially travel on a bi-annual basis with the Symphonic Band. The focus of the course is to perform music from the standard repertoire while featuring a diverse range of styles, increase awareness of jazz-specific technical and musical concepts, and develop an understanding of and become comfortable with improvisation. Students are expected to hold themselves to the highest standards of musicality and contribute significant practice time outside of rehearsal (at least 2 hours per week). An audition is a prerequisite for this course. (Full year, 1 credit)

Orchestra

Students are expected to perform a variety of string ensemble repertoires with expression and technical accuracy. This course emphasizes mastering skills in music theory, sight-reading and basic technical proficiency. Students are required to use their own instruments and equipment for this course. The school has a number of instruments available for rental. Some after-school rehearsals, concerts, performances, and competitions are required. Students may take this course with permission from the instructor. (Full year, 1 credit)

Percussion Ensemble

This course is open to less-experienced and experienced percussion students. Students must demonstrate proficiency on the snare drum, bass drum, cymbals, mallets, drum set, and miscellaneous percussion instruments. Students learn to master the rudiments of all percussion instruments, and to perform solo and ensemble repertoires with expression and technical accuracy. This course emphasizes skills in music theory, sight-reading and advanced technical proficiency. Participation in some after-school rehearsals, concerts, performances and competitions is required. Students may take this course with permission from the instructor. (Full year, 1 credit)

Concert Choir

This entry-level course is open to all students. Anyone interested in learning to sing is welcome to join this class. Students learn to sing with a free and open tone, read music, and practice good concert deportment. Participation in some after-school rehearsals, concerts, and competitions is required. The music used in the class is selected from a variety of sources, including classical repertoires, show tunes, pop and rock idioms. Students may take this course with permission from the instructor. (Full year, 1 credit)

Symphonic Choir

This course is designed for students who are serious about singing. Consideration for balancing the voicing of the choir is an important criterion for evaluating students for participation in the group. The music performed requires an advanced level of musicianship and vocal development. Participation in some after-school rehearsals, performances, competitions and trips is required. An audition is a prerequisite for this course. (Full year, 1 credit)

Music Theory

Music Theory I

This entry-level course is open to students enrolled in a music ensemble. This course provides instruction in basic music theory, which is the academic aspect of the art of music. Students develop the skills necessary to understand and translate the language of music. The course includes study of basic music elements such as the staff, note names and values, rhythm, melodic reading and writing, and music terminology. The course progresses through the study of scales, chords, harmonic progressions, ear training, sight singing, form and analysis. This class is a technology-based course that uses an interactive computer software program to realize maximum learning potential. Membership in a music ensemble (vocal or instrumental) is a prerequisite for this course. (Semester, .50 credit)

Music Theory II

This course is a continuation of the study begun in Music Theory I. In this course, students review scales, chords and key signatures. New material introduces harmonic progressions, melody writing and musical form. This work prepares students to compose their own works. This class is a technology-based course that uses an interactive computer software program for maximum learning potential. Work is completed in the computer lab and music classroom with instruments. Music Theory I and continued membership in a music ensemble are prerequisites for this course. (Semester, .50 credit)

AP® Music Theory

This course introduces students to musicianship, theory, musical materials and theoretical procedures. The course is designed to provide students with the major components common to a first-year course in a college music program. The course integrates aspects of melody, harmony, texture, rhythm, musical analysis, elementary composition, history, and style. Musicianship skills, such as dictation and other listening skills, sight-singing, and keyboard harmony, are an important part of the course. All students prepare for the AP® Music Theory Exam administered by the College Board at the end of the year. Either Music Theory I or Music Theory II and permission from the instructor are prerequisites for this course. (Full year, 1 credit)

Possible Music Theory Sequencing Paths

(Students may take more than one credit course per year)

Grade 9	Grade 10	Grade 11	Grade 12
	Music Theory I*	Music Theory II	AP® Music Theory

** It is typical to begin the sequence in Grade 10, since the prerequisite of membership in a music ensemble must be fulfilled in Grade 9.*

History and Social Sciences

History

Contemporary World History I

A thematic study of the global revolutions of the 19th and 20th centuries, this ninth-grade course develops students' understanding of the modern world. Through a combination of primary and secondary sources, students examine the major cultural, political, economic, social, and intellectual trends that shaped and continue to influence Western thought and society. Specific themes include the roots of change, the role of leadership, and the quest for rights. Learning activities and assessments develop students' ability to read for meaning, interpret primary sources, apply concepts, analyze events and ideas from multiple perspectives, write thesis-driven essays, support historical arguments, and organize information for research. Students are expected to master analytical and interpretive communication skills as they develop a critical awareness of modern world history. (Full year, 1 credit)

Contemporary World History I - Honors

A thematic study of the global revolutions of the 19th and 20th centuries, this ninth-grade course develops students' understanding of the modern world. Through a combination of primary and secondary sources, students examine the major cultural, political, economic, social, and intellectual trends that shaped and continue to influence Western thought and society. Specific themes include the roots of change, the role of leadership, and the quest for rights. Learning activities and assessments develop students' ability to read for meaning, interpret primary sources, apply concepts, analyze events and ideas from multiple perspectives, write thesis-driven essays, support historical arguments, and organize, integrate, and document information for research. Students are expected to refine their analytical and interpretive communication skills as they develop a critical awareness of modern world history. They also engage in independent work with less scaffolding and must be capable of pulling main ideas from readings so that class time can be used to emphasize in-depth discussions of the content and critical thinking skills. (Full year, 1 credit)

Contemporary World History II

This tenth-grade course is a follow-up course to Contemporary World History I. Students learn how current events are rooted in the conflicts and solutions of the past. Topics include current events from the Middle East, Asia, Europe, Africa, and Latin America. Students leave this course as "citizens of the world" who are appreciative of cultural diversity and skilled in the interdisciplinary methods and concepts necessary for problem-solving and critical thinking in an ever-changing world. Organization, note-

taking and analytical skills are stressed. Students use Internet databases, periodicals, videos, maps and charts to work on group projects, conduct research on and write individual papers, and communicate in a variety of formats. (Full year, 1 credit)

Contemporary World History II - Honors

This course explores issues of contemporary significance to trace history backward in order to understand the root of any given event. The course proceeds by region and covers the Middle East, Asia, Africa, Latin America, and Europe. In addition, students participate in a unit on Social Justice from a global perspective. This skills-based course focuses on news analysis, debate skills, public speaking, website and infographic building, iMovie editing, historical fiction, digital timeline creation, oral history, and research skills and writing. The honors course has an increased reading load and nightly homework allocation. Culminating assessments are more in-depth with regard to content and detail. While all students present a research paper in conjunction with an oral history interview, students at the honors level are required to write a longer paper and produce a longer and more in-depth video. Students at the honors level are expected to already have strong writing skills and cover more content outside of the class. (Full year, 1 credit)

United States History

Responsible citizenship entails a firm understanding of the nation's past and its basic institutions. This 11th-grade course is an in-depth survey of the major political, diplomatic, economic, cultural, social, and intellectual trends in American life from the 15th through the 21st centuries. Major themes include the nature of leadership, the relationship between culture, economics, and politics, the ways in which the benefits and responsibilities of society are distributed in different periods and among different groups, the development of foreign policy, the use and abuse of force, and the blending of many cultures to create a great nation. Materials include a college-level textbook, music, videos, primary sources, and a variety of Internet resources. Organizational and note-taking skills are refined. Regular research opportunities present practice in computer and library literacy. Written, oral, analytic and synthetic skills are honed. (Full year, 1 credit)

AP® United States History

AP® United States History is a college-level course that parallels a college seminar and gives students the opportunity to earn college credit on the Advanced Placement examination. In this class, we will explore the foundations and development of the United States through a chronological look at the major themes, peoples, events, ideas

and movements in American history. Much of the supplementary reading will consist of primary sources, and the ability to understand and analyze them is an integral component of the AP® course. Students will be exposed to several writing assignments. These writing activities will help each student develop their analytical writing at an advanced level. Contemporary World History I and II are prerequisites for the course. Alternatively, permission to enroll may be sought from the department chair. (Full year, 1 credit)

History - Electives

Applied Civics

This course is a one-semester elective designed to give students a look at civil and criminal law in the United States from a pragmatic, every-day life viewpoint. Students will learn about the American criminal and judicial systems, their rights and responsibilities, and how the law functions with regard to everyday scenarios, such as traffic stops, malpractice lawsuits, and arrest procedures. Students will analyze case studies, participate in simulations, and hear from experts in the field. The class will culminate in a mock trial in which students will act as lawyers and witnesses arguing a case based on real-world events. This course is open to students in 11th and 12th grade. (Semester, .50 credit)

Asian Studies

Asian Studies takes an in depth look into three regions of the world: China, India, and Southeast Asia. This course will allow students to further develop a global perspective, improve analytical skills, and spark interest in other cultures. Students explore the politics, economics, social structures, international relations, and modern culture of Asia. This course is open to students in 11th and 12th grade. (Semester, .50 credit)

Civil Rights, Human Rights and Civil Liberties

This course focuses on understanding how the Constitution works to guarantee specific rights to United States' citizens. Students take a close look at the United States Constitution and Bill of Rights to develop a greater understanding of the meaning and intent of these documents. Using a case-based method, students debate the controversial aspects of these fundamental freedoms. Using many of the major historic Supreme Court cases and cases of the post-9/11 world, students acquire a deeper comprehension of how the protection of rights fits into the structure of the Constitution and how these rights are the basis of what it means to be an American. The course thoroughly delves into two civil rights movements unique to the United States, those of African and Native Americans. In addition, students have the opportunity to explore a civil rights issue of global importance so that they may gain a greater understanding of issues facing those living outside the United States. This course is open to students in 11th and 12th grade. (Semester, .50 credit)

Contemporary Topics in Feminism

Feminism—the belief that all women deserve economic, political and social equality to men—is the undergirding philosophy for this class, which will examine contemporary issues for girls and women in America. Readings will consist of cornerstones of feminist thought in conjunction with modern essays and memoirs. Topics will include the representation of girls and women in the media; objectification, harassment, and assault; the treatment of girls in the classroom and women in the workplace; friendships, relationships, and internalized misogyny; the historical quest for women’s rights; and a continuing exploration of the unique strength and solidarity of womanhood. Intersectionality and privilege will be considered throughout the course. Students will develop awareness, analytical skills, and a nuanced, historical perspective on what it means to be a woman in modern-day America. This course is open to students in 11th and 12th grade. (Semester, .50 credit)

Disruptive Innovation Through Social Media

Social media has fundamentally disrupted industries from journalism and education to entrepreneurship and technology. This class will study essential questions regarding the evolving purpose of social media and the ways in which innovators are using social media to change the landscape of professional industries across the globe. Through extensive research and written work, students will examine distinct topics such as branding, hacking, censorship, and the future of the Internet and social media. Students will select and investigate an industry disrupted by social media and present their findings through blog posts, podcasts and vodcasts. By following industry leaders, students will develop an understanding of personal branding and content marketing as they learn to create their own industry-specific social media content. Students are also expected to be constant consumers of social media as they curate their own personalized learning networks to help them analyze trends and developments within industries of their choice. This networking will help students sculpt their own digital portfolio and personal branding, thus preparing them for success in a constantly changing and highly networked global economy. This course is cross-listed as an Innovation elective. (Semester, .50 credit)

Global Art History

This course is a study of the human experience as revealed through works of art. Students connect art and history by researching events and cultures that have inspired the “stories” told via painting, sculpture, architecture, printmaking, ceramics and photography. Students are expected to research, present and defend point papers, collaborate in discussion forums and prepare a book of artistic contributions within significant themes. This course does not have NCAA approval as a core course for

potential Division I and Division II athletes. This course is open to students in 11th and 12th grade. (Semester, .50 credit)

Greek and Roman History and Civilization

In this course, students learn the history of the ancient Greeks and Romans, gaining further insight into the cultures and daily lives of these civilizations through the study of their literature in particular and art, where applicable. By learning the history of these important civilizations, students are also able to parlay this enhanced historical literacy into a greater cultural literacy, understanding the lessons of ancient history and drawing parallels between the problems and triumphs faced by the Greeks and Romans with those encountered by our civilization today. The course is open to all interested students in Grades 10 and above. No prior knowledge of Latin or Greek is required. This course is considered either a History elective or a Classics elective. (Semester, .50 credit)

Social Sciences

AP® Human Geography

AP® Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally, and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem-oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena, such as globalization, colonialism, and human–environment relationships, on places, regions, cultural landscapes, and patterns of interaction. Students may take this course with departmental approval. (Full year, 1 credit)

AP® Macroeconomics

The purpose of any course in economics is to teach students how to calculate the benefits and costs of making tough choices with scarce resources. Macroeconomics uses tools to assess the behavior of the economy as a whole. Students learn about the world created when land, labor, capital, and entrepreneurial activity become universally marketable. The course covers the following topics: fundamental economic concepts, measurement of economic performance, national income and price determination, and international economics. Completion of United States History or departmental approval is a prerequisite for this course. (Full year, 1 credit)

AP® Microeconomics

The purpose of this course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers) within the economic system. The course places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and role of government in promoting greater efficiency and equity in the economy. Students may take this course with departmental approval. Completion of United States History is a prerequisite for this course. (Full year, 1 credit)

AP® Psychology

This course follows the guidelines of the College Board by examining 14 different areas

of the discipline of psychology. The class introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The topics covered in the class range from biological psychology and basic statistics to abnormal psychology and social psychology. Common themes throughout the course include a constant analysis of nature versus nurture, and a discussion of how different psychologists look at the mind and behavior. All students are expected to take the AP® Exam in May; throughout the year, students take tests that mimic the format of the exam. Completion of United States History or departmental approval is a prerequisite for this course. (Full year, 1 credit)

AP® United States Government

This course is focused on the nature of the American political system, its development over the past 200 years, and how it works today. It examines the principal processes and institutions through which the political system functions as well as the policies that these institutions establish and how they are implemented. This course is designed to increase understanding of traditions, values, and framework, and to grasp how its components work together. Students exercise higher-order thinking skills in their efforts to understand the full range of each issue and, therefore, become independent social critics capable of fulfilling their responsibilities as active and informed members of a democracy. The skills of critical analysis, visual data representation, thesis-driven writing, and public speaking are all emphasized. Completion of United States History or departmental approval is a prerequisite for this course. (Full year, 1 credit)

Introduction to Economics

This course consists of an overview of general economic reasoning skills, macro and micro topics, and connections to current events. Students also explore topics in personal finance, such as goal setting, budgets, investing, and taxes. This course is open to students in 10th-12th grade. (Semester, .50 credit)

Physical Anthropology and Archaeology

An archaeologist's job begins where the historian's ends. The archaeologist Dr. Ian Brown once stated that archaeology sometimes proves historical data, sometimes revises it, and sometimes goes "above and beyond the written records." Consider that archaeology defines how we receive information about material culture for the times before written records existed. Anthropologists and archaeologists must be part biologist, sociologist, historian, researcher and detective at all times. This course guides students through the origins of the field of anthropology and its many branches. Archaeological field techniques and methodology as well as detailed analysis and classification of different types of artifacts are discussed. Later, the course focuses on

studying one theory behind the origins of man, from primates to Homo sapiens. The latter portion of the course investigates the movement of man from a nomadic existence toward a sedentary, agrarian lifestyle. All the while, we uncover how and where anthropologists and archaeologists have made their discoveries. From the great archaeological sites in the Rift Valley in Africa to the projectile point found in your backyard, students will fully explore the fields of anthropology and archaeology. (Semester, .50 credit)

Psychology

In this course, students examine patterns and variations of human behavior and the process of individual human development. They examine the emotional, intellectual, and physical factors that influence the development of human beings. Students distinguish among the major schools or perspectives, systems of psychology, and methods of investigations. Students also analyze the mental processes and biological rationale for behavior. The course provides students with a hands-on approach through which they become active learners in the understanding of psychology. (Semester, .50 credit)

Possible History/Social Science Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Contemporary World History I	Contemporary World History II	U.S. History	Senior Electives
Contemporary World History I - Honors	Contemporary World History II - Honors or AP® Human Geography	AP® U.S. History	AP® Social Sciences courses

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Innovation

Computer Science

Computer Science I

This course introduces the formal study of computer science and its role in the modern world. The course provides students with the skills and knowledge to understand the technology they use daily, and to extrapolate this knowledge to understand and use emerging technologies. Computer science encompasses more than just programming: it builds the basic logical problem-solving skills and framework required for understanding an increasingly complex and technological world. The variety of activities and topics gives each student multiple opportunities to develop an appreciation of computer science. A major outcome of this course is to provide students with general knowledge about computer hardware, software, languages, networks, and their impact in the modern world. This course does not have NCAA approval as a core course for potential Division I and II athletes. (Full year, 1 credit)

Cybersecurity

Cybersecurity offers students an introduction to how systems, networks, and security work together. Students will be exposed to multiple cybersecurity technologies, processes, and procedures as they learn how to analyze the threats, vulnerabilities and risks present in these environments. Through hands-on practice, students will develop strategies to mitigate potential cybersecurity problems. At the end of the course students can earn their CompTIA A+ and should be prepared for the Security+ and Network+ certifications. (Full year, 1 credit)

Computer Science II: Programming Apps

This course allows for tangible practice with the skills developed in the AP® Computer Science course. Students use tools and APIs required to build applications for mobile platforms using appropriate SDKs as well as user-interface designs for mobile devices and unique user interactions with multi-touch technologies. Students work closely with those in the Graphic Design II class. Together, the students work to create a visually interactive experience for the user. AP® Computer Science is a prerequisite for this course. (Full year, 1 credit)

AP® Computer Science A

This course covers the design and implementation of classes and interfaces, inheritance, data representation (such as arrays and array lists), and other data structures. Object-oriented program design, control methods, program testing and debugging, algorithm analysis, numerical representation, and limits, among other topics, are taught. Hardware components, system software, computer systems, and ethical use of these tools are also touched upon in this course. Students design programs and write data structures to solve mathematical and non-mathematical problems. Students may take this course with approval from the instructor. This course is not approved to meet

the NCAA core course requirement for potential Division I and II athletes. (Full year, 1 credit)

AP® Computer Science Principles

The AP® Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data, and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Unlike AP® Computer Science A, which is taught in Java, the AP® Computer Science Principles course does not have a designated programming language. Completion of Algebra I is required. This course is open to students in 10th-12th grade. (Full year, 1 credit)

Robotics I

The robotics series of classes is designed to teach the engineering and programming processes. This course is the first full-year course in the robotics series. Students taking this course contribute to a team of up to six members as they design, build, and program robots. This engaging process implicitly provides a unique opportunity for students to place engineering design, scientific process, technological literacy, and mathematics in a tangible context.

Students learn to build and program TETRIX-based robot systems for the FIRST Tech Challenge Competition. They learn to program Android devices to control their robots. As a fundamental element of the learning process, students document their experience using a digital design notebook, which mimics an engineering notebook maintained by professional engineers. During the second semester, students work in groups to accomplish a project of their choice. (Full year, 1 credit)

Robotics II

This course is the second course in the robotics series. Students taking this course use current methods and processes of design as they learn to create custom parts. This engaging process implicitly provides a unique opportunity for students to place engineering design, scientific process, technological literacy, and mathematics in a tangible context. Students begin by learning to use Computer-Aided Design (CAD)

software to design robot components. They then learn to use current technology to create parts for the robotics teams as well as for individual projects. Students have the opportunity to earn an industry-recognized CAD certification. (Full year, 1 credit)

Advanced Aerial Robotics - Honors

The robotics and computer science series of classes culminate with this class. Advanced Aerial Robotics is the third full-term course in the robotics and computer science series of classes. Students taking Advanced Aerial Robotics utilize current knowledge and methods of robotic design and programming as they learn to create robots capable of competing in the AUVSI’s SUAS Challenge. During the course, students learn to effectively use and program more advanced robotic components. Beginning with the announcement of the competitive game, students design, build, and program a robot capable of completing the assigned tasks autonomously. Students continue to work as a team to construct and refine the robot. Robotics 2 or AP® Computer Science is a prerequisite to this course, or students may take this course with the approval of the instructor. (Full year, 1 credit)

Possible Computer Science and Robotics Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Computer Science I	AP® Computer Science A Computer Science I AP® Computer Science Principles Cybersecurity	Advanced Aerial Robotics or Computer Science II AP® Computer Science A Computer Science 1	Advanced Aerial Robotics or Cybersecurity Computer Science II or Cybersecurity AP® Computer Science Principles
Robotics I	Robotics II	Advanced Aerial Robotics	Advanced Aerial Robotics

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Innovation

Discovery of Engineering

In this one-semester elective course (no prerequisites are required), students explore 15–20 different engineering disciplines while reinforcing communication, independent thinking, collaboration, and creativity within an engineering construct. Using group discussions, research, presentations, guest engineer interactions, and small and final projects, students become informed about the world of engineering. Advanced math or science are not required. This course is cross-listed as a Science elective. (Semester, .50 credit)

Disruptive Innovation Through Social Media

Social media has fundamentally disrupted industries from journalism and education to entrepreneurship and technology. This class will study essential questions regarding the evolving purpose of social media and the ways in which innovators are using social media to change the landscape of professional industries across the globe. Through extensive research and written work, students will examine distinct topics such as branding, hacking, censorship and the future of the internet and social media. Students will select and investigate an industry disrupted by social media and present their findings through blog posts, podcasts, and vodcasts. By following industry leaders, students will develop an understanding of personal branding and content marketing as they learn to create their own industry-specific social media content. Students are also expected to be constant consumers of social media as they curate their own personalized learning networks to help them analyze trends and developments within industries of their choice. This networking will help students sculpt their own digital portfolio and personal branding, thus preparing them for success in a constantly changing and highly networked global economy. This course is cross-listed as a History elective. (Semester, .5 credit)

Filmmaking

Students in this course will be engaged in every aspect of movie making, from developing movie ideas and crafting a storyboard to writing a script and casting, directing and editing a short film. Students will learn to use a variety of digital tools to plan, film, and edit their pieces as they develop a deeper understanding of communication and interpersonal skills. By the end of the course students will try different roles in filmmaking (writer, actor, director, producer, and crew) as they present their own film productions to one another and a larger audience via a school film festival. This course is cross-listed as a Fine Arts credit. This course requires

permission from the instructor. (Semester, .5 credit)

Independent Study

The goal for this course is to provide students with a framework for pursuing individual academic interests and projects. To allow students the time to engage with their interests, students in the course only meet once per cycle to build a common skill set and community. Additionally, students must schedule one-on-one time with the instructor (who functions as the advisor for each project) in each cycle in order to receive guidance and feedback on progress.

Students who are well-suited for the course should feel comfortable with self-directed learning (or hope to actively grow this skill), and should have a particular topic in mind or a project they have been working on outside of school for which they would like school time and support. Students interested in this course must submit a proposal explaining their topic or project of interest and the goals for the project. Applications are evaluated based on seriousness of purpose and adequate previous demonstration that students can succeed within a flexible learning environment. This course can be taken multiple times throughout 9th-12th grade, if appropriate. (Semester, .50 credit)

Innovation Incubator

This independent study-style course offers students an opportunity to pursue a deep study of an industry, entrepreneurial endeavor, leadership opportunity, or other interest, and apply their learning through real-world experience that results in an in-depth project. Students will learn to use social media to curate their own personalized learning networks to help them analyze trends and developments within fields of their choice. They will also connect in-person with an expert or a mentor who can provide hands-on learning opportunities and feedback about their projects. Students in this course will develop key professional skills, including self-directed learning, leadership, and collaboration. Students interested in this course must submit a proposal explaining their topic or project of interest and the goals for the project. Applications are evaluated based on genuine interest, clearly articulated purpose, and adequate previous demonstration that students thrive in a flexible learning environment. (Semester, .50 credit)

Leadership

Leadership is not about status or titles. Leadership is about serving other people, not ourselves. Students in this course will investigate leadership through history and

literature, and apply a value lens to learn about the characteristics of leadership. Students will explore different types of leadership by diving deeply into a case study of a leader of their choice. They will also learn and practice skills necessary to lead from a position of service to others. Group discussions as well as personal reflection will occur regularly. Students will also be asked to identify an area of our school in which to lead and engage with others as a leader over the course of the semester. (Semester, .50 credit)

Small Business Start-Up

This course is designed to make room for new businesses to grow. The course is offered as an earlier business planned and supported by the Management class but ready to be replaced with new endeavors. The emphasis of the course is on the earlier phases of the design-thinking process to allow students to discover, ideate, and prototype. The goal of the course is to open the business by the end of the semester. Throughout the semester, students select businesses based on user needs and wants, establish a business plan, create a budget and pursue product development and business logistics. Students explore case studies for existing entrepreneurs and businesses to analyze effective and ineffective methods for business development. Students also consider how their business can serve their community philanthropically. This course is intended for students in 10th-12th grade, or requires permission from the instructor. (Fall Semester, .5 credit)

Social Entrepreneurship

This course will introduce students to the growing field of social entrepreneurship, which involves using the skills and strategies of business to innovatively and sustainably solve social, environmental, and economic problems. Students in this course will examine case studies, engage in meaningful discussion and research, and learn from experts in the field to help them develop a business plan for a social enterprise. Students will define their mission and plan a business that works to create a positive social change, foster economic and social equality, or ensure human rights. This course invites students to engage in a process of continuous innovation, adaptation, and learning; act boldly without being limited by resource limitations; and exhibit a sense of accountability for the outcomes created. Ultimately, students will be challenged to do as educator Minor Myers Jr. said, "Go into the world and do well. But more importantly, go into the world and do good." For students in 10th grade and above, or with permission from the instructor. (Semester, .5 credit)

The Internet: Salvation or Destruction?

The Internet has fundamentally changed knowledge, economics, and culture in the 21st

century. The rise of the Internet has greatly impacted who can access information and how one accesses information. It has changed the way companies and individuals make money. Finally, it has flattened the world by moving ideas around the globe to everyone connected by the Internet. This class will explore these shifts in knowledge, economics, and culture by studying topics such as epistemic inequality, political polarization, crowdsourcing/crowdfunding, the local–global flip, and search engine optimization. This course immerses students in an intensive study of the Internet, a space they may have taken for granted, to enhance their understanding of the global impact of their daily use. Through web-based research and data analysis, students will complete projects centered around how communities with the web “know” differently, how businesses grow via the Internet, and how cultures can be affected by the arrival and growth of the Internet. Students will write analytically and reflectively throughout the course. This course is intended for students in 10th-12th grade, or requires permission from the instructor. (Semester, .5 credit)

Mathematics

Algebra I

This course is designed for students enrolling in Physics who have yet to complete a full year of Algebra I. Through class discussions and experiments, the Algebra I class builds skills in algebra and connects concepts with the laboratory-oriented ninth-grade course that explores the physical laws of nature and scientific techniques. Many topics from the Pre-Algebra course are reviewed while examining new topics such as linear functions, inequalities, exponents, exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions, and radicals. Algebra I extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities and analysis of data derived from real-world phenomena. Emphasis is placed on making connections in algebra to arithmetic, geometry and statistics. (Full year, 1 credit)

Geometry

This course is a problem-based, hands-on investigation of Geometry. Students engage in lessons that focus on developing the critical thinking skills and habits of mind to solve advanced math problems. Taught through the use of manipulatives, exploration, pattern recognition, and technology, students will develop ideas and experiences that lead to formal geometric proofs and postulates. Creative problem-solving and ingenuity are critical skills for the course. Students will get instruction and feedback on their development. Investigations include an introduction to the language of Geometry, recognition of invariants, congruence, areas and volumes, similarity, and circles. Students are required to meet expectations in understanding and mastering concepts, and developing independent application. Students use the TI graphing calculator in the course. (Full year, 1 credit)

Geometry - Honors

This course is a problem-based, hands-on investigation of Geometry. Students engage in lessons that focus on developing the critical thinking skills and habits of mind to solve advanced math problems. Taught through the use of manipulatives, exploration, pattern recognition, and technology applications, students will develop ideas and experiences that lead to formal geometric proofs and postulates. Creative problem-solving and ingenuity are critical skills for the course. Students will get instruction and feedback on their development. Investigations include an introduction to the language of Geometry, recognition of invariants, congruence, area and volume, similarity, and circles. The course will move at a faster pace while also providing an in-depth focus on the previously mentioned topics. Students are expected comfortably to solve problems with

less guidance and less direct instruction. Students are required to meet expectations in understanding and mastering concepts, and developing independent application. Students use the TI graphing calculator in the course. (Full year, 1 credit)

Algebra II

This course is designed for students who would benefit from a more comprehensive review of the topics covered in Algebra I, with more built-in class time to explore and practice topics. Algebra II builds upon fundamental algebraic concepts studied previously, including variables, expressions, equations, and graphs. Additional topics include the properties of real numbers and algebraic expressions; concepts of functions, linear equations, and inequalities; properties of exponents (including rational exponents); properties of radical expressions; polynomial arithmetic; quadratic equations; and complex numbers. Placement in Algebra II is by recommendation only. (Full year, 1 credit)

Accelerated Algebra II

This course builds upon the fundamental concepts of the variables, expressions, equations, and graphs studied in first-year algebra. This course differs from Algebra II in that less class time is spent on reviewing Algebra I concepts. Students should have a solid mastery of Algebra I and desire the challenge of a faster-paced course. The course covers properties and applications of numbers, graphs, expressions, equations, inequalities, and functions. Applications of mathematics to real-world problems, effective reasoning skills, and problem-solving strategies are emphasized. The following skills and abilities are given high priority: making connections between the mathematical concepts studied and other subject areas, using mathematical language when modeling situations, effectively and efficiently using a graphing calculator and other applicable technology, and analyzing and avoiding common errors. (Full year, 1 credit)

Algebra II/Trigonometry - Honors

This course builds on the fundamental concepts of the variables, equations, and graphs studied in Algebra I, namely the properties and applications of numbers, graphs, tables, expressions, equations, and inequalities (as applied to linear, quadratic, trigonometric, polynomial, rational, logarithmic, and exponential functions). In addition, students are given a thorough foundation in the concepts and applications of triangular and circular trigonometry. Applications of mathematics to real-world problems, effective reasoning skills, and problem-solving strategies are emphasized. Students need to be able to make connections between the mathematical concepts studied and other subject areas, to use mathematical language when modeling situations, to effectively and efficiently use a graphing calculator and other applicable technology, and to analyze and avoid

common errors. Students are required to meet expectations in understanding and mastering concepts, and developing independent application. (Full year, 1 credit)

Functions, Trigonometry and Statistics

This course builds upon the concepts introduced in Algebra II and introduces a number of essential topics from Pre-Calculus. The function topics stressed in this course include function attributes (such as domain, range, increasing, decreasing, average rate of change, extrema, and intercepts), a comprehensive study of the different types of functions (including linear, quadratic, exponential, logarithmic, rational, and polynomial), modeling problems using regressions of these types of functions, applications of systems of linear equations, combinations of functions, and inverse functions. The trigonometric topics stressed in this course include the definition of all six trigonometric functions, solving right triangles and right triangle application problems, area of a triangle, basic trigonometric identities, circular trigonometry, graphs (sine, cosine, and tangent), and applications of trigonometric functions. In addition, students are exposed to the basics of statistics. Students are placed in this course by recommendation and with permission of the Upper School Academic Dean (Full year, 1 credit)

Pre-Calculus

This rigorous course builds upon the concepts and skills mastered in previous Algebra classes and aims to facilitate a deep understanding of mathematics. This course endeavors to improve students' ability to analyze and solve sophisticated mathematical problems. Students develop their quantitative, reasoning, algebraic, and graphical skills. This course is designed to prepare students for college-level work in mathematics, particularly calculus courses, exploring in detail the concepts and technical skills necessary for analyzing the behavior of functions and their properties. Polynomial, rational, exponential, trigonometric, and logarithmic functions are discussed from an algebraic, numerical, graphical, and application point of view. In addition to functions, a number of other stand-alone concepts are also covered. More advanced and appropriate use of the graphing calculator are also taught. (Full year, 1 credit)

Pre-Calculus - Honors

This course builds upon concepts introduced in Algebra II-Trigonometry Honors/Accelerated Algebra II, and is designed to prepare students for college-level work in AP[®] Calculus BC. In addition, emphasis is placed on the applications of a graphing calculator, real-world problems, and proofs of formulas and identities. Besides covering all the topics from Pre-Calculus, the course includes additional topics from part "A" of Calculus "ABC" so that students can progress to AP[®] Calculus BC. These additional topics include polar coordinates, parametric equations, sequence and series,

and an introduction to limits and derivatives as well as area under the curve. Students are expected to explore unfamiliar ideas independently. Students are required to meet expectations in understanding and mastering concepts, and independent learning. (Full year, 1 credit)

Calculus

This course covers differential and integral calculus, and is primarily concerned with developing students' understanding of the concepts behind calculus and providing experience with its methods and applications. Instead of serving as a first-year college course (as in the case of an AP® course), this course is intended to be an introduction to the subject that will familiarize college students with Calculus I. The content covers several types of functions, including how they can be used in modeling data, the concept of limits and how it applies to derivatives, various techniques of differentiation and integration, and ways in which differentiation and integration can be applied to real-world problems. For applicable topics, technology is used as a time-saving device to evaluate derivatives and as an aid in understanding the concepts of calculus graphically. (Full year, 1 credit)

AP® Calculus AB

AP® Calculus AB is roughly equivalent to a first-semester college calculus course devoted to topics on differential and integral calculus. The course covers topics in areas such as concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course develops students' mastery of the concepts of calculus with an emphasis on the connections and interrelationships between graphical, numerical, analytical and verbal representations of each problem and topic they encounter. Students primarily use the TI-83 and TI-84 graphing calculators to solve problems, experiment, interpret their results, and support their conclusions. (Full year, 1 credit)

AP® Calculus BC

AP® Calculus BC is roughly equivalent to both first- and second-semester college calculus courses. The course is a continuation of Pre-Calculus - Honors, specifically part "A" of Calculus "ABC," and covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. This course covers all topics from AP® Calculus AB as well as derivatives of vector and parametrically defined functions, polar functions, integration by parts, sequences and series, and elementary differential equations. The course helps students approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make

connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Pre-Calculus - Honors is a prerequisite to this course. Note that given the overlap of topics with AP® Calculus AB, this course is not designed to be taken after AP® Calculus AB. (Full year, 1 credit)

AP® Statistics

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics are covered under four broad themes: Exploring Data (observing patterns and departures from patterns), Sampling and Experimentation (deciding what and how to measure), Anticipating Patterns (producing models using probability theory and simulation), and Statistical Inference (confirming models). Students use technology, investigations, problem-solving and writing as they build conceptual understanding. The content of this course follows the AP® syllabus and is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. (Full year, 1 credit)

Multivariable Calculus: Post-AP®

This course builds on the concepts of single-variable calculus and applies those concepts to problems in higher dimensions. The course covers some topics already addressed in the AP® Calculus BC syllabus (but not in the AP® Calculus AB syllabus), such as parametric equations, polar coordinates, and additional integration techniques. Three-dimensional work begins with vectors and the geometry of space. Vector functions are followed by the study of partial derivatives, multiple integrals, and vector calculus. AP® Calculus BC is a prerequisite to this course. (Full year, 1 credit)

Linear Algebra: Post-AP®

This course includes matrix algebra, determinants, vector spaces, eigenvalues, and eigenvectors. Applications to engineering, computer science, mathematics, physics, biology, economics, and statistics are included throughout the course. Students engage in chapter projects with real-world applications. AP® Calculus is a prerequisite to this course. (Full year, 1 credit)

Semester Electives

Cryptography

This course provides an introduction to cryptography, from its historical context to its applications. Students learn how fundamental mathematical concepts are the bases of cryptographic algorithms. Students learn about the Enigma machine and Navajo code, the implementation and cryptanalysis of classical ciphers, such as substitution, transposition, shift, affine, Vigenère and Hill. After introducing elementary methods and techniques, the class fully develops the Enigma cipher machine and Navajo code used during World War II. Students see mathematics in cryptology through monoalphabetic, polyalphabetic and block ciphers. The course includes a focus on public-key cryptography, and the textbook describes RSA ciphers, the Diffie–Hellman key exchange, and ElGamal ciphers. If time allows, students may also explore current U.S. federal cryptographic standards, such as the AES, and explore how to authenticate messages via digital signatures, hash functions and certificates. Algebra II is a prerequisite for this course. (Semester, .50 credit)

Discrete Mathematics

The course allows students to explore a branch of mathematics that is rich and varied, and does not rely as heavily upon the abstractions and algebraic manipulation skills. Discrete Mathematics exposes students to contemporary mathematical thinking as it is applied to important and relevant problems in economics, social and management sciences, politics, and business. The goals for this course are to help students realize that mathematical information abounds in our society and to excite them about mathematical thinking while helping them to think logically and critically about that information. The course also aims to develop an appreciation for the aesthetic elements of mathematics. (Semester, .50 credit)

Financial Mathematics

Students investigate financial mathematics as applied to the stock market, modeling for a business, banking services and consumer credit, auto and home loans, investment plans for retirement, and other applications. Developing on the functions learned in Algebra II, students are able to apply models to real-world financial problems. Using the computer and the TI 83/84 Finance Applications, students work on problems that they will eventually encounter after high school. Algebra II is a prerequisite for this course. (Semester, .50 credit)

Logic

In this semester course, students construct and evaluate arguments by connecting to real-life scenarios pertinent to their lives. These short scenarios “translate” new notions and terms into concepts that they can relate to. Using an internet platform, students complete interactive exercises and view videos that reinforce the content to become more logical thinkers and communicators. Laws of logic, the history of logic, and applied logic are the primary focuses. Students need to have a strong verbal and written background as a prerequisite since they are expected to translate verbal arguments to symbolic logic. Algebra II is a prerequisite for this course. (Semester, .50 credit)

Mathematical Modeling

As the world becomes more interconnected and dependent upon groups collaborating to find solutions, Mathematical Modeling is becoming increasingly important for all students. In this fall semester course, students learn how to work in groups and collaborate in a mathematical modeling project. Undertaking several projects over the course of the semester, they incorporate working knowledge of many different levels of math and several disciplines, including statistics, physics, environmental science, biology, economics, English, finance and history. Working on some model problems from HiMCM and the Moody’s Challenge prepares them for the HiMCM Contest in the month of November. Juniors and seniors can also compete in the Moody’s M3 Challenge in the spring. Students learn how to research, organize and present their findings in a report. They are able to create an executive summary, present the solution to their problem, and discuss the limitations of the solution. Students must have taken or must be concurrently enrolled in Algebra II/Trigonometry - Honors or Pre-Calculus as a prerequisite for this course. (Fall semester, .50 credit)

Mathematics and Art

In this course, students explore the potential of mathematics to generate visually appealing objects to reveal the beauty of mathematics. Focusing on accessible, visually interesting, and mathematically relevant topics, the course unifies mathematics subjects through their visual and conceptual beauty. Sequentially organized according to the mathematical maturity level, each chapter covers a cross section of mathematics, from fundamental Euclidean geometry, tilings and fractals to hyperbolic geometry, platonic solids and topology. The course may cover different aspects of math, such as from Euclidean geometry, the golden section, Fibonacci numbers, symmetries, tilings, similarities, fractals, cellular automata, inversion, hyperbolic geometry, Platonic and Archimedean solids, perspective drawing, or topology. Some simple proofs and exercise problems may also be covered. For students interested in art, the course stresses an understanding of the mathematical background of relatively complicated yet

intriguing visual objects. For students interested in science, the course presents various elegant mathematical theories and notions. Algebra II is a prerequisite for this course. (Semester, .5 credit)

Probability and Statistics

This course introduces students to the theory and practice of basic probability and statistics, focusing on the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students simplify statistical calculations and develop probability concepts through simulation and interpret outputs and understand applications of data in decision-making. Topics covered in the course include analyzing univariate data, comparing bivariate data, collecting data via sampling, designing valid experiments, calculating probability, performing simulations using normal distributions, using regression analysis as a predictive tool, and understanding statistical inferences. The course provides an excellent foundation for the college-level introductory statistics course. (Fall semester, .50 credit)

Possible Mathematics Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I: Physics-Based	Geometry	Algebra II	Functions, Trigonometry, and Statistics
Algebra I: Physics-Based	Geometry	Accelerated Algebra II	Pre-Calculus or Pre- Calculus Honors
Geometry	Algebra II/ Trigonometry - Honors	AP® Statistics	Cryptography (sem) and Mathematical Finance (sem)
Geometry	Accelerated Algebra II	Logic (sem) and Mathematical Finance (sem)	Discrete Mathematics (sem) and Probability and Statistics (sem)
Geometry Honors	Algebra II/Trigonometry - Honors	Pre-Calculus Honors	AP® Calculus AB or AP® Calculus BC
Algebra II/ Trigonometry -	Pre-Calculus - Honors	AP® Calculus BC	Multivariable Calculus: Post-AP®

Honors			
Algebra II/ Trigonometry - Honors	AP® Statistics	Pre-Calculus - Honors	AP® Calculus BC
Pre-Calculus - Honors	AP® Calculus AB	AP® Statistics	Linear Algebra: Post AP®
Pre-Calculus - Honors	AP® Calculus AB or AP® Calculus BC	AP® Statistics	Cryptography (sem) and Mathematical Modeling (sem)

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Modern Languages

French

French I

In this course, students develop the ability to communicate effectively across the four modes — speaking, listening, reading and writing — in French, and begin to build an understanding of the cultures of Francophone countries throughout the world. During this course, students communicate in realistic contexts about topics that are meaningful and interesting. French is the dominant language of the classroom, and use of English gradually diminishes throughout the course of the year. Grammar is not taught in isolation; rather, it is integrated into the curriculum and linked to cultural exploration, vocabulary building exercises and communicative practice. (Full year, 1 credit)

French II

The course begins with a review of all the structures, verbs, and vocabulary acquired during the first year of study, and subsequently builds on these structures to promote an accurate and precise means of communication in French. Much work is done to learn new vocabulary and verbs presented in thematic units as well as to acquire a mastery of the past tenses for narrative and descriptive purposes. The emphasis in the classroom is on putting the student in real-life situations that require appropriate response and interaction. Students learn to read and interpret French from a variety of audio, video, print, and online sources, and express themselves in oral and written presentations. (Full year, 1 credit)

French II - Honors

This is an intermediate-level accelerated course that begins with a rapid review of all structures, verbs and vocabulary acquired during the first year of study. It then quickly builds upon them through the four language skills: speaking, listening, reading and writing. The use of the past tenses is mastered, and additional verb tenses are introduced. Students enhance and develop their communicative ability with an emphasis on oral and written expression. They also learn to read and interpret French from a variety of audio, video, print and online sources. Students may take this course with departmental approval. (Full year, 1 credit)

French III

Students continue to develop their communicative ability in French across the four modes — speaking, listening, reading and writing — and increase their understanding of the cultures and literature of Francophone countries. During this course, students communicate in realistic contexts about topics that are meaningful and interesting. Thematic units reinforce previously learned vocabulary and language patterns before leading students to extend their knowledge to more complex grammatical skills. Students are encouraged to engage in classroom conversation to gain confidence and ability in the French language. French is used in the classroom except where the use of English is essential to avoid confusion on a grammatical or cultural point. Grammar is not taught in isolation; rather, it is integrated into the curriculum and linked to cultural exploration, vocabulary building exercises, and communicative practice. (Full year, 1 credit)

French III - Honors

This course focuses on a review and completion of French grammar. Students progress quickly by expanding communication, reading and listening skills in addition to expressing themselves more naturally and effectively with a high degree of proficiency. The course includes vocabulary-building in thematic contexts and a comprehensive survey of French verbs and grammatical structures necessary to build fluency. There is emphasis on writing to help students acquire the skills they need to perform in advanced classes. Oral communication, listening and reading activities from a broad range of audio, video, print, and online sources, and presentational writing is perfected through activities similar to those found in the AP® exam. Students may take this course with departmental approval. (Full year, 1 credit)

French IV

This course is an advanced language course that continues the exploration of language acquisition and broadens students' global awareness of the Francophone world. An intensive review and expansion of grammar, verbs, syntax and usage are presented. This helps stimulate short writing assignments on a regular basis as well as several longer essays during each semester. Students expand their reading and comprehension skills by exposure to and a discussion of a variety of print, video, audio and online authentic materials. Students continue to work on pronunciation, oral expression and language fluency in a variety of real-life contexts. (Full year, 1 credit)

AP® French Language and Culture

This course concentrates on integrating and perfecting the four language skills—speaking, listening, reading and writing — to prepare students for the AP® exam.

Students use French for active communication as they study a broad range of topics and contemporary global issues that relate to six overarching themes established by the College Board. Students develop the ability to understand spoken French in various contexts; cultivate a broad vocabulary base ample for reading newspaper and magazine articles, literary texts and other non-technical writings; and enhance their ability to express themselves coherently and resourcefully with reasonable fluency and accuracy in both written and spoken French using different strategies for different audiences. Cultural awareness of Francophone countries leads students to reflect on and interact with the perspectives and experiences of others. Students may take this course with departmental approval. (Full year, 1 credit)

French V: Business French

This high level (beyond Level IV or AP® Language) French course is designed for students who seek to develop vocabulary and cultural knowledge, and who wish to improve their language skills in order to conduct business in French or travel through French-speaking countries with greater command of the language. Students engage in specific tasks based on authentic experiences in the business or professional world to advance their communicative and linguistic competencies, and to engage with other cultures. Students learn how to resolve problems, handle business documents, make decisions and engage in communicative activities that encourage lively class discussions. The course is designed to introduce students to the essential vocabulary and style specific to French business, acquaint them with the basic workings of the French economy and everyday business terms, present them with an overview of the infrastructure of the French economy, and familiarize them with standard business correspondence. (Semester, .50 credit)

French V: French Culture through Film and Current Events

This course aims to promote an understanding of French culture and what it means to be a member of Francophone societies through a variety of source materials: poetry and short works of fiction, films and the media (including Radio France Internationale), and online newspapers. Classic French films provide a springboard to study major themes and establish them in social, political and cultural contexts. Students gain insights and make comparisons between literary and film genres in addition to thinking critically about themes from different perspectives. At the same time, students have the opportunity to enhance their reading, writing, listening and speaking skills as they engage in discussions, read and watch selected materials and write analytical responses on aspects of the coursework. (Semester, .50 credit)

Language and Cultural Study Abroad

Language and Cultural Study Abroad offers higher-level Spanish and French students the opportunity to put their skills into practice through participation in a homestay and travel abroad program. Participants will complete part of the course at Flint Hill in preparation for travel and homestay abroad to practice the necessary vocabulary and communication skills needed for a successful immersion experience. Topics covered prior to traveling will include the following cultural visits/sites of interest, family life and norms, shopping, travel, and dining out. This class is graded as Pass/Fail. (Quarter, .25 credit)

Possible French Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
French I	French II	French III	French IV
French I	French II - Honors	French III - Honors	AP® French
French II	French III	French IV	AP® French or French V
French II - Honors	French III Honors	AP® French	French V

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

Spanish

Spanish I Foundations

This course is an introduction to the Spanish language and the cultures of the Spanish-speaking world. The course offers students the opportunity to study language in a unique learning environment in which class size is reduced and a variety of instructional methods are used. Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. Communication is evidenced through all four language skills — listening, speaking, reading, and writing — with an emphasis on the ability to communicate in spoken and written Spanish. Students begin to explore and study the themes of personal and family, school, social and community life. This course is open to students who qualify for a language waiver. Students may take this course with teacher recommendation only. (Full year, 1 credit)

Spanish II Foundations

This course offers students the opportunity to continue their language study in a unique learning environment that includes reduced class size and presents multiple options for testing material. Building upon the fundamental skills developed during the first year of Spanish, this course emphasizes and further refines the four language skills — speaking, listening, reading and writing — in a communicative approach to language learning. The focus is on building a strong vocabulary as well as mastering grammar and syntax. Cultural information offers students the opportunity to compare their culture with the cultures of the Spanish-speaking world. Students demonstrate their knowledge through spoken and written communication, oral presentations and projects. This course is open to students who qualify for a language waiver. Students may take this course with teacher recommendation only. (Full year, 1 credit)

Spanish I

This course is an introduction to the Spanish language and Hispanic cultures, and it emphasizes the five C's: communication, cultures, connections, comparisons, and communities. A communicative approach is used, with Spanish being the predominant language of the classroom. Students communicate in realistic contexts about topics that are meaningful and interesting. Grammar is not taught in isolation; rather, it is integrated into the curriculum and linked to cultural exploration, vocabulary building exercises and communicative practice. Students converse with each other and express their own ideas in appropriate writing and presentational activities. They learn to interpret material presented from a variety of sources, including audio, video and print. Learning about Hispanic cultures is an integral part of the language learning process, and students

compare cultural customs and behaviors with their own culture. (Full year, 1 credit)

Spanish II

Students review and build on basic grammatical, reading, conversational and writing skills acquired in Spanish I. Students extend their knowledge of vocabulary, tenses and linguistic structures to expand their interpersonal, interpretive and presentational skills. We focus on putting the student in real-life situations that encourage interaction through use of the target language for a variety of tasks of increasing complexity. Students are expected to be able to transmit and receive information in Spanish with an emphasis on expressing oneself confidently orally and in writing. (Full year, 1 credit)

Spanish II - Honors

This course is an intermediate and accelerated course for students who have demonstrated superior ability in the first year of Spanish. Building upon the fundamental skills developed during the first year, this course emphasizes and further refines the four language skills — speaking, listening, reading and writing — in a communicative approach to language learning. We focus on putting students in real-life situations that require some communication and response. Students are expected to be able to transmit and receive information in Spanish both orally and in writing, and to expand their vocabulary through reading texts from a variety of print and online sources. The course exposes students to all tenses and linguistic structures that are covered in regular Level II and III courses. Students may take this course with departmental approval. (Full year, 1 credit)

Spanish III

This course includes a complete review and presentation of verb forms, tenses and moods. The course is designed to clarify difficulties in the use of Spanish with respect to the preterite and the imperfect; the indicative mood and the subjunctive mood; tense sequencing; and differences of meaning between ser and estar, por and para, and other grammatical structures. Class time is used for interaction in the target language to strengthen spontaneous basic interpersonal communication skills and to practice appropriate grammatical structures and vocabulary. Compositions are also assigned to reinforce the material learned and to allow students to produce Spanish creatively. Students also prepare reports on assigned topics and deliver them orally to stimulate discussion and exchange ideas. The course also encourages an exploration of and comparison with cultures of Spanish-speaking countries. (Full year, 1 credit)

Spanish III - Honors

This accelerated course covers the Spanish III curriculum and grammar topics from Spanish IV. This course includes a comprehensive review of verb forms, tenses and moods. In addition, the emphasis is on internalizing the problematic uses and other fine points of Spanish grammar and syntax to communicate with proficiency on several topics of interest. Oral communication, listening and reading activities from a broad range of print, and online sources, and writings are perfected through activities similar to those found in the AP® exam. This pre-AP® course provides students who excel with the option to enroll in the AP® Spanish Language and Culture course in the following year. Students may take this course with departmental approval. (Full year, 1 credit)

Spanish IV

This course is designed for the student who wants to improve communication skills in Spanish through culture. The emphasis of the class is on the speaking elements of the language, focusing on daily conversational skills and communication activities. Students review grammar as necessary to gain greater proficiency in their speaking skills and use a variety of readings and authentic resources on advanced-level themes to stimulate conversation and debate. Students express themselves in a variety of written communication and essays as well as participation in a class blog. This course provides students with a solid foundation for study abroad or travel experiences, and may also serve as a segue to language studies at the university level. Students are expected to make connections between their culture and Spain, with the broader goals of increased cultural understanding and fluency. Independent virtual class work involves reading and listening assignments on the different topics, and direct class work allows opportunity for practice with the spoken and written components of the language.

(Online/Blended course, Full year, 1 credit)

Spanish IV - Honors

This course is designed to refine students' understanding of Spanish grammar and syntax while including readings on the culture, history and literature of Spain. Students are expected to be able to read and comprehend texts from authentic materials, such as magazines, newspapers and Internet sites. Readings are followed by oral discussions in which students are encouraged to analyze the material and express their ideas and opinions on the subject. Students also give oral presentations and write essays. Additionally, students have the chance to practice AP®-style activities. Aside from speaking opportunities in class related to the readings about culture and history, the review of grammatical concepts is based on its application to daily conversational skills and specific communication activities. The literary component of this course involves the reading of major works of Spanish, such as "Don Quixote." Students undertake a semester-long culture project in the second half of the year, in which they use all

language skills. (Online/Blended course, Full year, 1 credit)

AP® Spanish Language and Culture

This course concentrates on integrating and perfecting the four language skills — speaking, listening, reading and writing — to prepare students for the AP® exam. Students use Spanish for active communication as they study a broad range of topics and contemporary global issues that relate to six overarching themes established by the College Board. Students develop a broad vocabulary base and the ability to understand spoken Spanish in various contexts, such as reading newspapers, magazine articles, literary texts, and other non-technical writings. Students work to acquire the ability to express themselves coherently and resourcefully, with reasonable fluency and accuracy in both written and spoken Spanish using appropriate strategies for different audiences. Cultural awareness of Spanish-speaking countries leads students to reflect on and interact with the perspectives and experiences of others. Students may take this course with departmental approval. (Full year, 1 credit)

AP® Spanish Literature and Culture

This course is designed to allow students to increase and demonstrate their proficiency in all language-related skills, with an emphasis on developing critical reading and analytical writing. The suggested reading list includes diverse literature written in Spanish and thus reflects the many voices and cultures included in the Peninsular Spanish, Latin American and U.S. Hispanic literature. Students learn to analyze the form and content, both orally and in writing, using appropriate terminology. In addition, students are encouraged to study the historical, social and literary contexts of the works to comprehend the inherent connections in literature, history and art throughout the Spanish-speaking world. As students complement their language skills with those of research and textual analysis, they find that they are prepared to communicate and debate in real-life contexts on complex and challenging topics in Spanish. Students may take this course with departmental approval. (Full year, 1 credit)

Spanish V: Current Events

This course explores current issues in Latin American and Spanish societies. Through the study of newspaper/magazine articles, television news, documentary programs, films, and literature, students become familiar with the artistic, political and social movements at the forefront of the Spanish-speaking world and their relationship to important historical events. The works of Isabel Allende and Gabriel Garcia Márquez

receive particular attention because of their social and historical relevance to Latin America. The course is a discussion seminar and focuses on enhancing listening and speaking skills. Students lead discussions, give oral presentations throughout the semester, and complete an in-depth final project based on one of the literary figures, filmmakers, historic events, or sociopolitical movements studied during the course of the semester. Students can take this course in conjunction with the Film course or independently of it. (Semester, .50 credit)

Spanish V: Latin American Culture and Perspectives

This course is an interdisciplinary study of the diversity of the culture and history, and social, economic, and political situation of Latin America. Students approach the subject through literature, film, music, current articles from various disciplines, and direct contact with the local population of the Latino Diaspora. This elective course is offered as an advanced Spanish class and designed to complement the Spanish IV curriculum with its focus on Spain by providing an extensive overview of Latin American cultures. (Semester, .50 credit)

Spanish V: Latin@s in the U.S.

This course is a study of the diversity of the culture and history, and social, economic, and political situation of the Latino population in the United States. Students approach the subject through literature, film, music, current articles from various disciplines, and direct contact with the local Latino population. Students who wish to continue their study of Spanish may enroll in this course following completion of Spanish IV. (Semester, .50 credit)

Spanish V: Latin American and Spanish Film

This semester course aims to provide students with an introduction to the Spanish cinema of the past twenty-five years, to analyze how films reflect Spanish and Latin American societies and how cinema responds to the ever-changing needs of those societies. The course furnishes students with an understanding of the historical, social, and political contexts of the films studied, enhances students' oral, writing, and comprehension skills through discussion of films and their historical/societal contexts, and introduces students to landmark directors and salient cinematic characteristics of films from diverse cultures linked by a particular historical and linguistic heritage. Students give oral presentations throughout the semester culminating in an in-depth final project based on one of the directors or sociopolitical movements studied during the semester. Students can take this course in conjunction with the Current Events course or independently of it. This course does not have NCAA approval as a core course for potential Division I and II athletes. (Semester, .50 credit)

Language and Cultural Study Abroad

Language and Cultural Study Abroad offers higher-level Spanish and French students the opportunity to put their skills into practice through participation in a homestay and travel abroad program. Participants will complete part of the course at Flint Hill in preparation for travel and homestay abroad to practice the necessary vocabulary and communication skills needed for a successful immersion experience. Topics covered prior to traveling will include cultural visits/sites of interest, family life and norms, shopping, travel and dining out. This course is graded as Pass/Fail. (Quarter, .25 credit)

Possible Spanish Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Spanish I Foundations	Spanish II Foundations	Spanish II	Spanish III (if desired)
Spanish I	Spanish II	Spanish III	Spanish IV
Spanish I	Spanish II - Honors	Spanish III - Honors	Spanish IV - Honors or AP® Language
Spanish II	Spanish III	Spanish IV or Spanish IV - Honors	Spanish V Electives or AP® Language
Spanish II - Honors	Spanish III - Honors	Spanish IV - Honors or AP® Language or AP® Literature*	AP® Literature or Spanish V Electives

Sequences may be fluid; depending on their relative level of proficiency, students may move from one row to another (as presented above) as they progress year-to-year in the department.

* The order of AP®-level courses and electives is flexible for students of Spanish heritage.

Science

Physics

Through class discussions and experiments, this laboratory-oriented course explores the physical laws of nature and the techniques of science. This course provides the basic background material and skills needed for later science courses, and covers laboratory measurements and procedures, development of mathematical and scientific models, Newton's laws of motion, energy, and electric circuits. One major focus of the course is the use of inquiry-based techniques of instruction, using which students must think through problems, develop analytical skills, and apply their knowledge to familiar and unfamiliar phenomena. Specific skills practiced in this course include detailed observation, hypothesis development, experimental design, organized data collection, data analysis, and graphing and troubleshooting when problems are encountered. (Full year, 1 credit)

Chemistry

This course is designed to give students a proficient background in basic chemical properties, reactions, and theories through class work (lecture/discussions and demonstrations) and regular laboratory work. A main goal is to help students understand the applications of chemistry to daily life and the world around them. Such topics include atomic theory, chemical bonding, thermodynamics, and types of chemical reactions. The basic properties of elements in the Periodic Table and of various organic and inorganic compounds are studied. (Full year, 1 credit)

Chemistry Honors

This tenth-grade course is designed to give the student a proficient background in basic chemical properties, reactions, and theories through discussions, demonstrations, practice problem-solving, and laboratory work. The main goal is to help students understand the applications of chemistry to daily life and the world around them. Topics such as atomic theory, chemical bonding, chemical reactions, gas laws, thermodynamics, solution chemistry, and the basic properties of elements in the Periodic Table and of various inorganic compounds are studied. Successful completion of Geometry is a prerequisite for this course. Students may take this course with departmental approval. (Full year, 1 credit)

Advanced Biology - Anatomy and Physiology of Animals

Anatomy and Physiology of Animals explores the intricate and sophisticated relationship

between the structure and functions of the human body at the organ, tissue, cell, and subcellular levels. The second theme threaded throughout the course is human health and disease. This course studies the human musculoskeletal, digestive, circulatory, respiratory, nervous, endocrine, immune, excretory, and reproductive systems. Negative and positive feedback systems, maintaining homeostasis, intracellular and extracellular environments, and energy sources are discussed. Other topics include the structure of sugar molecules and how they are used to make organic molecules, how DNA is packaged within a cell, how DNA is copied, and the role of DNA in making proteins. Projects and laboratory experiences (including dissection) reflect the topics studied throughout the course. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Anatomy and Physiology of Plants

Anatomy and Physiology of Plants explores the wide diversity of structures and functions in the plant kingdom at the organ, tissue, cell, and subcellular levels. The basic organs (roots, stems, and leaves), tissues (dermal, vascular, and ground), cell structures, and reproductive systems will be covered in this class. Negative and positive feedback systems, maintaining homeostasis, intracellular and extracellular environments, and energy sources are discussed. The importance of plants as the basis for energy production in the biosphere as well as their use as nutrition and medicine for humans will also be discussed. Other topics include the structure of sugar molecules and how they are used to make organic molecules, how DNA is packaged within a cell, how DNA is copied, and the role of DNA in making proteins. Projects and laboratory experiences reflect the topics studied throughout the course. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Cell Biology

Cell Biology investigates the structures of organelles within cells, the function of cells, and the communication between cells. Students also explore the consequences of the breakdown of these processes, including cancer and other diseases that result from improper cell function. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Conservation Biology

This course focuses on protecting the biodiversity on Earth. We investigate the various scales of biodiversity, including gene, population, species, ecosystem, and global scales, and learn about the interaction of life with the environment. We then use this knowledge to devise protection strategies for all levels of biological organization.

Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Ecology

This course studies the complex interactions between organisms and their environment. The processes that govern the assembly of organisms at various scales will be discussed, including natural selection, resource availability, resource partitioning, competition, population growth and carrying capacity, community interactions, environmental variables, and biodiversity partitioning. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Evolutionary Biology

This course investigates the processes that have acted throughout Earth's history to produce the wide variety of organisms that occupy the planet. This course focuses on microevolutionary mechanisms, such as mutations, genetic variation, and natural selection, and how they have operated to produce macroevolutionary patterns, including the origination and extinction of species and clades. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Life's Origins and Transitions

This course explores the evolution of life on Earth, focusing on the physical and chemical properties that have constrained the structure and function of organisms and their parts. Major topics in evolution and Earth history will be explored, including natural selection, genetic variation, the origination and extinction of taxa, and the relationship between form, function, and selection. These evolutionary topics will be combined with concepts from Physics and Chemistry necessary for life, and include the harnessing of energy and its conversion from abiotic to biotic forms, the structure of biomolecules and their assembly and storage, surface tension and how organisms use air and water, how force and strength determine the structure of skeletal systems, and how organisms move. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

Advanced Biology - Modern Genetics

This course provides an overview of the principles of genetics, including Mendelian and modern concepts of heredity. Developments in molecular genetics will be addressed through the chemistry and physiology of the gene, and the nature of gene action in prokaryotic and eukaryotic cells. Topics may include natural genetic variation in populations, the structure and function of genes and chromosomes, genetic variation

and evolution (selection for function, phylogeny, homologs, and gene families), mitosis and meiosis, mating, linkage and sex linkage, genetic analysis, investigating gene action using inheritance of simple (“Mendelian”) alleles and phenotypes in crosses and pedigrees, organelle genetics, epigenetic inheritance, genome structure, function and evolution, feedback loops and homeostasis, and the structure of sugar molecules and their use in making organic molecules. Modeling Physics, Chemistry, or department approval is a prerequisite for this course. (Semester, .50 credit)

AP® Biology

This course is designed according to the guidelines set by the College Board, and strives to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy, communication, genetics, information transfer, ecology, and interactions. Whenever possible, topics under study are related to science in the news in order to demonstrate the practical importance of biology to society and the concept that biology is a constantly growing field. This course requires two class periods and meets six class periods per six-day cycle. Biology, Biology Honors, and AP® Chemistry are prerequisites for this class. Students may take this course with departmental approval. (Full year, 1 credit)

AP® Chemistry

This course covers the equivalent of one year of introductory college chemistry, focusing on inorganic chemistry. Topics include the principles of chemical reactivity and the energy involved in chemical processes. The course requires that students be self-motivated, industrious, committed to learning challenging subject material, and communicative with teachers and peers. Class discussions and problem analysis are important aspects of the course. Students should be prepared to spend, on average, an hour a night on homework. This course requires two class periods and meets six class periods per six-day cycle. Students may take this course with departmental approval. Chemistry, Chemistry Honors, and Accelerated Algebra II or Precalculus are prerequisites for this class. (Full year, 1 credit)

AP® Physics I: Algebra-Based

This course is designed to be a challenging college-level introductory physics experience; it is the equivalent of a first-semester college course in algebra-based physics. This project-oriented course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves

and sound. The course also introduces electric circuits. No prerequisite physics course is needed to qualify for this course, but students must have clearly demonstrated in previous science and math classes an ability to comprehend concepts quickly and to maintain a high level of achievement throughout the year with a strong work ethic. This course, unlike the other AP® sciences, does not require a separate AP® laboratory class component, but instead includes all laboratory experiences within the regular scheduled class times. Students enrolled in AP® Physics I are not required to take AP® Physics II. A separate AP® exam will be given at the end of each year-long course. Students may take this course with departmental approval. (Full year, 1 credit)

AP® Physics II: Algebra-Based

AP® Physics II is an algebra-based course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. It is the equivalent of a second semester of algebra-based introductory college-level physics. Therefore, a strong record of accomplishment in math is suggested. Because this college semester course is taught over the course of a high school year, there is time to foster deeper conceptual understanding through student-centered and inquiry-based instruction. Students have the time to master foundational physics principles inside of a regular class rotation (no separate laboratory period is required).

AP® Physics II is designed to be a second-year physics course, and can therefore be taken after AP® Physics I or following a strong freshman physics experience, along with a recommendation from the physics teacher. Students may take this course with departmental approval. (Full year, 1 credit)

AP® Physics C

This course is designed to fit into the college sequence to serve as the physics foundation for students majoring in the physical sciences or engineering. The sequence runs parallel to or is followed by mathematics courses that include calculus. Methods of calculus are used in formulating physical principles and applying them to physical problems. The sequence is more intensive and analytical than in the case of the AP® Physics I course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus as well as continuing to develop a deep understanding of physics concepts. The course covers two major areas, namely mechanics, and electricity and magnetism, with equal emphasis on both. This is equivalent to two semesters of engineering physics in most major colleges. Two

separate AP® exams are associated with this course. One exam covers mechanics, and the other covers electricity and magnetism. Students taking this course take both exams, but separate grades are reported for each. This course requires two class periods and meets six class periods per six-day cycle. Students may take this course with departmental approval. (Full year, 1 credit)

AP® Environmental Science

This course emphasizes how ecosystems and the biosphere have functioned sustainably for millennia, and the present impact of people and society on the environment. Students enrolled in this laboratory-based course participate in discussions, hands-on activities in the laboratory and field, field trips and research projects. The syllabus focuses on the processes of science, the role of energy in all systems, interconnections between biotic and abiotic elements, the role of people in environmental change, and sustainability of environmental and societal systems. The course integrates aspects of earth science, biology, chemistry, physics and social sciences. We study not only the environmental problems caused by man, but also the potential solutions to them, and many of the success stories resulting from man's efforts to solve these problems. This course requires two additional class periods and meets six class periods per six-day cycle. It is preferable for each student to have previously taken Physics, Chemistry and Biology, but they are not prerequisites. Students may take this course with departmental approval. (Full year, 1 credit)

Electives

Astronomy

This introductory course emphasizes the observational aspects of astronomy. Topics include the relationship between earth and the sky, the exploration of the solar system, the nature, distribution and lifecycles of stars and galaxies and the origin of the universe. (Semester, .50 credit)

Biotechnology Techniques and Application

This laboratory-based course develops basic and advanced laboratory and analytic skills using biotechnology as the source content. The news is filled with stories of genetically modified organisms, advances in medicine and targeted treatments and the use of DNA technology to determine the guilt or innocence of suspects. This course allows students to understand the science behind the news and allows them to critically evaluate the societal implications of this burgeoning field. A scientific poster presentation and formal laboratory report are required in lieu of a scheduled written final examination. Chemistry is a prerequisite for this course (Semester, .50 credit)

Discovery of Engineering

In this research, partnership, and project-based course, students are introduced to engineering disciplines while also being exposed to the required practical knowledge of each field, giving them the opportunity to gain authentic experience within each subspecialty. This course promotes and emphasizes independent thinking, teamwork, creativity and leadership. Students explore subspecialties of engineering, including modules such as the math–science relationship and other governing rules, the history and current state of engineering, examples of types of engineering projects, technology use, and inclusion of guest speakers. Students work in small/large groups on reports and projects. All students are expected to make a formal presentation on one group project to the class to display their research and final products. Advanced math or science are not required. (Semester, .50 credit)

DNA Cloning and Sequencing

This course provides students with the opportunity to perform novel relevant research that can contribute to scientific knowledge. Students are guided through a research workflow identical to those performed in genomics laboratories worldwide. Over a multiple-week laboratory course, students combine traditional and cutting edge

molecular biology techniques and bioinformatics to clone, sequence and analyze a housekeeping gene from a plant of choice, ensuring each class produces unique and novel data. A scientific poster presentation and formal laboratory report are required in lieu of a scheduled written final examination. Biotechnology Techniques and Application is a prerequisite for this course. (Semester, .50 credit)

Earth and Environmental Sciences

This class exposes students to fundamental science principles related to Earth's structure, its physical features and natural processes, and the relationship between humans and the environment. Units of study include volcanoes and earthquakes, rocks and minerals, geologic time, natural disasters, paleontology, natural resources, past climate changes, and their relevance to current climate events. Special attention is given to current events that show Earth's processes are in a state of constant dynamic motion and change. Chemistry is a prerequisite for this course. (Semester, .50 credit)

Evolution of the Biosphere

This course focuses on the relationship between the evolution and interactions of life on Earth, and the physical and chemical processes that shape the world. The initiation and evolution of life through time is intricately linked to extraterrestrial (e.g., the delivery of major elements to Earth, the formation of the solar system, bolide impacts, and extinction events), tectonic (the movement of continents across the surface of the Earth), biological (competition, reproduction, DNA, and metabolism), and chemical (ocean chemistry and nutrient supply) processes, and how they interact. Therefore, the course involves the interplay of all the major disciplines, including physics, biology, chemistry, astronomy, and earth science. This course requires students to use their knowledge to reproduce and explain the major features of the history of life, and includes laboratory activities, modeling exercises, and long-term scientific investigations wherein students assemble information learned throughout the year and obtained from outside sources. Projects are intended to mimic the experience of scientific discovery through the assimilation of multiple data sets. Chemistry is a prerequisite for this course. (Semester, .50 credit)

Field Natural History and Ornithology

On weekly field trips to local parks from Delaware Bay to Shenandoah National Park, students investigate the local flora, fauna, geology and ecology. Insect watching, eating wild edibles, stream surveys, botany, frog surveys and searching for fossils are all interesting ways to learn about ecosystems. A major component of the course is ornithology (the study of birds), especially in the companion course, outlined below. This course meets for only three class periods each six-day cycle; the remaining time is

spent on field trips. More field trips are offered than are required, making it possible for students to avoid major conflicts with other activities. These field trips may be after school, before school, or either for a half-day or a full-day on weekends. Another important component of this course is working on the campus to make it a better wildlife habitat. This course can be taken in any of the four quarters or in multiple quarters. Each quarter offers different opportunities to experience nature based on the season. This course is open to any student in 9th-12th grade. (Quarter, .25 credit)

Forensic Science: Chemical and Biological Evidence

This course focuses on the collection and analysis of biological and chemical trace evidence such as blood typing, DNA profiling, and toxicology. Case studies and crime scenarios help students understand the implications and complicated issues that are emerging as the science of forensics continues to develop. The course incorporates basic forensics skills along with other science knowledge to review and solve case studies based upon evidence gathered. The evidence is then evaluated for strengths and weaknesses based upon the levels of experimental accuracy and precision. Class presentations, laboratory work, and case studies form the basis of the course pedagogy. A final examination and final case function serve as final assessments for the course. Chemistry and Physics are prerequisites for this course. (Semester, .50 credit)

Forensic Science: Physical Evidence

This course focuses on the collection and analysis of physical trace evidence, such as document analysis, fingerprints, and casts/impressions. Case studies and crime scenarios help students understand the implications and complicated issues that are emerging as the science of forensics continues to develop. The course incorporates basic forensics skills along with other science knowledge to review and solve case studies based upon evidence gathered. The evidence is then evaluated for strengths and weaknesses based upon the levels of experimental accuracy and precision. Class presentations, laboratory work, and case studies provide the basis of the course pedagogy. A final examination and final case function serve as final assessments for the course. (Semester, .50 credit)

Marine Science

This course explores the relationship between marine ecosystems and physical and chemical oceanography, including units related to geology and the atmosphere. The course also introduces students to the fundamentals of marine biology. Topics include ecosystem dynamics, biological interactions, biogeochemical cycles, ocean stratification and circulation, and wave–shore interactions. For all topics, the interplay between

natural phenomena and human activities is discussed. Finally, the course has a strong laboratory component and pursues interdisciplinary topics, including human cultural history. (Semester, .50 credit)

Scientific Research

Have you always had an interest in a science topic but never had the time to study it in great depth? Have you ever had a question pop into your curious mind that you wished you could investigate to discover the answer? This course allows students to pursue a scientific topic of interest in great depth. In the first semester, the students collaborate to select a field biology study question, design, and perform research to attempt to find an answer. Several scientists also visit the class during the first semester to discuss their research to give firsthand accounts of how to design research projects and how to analyze the data. In the second semester, each student designs and performs his/her own individual research on a topic of interest, or participates in a research team in a local laboratory or university. This course is open to any student in 9th-12th grade. Successful completion of this unique course often opens doors for students who want to conduct research at their future college or university. (Full year, 1 credit)

Possible Science Sequencing Paths

Grade 9	Grade 10	Grade 11	Grade 12
Physics	Chemistry or Chemistry Honors	Advanced Biology	Any AP® course* or Science Electives
Physics	Chemistry or Chemistry Honors	Advanced Biology <u>and</u> AP® Chemistry or AP® Physics 1 or C or AP® Environmental Science	Any AP® course or Science Electives
Physics	Chemistry or Chemistry Honors	AP® Chemistry or AP® Physics 1 or C or AP® Environmental Science	Advanced Biology or AP® Biology

Sequences may be fluid; depending on their relative level of proficiency, students may

move from one row to another (as presented above) as they progress year-to-year in the department.

* All science electives are open to juniors and seniors.

** AP® Environmental Science, Biological Research and Field Natural History and Ornithology I and II are available for students in any grade who wish to add an elective in addition to the required science course.

Other Courses

Human Development

This course is designed to provide a developmentally appropriate framework for factual content and behavioral strategies to help adolescents navigate the physical, social and emotional aspects of their lives. Students learn the importance of staying socially, emotionally and physically healthy. Students learn how to evaluate social situations, which include peer pressure, decision-making and understanding themselves and others in relationships. Students learn to identify mental health issues within themselves and others, and are able to apply what they have learned so they can seek help in situations regarding mental health. This course is required for all ninth grade students. (Quarter, .25 credit)

Individualized Fitness Program

This course is designed to benefit all fitness levels, from beginner to advanced. The course focuses on weight training and cardiovascular training. Each student develops strategies for independent fitness goals designed for lifetime health. Each program contains core exercises and specific exercises designed to meet each student's individual fitness-related goals. Daily record-keeping is used to monitor the progress of each student as well as to develop specific performance strategies. Students evaluate personal well-being relative to Body Mass Index (BMI), Basal Metabolic Rate and means to achieve desired fitness balance. This course is graded on a Pass/Fail basis. (Semester, .50 credit)

Athletic Program

At Flint Hill, we value sportsmanship, leadership on and off the field, commitment to one's team or activity, critical thinking during practice and competition, time management, self-discipline and enjoyment. All Upper School students must participate in a minimum of 4 athletic seasons (out of a possible 12), at least 2 of which must be in a team sport. We encourage students to complete the minimum requirement by the end of Grade 10.

Athletic teams practice after school until approximately 5:45 p.m., five days per week (sometimes six, especially for Varsity sports early in the season). Students with a significant athletic commitment outside of school in a sport not offered at Flint Hill may petition the athletic director for a waiver.

Activities that qualify as team sports (as a player or manager) are as follows:

	Fall	Winter	Spring
Boys	Cross Country Golf Football Soccer	Basketball Ice Hockey Swimming Climbing Team	Baseball Lacrosse Tennis Track and Field
Girls	Cross Country Dance Team Field Hockey Golf Soccer Tennis Volleyball	Basketball Dance Team Ice Hockey Swimming Climbing Team	Lacrosse Softball Track and Field

A Fitness and Conditioning Class is offered each season after school for an athletic credit. It is not considered a team sport.

Outdoor Sports is offered in the fall after school for an athletic credit. It is not considered a team sport.

Theater

The Upper School has a fall and a spring production each year in the Olson Theater, on the Lower and Middle School Campus. Our all-school production of “The Nutcracker,” which involves children and faculty from all three divisions, is a much-anticipated tradition every year.

During the 2019–2020 school year, we staged “Our Town” and “As You Like It.”

Student Activities

The Upper School's rigorous academic program is balanced by extracurricular opportunities that are as diverse as our students' interests and abilities. The following list is a selection of the many opportunities available to Upper School students and is not comprehensive.

Academic Organizations

The Bookshelf

This organization provides students with opportunities to hold more insightful and thoughtful discussions on contemporary and classical literature.

Classics Club

Students promote Classics in the modern world through service, and social and scholastic opportunities.

Clay Club/Empty Bowls

Students create ceramic arts and sponsor the Empty Bowls service event.

Creative Writing Club

Students explore creative writing opportunities.

CyberPatriot

This organization provides students with an opportunity to compete in cyber security training through competitions.

Debate/Oration

This organization encourages students to communicate confidently and logically, and assert themselves formally through the art of debate and rhetoric.

Investigating Bioethics

This organization provides a venue for students to discuss the ethical implications and societal impact of various biology-related current events.

Literary Magazine

Students create and produce a magazine comprised of student literary work.

Living Poets Society

This organization provides a venue for students to share their work without fear of judgment, whether spoken word, slam poetry or written compositions.

Major Minors

This student-led a cappella ensemble focuses on contemporary music. Membership is by audition and requires a commitment to scheduled rehearsals after school and on weekends.

Model United Nations

Students engage in research, public speaking and debate in preparation for Model UN Conferences.

Newton's Little Helpers

Students provide peer tutoring for physics classes.

Open Mic

Students coordinate monthly student performances during break.

Quiz Bowl

This organization provides students who have a love of learning and teamwork an opportunity to compete in a team-based game answering questions about all facets of the high-school curriculum.

The Rough Draft

This organization produces Flint Hill's literary and arts magazine.

Spanish Club

This organization provides all students with opportunities to experience and learn more about Spanish language and culture.

STEMbassadors

This organization promotes youth interest in STEM (Science, Technology, Engineering and Mathematics) by volunteering in nearby elementary and middle schools and at community events.

Variable X

Students provide peer tutoring for math classes.

The View

The student-run newspaper publishes six times per year, with a staff comprised of writers, editors, photographers and videographers.

Writing Center

Students provide peer review editing.

Yearbook

Students support the yearbook staff, and provide photographic and editorial coverage of school events.

Affinity Organizations

Asian Student Union

This organization provides students with an affiliation with or appreciation of East Asia, South Asia, and the Middle East opportunities to come together in the community, discuss current issues, engage in cultural events, and foster cultural awareness.

Black Student Union

This organization provides opportunities for students of color to come together in the community, discuss current events and educational opportunities, and foster cultural awareness.

Flint Hill Democrats

Students work closely with local campaigns to elect Democratic candidates to public office; advocate for issues important to the party; and follow, live up to, and model the principles of the party while remaining respectful of others' views.

Flint Hill Moderates

This organization engages young moderates in political awareness and activism.

Flint Hill Young Republicans

This organization engages young Republicans in political awareness and activism.

FOCUS

This organization provides students with the opportunity to explore the claims of the "Bible," discuss life's big questions, and deepen their personal faith through Christian fellowship.

Inside the Word

This organization promotes awareness of Christianity and provides opportunity for worship within the school community.

Muslim Student Association

This organization provides students with an affiliation with the Muslim community to come together in the community, engage in cultural events and foster cultural awareness.

Multi-Faith Club

This organization provides opportunities for students of different faiths to come together in the community.

Rainbow Alliance/GSA

This organization promotes the acceptance of and provides a supportive environment for LGBTQ youth and allies in a community of inclusion through the facilitation of conversations and LGBTQ-positive school events.

Service, Activism, and Awareness Organizations

Active With Autism

This organization promotes awareness of and service to children with autism and other special needs.

American Red Hearts

This organization connects Flint Hill students to the American Red Cross, and provides opportunities to participate in projects in preparation for or in response to disasters and health needs.

Best Buddies Promoter Chapter

Students coordinate with the National Best Buddies Organization to empower youth to become advocates for people with intellectual and developmental disabilities.

Clay Club/Empty Bowls

Students create ceramic arts and sponsor the Empty Bowls service event.

Champions for Cerebral Palsy

This organization raises awareness and funds for the treatment of cerebral palsy.

Environmental Club

This advocacy group promotes active interest in environmental issues, influences school policy, and organizes actions to support sustainability.

FACETS

Students raise awareness of and support for families who suffer the effects of poverty in Fairfax County.

Gadgets for Girls

Seeks to provide technological resources and education to girls in orphanages in India.

GVHD

This organization raises awareness and funds for the treatment of GVHD.

Haiti Club

Students raise awareness and support for communities in Haiti.

Hooked on Books

This organization cultivates reading and a positive environment to discuss literature as well as promote reading through donations to charity.

Junior Optimist Club

This organization provides service opportunities for students in the greater community.

Huskies for the Homeless

This organization provides volunteer opportunities to support the Katherine Hanley Homeless Shelter.

Practical Math and Science for Children

This organization encourages local elementary school students to experience and learn math and science through fun activities and exercises related to daily life.

Red Cross Club

This organization provides works with local Red Cross chapters on projects to address national and global issues, such as disaster relief and blood drives.

Service Club

Students support Flint Hill all-school service events, including the Special Olympics, Husky Dress fundraisers, Week of Thankful Giving, Giving Tree, Coat Drive, and Blood Drive.

Student Technology Integration Team

Students assist other students and faculty with technological issues from classroom projects to device rollouts, and engage in the creation and dissemination of digital media to benefit the Flint Hill community at large.

Special Interest Organizations

Agents of Marvel

This organization explores the Marvel Universe in film and television with other enthusiasts through viewings and discussion.

Anime Club

Students watch and enjoy various anime/publications.

Arts Advisory

This organization promotes participation in various events taking place in the arts community.

Bird Club

This organization provides opportunities to appreciate nature and enjoy the outdoors through birding and bird banding.

Board Game Club

This organization promotes communication and community through board games in an environment that is both fun and competitive.

Chess Club

This organization provides gathers students with shared interest in the game and strategy of chess.

Dodgeball Club

This organization provides students with recreational opportunities to play dodgeball.

Dota Club

This organization provides recruits new players and trains existing players in the “Dota” video game.

Environmental Club

This organization educates the community on environmental issues while promoting conversation and care for the environment.

Film Club

Students review popular films for “The View.”

Finance Club

This organization provides opportunities for emerging entrepreneurs and innovators to explore areas of finance, marketing and new business development.

Games Club

Students gather for video games and camaraderie.

GGWP Club (League of Legends Club)

This organization provides students recreational opportunities to play the “League of Legends” video game.

Horror Movie Club

This organization provides fellow enthusiasts opportunities to watch and discuss horror films.

Jam Club

This organization provides musically-inclined students with a platform to collaborate creatively through the fun of musical improvisation.

Knitting Club

This organization creates scarves, hats, and other knitted goods for charity in a stress-free environment.

Molecular Cooking and Chemistry Club

This organization provides help to all chemistry students as well as an opportunity to learn in an enjoyable environment through chemical reactions.

STEMbassadors

This organization advances STEM in the Flint Hill community.

Student Theater Advisory Group

This organization provides students with varied theatrical opportunities, including performance, writing, producing, directing, promotion, stage management, crew work, technical support, and design.

Yoga Club

This organization provides encourages healthy living, exercise, learning and mindfulness through the practice of yoga.

Ultimate Frisbee

This organization provides students recreational opportunities to play ultimate Frisbee with an additional component of community service.

Student Governance and Leadership Organizations

Athletic Advisory Council

This self-nominated and faculty-selected student leadership group prepares and plans school spirit events at athletic events, Homecoming, Winterfest and Springfest.

Honor Council

The self-nominated and peer/faculty-elected representatives of this organization are dedicated to maintaining and upholding the standards of the Honor Code within the student body.

Hosts and Ambassadors

This self-nominated and faculty-selected student leadership group welcomes prospective students and families into our community at admission events and visits.

Peer Counselors

This self-nominated and faculty-selected student leadership group provides peer feedback and counseling to freshmen and upper-class students in conjunction with the Counseling Department.

Student Council Association (SCA)

In this elected leadership position, students become involved in the administrative and operational affairs of the school. The SCA is responsible for coordinating school events, including dances and upholding school traditions in partnership with the administration.

Student Support

Student Advisors

A student's advisor is his/her primary advocate, monitoring all aspects of his/her experience and progress. The advisor is the primary liaison between students and teachers, and between parents and the School.

Each student in the Upper School is assigned to an advisor for ninth grade, and selects an advisor for 10th-12th grade in May of each subsequent year. Advisory groups are typically no larger than 12 students and meet at the beginning of each day as well as once per cycle for a long advisory period. These longer meetings allow advisors to review the Morning Report, discuss upcoming events, or simply spend time learning more about the school experience of their advisees.

The Learning Center

In the Learning Center, learning specialists offer personalized attention and specialized academic help to students who learn differently. Learning support is available to students with documented learning differences that impede their academic progress.

Each student who receives direct support from the Learning Center is assigned to a learning specialist who serves as his/her academic coach. Students meet with their coaches on a regularly scheduled basis for one-to-one 30-minute sessions, which take place during free periods. In their initial meetings, academic coaches help each student set goals, outline action steps, and create a plan for accountability. Coaching sessions keep students on track and allow them to quickly address obstacles that interfere with progress. While the focus of coaching is primarily academic, it weaves in other commitments the student may have, such as athletics, fine arts, and service learning. Updates on goals and action steps are emailed to students and parents from the learning specialists once every quarter.

Study sessions are available to all students, whether or not they use the Learning Center. Students receive structure and academic support in a classroom setting to help them complete the action steps they have identified.

College Counseling

College counseling is a comprehensive effort at Flint Hill. The College Counseling Office provides important support and guidance to families, while the academic and extracurricular programs of the School build the foundation students need to succeed, continue to grow, and meet the demands of college life. Appropriately timed and developmentally designed, the college counseling program addresses student needs throughout the Upper School experience, most intensely during the junior and senior years.

Ninth Grade

Students should begin building a strong academic foundation by developing effective study skills and good homework habits, and initiating relationships with faculty. Students should choose courses that reflect their interests and strengths, while balancing their ability to achieve their best and be challenged. Any academic deficiencies should be addressed so that the student can continue to progress in each academic discipline.

Students should continue to develop existing extracurricular and personal interests and/or explore new opportunities, focusing on quality rather than quantity. While some believe there are “right” activities, what is most important to colleges is not what a student does; rather, it is whether a student invests him/herself in the community — school and beyond — and to what degree.

10th Grade

Sophomores take the PSAT for practice in October and complete a practice ACT exercise in the spring. The administration of the PSAT in tenth grade is purely for practice and exposure to the test. The scores earned on both the sophomore and junior year PSATs do not become part of the official testing record forwarded to colleges, and have no bearing whatsoever on a student’s application process. PSAT results from the sophomore year are not considered by the National Merit Scholarship Program. By exposing sophomores to the ACT format, Flint Hill increases student awareness of the standardized test that has become a very popular option for both our students and students nationally.

Sophomores are introduced to the college search process through “The GPA Game.” In small groups, students learn about the various components that comprise a college application and their relative importance in the application review process. Through an interactive and fun exchange, students gain a more comprehensive understanding of the impact of each component in the decision-making process employed by college

admission officers when they determine whom to admit. Families are introduced to SCOIR, our college counseling database and online resource, which includes components that help students identify potential areas of academic and career interest and ultimately provide insight into their prospective college choices.

11th Grade

Junior year is important in a student's Upper School experience. The developmental changes that typically occur between 10th and 11th grade are significant, when students are often more focused, mature, and motivated. They can begin to see beyond Upper School and have more concrete ideas about what they want for themselves. However, everyone matures at a different rate, and while some juniors are very focused at the outset of the school year, some are not so until the end of 11th grade, or even the beginning of senior year. Despite these different rates of maturation, junior year is the correct time to introduce the specific aspects of the college search.

In October, juniors sit for the PSAT. This administration of the test is used as the qualifying test for the National Merit Scholarship Program; only results from a student's third year of high school are considered. Students whose selection index (the sum of the Math score and two times the Evidence-Based Reading and Writing score) exceeds the cutoff for Virginia (as determined by the National Merit Program) are named National Merit Semi-Finalists. Students whose scores exceed a nationally designated level are named Commended Students. Each year the cutoff for semifinalist status can vary; it has ranged 217–220 for Virginia. Typically, the cutoff for commended status has been 200–203.

Each year, the College Counseling Office sponsors an evening program for juniors and their parents to initiate the college search process. This program, the Junior Family College Night, occurs in November and features an overview of the College Counseling Program as well as a panel discussion with Flint Hill parents who are veterans of the college search process. Families receive their copies of the "Flint Hill College Planner," which provides advice and a helpful perspective on how to approach the college search.

Throughout the spring, beginning in early February, junior families meet individually with their college counselor for the Family Conference. The Family Conference provides the opportunity for students and parents to ask individual questions, and for the college counselors to provide tailored advice regarding standardized testing, senior year course selection, and colleges of interest. Our discussion regarding course selection takes each student's performance and areas of interest into account in order to create a program of study that challenges the student, helps make him/her both competitive and prepared for admission consideration in a specific field of study (if appropriate), and

allows him/her to achieve his/her best performance.

Each spring, the College Counseling Office sponsors the annual College Conference for juniors, which brings admission officers to school to meet in small groups with juniors to discuss various aspects of the college search and application process. Topics include making the most of campus visits, presenting oneself well in an interview, expert application tips and researching colleges.

Throughout the year, juniors participate in junior seminars, which are small group sessions about different aspects of the college search process. Topics include an introduction to college admissions, researching colleges, making the most of campus visits, the college application essay and a mock admissions session.

12th Grade

While everyone is aware of the importance of Junior year, many do not realize the role of the Senior year in the college search and in a student's preparation for college-level work. Students are encouraged to choose classes that both challenge them — indicating to colleges their desire to push themselves academically — and prepare them for college-level work.

Each summer, the College Counseling Office publishes a series of deadlines designed to provide the framework for a successful college search. Our “summer mailing” provides students with a calendar of deadlines by which different components of the college application process should be completed to ensure success. The College Counseling Office also hosts “Husky Head Starts,” which are evening work sessions the week before school begins and when the college counselors are available to seniors for help with their applications. Each application submitted by Flint Hill students is reviewed by his/her college counselor. The student and counselor will meet to review the application. The college counselors support students throughout the application process, providing feedback and advice.

During the first weeks of school, the College Counseling Office sponsors the Senior/Parent College Night, when the college counselors review the process for submitting applications and provide insight into the application process. Additionally, senior families receive their senior guide to the application process, a comprehensive review of the necessary steps of a successful application process. Each of Flint Hill's college counselors has worked as a college admission officer prior to joining the Flint Hill community. This experience informs our College Counseling Program and the support and guidance we provide to families.

Beginning in mid-September, college representatives from approximately 100 schools visit Flint Hill's College Counseling Office. Seniors should watch the morning report, review the list of visitors online, and plan to attend the sessions of the colleges in which they are interested. Seniors may miss class to attend these sessions, but must sign up by the end of the school day before the meeting and must obtain permission from their teachers if they are missing class.

Throughout the course of the year, the College Counselors conduct senior seminars (small after-school sessions) designed to help students manage the demands of the college application process and be well prepared to make the transition to college life. Topics may include:

- You Only Get One Chance to Make a First Impression - How to Best Present Yourself on Your College Application
- It's a Crazy Year - How to Manage Your Stress
- So, Tell Me about Yourself - Be Prepared for Your Alumni Interview
- College is Expensive - Find Money to Go
- I'm Not Motivated - I Think It's Senioritis
- I Have \$12 in My Bank Account and It's Only March - Money Management for College
- Nice to Meet You - Let's Share a 12' x 12' Room for a Year: Roommates and Social
- Adjustment in College
- 973 Classes and I Can Only Take 40 - Academic Planning for College

The goals for the College Counseling Program are to ensure that families feel confident in their approach to the college search, and that students have good college choices. Flint Hill students have access to well-informed advice and support, creating confidence and inspiring a thoughtful approach to the next step in their education.

Office Hours

All students and teachers have a daily office hours period from 2:30–3:30 p.m. (after the official end of academic classes, but before athletic practices and other extracurricular activities begin). During this time, students may visit classroom teachers for additional content support.