MIDDLE AND UPPER SCHOOL COURSE CATALOG

Grades 6-12

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INTRODUCTION

The Buckley School’s 4-Fold Plan of Education supports the high expectations of all students, both academically and personally. The 4-Fold Plan, which has guided Buckley’s program since its founding, focuses on academic training, creative expression, physical development, and moral education. The quality of education is unique not simply for its offerings but especially in its application.

The 4-Fold Plan blends elements of a traditional structure with a non-traditional educational philosophy. The result advances our whole-child approach, the adoption of current teaching methodologies, a focus on creativity and critical thinking, and an emphasis on 21st Century skills. We believe this style of education is most effective within a more structured environment; that personal traits, including self-discipline and self-reliance, are crucial to realizing individual potential and creativity.

As students learn and grow, their academic performance will manifest in different ways across the 4-Fold Plan. We believe that knowledge and appreciation develops from a range of pursuits, where students uncover their passions even when, or perhaps especially when, those revelations might not align with their strengths.

ACADEMIC TRAINING
Above all, the goal of The Buckley School’s academic program is to foster a life-long love of learning in its students. The program is based on a comprehensive core curriculum, and its success is demonstrated in the numerous academic successes of Buckley’s students and, importantly, in their underlying inquisitiveness.

SELF-EXPRESSION THROUGH THE ARTS
The arts inspire students to test the limits of their imaginations, think creatively in all aspects of their lives, and appreciate truth and beauty throughout the world around them. The Buckley School’s award-winning arts program encourages self-expression through music, dance, theater, and the visual arts.

PHYSICAL DEVELOPMENT
The placement of athletics alongside academics in the 4-Fold Plan is a strong statement on the central role of the physical development of children at Buckley. We believe in the importance of physical health, and recognize that the traits developed in sports, such as confidence and self-discipline, influence all aspects of a person’s life.

MORAL EDUCATION
Moral education at Buckley is anchored by the formal “Buckley Commitment,” a signed pledge through which students, as well as faculty and staff, commit to constantly develop the values of respect, kindness, honesty, loyalty, and self-discipline and self-reliance. It is woven into academic lessons and activities across campus, and is brought to life in group community service activities for all students. It is reinforced by
the high behavioral standards expected in classrooms and across our campus, and it is reflected in the respectful, supportive, and truly happy students at Buckley.

COURSE LOAD

All students in grades 6-12 must take a minimum of five academic courses each year. Students who take a full-year academic course at Buckley’s summer school may choose, in consultation with their academic dean, to take only four academic courses the following year. However, students are strongly encouraged to take five academic courses during the year in order to be more competitive in the college admission process.

GRADUATION REQUIREMENTS FOR GRADES 9-12

In order to graduate from The Buckley School, a student must earn a passing grade in the following Upper School courses:

- English: 4 years
- Mathematics: 1 year of study beyond Algebra II (4 years recommended)
- Science: 3 years (Biology, Chemistry, and Physics are required)
- Social Sciences: 4 years
- World Language: Through level III
- Arts: 2 years (performing and/or visual)
- Physical Education: 8 trimesters to be completed by the end of the junior year
- Human Development: Required elective taken during freshmen year
- Community Service: An approved project each year in high school

These are the minimum requirements for graduation from The Buckley School; most students will elect to take more courses in one discipline or another.

Each student must complete a minimum of two year-long courses in the visual arts and/or performing arts. Some beginning visual arts and performing arts courses meet twice per rotation; advanced level courses, as well as band, choir, and orchestra, meet four times per rotation. We strongly suggest to parents and students that this requirement be fulfilled during the freshman and sophomore years. All students are required to be enrolled in a physical education activity for 8 trimesters through the junior year. Students must also take one Human Development course their freshman year.

The Buckley School generally requires that all courses needed for graduation be taken at Buckley. Courses taken at other high schools, colleges, or online will not count towards Buckley graduation requirements unless they have been pre-approved by the Upper School Principal before enrolling in the courses. Buckley’s transcript only lists
courses taken at Buckley, and therefore, coursework taken at other institutions will not be factored into Buckley’s grade point average. In addition, students are required to complete the senior year at Buckley.

SUMMER SCHOOL

Buckley’s summer school offers full year high school courses in many subjects including, mathematics, history, human development, and science.

The summer program can be a vital and integral part of the overall academic program. The Upper School summer program provides the opportunity for students entering grades nine through twelve to enroll in one academic class that is equivalent to a full year of an academic course. These classes satisfy the school’s graduation requirements and allow students advanced study in a subject area, or to schedule classes with greater flexibility during the school year. **Please know, however, that it is strongly recommended that students enroll in five academic courses during the year in order to be more competitive in the college admission process.**

A student who fails a course during the academic year must repeat the course in Buckley's summer school or the following year. A student who passes a course during the academic year with a grade of C- or below may be asked to take a review course during the summer. Because these review courses aim at correcting the deficiencies in knowledge and skills that resulted in the low grade, the recommendation should be heeded so that the student will be prepared to go on to the next course in that discipline. Keep in mind that the University of California, the California State University, and other colleges give “no credit” for a grade of “D+” or below.

MIDDLE SCHOOL SUMMER SCHOOL

Middle School students may take a variety of one-week long preparation courses during the summer.

The summer school registration material and specific details and descriptions about course offerings can be found online at [www.buckley.org](http://www.buckley.org).
TYPICAL SCHEDULES

Noted here are examples of typical schedules for each of the seven grade levels.

6th GRADE:
  English 6
  Introduction to Chinese Language and Culture
  Social Science: World Cultures and Geography
  Mathematics: Math 6, Math 6 Advanced, Math 6 Honors, Pre-Algebra 6 Honors
  Science: Topics in Science
  Arts Rotation: Art I, Middle School Band, Choir 6, Orchestra 6,
  Theater 6, Experience Music, Music Composition and
  Technology, Digital Essentials, Dance, Boys Hip-Hop, Journalism, Scriptwriting,
  Video Production

7th GRADE:
  English: Introduction to Literature
  World Language: Chinese, French, Latin, or Spanish
  Social Science: Global Studies
  Mathematics: Pre-Algebra, Pre-Algebra Advanced, Pre-Algebra Honors
  Science: Life Science
  Arts Rotation: Life Skills, Art I or II, Middle School Band, Choir 7-8, Orchestra
  7-8, Theatre I, Experience Music, Music Composition and Technology, Digital
  Essentials, Introduction to Applications, Dance, Boys Hip-Hop, Journalism,
  Scriptwriting, Video Production

8th GRADE:
  English: A Study of Literary Genre
  World Language: Chinese, French, Latin, or Spanish
  Social Science: United States History: Colonial Period through Reconstruction
  Mathematics: Algebra I, Algebra I Advanced, Algebra I Honors
  Science: Physical Science
  Arts Rotation: Art I or II, Middle School Band, Choir 7-8, Orchestra 7-8, Theatre I
  or II, Experience Music, Music Composition and Technology, Digital Essentials,
  Introduction to Applications, Advanced Computer Applications, Dance, Advanced
  Dance, Boys Hip-Hop, Journalism, Scriptwriting, Video Production

9th GRADE:
  English I or English II Honors: Foundations of Critical Reading and Composition
  World Language: Chinese, French, Latin, or Spanish
  Social Science: Ancient World History
  Mathematics: Geometry or Geometry Honors
Science: Biology or Biology Honors  
Arts Electives  
Human Development  
Physical Education and/or Team Sports

10th GRADE:
English II: Studies in British Literature or English II Honors  
World Language: Chinese, French, Latin, or Spanish  
Social Science: Modern World History or AP European History  
Mathematics: Algebra II, Algebra II Advanced or Algebra II Honors  
Science: Chemistry or Chemistry Honors  
Arts Electives  
Physical Education and/or Team Sports

11th GRADE:
English III: Studies in American Literature, or AP English Language and Composition  
World Language: Chinese, French, Latin, or Spanish  
Social Science: United States History or AP United States History  
Mathematics: Math Analysis, Pre-Calculus, or Pre-Calculus Honors  
Science: Physics or AP Physics I  
Arts Electives / Electives in other disciplines  
Physical Education and/or Team Sports

12th GRADE:
English IV: Two one-semester courses called Senior Selectives or Advanced Placement English Literature and Composition  
Social Science: AP U.S. Government, AP Art History, Economics, or a Senior Social Studies Elective  
World Language: Chinese, French, Latin, or Spanish Electives  
Mathematics: Topics in Math, Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, Aerospace Engineering, or Multi-Variable Calculus  
Science: Electives  
Arts Electives / Electives in other disciplines  
Team Sports
SPECIAL PROGRAMS

**Advanced Placement Program**

Buckley restricts student enrollment to no more than three weighted courses per year for freshmen and sophomores and no more than four weighted courses per year for juniors and seniors due to the rigorous demands of such classes. Under rare circumstances, students are allowed to enroll in more than four weighted classes. All students enrolled in AP classes must sit for AP examinations in May. There is a fee charged by the College Board for taking these exams, and this fee is the responsibility of the student.

Placement in AP classes is determined by departmental recommendations, previous grades and test scores, overall course load, placement tests for some world languages courses, and consultation with the academic deans. Because these are college-level classes and the work is more difficult and time-consuming than the work in regular classes, enrollment in AP courses is taken very seriously. Dropping from AP to a non-AP course may be done with the permission of the Department Chair and the Academic Dean. *The grades the student has accumulated in the initial class will carry over to the subsequent class.*

**Honors Classes**
The Middle and Upper Schools offer a variety of honors classes in mathematics, and upper level world language, English and science courses. Placement in honors classes is determined by departmental recommendation, previous grades and test scores, overall course load, applicable placement tests, and consultation with the academic deans. Because the work in these classes is more difficult and time-consuming than the work in regular classes, enrollment in honors courses is taken very seriously. Dropping from honors course to a non-honors course may be done with the permission of the Department Chair and the Academic Dean. *The grades the student has accumulated in the initial class will carry over to the subsequent class.*

**Life Skills**
Seventh grade students will learn about social/emotional development and their own relationships with peers and others during this class. Factual information will be used to facilitate classroom discussion about substance abuse and human growth and development as students discover the values they hold and the sources of those values: family, religion, culture, and school. This course will help students develop better communication and decision-making skills, increase their self-esteem, and provide them
with important information to help make educated choices in their lives. This required course meets two times per rotation for a semester.

**Human Development**
All ninth graders are required to take Human Development. It is a year-long course offered during the school year or during the summer. During this class, students will be presented with information on stress, nutrition and fitness related topics, and personal and community health topics. This knowledge is used to facilitate classroom discussions during which students are challenged to analyze this information and to explore their own values and beliefs. This course will help students clarify their personal opinions, be better prepared to articulate their opinions to others, and provide them with necessary information to make educated choices on topics relevant to today’s adolescents.

**Outdoor Education Program**
The Environmental Education Program is an essential part of the school’s overall academic program. It is also a way to provide our students with valuable experiences that are significantly different from their regular school experiences. For both these reasons, outdoor education is mandatory; that is, attendance on the trips is required unless there is a specific medical excuse. These trips have been scheduled in a way that will disrupt the normal academic schedule as little as possible.

**Study Skills**
Each Middle School student will participate in an ongoing study skills program incorporating such concepts as organizing assignments, organizing homework time, studying for tests, taking notes, and reading for understanding. Rather than treating study skills as a distinct subject, this program integrates the teaching of these essential skills into the entire Middle School curriculum and is taught in all academic classes. The goal of the program is to provide every Buckley student with the techniques and self-discipline necessary to succeed in high school and college.

**Research and Library Skills**
The teaching of specific research skills begins in the sixth grade and continues throughout the Middle and Upper School. The English, history, and science departments cooperate in developing appropriate projects at each grade level. These projects are supplemented by direct training in the use of the resources available in the Robert Young Library. Formal research papers are assigned in grades seven through twelve.

**Service Programs**
Students in the Upper School have an obligation to perform community, school, and environmental service either on or off campus. The types of projects required differ for each of the 6th -12th grade levels. Details are available from the Director of Community Service. Fulfillment of the service obligation is necessary for advancement to the next grade level, for participation in extracurricular activities or, in the case of seniors, for graduation.
EXTRACURRICULAR PROGRAMS

Clubs
There are a variety of clubs in which Upper School students can participate. Each fall during Clubfest, new clubs are promoted and presented to high school students to encourage membership. The Varsity Club, Junior State of America, Engineering, Chemistry, Math, Pre-Med, Model United Nations, and the Mock Trial and Robotics teams are just a few of the clubs that continue to be active every year.

Middle School students will have an opportunity to participate in clubs during lunch and the new “flex” period. Each trimester student interest and involvement will help determine what is offered in the coming term. Possibilities include debate, robotics, and diversity club to name a few.

Honor Society
Students who exhibit good character and citizenship, leadership, community service, and scholarship are invited to be part of the National Junior Honor Society or National Honor Society organizations, which are engaged in helping others at school and in the greater Los Angeles area.

Interscholastic Athletics
The Upper School competes in the Liberty League, Independence League, and Prep League. All High School athletics are governed by the California Interscholastic Federation (CIF). Boys compete in basketball, soccer, baseball, swimming, tennis, cross-country, golf, wrestling, and equestrian. Girls compete in volleyball, tennis, basketball, swimming, softball, soccer, cross-country, golf, and equestrian. There is a similar program for Middle School students.

Drama and Dance
Students are offered a wide range of studies in the Drama and Dance Department. There are a variety of theatre and dance classes as well as three extracurricular productions a year: a fall musical, an Upper School play in the spring, and a Middle School play, also in the spring.

Music
Students are offered a wide range of activities in the Music departments. Choral groups, the Concert Band, and the Chamber Orchestra perform at the Winter and Spring Concerts as well as for special assemblies and public events.

The Buckley Jazz Band
Students in grades nine through twelve will perform with expression and technical accuracy a repertoire of solo and ensemble literature representing various jazz genres, styles, and cultural and historical periods. These styles are blues, shuffle, ballad,
samba, and rock. Students study improvisation, music theory, composition/arranging, jazz history, and rehearsal and performance techniques. The members of the Jazz Band are expected to maintain an active rehearsal and performance schedule, including appearances at the Upper School Winter Concert, Spring Band Concert, and an adjudicated festival. *All class meetings take place outside the regular rotating Buckley schedule.*

**The Buckley Middle School Advanced Strings**
Admission to the Middle School Advanced Strings is open to all outstanding string players and pianists in grades six through eight by audition. Students study and perform compositions in a variety of styles, including rock and pop, as well as material from the Baroque, Classical, Romantic, Impressionistic, and Modern periods. Members of this ensemble demonstrate creative musicianship skills, including the ability to improvise variations of rhythmic, melodic, and harmonic patterns within the traditions and standards of a variety of genres and practices. They also arrange and compose melodies and harmonies according to specific criteria and guidelines. Students are expected to maintain an active practice and performance schedule, and participate in Buckley Chamber Music, Middle School Winter Concert, and the Spring Orchestra Concert. *All meetings take place outside the regular rotating Buckley schedule.*

**The Buckley Upper School Advanced Strings**
Admission to the Upper School Advanced Strings is open to all outstanding string players and pianists in grades nine through twelve by audition only. Students study and perform compositions from the Baroque, Classical, Romantic, Impressionistic, and Modern music periods. Students demonstrate creative musicianship skills, including the ability to improvise variations of rhythmic, melodic, and harmonic patterns within the traditions and standards of a variety of genres and practices. In addition, they arrange and compose melodies and harmonies according to specific criteria and guidelines. Students are required to maintain an active practice and performance schedule, and participate in Buckley Chamber Music, the Upper School Winter Concert, and the Spring Orchestra Concert. *All meetings take place outside the regular rotating Buckley schedule.*

**The Buckley Monotones (Grades 9-12)**
The “Select Vocal Ensemble” is the most advanced choral ensemble at Buckley and is known publicly as “The Buckley Monotones.” This is an eight to twelve-voice ensemble open to Upper School members of Concert Choir, Concert Band, and Chamber Orchestra by audition. The audition assesses musicianship, sight reading, performance skills, vocal creativity, teamwork, and vocal blend as primary requirements for membership. A significant time commitment is required of students in the group. This group focuses on the music of small vocal ensembles and centers primarily on music of the 20th and 21st centuries, including vocal jazz, Contemporary A Cappella, and student arrangements and compositions in a variety of genres. Microphone and performance techniques are examined in depth. Historical repertoires from the 1500’s to the present are also performed. The Monotones maintain a very high level of visibility in
the Buckley Community and throughout Southern California through a rigorous performance schedule, including one or more adjudicated festivals.

**Publications**
The *Student Voice* is the monthly student newspaper produced by the Advanced Journalism class. Under the leadership of a faculty moderator and a student editorial staff, the *Voice* publishes articles of interest to The Buckley School. *Images*, The Buckley School yearbook, is produced by a student staff, senior editors, and a faculty moderator. The *Junior Voice* is the Middle School newspaper.

**Science Competitions/Teams**
Buckley’s Team 1661 competes nationally in the FIRST Robotics Challenge for high school students. Buckley also hosts an all-girl model rocketry team that competes nationally in the Team America Rocketry Challenge. Middle School students may participate on the Buckley Junior Bots robotics team.

**Student Government**
The Upper School Student Council is made up of the Student Body President, Vice President, Secretary, and sixteen representatives, four from each grade level 9-12. The Middle School Student Council is made up of twelve members, four representatives from each grade level 6, 7 and 8 and a president and vice president. The representatives are elected by students in the same grade. The duties of the student government representatives include the overseeing and planning of class activities, class service projects, administrative work, promoting spirit and pride, and encouraging positive morale in the student body. To be eligible to run, each candidate must submit an intent-to-run form and must be in good academic and behavioral standing.

**Yearbook**
Students in Yearbook work as a team to create a 300 page publication from concept to product. Choosing the theme, creating the design, taking the photographs, writing the copy and putting everything together using state-of-the art technology and software, staff members produce a dynamic history and a real product—all while learning valuable 21st century skills.

**ATHLETIC AND EXTRACURRICULAR ELIGIBILITY**

**6th, 7th, and 8th Grades**
Eligibility for participation in athletics and extracurricular activities will be dependent upon good academic and behavioral standing, which includes an Academic GPA of 2.00 (C) or higher. The Middle School Principal reserves the right to determine a student’s final eligibility.
9th through 12th Grades
Eligibility for participation in athletics and extracurricular activities will be dependent upon good academic and behavioral standing, specifically:

1. A GPA of 2.00 (C) or higher, and
2. A record of good citizenship, proper behavior, and a willingness to support the ideals of The Buckley School.

In extraordinary situations, the principal will reserve the right to determine a student’s eligibility for an activity.

UNIVERSITY OF CALIFORNIA
ADMISSION ELIGIBILITY REQUIREMENTS

The University of California has very specific criteria for admission. Because so many of our students will apply to the University, Buckley’s graduation requirements meet or exceed the course entrance requirements for the University.

The “Subject Requirements” for the University of California are as follows:

a. History/Social Science 2 years required
b. English 4 years required
c. Mathematics 3 years required, 4 years recommended
d. Laboratory Science 2 years required, 3 years recommended
e. Language Other Than English 2 years required, 3 years recommended
f. Visual and Performing Arts 1 year required
g. College Preparatory Electives 1 year required

The English courses must include significant amounts of composition and literature. All our English courses meet the “b” and “g” requirements.

The mathematics courses must include elementary and advanced algebra and two-and three-dimensional geometry. Our courses in these subjects meet the “c” requirement; the courses we offer beyond Algebra II meet the “g” requirement.

All courses in biology, chemistry, and physics meet the “d” requirement. All courses offered by the science department meet the “g” requirement.

All our world language classes meet the “e” requirement. Any classes taken in addition to second-year classes also meet the “g” requirement.

The College Preparatory Electives can include courses in English, social science, advanced mathematics, laboratory science, world language, and visual and performing arts. All social science, English, and world language courses taught in grades 9-12 fulfill this requirement. Some advanced courses in visual and performing arts also meet the “g” requirement.
COMPUTER SCIENCE DEPARTMENT

The Middle/Upper School computer science program prepares students to become global citizens fluent with problem solving, multiple platforms, and software packages. While studying computer programming, students learn to apply practical, logical and creative solutions as well as acquire the technological skills necessary to succeed during and after college.

As part of the Arts Rotation, Middle School students are enrolled automatically in the computer science course Digital Essentials: Students may pursue additional middle school courses Upper School students may study a broader range of computer topics, including understanding Microsoft Office Suite, creating web pages, exploring multimedia and web 2.0, and learning advanced computer science techniques such as data structures and recursion. All computer science courses allow students the opportunity to investigate the vast world of computers through lab exercises and practical assignments.

MIDDLE SCHOOL COURSES

Digital Essentials (Grades 6-8)
Students master basic computer literacy, improve their understanding of Internet etiquette, and explore Microsoft Office in detail. The class emphasizes digital productivity. Students will learn to apply Microsoft Excel formulas and standard mathematical/statistical functions to create, edit, and print spreadsheets. In addition, students will master advanced features to publish documents in Microsoft Word, explore template design, and create a Microsoft PowerPoint. Students also will use Google Apps for Education and other online web 2.0 productivity tools to create larger projects such as online portfolios, blogs and discussion boards.

Introduction to Apps (Grade 7-8)
This class is an introductory programming class that teaches students the programming basics. Students use the programming blocks in Scratch to develop logic and creative thinking skills. Students then use the app inventor kit designed by MIT and are introduced to the Java programming language, which is the primary language taught in the upper school. The class is based on a series of projects, with the final project being a standalone app that the students create for the Android operating system. At the end of this course the student will have a working Android based application that they may distribute or showcase on any Android device.

Advanced Middle School Computer  (Grade 8)
Students will be taught the fundamentals of computer programming. Students will apply these principles beginning with the application Alice. Students will use 3D imagery and manipulation to control graphical images on the screen and will learn to program
through graphical user interface (GUI). After mastering Alice, students will use their programming knowledge to work in the Unreal Development Kit (UDK) to create their own virtual worlds and video games. Students interested in taking this class will need recommendations from the Middle School principal and their computer teacher, and will have met the schools’ computer proficiency requirements.

**UPPER SCHOOL COURSES**

**CS212: Introduction to Programming (Grades 9-12)**
This class introduces students to the science and art of computer programming. Students explore programming languages and algorithms, including control structures, data types, input/output, operators, classes, methods and parameters, and basic inheritance. Students will acquire thorough documentation practices as well as testing and verification techniques. *Note: This course meets two times a rotation cycle and is a prerequisite for the Advanced Placement course in computer programming.*

**CS283: Mobile Application Development (Grades 9-12)**
This course aims to introduce students to the science and art of computer programming. It introduces students to the methods of creating applications designed specifically for mobile computing on iOS devices such as iPhones or iPads. By combining the artistic elements of the Apple Developer Kit and the programming elements of Xcode, students will have tools necessary to create a working app by the end of the course and leave with an understanding of the programming process and how technology is being developed. *Note: This course meets two times a rotation cycle.*

**CS103: Video Game Creation (Grades 9-12)**
Using a comprehensive and analytical approach to game engine architectures, this course shows students how to implement game ideas effectively. It is an appropriate starting point for students interested in a career as a game producer, animator, developer, or programmer. It also is well suited for enthusiasts exploring this exciting field from a developer, rather than gamer, perspective. Previous gaming experience is unnecessary. *Note: This course meets two times a rotation cycle.*

**CS903: Advanced Placement Computer Science A (Grades 10-12)**
*Prerequisites: Introduction to Programming and instructor approval.*
This course prepares students for the Computer Science AP exam. Students permitted to enroll must excel in Java and have the ability to grasp complex algorithms. This class, which meets four times a rotation, enforces college level programming concepts. Students learn to become fluent in Java, study object-oriented software design, implement algorithms, and understand one and two-dimensional arrays. By class end, students will have acquired the ability to design and apply object-oriented software solutions to problems from various application areas. *Note: This course meets four times a rotation cycle.*
DRAMA AND DANCE DEPARTMENT

The Drama and Dance Department offers courses covering acting technique as well as literature and history, stagecraft and design, playwriting, improvisation technique and performance. Dance offerings include two levels of dance in the Middle School, three levels in the Upper School, and Middle and Upper School boys hip-hop classes. Students in the sixth through eighth grades are automatically enrolled in introductory classes in theatre and dance as part of the Arts Rotation. All upper-level students in grades 9-12 can fulfill the graduation requirement in visual and performing arts by taking four semesters (or two full-years) of performing/visual arts classes.

MIDDLE SCHOOL COURSES

Introduction to Dance (Grades 6-8)
A one-semester dance course is offered at the Middle School level as part of the arts rotation. Students work on basic principles of movement and expression by studying jazz dance, modern, ballet, hip-hop, improvisation, and choreography. Along with the movement component, this course contains an academic element that focuses on keeping a journal to document ideas, analyze personal experiences, and help develop writing skills. The goal of journal writing is to help students become critical thinkers and to become more articulate when discussing dance in particular and the arts in general. This class is open to both males and females at all skill levels.

Advanced Middle School Dance (Grade 8)
In the second semester, Advanced Middle School Dance is offered for those eighth graders who have already taken Intro to Dance, who are interested in continuing their dance experience, and who have the instructor’s permission to enroll in the course. Students in this class are expected to have a basic understanding of dance and choreography techniques and should have a genuine interest in dance. The class builds on the fundamentals that were presented in the introductory course while simultaneously preparing students for their participation in the Spring Dance Festival. Journal writing, class discussions, and reflective activities complement dance experiences and prepare students for possible involvement in the Upper School Dance program.

Middle School Boys Hip-Hop (Grades 6-8)
This one semester course is offered to middle school boys both with and without previous experience or dance training. Students will learn beginning principles of Hip-Hop dance through the exploration of its music, history, and culture. The development of strength, flexibility, rhythmic skills, and coordination will be emphasized. Techniques such as isolations, “popping & locking”, break-dancing, House, Street and other forms will be explored. Group choreography will be emphasized, including
project-based assessments that allow for choreographic skill development, composition and artistic freedom. Throughout the course, students will focus their inquiry by listening to historical recordings, reading narratives, viewing a variety of media, and writing creatively and reflectively. Students will be expected to perform in various in-class assessments as well as the Spring Dance Concert.

**Theatre 6 (Grade 6)**
Sixth grade theatre offers students an opportunity to explore some of the basic elements of theatrical performance. While the bulk of the students’ work is experiential, participants begin developing skills that allow for the creation of an informed, critical approach to theatre and performance. The students’ main focus is on using theatre games as tools for increasing concentration, refining improvisational creativity, strengthening ensemble-building skills, and exploring the politics of the performance-making process.

**Middle School Theatre I (Grades 7-8)**
This is a one-semester class for seventh and eighth grade students and is designed to develop improvisational and ensemble acting skills. Throughout the first half of the course, students will work individually and as an ensemble to accomplish specific tasks through theatre games and improvisations. These tasks will include defining specific characters, developing physical awareness, exploring emotions, and working cooperatively within an ensemble. During the second half of the course, students will join together to write, revise, direct, and rehearse original scenes, which will culminate in a final informal performance.

**Middle School Theatre II (Grade 8)**
This course focuses on the basic acting skills necessary to communicate a story and character to an audience. Attention is focused on the student’s sensory awareness and imagination in order to bring realism and vitality to the stage. The semester is divided into four units: the Body, the Voice, Improvisation and Scene Building, and Scripted Text. The class will culminate in an informal presentation of monologues or 2-person scenes. Middle School Theatre II is designed for students that have taken Middle School Theatre I and want to further explore the art and discipline of theatre.

**Scriptwriting (Grades 6-8)**
This course offers students an introduction to the process of playwriting. Primary emphasis is on the creation of an original script for the stage. Students will have an opportunity to explore a variety of creative strategies as they work to craft their play. Although students spend the greatest part of their class time writing and reading their own work (as well as work by others in the class), some time is devoted to reading and critiquing short plays written by established authors.
UPPER SCHOOL COURSES

Upper School Dance
There are three levels of dance offered in the Upper School: Beginning, Intermediate, and Advanced, as well as an introductory Boys Hip-Hop class. Class levels differ according to technical and artistic skill levels, as well as academic class requirements. Enrollment is based on a placement audition held each spring, together with a student’s past performance in dance class (or previous training if a student is new to Buckley). Dance classes require a one-year commitment, during which students study and develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, and world dance. Additionally, students will explore movement ideas through structured improvisation activities and challenging choreography projects. The dance curriculum culminates in the second semester, when dance students are required to perform in the annual Spring Dance Festival. Each course requires students to keep a journal and complete substantive homework assignments to document ideas, analyze personal experiences, and develop writing skills. Each course requires students to see professional and amateur dance performances, and to write critical observations of the shows that reflect upon their experiences. Whenever possible, students will have an opportunity to participate in dance workshops and take master classes from outside professionals in a variety of dance styles. All upper school dance courses (with the exception of the Boys Hip-Hop class) are open to males and females and all courses meet both Buckley’s Physical Education and Arts requirements. A grade of “C” or better must be maintained in order to continue in dance class.

PA410: Beginning Dance (Grades 9-12)
Beginning Dance is open to 9-12 graders with little or no previous dance experience. Students may enroll in Beginning Dance without attending the spring placement audition. Beginning Dance requires a one-year commitment during which students are introduced to the fundamentals of dance. Students study and develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, choreography, improvisation, and world dance forms. Beginning Dance students are required to perform in at least one dance in the annual Spring Dance Festival.

PA420: Intermediate Dance (Grades 9-12)
Prerequisite: Placement by audition and instructor approval.
Intermediate Dance is for students with at least 2-3 years of previous dance training and who possess intermediate skills in 1-2 different dance genres. Students wishing to enroll in Intermediate Dance must attend the spring placement audition. Intermediate Dance requires a one year commitment during which students continue to review the fundamentals of dance. Students will further develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, choreography, improvisation, and world dance forms. Intermediate Dance students are
required to perform multiple dances in the annual Spring Dance Festival, and there are opportunities for student choreography.

**PA430: Advanced Dance (Grades 9-12)**  
*Prerequisite: Placement by audition and instructor approval.*  
Advanced Dance is for our most advanced dance students with at least 4+ years of previous dance training and who possess advanced skills in at least 2 different dance genres. Students wishing to enroll in Advanced Dance must attend the spring placement audition and perform a solo of their own choreography. Advanced Dance requires a one-year commitment during which students continue to explore the fundamentals and aesthetics of dance, then further develop their intermediate-advanced level technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, choreography, improvisation, and world dance forms. Advanced Dance students are required to perform multiple dances in the annual Spring Dance Festival, and are strongly encouraged to submit choreography proposals for the Festival. Student choreographers have the opportunity to demonstrate both artistic vision and leadership.

**PA164: Upper School Boys Hip-Hop (Grades 9-12)**  
This course is offered to Upper School boys both with and without previous experience or dance training. Students will investigate the hip-hop movement from several entry points including its history and politics, and they will learn beginning and intermediate principles of hip-hop dance through the exploration of its music and culture. The development of strength, flexibility, rhythmic skills, and coordination will be emphasized. Techniques such as isolations, “popping & locking”, break-dancing, House, Street and other forms will be explored. Group choreography will be emphasized, including project-based assessments that allow for choreographic skill development, composition and artistic freedom. Throughout the course, the students will focus their inquiry by listening to historical recordings, reading narratives, viewing a variety of media, and writing creatively and reflectively. Students will be expected to perform in various in-class assessments as well as the Spring Dance Concert.

**Upper School Drama**  
The Upper School drama program is designed to create artists who understand the process of storytelling through performance. Courses in theatre will lead students from a broad view of the meaning and history of theatre in society to a personal understanding of the intellectual and emotional resources brought to bear in any dramatic presentation. All theatre students are encouraged to participate in our annual stage productions. Each course requires students to complete substantive writing assignments to document ideas, analyze personal experiences, and develop analytical and writing skills. Each course will require performance of scenes with and for classmates and other classes invited to participate as audience members. Finally, each course requires students to see theatrical performances outside of class, and to write critical observations of the shows that reflect upon their experiences.
PA091: Theatre I (Grades 9-12)
The course objective of Theatre I is to introduce students to the concepts, conventions, literature, and history of theatre in order to develop an appreciation and understanding of it as an art in action. Over the course of two semesters students will be exposed to units on theatrical conventions in the writing, acting, and production of a play, the various genres existing within dramatic literature, a theatre's structure and architectural features, theatre history, directing and producing, improvisation, and acting. In addition to acting games and exercises, students will study and perform scenes from select playwrights.

PA102: Theatre II (Grades 10-12)
Prerequisite: Successful completion of Theatre I and/or instructor permission.
The Theatre II class is reserved for the Upper School’s intermediate theatre student. The course objective is to expose the dedicated theatre student to advanced concepts and techniques in acting and directing. Acting units focus on the concept of creating character through “objective” and “obstacle.” Directing units look at the director’s role in design, script analysis, stage composition, and working with actors. The contributions of Shakespeare and Moliere are studied in detail, with students presenting scenes from representative works.

PA124: Theatre III: Performance Lab (Grades 11-12)
Prerequisite: Successful completion of Theatre II and/or instructor permission.
Theatre III: Performance Lab is reserved for the Upper School’s most experienced and dedicated theatre student. The class is dedicated to the cultivation of acting and directing skills through scene study and performance. In addition to reading, analyzing, and performing scenes from contemporary playwrights, the contributions of select “classical” playwrights are studied in detail. The year will culminate in fully mounted, public performance of One-Act plays. It is a demanding year of study, with the objective of preparing students for the demands of a collegiate theatre program.

PA125: Theatrical Design and Production (Grades 9-12)
The class will focus on the art of mounting a theatrical production. Design is both an art closely integrated with the director’s and playwright’s visions, and a craft that provides practical solutions for the physical manipulation of stage space. Emphasis will be placed on understanding the vision of both playwright and director and translating them into scenery, lighting, props and costuming. Students will learn how to create and sustain collaboration among members of all the theatrical disciplines. Students will receive hands-on experience by assisting in the development of the various productions and concerts mounted at Buckley, and will therefore require some time outside the classroom. By completion, students will be able to apply their technical knowledge and skills to safely and collaboratively create functional scenery, lighting and stage properties. Their skills will include, but not be limited to: stage terminology, stage carpentry, scenic painting, stage lighting, sound, and flying. The course will be supplemented by visits of guest professionals and field trips to scenic studios and plays.
PA126: Upper School Improvisation Workshop and Performance (Grades 9-12)
The ability to improvise is an essential skill in every career. Being able to think quickly on your feet, stay in the moment and roll with sudden changes is critical not just for actors, but for lawyers, doctors, investment bankers … the list goes on. The study of Improvisation teaches not just flexibility, it enhances one’s ability to work cooperatively in a group and in pressurized situations. In the first semester of the course, students will learn the basic rules of improv: agreement, creating environment and character, and working within an ensemble. In the second semester students will present regular improv shows for the benefit of their fellow Buckley students and teachers. Additionally, students will view and study classic examples of sketch comedy, from Sid Caesar’s “Your Show of Shows,” Rowan Atkinson’s “Mr. Bean,” “Monty Python’s Flying Circus,” and “Saturday Night Live.” Students will write, develop, and direct original comedy sketches, and present them in a year-end performance of Improvisation and sketch comedy.

PA120: Upper School Playwriting (Grades 9-12)
This course offers students an experiential understanding of the playwriting process. Work during the first semester focuses on an investigation of Aristotle’s “six constituent elements” – plot, character, thought, diction, sound, and spectacle. Students will explore these elements using a variety of creative strategies. As they do so, they will create a portfolio of material they can draw upon as inspiration for their work during the second semester. In the second semester, students will write an original short play. Although students will spend the greatest part of their class time writing and reading their own work (as well as the work of their classmates), they will also read and analyze selected plays of established contemporary authors. The class will also teach how to give and accept constructive feedback from their peers. The course will culminate in a staged reading of the students’ plays.
ENGLISH DEPARTMENT

The objectives of the English Department are to provide thorough training in the thoughtful and efficient use of language, to develop the analytical skills needed for a critical appreciation of literature, and to expose students to major works of recognized literary merit. All English courses require intensive work in reading, writing, and critical thinking and encourage the exchange of ideas through participation in classroom discussion. The department places major emphasis on developing in students a love of reading and an ability to write clearly and persuasively. Students are given a firm foundation in composition with particular instruction in grammar, vocabulary, punctuation, and study skills.

Honors and/or Advanced Placement sections are offered in the Upper School. Placement in Honors and Advanced Placement courses is strictly by approval of the department and is based on performance in English classes, on standardized tests, and on placement exams.

All non-elective courses offered in the English department meet the “b” and “g” requirements for admission to the University of California.

Summer Reading
Every spring the department sends a letter to students assigning works to be read over the summer. This assignment should be taken seriously, as it usually forms the basis of writing assignments at the beginning of the following school year.

The Writing Laboratory
The Writing Lab is a lunchtime and sunrise workshop designed to help students improve the clarity and effectiveness of their writing. Students practice writing expository, descriptive, narrative and persuasive paragraphs and learn about the revising process. The instructor works individually with each student to address his or her specific difficulties. Middle School and Upper School students may seek help with specific assignments or attend tutoring sessions as recommended by their classroom teacher.

MIDDLE SCHOOL COURSES

English 6: Language Arts (Grade 6)
This course is designed to teach children to think creatively and analytically as well as to speak, write, and read with understanding. Writing assignments provide practice in descriptive, narrative, persuasive, expository, and creative writing. Vocabulary exercises employ word lists culled from novels covered in class. Study/academic skills such as listening skills, following directions, and organizing facts and materials are emphasized. In addition, a love of and appreciation for literature are fostered by class reading of works by such authors as Paul Fleischman, Gary Schmidt, Carl Hiaasen, Deborah Ellis,
Gene Luen Yang, Langston Hughes, Lois Lowry, and Edgar Allan Poe. Students are also exposed to other authors through required outside reading.

**English 7: An Introduction to Literature (Grade 7)**
This course introduces the student to more mature writing standards and to an in-depth study of literature. Areas of focus include reading comprehension and inferential skills, literary terminology, grammar and usage, paragraph organization, vocabulary development, use of library resources, and the development of study, organizational, and test-taking skills. Projects include analytical essays, personal narratives, and incorporating research into essays. Literature studied includes poetry, plays, essays, fiction, and nonfiction selected from a variety of works including: Jack London, Ray Bradbury, S. E. Hinton, George Orwell, and William Shakespeare.

**English 8: A Study of Literary Genre (Grade 8)**
This course continues the introductory work of the previous year, reinforcing composition and grammar skills while defining and introducing students to literary genre: the essay, the novel, the short story, the drama, and poetry. Works read for this course include *April Morning*, *To Kill a Mockingbird*, *Raisin in the Sun*, *Romeo and Juliet*—works which concern important values such as racial equality, the nature of good and evil, and the limitations of materialism. Compositions expand skills mastered the previous year and allow instruction in paragraphing, transition, and organization. Vocabulary and spelling exercises continue throughout the year.

**ELECTIVES**

**Middle School Journalism**
This one semester course introduces sixth, seventh, and eighth grade students to reporting, interviewing, researching, and journalistic writing. Students will have the opportunity to strengthen their writing skills by studying and writing examples of news, sports, features, and editorials. Middle School Journalism students will learn basic layout guidelines, headline writing, and copy editing skills when writing and publishing *The Junior Voice*.

**UPPER SCHOOL COURSES**

**EG091: English I or EG092 English I Honors: Foundations of Critical Reading and Composition (Grade 9)**
This course offers in-depth instruction in critical reading, literary interpretation, and composition skills. The first semester focuses on grammar and writing, equipping the students to write expository essays, during which time students concentrate on organization, development, clarity and style in their writing. As the course focuses more on literature in the second through fourth quarters, student writing turns to the analytical essay. In the third or fourth quarters, the students will write research papers with an emphasis on research methods, analysis of information, and the synthesis of this
information into a coherent paper. Additionally, the course focuses on developing critical reading skills that will allow students to comprehend the figurative as well as the literal meanings of texts. Literary works used in the course include Lord of the Flies, The Catcher in the Rye, Of Mice and Men, The Odyssey, Antigone, and Much Ado About Nothing, along with short stories and poetry distributed throughout the year. The rigorous intellectual demands of reading and writing assignments and class discussion reflect the department’s desire to encourage independent critical thinking, intellectual growth, and organized, clear expression.

EG101: English II or EG102: English II Honors: Studies in British Literature (Grade 10)
This course, while not a survey, introduces students to some of the major periods and authors of British literature. Students read works by Shakespeare, Orwell, Huxley, Bronte, Swift, and Mary Shelley. The study of poetry includes Shakespeare, Blake, Wordsworth, Yeats, Heaney, Walcott, and others. To reflect the perspectives of cultures whose histories have been overshadowed by British imperialism, the course also incorporates contemporary voices, including Chinua Achebe, Chimamanda Ngozi Adichie, and Jamaica Kincaid. Classroom discussions encourage students to develop a sense of appreciation for literature and an ability to interpret complex themes, with an emphasis on close reading of the text. Moreover, students develop a more mature prose style, as they experiment with different forms of writing—argumentation, the literary essay, personal narrative, poetry, and satire. Throughout the year students have an opportunity to complete research-based projects that explore the social and ethical issues of our day (for example, science and human values, privacy in the internet age, or the portrayal of women in the media).

EG111: English III: Studies in American Literature (Grade 11)
This course includes novels and stories by such authors as Melville, Hawthorne, Thoreau, Cather, Chopin, Crane, Wharton, Fitzgerald, Twain and Miller, as well as poetry by Dickinson, Hughes, Cullen, Frost, Whitman, and Brown. Students review as a part of the study of poetry all relevant literary terms, and they also consider point of view, symbolism, theme, plot, mood, tone, and irony in the fiction assigned. A special feature of this course is an intensive review of grammar and sentence structure to eliminate writing errors and to prepare students for the PSAT and the SAT Exam. Practice and instruction in composition continue throughout the year.

EG902: Advanced Placement Language and Composition (Grade 11)
Prerequisite: Only those juniors who have been approved by the English Department on the basis of performance in English classes and on standardized tests are allowed to take this college-level course designed for students who wish to prepare for the Advanced Placement examination.
Because the course prepares students for the AP Language and Composition examination, the focus is on critical analysis of non-fiction, particularly issues of rhetoric, organization, and style. Students learn to identify and write effectively in different modes of discourse. Students read prose written in a variety of periods, disciplines, and
rhetorical contexts by such authors as Emerson, Thoreau, Dillard, Melville, King, Twain, Wharton, Ellison, Douglass, Gilman, Hazlitt, Johnson, Stevenson, and Didion.

Students in Grade 12 must choose either Advanced Placement English Literature and Composition (year-long course) or two of the English IV: Senior English Semester Selectives (2 semesters) in order to fulfill Buckley’s English graduation requirement.

EG912: English IV: Advanced Placement Literature and Composition (Grade 12)
Prerequisites: Only those seniors who have been approved by the English department on the basis of performance in English classes and on standardized tests are allowed to take this college-level course designed for students who wish to prepare for the Advanced Placement examination.
Students are expected to write literary criticism, including critical essays incorporating material from outside sources. Class work often includes impromptu essays on poems or passages not seen until the time of the assignment. The literature studied is quite challenging and includes works by authors such as Shakespeare, Conrad, James, Faulkner, Aeschylus, Kafka, Beckett, Camus, Marquez, Joyce, Bronte, and Austen.

English IV: Senior English Selectives: Two Semester-Long Courses (Grade 12)
These courses prepare seniors for college study with writing, reading, and research components, but students will have a choice from among several different courses designed to meet their particular interests. Students are encouraged to construct their own knowledge by discussing texts, considering social and cultural values, exercising their imaginations, and investigating a certain genre of literature. An intensive review of composition skills continues throughout both semesters with particular attention to thesis development, clarity of expression, logic, incorporating outside sources, and effective procedures for revision. Typical offerings might include Detective Fiction or Science Fiction. **Senior Selectives** prepare seniors for college-level reading, writing, research, and thinking while at the same time offering a choice of genres to read more deeply. Senior Selectives are discussion- and writing-based courses in which students read extensively and write analytically creating multiple drafts with revision leading to college-level essays. **Note: These are not electives; to graduate, every senior is required to take two semesters of Senior Selectives or one year of AP English Literature.**

EG905: English IV: Crime in Society through Detective Fiction (one semester)
From Sherlock Holmes to Agatha Christy to The Girl with the Dragon Tattoo, we read crime novels and short fiction in order to trace—through analysis, criticism and research—the evolution of the crime genre. Students read and analyze page-turners and who-done-its and through discussion and essays form their own conclusions about our fascination with crime and crime fiction. We investigate the popularity of crime
writing and what it tells us about our culture, its darker side, and the fascination with solving crimes.

**EG906: English IV: Modern & Contemporary Poetry (one semester) Not offered in 2015-16**

Students study Modernist Poetry (e.g. T. S. Eliot) and Contemporary Poetic forms, including Spoken Word and Slam Poetry. Students read, analyze, discuss, and write about poetic forms and themes Students read—and write—a variety of poems and compose analytical essays.

**EG908: English IV: Science Fiction (one semester)**

This class compares science fiction texts to actual science to investigate how sci-fi is based in science but is imaginative as well. We explore how our culture sees the imaginative possibilities of science in a constructed future and also explores what this genre tells us about sci-fi readers and our culture’s dreams of the possibilities (and nightmares) science envisions. The course may include *Dune, Hitchhiker’s Guide to the Galaxy, Fahrenheit 451, Ender’s Game, Martian Chronicles*, H. G. Wells, and other works. Students analyze sci-fi through discussion, research, and analytical writing.

**EG909: English IV: Sport, Competition, and Culture: Contemporary Literature of Sport (one semester)**

In this course students read, analyze, and investigate the culture of Sport and Competition through reading literature about sport. Victory and failure in sport define us even off the field and in contemporary culture. Through studying a variety of team and individual athletic activities, we grapple with cultural values of competition, cooperation, sacrifice, and reward. Students frame their own definition and exploration of sport and analyze themes from a variety of sports literature. Texts may range from *Friday Night Lights, Into Thin Air, Seabiscuit, MoneyBall, Hoop Dreams*, as well as sports essays and sports columnists.

**EG901: English IV: Literature of Childhood (one semester)**

In this multi-media, interdisciplinary course, students will focus on reading and studying the conventions and development of children’s literature, from early folk and fairy tales in the oral tradition, through the Brothers Grimm and Charles Perrault, to modern re-mything by authors such as Angela Carter and Margaret Atwood, and film versions of these tales by Disney. On the way, they will also explore images of childhood represented by *Alice’s Adventures in Wonderland* and *Peter Pan* as well as the importance of storytelling, whether as a learning tool or as a culturally significant. Students will also have the chance to explore their own cultures and childhoods through considering the stories that they grew up with. One of the aims of this course would be to encourage students to think critically about films or novels that are and have been part of their own lives, to therefore bring a critical thinking into their everyday lives.
ELECTIVES: These courses meet four days per rotation.

EG421: Beginning Journalism (Grades 9-12)
This course introduces students to the fundamentals of writing journalism. Students learn to write news stories including action, single features, multiple feature, advance, follow-up, meeting, and speech stories; feature articles, including human interest stories and profiles, sports stories, and opinion pieces. Students learn interviewing techniques and how to use research sources. Students also study the responsibilities and ethical obligations of journalists as well as the rights of student journalists. Students are also introduced to newspaper layout and design and learn the basic skills of Adobe InDesign and Adobe Photoshop that are required to produce a student newspaper.

EG422: Advanced Journalism (Grades 10-12)
Prerequisite: Instructor approval.
In this course students refine reporting, writing, and production skills by studying and reviewing such elements of journalism as story structures in news, sports, and features, editorial writing, review writing, media ethics, advertising, newspaper design, and newspaper layout. All students in the class are expected to develop proficiency in layout design and the use of PageMaker and Photoshop. Students in this course constitute the staff of The Student Voice and are responsible for producing eight issues of the newspaper each year. Because students are the editors of the publication, the course also develops leadership skills, problem-solving skills, organizational skills, and group-mechanic skills.

EG601: Creative Writing (Grades 9-12)
Conducted as a workshop, this course offers student opportunities for self-expression in composing poetry, short fiction, personal narratives, and drama. Using a wealth of literary works as guideposts, students explore the technique and artistry of others in order to develop their own voice. The class will experiment with a variety of poetic forms such as the sonnet, ode, and villanelle and will also compose short stories, monologues, and skits. To foster their development as writers, students will share their work in progress and offer constructive feedback to classmates. In the second semester, students will complete an independent project in the genre of their choice; for example, a student may create a poetry sequence, write short stories, or develop a longer piece such as a play or a novel.

EG431: Yearbook (Grades 9-12)
Students in Yearbook work as a team to create a 300 page publication from concept to product. Choosing the theme, creating the design, taking the photographs, writing the copy and putting everything together using state-of-the art technology and software, staff members produce a dynamic history and a real product—all while learning valuable 21st century skills.
The goal of the Mathematics department is to provide students with an appreciation for the beauty and power of mathematics, a solid foundation in the basics of the various fields of mathematics (arithmetic, algebra, geometry, functions, as well as numerical, graphical and statistical analysis) and the ability to solve application problems in a variety of ways. Calculator technology is emphasized, and teachers make use of interactive whiteboards and various software packages to provide dynamic visualizations of the concepts being studied. Students are provided with opportunities to practice standardized testing skills, and they can participate in local and national competitions through our Math Club program. We encourage our most talented students to accelerate through our summer Honors offerings, thereby allowing them to complete AP Calculus AB, AP Calculus BC and/or Multivariable Calculus before graduating.

Graduation Requirements
The graduation requirements in mathematics include Algebra I, Geometry, Algebra II, and one additional course. All courses offered in the mathematics department fulfill the “c” requirement for admission to the University of California; all courses beyond Algebra II fulfill the "g" requirement for admission to the University of California.

Class Placement
Placement in mathematics classes is determined by the department in conjunction with the administration and is based on performance in mathematics classes, teacher recommendations, and performance on standardized tests. In addition, in order to remain in the “Honors” sequence, the student must have a grade of B or higher in his/her current math course and be recommended by his/her current math teacher.

Teaching Strategies
Manipulatives are used whenever possible in the middle school and in the Geometry course where a hands-on approach is beneficial. Cooperative learning is employed in various ways throughout our program, thus encouraging team work and enhancing comprehension. Numerous aids are employed including SMART® Software (which emulates an interactive white board), computer graphing software (to analyze functions in the advanced courses), dynamic algebraic applications using Geometer’s Sketchpad® and Geogebra® software and computer calculator emulators. In addition, several math teachers offer online support and discussions to assist students.

Calculators
The use of calculators is incorporated throughout the Middle and Upper School programs. Students are formally instructed in the use of this technology, but only after they are able to do the computations, algebraic manipulations, and functional graphing exercises by hand. Students in Math 6 and Pre-Algebra must purchase the TI-34 Multi-View (a Texas Instruments scientific calculator); those in Algebra I, Geometry,
Algebra II, Math Analysis, Pre-Calculus, Topics in Math and Calculus must purchase a TI-Nspire CX CAS (a symbolic manipulator, programmable graphing calculator). This graphing calculator is approved for use on the PSAT, SAT I, SAT II, and AP exams. In addition, all math classes are equipped with the TI-Navigator technology, allowing for communication between the students and the teacher via the calculators; teachers can poll students for understanding and adjust the course of the lesson as a result.

Math Lab
The Math Lab is a tutorial setting designed to help support students with their mathematics work. The Lab is staffed with a mathematics teacher and volunteer students who excel in the subject. Middle School Lab is open before classes in the mornings and during lunch periods; Upper School Lab is open during lunch periods.

MIDDLE SCHOOL COURSES

The Honors Sequence
Tailored to develop the depth of understanding, flexibility, creativity and critical thinking that will be required of a student in any university major that is intensively math-related.

The Advanced Sequence
Tailored for the majority of our students, this is the standard college preparatory sequence in mathematics.

The (Regular) Sequence
This sequence provides the fundamentals necessary for admission to a post-secondary institution.

In order to move from the “Advanced” to the “Honors” sequence, a student must maintain a solid A or A+ average and score an independent school norm stanine of 7, 8 or 9 on the CTP-4 Standardized Test (formerly known as the ERB).

In order to move from the “Regular” to the “Advanced” sequence, a student must maintain a solid A or A+ average and score an independent school norm stanine of 5 or higher on the CTP-4 Standardized Test (formerly known as the ERB).

Math 6 (All sequences)
An in-depth review of the properties of whole numbers, decimals, and fractions precedes the development of equality, metric measurement, and the definition of basic geometric figures and geometric relationships. The concepts of ratio, proportion and percent are explored, and integers are introduced. Data organization and the creation and interpretation of graphs are studied. Problem-solving strategies are reinforced throughout the year. An introduction to algebraic expressions and equations,
inequalities, functions, patterns, graphing, and number theory is also provided. The TI-Nspire CX calculator is introduced through in-class sets.

**Pre-Algebra (All sequences)**
Students study algebraic expressions, equations, inequalities, ratios, proportions, coordinate geometry and radicals. Additional topics may include polynomials, Euclidean geometry and elementary statistics and probability. Facility in computation with whole numbers, integers, decimals and fractions is reinforced throughout the year. Problem-solving techniques are emphasized. The TI-Nspire CX calculator is introduced through in-class sets.

**Algebra I (All sequences)**
This course presents the language of algebra and explores a variety of conceptual applications. The relationships among method, application, and theory are examined. Equations, inequalities, lines, graphing, systems of equations and inequalities, polynomials and radicals, are studied. Developing critical thinking skills, and applying concepts are encouraged and enhanced through problem solving. The TI-Nspire CX CAS graphing calculators are introduced and incorporated throughout the curriculum.

**UPPER SCHOOL COURSES**

**The Regular Sequence**
This mathematics sequence provides the fundamentals necessary for admission to a post-secondary institution. The course progression for a regular mathematics student includes Algebra I, Geometry, Algebra II, Math Analysis, and Topics in Mathematics.

To gain admittance to the Pre-Calculus course in lieu of Math Analysis, a student must have earned a solid B or higher in Algebra II and be recommended by his/her current math teacher.

**The College Preparatory Sequence**
Tailored for the majority of our students, this is the standard college-preparatory sequence in mathematics. The course progression for a college-preparatory student includes Geometry, Algebra II, Pre-Calculus, and Calculus.

In order to move from the “College Preparatory” to the “Honors” sequence, a student must maintain at least a solid A average in math, score in the 93rd (or higher) percentile on his/her standardized tests (Aspire/PSAT), and be approved by his/her current math teacher.

**The Honors Sequence**
Tailored to develop the depth of understanding, flexibility, creativity and critical thinking that will be required of a college student majoring in a math-intensive field, the course
progression for an Honors student includes Geometry Honors, Algebra II Honors, a study of Pre-Calculus Honors, Advanced Placement Calculus AB, and Advanced Placement Calculus BC. We also offer a course in Multivariable Calculus.

Note: Geometry/Geometry Honors and Pre-Calculus Honors may be offered as full credit courses in summer school.

Admittance to AP Math Courses
To gain admittance to the AP courses, a student must (1) complete Pre-Calculus Honors with a B or higher or complete Pre-Calculus with an A or A+, (2) score in the 93rd (or higher) percentile on his/her Standardized Tests (Aspire/PSAT), and (3) be recommended by the Pre-Calculus teacher. If a student takes a summer Pre-Calculus Honors course at another institution, a transcript showing a minimum grade of B will need to be provided and the student must score in the top two quintiles on the Buckley Pre-Calculus placement test in order to gain acceptance to the AP Calculus AB course. (Note: Pre-Calculus students who score 650 or higher on the SAT II Math Level II exam are automatically enrolled in AP Calculus AB. Similarly, students who score a 4 or 5 on the AP Calculus AB exam are automatically enrolled in AP Calculus BC.)

MA085: Algebra I
This course presents the language of algebra and explores a variety of conceptual applications. The relationships among method, application, and theory are examined. Equations, inequalities, lines, graphing, systems of equations and inequalities, polynomials and radicals, are studied. Developing critical thinking skills, and applying concepts are encouraged and enhanced through problem solving. The TI-Nspire CX CAS graphing calculators are introduced and incorporated throughout the curriculum.

MA091: Geometry / MA092: Geometry Honors
Prerequisites: Completion of Algebra I or Algebra I Advanced for Geometry or Algebra I Honors for Geometry Honors
Classic Euclidean geometry is studied as well as some non-Euclidean topics including coordinate geometry. Inductive and deductive reasoning are employed, formal proofs are discussed, and problems of measurement of two-dimensional and three-dimensional figures are studied. The rich semantics and structure of geometry are absorbed into the student's vocabulary. Introductory trigonometry is covered as well. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course.

MA103: Algebra II / MA106: Algebra II Advanced / MA102: Algebra II Honors
Prerequisites: Completion of Geometry for Algebra II, Geometry Advanced for Algebra II Advanced, or Geometry Honors for Algebra II Honors
While providing a deeper understanding of the basic algebraic concepts, this course offers an overview of topics more fully developed in advanced mathematical study. The understanding of the number system is broadened through the introduction of complex numbers. Important topics studied are: functions (with an emphasis on polynomials), composites and inverses, linear systems, exponential and logarithmic functions, rational
functions, radical functions, and polynomial functions. Trigonometric functions are introduced in the Advanced sequence, while the Honors students study these concepts in depth. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course.

**MA136: Math Analysis**

*Prerequisite: Completion of Algebra II.*

This course is for students who have completed Algebra II and will not continue to Pre-Calculus. Students will do a thorough review of the following topics in preparation for the SAT and ACT exams: Numbers & Operations, Algebra and Functions (Linear, Quadratic, Rational & Radical), Geometry & Measurement (Perimeter, Area, Similarity & Transformations), and Data Analysis, Statistics and Probability. Students will then do an in-depth study of sequences and series, combinatorics (permutations, combinations & probability), and an introduction to elementary Statistics. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course, in that they are permitted on the SAT exam. *Note: This course does not qualify for entrance into Calculus.*

**MA133: Pre-Calculus and MA132: Pre-Calculus Honors**

*Prerequisites: Completion of Algebra II Advanced with a B or higher for Pre-Calculus,*  
*Succesful completion of Algebra II Honors required for Pre-Calculus Honors.*

This course concentrates on those topics of algebra and trigonometry that must be internalized to succeed at the advanced level of mathematics required in the study of Calculus and other college courses. Those in the Advanced sequence will spend a portion of the spring semester preparing for the SAT I Test, while those in the Honors sequence will, in the spring, prepare for the SAT II Level IIC Test. Topics covered will include: functions (polynomial, trigonometric and polar), complex numbers, systems of equations (linear & quadratic), vectors and conic sections. In addition, the Honors sequence will study limits as an introduction to the AP Calculus AB course. The SAT II Level I review will cover those concepts studied in Algebra II and Geometry. The SAT II Level II study will include vectors, sequences and series, logic, statistics, combinatorics, and probability. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course.

**MA159: Calculus**

*Prerequisite: Successful completion of Pre-Calculus.*

This course is intended for those students who have successfully completed Pre-Calculus. Students will study the concepts of limits, continuity, differentiation, curve sketching, rates of change, related rates of change, rectilinear motion, and integration; in addition, students will learn how to use Calculus to find the area under a curve and between curves, and volumes (by disks and washers) of solids of revolution. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course.
MA901: Advanced Placement Calculus AB  
*Prerequisite: Please see section above entitled, “Admittance to AP Math Classes.”*  
This rigorous course prepares the students for the AP exam in May. The topics of study include all those listed in the “Calculus” course above with the following concepts added: optimization problems, Rolle’s Theorem, the Mean Value Theorem, tangent line approximations, differentials, first-order differential equations, exponential growth and decay, Riemann sums, the Trapezoidal Rule, Slope Fields and volumes by cross-sections. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course.

MA902: Advanced Placement Calculus BC  
*Prerequisite: Please see section above entitled, “Admittance to AP Math Classes.”*  
Topics include more advanced techniques of integration such as integration by parts and by partial fractions, logistic growth applications, parametric and vector equations, improper integrals, curvilinear motion, polar equations, solving differential equations using Euler’s method, arc length, area of a surface of revolution, L'Hopital’s rule, infinite series of constant terms and their convergence tests, power series, Taylor polynomials and the Lagrange Form of the Remainder. The TI-Nspire CX CAS Graphing calculators are incorporated throughout the course.

**ELECTIVES**

MA114: Aerospace Engineering  
*Prerequisite: Students must have successfully completed Algebra I.*  
This course covers the fundamentals of atmospheric and space flight. Students explore the physics of flight, and design an airfoil, propulsion systems, and rockets. They learn basic orbital mechanics using industry-standard software and explore robot systems through projects. Students will think critically, work collaboratively, and engage in open-ended problem-solving. This course is designed to prepare students for post-secondary study and careers in STEM fields.

MA121: Topics in Mathematics  
*Prerequisite: Successful completion of Math Analysis or PreCalculus.*  
This course is for seniors who have completed Algebra 2 Regular or Math Analysis. It uses the first semester to explore “Financial mathematics.” Students study such topics as payroll, personal income tax, bank services, simple and compound interest, annuities, credit, stocks and bonds, taxes and insurance. The second semester will be used to prepare students for university math placement tests by reviewing the following topics: real numbers, exponents and polynomials, factoring, equations & inequalities, linear & quadratic functions, rational and radical expressions & equations, complex numbers, and Euclidean and coordinate geometry. This is followed by the study of conceptual statistics and an introduction to various college-level math concepts.
MA912: Advanced Placement Statistics

Prerequisites: Successful completion of Algebra II Advanced or Honors.

This year-long course is the equivalent of a one-semester college course in statistics. AP Statistics is for students with mature quantitative reasoning skills. Students will learn how to describe patterns and departures from patterns in data, how to sample and collect data, how to anticipate patterns, and how to statistically test a hypothesis. Data will be used from a broad breadth of subjects including: Biology, Chemistry, Physics, Sociology, Political Science, and Economics. This course prepares students for the Advanced Placement Statistics Exam.

MA135: Multivariable Calculus

Prerequisite: Successful completion of AP Calculus BC with an AP exam score of 3 or higher.

Students in Multivariable calculus will continue their study of calculus, particularly the calculus of space. Topics will include using vectors to study shapes in two and three-dimensions, vector-valued functions in three-dimensions, functions of several variables, multiple integration and the solving of first and second order differential equations. In addition, students will study vector fields, line integrals, Green’s Theorem, surface integrals, Stokes’ Theorem and the Divergence Theorem, and an introduction to point set topology. Emphasis will be placed on theory. The TI-Nspire CX CAS is used to generate shapes in three-dimensions and investigate the topology of space.
The Music Department offers courses in vocal and instrumental music, music composition, music technology and production, as well as experiential classes that are designed to inspire and challenge students with a wide range of musical experiences, backgrounds, and interests. We offer extensive opportunities for performance in our ensembles. In addition, the needs of the creative musician are addressed in our songwriting/scoring/music production and music theory classes in our Digital Arts and Music Center. Music appreciation, active listening, and historical studies occur in “Experience Music”, which targets the music of specific genres on a rotating basis each semester. Students in the sixth through eighth grades are automatically enrolled in introductory classes in music as part of the Arts Rotation. All upper-level classes for students in grades 9-12 can fulfill the graduation requirement in Visual and Performing Arts by taking four semesters of music classes. In addition, our extra-curricular offerings in Jazz Band, Middle School Advanced Strings, and Upper School Advanced Strings offer rich ensemble experiences for our most experienced instrumentalists. Chamber music, small group performances, and regular solo performance opportunities are available to our students throughout the school year in vocal and instrumental music.

MIDDLE SCHOOL COURSES

Choir 6 (Sixth Grade Choir)
Admission to the Sixth Grade Choir is open to all interested students. The course is designed to improve students’ vocal and critical listening skills, foster a love of singing, increase knowledge of music theory, develop sight-singing abilities, and provide performance experiences. Vocal techniques and repertoire in a variety of styles, including pop, rock, classical, and world music are examined in depth, and the mastery of repertoire in two and three parts is featured. Membership requires enthusiasm and focused participation during rehearsals and concerts, including the Buckley Middle School Winter Concert, Spring Choral Concert, an adjudicated festival in the spring, and other appearances. Students will be required to commit to a regular practice schedule outside of class in order to be prepared for class meetings. Note: Choir 6 is a year-long course that prepares students for more advanced study in the 7th/8th Grade Choir.

Choir 7-8 (Seventh/Eighth Grade Choir)
Admission to Choir 7-8 is open to all interested seventh and eighth grade students. The course is designed to build upon skills learned in Choir 6, though this ensemble is open to students of all levels of musical experience. This choir primarily performs three and four-part repertoire in a variety of styles, including pop, rock, classical, traditional and World Music, representing a diversity of cultures and languages. Intermediate-level music theory, sight singing, microphone technique, and stimulating performing experiences are significant components of the course. Membership requires enthusiasm and focused participation during rehearsals and concerts, including the
Buckley Middle School Winter Concert, Spring Choral Concert, an adjudicated festival in
the spring, and other appearances. Students will be required to commit to a regular
practice schedule outside of class in order to be prepared for class meetings. Note: 
Choir 7-8 is a yearlong course that may be repeated for credit, and is designed to
prepare students for membership in our Upper School vocal ensembles.

Middle School Concert Band (Grades 6-8)
The Middle School Concert Band is open to all wind and percussion players in grades
six through eight by permission of the instructor. Students study and perform various
styles of concert band repertoire while working to improve their technical facility,
sight-reading ability, and ensemble coordination. Students will be exposed to the
beginning elements of improvisation to further enhance their training and musical
expression. Students will be evaluated through recorded playing examinations, effort,
and participation during rehearsals and concerts. Membership involves performances at
winter and spring concerts, community performances, and weekend festivals. Students
will be required to commit to a regular practice schedule outside of class in order to be
prepared for class meetings. Note: Middle School Band is a year-long course that may
be repeated for credit.

Orchestra 6 (Sixth Grade Orchestra)
Orchestra 6 provides the foundation for a sequential string program in the Middle
School (violin, viola, cello, bass). Students develop individual and group skills in
instrumental technique, listening to music, improvisation, and musical composition.
Also included are experiences designed to develop students’ ability to read music, use
music notation, know the terminology of music, analyze and describe musical form,
make informed evaluations concerning musicality, and understand musical practices in
relation to history and culture. The course repertoire represents diverse genres from
various periods and cultures. Students perform at the Middle School Winter Concert
and the Middle/Upper School Spring Orchestra Concert, as well as an adjudicated
festival in the spring. Note: Orchestra 6 is a year-long course that prepares students
for more advanced study in Orchestra 7-8. Additionally, Please note that there are a
very limited number of openings in the class for pianists, and students who are
interested in those positions are required to audition.

Orchestra 7-8 (Seventh and Eighth Grade Orchestra)
Admission to Orchestra 7-8 is open to all string players and pianists in grades seven
and eight by permission of the instructor. A basic placement audition will be performed
at the beginning of each year to determine seating in each instrument section. Students
study and perform various styles of orchestral literature while gaining the technical
facility, music theory, and reading ability needed to perform in the Upper School
Chamber Orchestra. Membership requires participation in the Middle School Winter
Concert and Middle and Upper School Spring Orchestra Concert, as well as an
adjudicated festival in the spring. Practicing outside of class between course meetings
is mandatory. Note: Orchestra 7-8 is a yearlong course that may be repeated for credit.
Additionally, please note that there are a very limited number of openings in the class for pianists, and students who are interested in those positions are required to audition.

Experience Music: Jazz and Blues (Grades 6-8)

Experience Music: Jazz and Blues teaches students to develop the ability to be informed, active listeners of music in these genres by listening to and evaluating jazz and blues compositions and recorded performances throughout the course of the semester. Jazz and Blues played an important part in the development of modern music from the late 1800's through to today. From its humble beginnings with the Ragtime of Scott Joplin, through the Big Band and Swing Eras, to Be-Bop and influences in Blues and Rock and Roll, this course will present an overview of these important musical styles in the development of American music. Coursework will also include watching educational videos, interactive Fun Music Co. lessons with the Smart Board, rhythm review and analysis, understanding musical terminology, participating in class discussions, and musical ensemble practice with Orff instruments, applicable to Jazz and Blues styles. **Note:** This is a one-semester course, designed to be a part of a rotating series of Experience Music classes in the Middle School.

Experience Music: Rock and Roll (Grades 6-8)

Experience Music: Rock and Roll teaches students to develop the ability to be informed listeners of Rock and Roll music by listening to and evaluating and recorded performances, as well as learning the history of rock and roll throughout the course of the semester. The course presents an overview of the development of the Rock styles over the last fifty years, from how Rock music began with Chuck Berry and Little Richard, learning of the profound influence of Elvis Presley, the “Day the Music Died”, The British Invasion, Soul and Surf Music, Woodstock, Punk, Disco, solo artists, Hard Rock, Grunge, Dance Music and One-Hit Wonders through to the stars of rock music today. Coursework will also include watching educational videos of the styles, interactive lessons with the Smart Board, musical score reading, rhythm review, and analysis, understanding musical terminology, participating in class discussions and musical ensemble practice with Orff instruments, applicable to Rock Music styles. **Note:** This is a one-semester course, designed to be a part of a rotating series of Experience Music classes in the Middle School.

Introduction to Music Composition and Technology I (Grades 6-8)

This course is designed to introduce the students to basic music theory, music composition and production. They will use state-of-the-art technology and software, including Garage Band and ProTools in our Digital Arts and Music Center for composing, recording, editing, and producing creative projects. In addition, the students will study musical form, song structure, and instrumentation while exploring a variety of musical genres and styles. Previous musical experience is recommended but not required as a pre-requisite for taking the class. **Note:** This is a one-semester course, and enrollment is limited to fifteen students.
UPPER SCHOOL COURSES

PA231: Chamber Orchestra and PA233: Advanced Chamber Orchestra (Grades 9-12)
Admission to the Chamber Orchestra is open to string players (violin, viola, cello, bass) and pianists in grades nine through twelve by audition only. Students listen to, respond to, and perform music in a wide range of genres in a culturally authentic manner, reflecting the diverse nature of cultures from around the world. The academic requirements of the course include developing intermediate skills in music theory, history, and musical composition. Membership in the ensemble requires individual practice and participation the Winter Concert, Spring Orchestra Concert, assemblies, and an adjudicated festival in the spring. Reclassification of students into the “Advanced Chamber Orchestra” category after two consecutive years in the ensemble will occur when the student has earned four semesters of grades 93% (A), and achieved a superior score on the “Advanced Chamber Orchestra” performance exam, or by permission of the instructor. Members of this advanced group are required to attend local concerts, participate in chamber music performances, apply for the CAIS Honors Orchestra and/or complete written reflections on specified artists to be studied during the course. Note: Chamber Orchestra/Advanced Chamber Orchestra is a one-year course that may be repeated for credit.

PA211: Concert Band and PA214: Advanced Concert Band (Grades 9-12)
The Upper School Concert Band is a year-long course available to wind and percussion players in grades nine through twelve by permission of the instructor. It is strongly recommended that students have a minimum of one year of experience in an ensemble prior to joining the Concert Band. Students study and perform various styles of concert band literature while working to maximize their technical facility, sight-reading ability, and ensemble playing. Students will also be exposed to the beginning elements of improvisation. Students are required to maintain a daily practice schedule at home, and will be evaluated primarily through live playing examinations, effort and participation during rehearsals and performances, and the mastery of course material. Membership involves performance at the Upper School Winter Concert, Spring Band Concert, community appearances, and adjudicated festivals. Reclassification of students into the “Advanced” category after two consecutive years in Concert Band would occur when the student has earned four semester grades of 93 % (A), or by permission of the instructor. Students in the “Advanced” category are required to attend local concerts, participate in chamber music performances, apply for the CAIS Honor Band, and/or complete written reflections on specified topics to be studied during the course. Note: Concert Band/Advanced Concert Band is a one-year course that may be repeated for credit.
PA251: Concert Choir and PA255: Advanced Concert Choir (Grades 9-12)
Admission to the Upper School Concert Choir is open to students in grades nine through twelve by permission of the instructor. Through the rehearsal and performance of ensemble vocal music in various styles and languages, including traditional and modern choral music as well as pop, rock, and musical theater, the course will focus on the important components of ensemble singing: tone production, diction, blend,-breathing, critical listening skills, and choral artistry. Intermediate-level music theory and sight singing will be taught during the course. Membership in the Concert Choir includes participation in required performances at the Buckley Upper School Winter Concert, Spring Choral Concert, school assemblies, community appearances, and an adjudicated festival. Reclassification of students into the “Advanced Concert Choir” category after two consecutive years in the ensemble will occur when the student has earned four semester grades of 93 % (A), or by permission of the instructor. Members of this advanced group are required to complete a significant musical experience by attending local concerts, participating in the CAIS or SCVA/ACDA Honor Choirs, or demonstrating a deep commitment to the choral and vocal arts through a project that is co-designed by the instructor and choir member. Note: Concert Choir/Advanced Concert Choir is a year-long course that may be repeated for credit by permission of the instructor.

PA215 and PA216: Music Composition, Production, and Technology I, II (Grades 9-12) These year-long courses are designed for students to gain extensive knowledge of contemporary music theory and music composition. They will use state-of-the-art technology and software in our Digital Arts and Music Center for composing, recording, editing, and producing creative projects including original contemporary songs and movie soundtracks. Students will work with programs such as ProTools, Logic, Final Cut Pro, Ableton, Garage Band, Sibelius, and East/West Sounds Complete. In addition, the students will study musical form, song structure, and instrumentation while exploring a variety of musical genres and styles. Students should have a working knowledge of basic music theory before taking the class. Note: Enrollment is limited to fifteen students.

PA504: Advanced Placement Music Theory (Grades 9-12) Not offered in 2015-16
This course prepares students to take the AP Exam, which tests their aural and visual understanding of musical form and compositional procedures. Topics covered include reading notation, sight singing, and ear training through rhythmic, melodic and harmonic dictation. Students will also learn how to analyze, orchestrate, and arrange music for various ensembles. In order to enroll, students must demonstrate proficiency in Music Theory basics by taking a placement test.
PHYSICAL EDUCATION DEPARTMENT

MIDDLE SCHOOL

Students have the opportunity to choose a physical education course or participate in athletics to fulfill their requirement in grades 6, 7, and 8. In physical education classes, team games are emphasized. Such physical abilities as strength, flexibility, endurance, coordination, balance, games skills, and cognitive capabilities are developed. Each trimester consists of three different activities designed to meet these needs. Should a student wish to be on an athletic team, he or she has an opportunity to choose from the sports in season. Practices are held during class time, and athletic contests are conducted after school. The sports offered during the year are as follows:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Boys’ Flag Football</td>
<td>Boys’ Basketball</td>
<td>Girls’ Volleyball</td>
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<tr>
<td>Girls’ Basketball</td>
<td>Girls’ Soccer</td>
<td>Boys’ Tennis (7/8)</td>
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<tr>
<td>Co-ed Swimming</td>
<td>Boys’ Soccer (7/8)</td>
<td>Boys’ Baseball</td>
</tr>
<tr>
<td>Equestrian</td>
<td>Girls’ Softball (7/8)</td>
<td>Boys’ Soccer (6)</td>
</tr>
<tr>
<td>Co-ed Cross Country (7/8)</td>
<td>Equestrian</td>
<td>Boys’ Volleyball (7/8)</td>
</tr>
<tr>
<td>Girls’ Tennis (7/8)</td>
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<td>Co-ed Golf (7/8)</td>
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Both the Physical Education and the Athletic programs are designed to give the student a successful experience and to promote a desire to participate regularly in physical activity throughout life.

UPPER SCHOOL

Students must be enrolled in a physical education program or on an athletic team every season until they complete 8 trimesters of P.E. credit. High School PE students are graded on a “Pass” or “Fail” basis. Tenth and eleventh grade students may manage a middle or high school team for PE credit once during the two-year period. Dance classes may be taken for physical education credit. In high school physical education, students follow a flex time P.E. schedule where they complete 310 minutes of exercise in the eight day class rotation. Life and leisure fitness classes and activities are emphasized while developing strength, flexibility, muscular endurance, cardiovascular endurance, coordination, and balance, as well as learning about diet and nutrition. Both the physical education program and athletics are designed to give the student a successful experience and to promote a desire to participate regularly in physical activity throughout life. The sports offered during the year are as follows:

Interscholastic sports at The Buckley School forms part of a diverse extracurricular activity program. The activities are regarded as vital parts of the total educational offerings of our school. The sound development of the physical capacities of youth
compliments and enhances the intellectual, emotional, and social development of every student athlete. These opportunities are useful tools in the achievement of the goals of a comprehensive education.

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<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Girls'/Boys' Cross Country</td>
<td>Girls' Basketball</td>
<td>Girls' Softball</td>
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<tr>
<td>Girls' Volleyball</td>
<td>Girls' Soccer</td>
<td>Girls'/Boys' Swimming</td>
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<tr>
<td>Co-ed Equestrian</td>
<td>Boys' Soccer</td>
<td>Boys' Tennis</td>
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<tr>
<td>Girls' Tennis</td>
<td>Boys' Basketball</td>
<td>Boys' Baseball</td>
</tr>
<tr>
<td>Girls' Golf</td>
<td>Co-ed Equestrian</td>
<td>Boys' Golf</td>
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<tr>
<td>Spirit Team</td>
<td>Spirit Team</td>
<td>Co-ed Equestrian</td>
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**Pre-Season Athletics**
When schedules and facilities permit, pre-season athletics are offered. These classes are designed to prepare students for the upcoming season in a specific sport. Basic fundamentals, conditioning, strategies, and team concepts are taught to provide the athlete with the best possible preparation for the season.
SCIENCE DEPARTMENT

The Science Department encourages students to develop and expand their scientific literacy through a broad spectrum of courses and provides opportunities for hands-on learning, experimentation, and the mastery of the content of science, as well as an appreciation of the implications for science in everyday life. The Science Department is dedicated to providing all students a solid foundation in biology, physics, and chemistry. Course content reflects the view that science is most significantly a problem-solving activity that encompasses the “Three P’s” - posing questions, problem solving, and marshaling evidence to put forth a persuasive argument. The science program emphasizes basic concepts, facts, how new knowledge is discovered and validated, the process of science, and the influence of science on society. We promote scientific literacy by providing students with opportunities to acquire and utilize critical thinking skills and knowledge of science and technology.

“Science education is a critical component of education for the 21st century. Most policy makers and educators agree that scientific literacy is essential for all citizens in an increasingly technological world. At the same time, science education is essential to meeting the nation’s needs for scientists and engineers in an era of growing global competition in research, development, and technological innovation.” - America’s Lab Report (NRC, 2005)

All courses offered in the Science Department meet the "g" requirement for admission to the University of California; all courses in biology, physics, and chemistry meet the "d" requirement.

MIDDLE SCHOOL COURSES

Topics in Science (Grade 6)
The sixth grade science curriculum is designed to foster curiosity and a love for science while teaching and reinforcing basic study skills. The focus is centered on the basic branches of science: Biology, Physics, and Chemistry. The students will take a hands-on approach as they work on labs and experiments that allow them to experience science first hand. Students are encouraged to develop critical thinking and an understanding of the importance of a scientific world view. The last unit is archaeology in which students are taught about methods of dating artifacts, the importance of archaeological finds and digs, and the reconstruction of a civilization. All of the material that will be learned is strongly tied to other sixth grade content areas.

Life Science (Grade 7)
Life Science examines the defining features of living things. Topics include animal behavior, evolutionary theory, cell structure and function, the chemical basis of life, and reproduction and development. Readings for this course are designed to give the
student a different kind of experience in learning about life science, giving students an opportunity to practice important thinking skills as they journey through history in search of how living things work. Students practice posing hypotheses, designing experiments, and interpreting results.

**Physical Science (Grade 8)**
This course includes a survey of Science, Technology, Engineering, Art, and Mathematics education with a focus on the engineering design process during hands-on projects. Physical Science students design, build and program robots, as well as build circuits and electronics and several other projects focusing on clean energy and the environment. Students are also introduced to 3-dimensional modeling and computer programming using industry standard software.

**UPPER SCHOOL COURSES**

**SC101: Biology (Grade 9)**
This course focuses on the study of life, including animals, plants and humans. The students will investigate cells, bio-macromolecules, the structure and functions of plants and animals and the study of ecology. Students also investigate molecular biology topics such as protein synthesis, biotechnology, and genetics. Freshman Biology involves a large laboratory component in order to emphasize the real world applications of scientific reading, writing, and reasoning skills.

**SC105: Biology Honors (Grade 9)**
*Prerequisites: A- or better average in eighth grade science, demonstration of exceptional work habits, and/or department approval.*
Honors Biology course is a full year in-depth study of the major concepts of the living world. The core principles of science are used to promote in-depth understanding and appreciation of complexity, diversity, and interconnectedness of life on earth. The course focuses on: correlation between structure and function starting at the chemical/molecular level and up to the level of organisms; principles of classical and molecular genetics and evolutionary theory; energy transformations within living systems; and interactions between organisms and their environment. Students will design and carry out long and short-term investigations using principles of scientific method and use proper formats for reporting their findings.

**SC121: Chemistry (Grade 10)**
*Prerequisites: Biology, Concurrent enrollment in or completion of Geometry.*
This course follows the Chemistry in the Community curriculum and presents an introduction to atomic structure, periodicity, atomic bonding and materials, stoichiometry, oxidation-reduction reactions, acid-base chemistry, organic chemistry, atmospheric chemistry, water testing and treatment, water quality analysis, fossil fuels, and energy sources. This course is not intended as a preparatory course for AP Chemistry nor does it prepare the student to take the SAT Subject Test in Chemistry. However, it does fulfill the chemistry requirement for AP Environmental Science.
SC123: Chemistry Honors (Grade 10)
Prerequisites: Concurrent enrollment in or completion of Algebra II Honors or higher. A average in Biology, B+ average in Biology Honors, demonstration of exceptional work habits, and teacher recommendation.
This course presents an in-depth view of the development of atomic theory, the discovery of atomic structure and its explanation of periodicity, atomic bonding and materials, states of matter, stoichiometry, and an introduction to the various classes of chemical reactions. This course is for students interested in pursuing science in college; it is a rigorous and quantitative chemistry course that prepares the student to take AP Chemistry.

SC111: Conceptual Physics (Grade 11)
Prerequisites: Chemistry or Chemistry Honors and Algebra II.
In this course, the rules that govern the physical world are explained through use of practical examples, analogies, hands-on experiences, and mathematical principles. Topics covered include motion, gravitation, momentum, energy, electricity and magnetism, sound and light. This course is not intended as a preparatory course for AP Physics 1, Physics 2 or AP Physics C nor does it prepare the student to take the SAT Subject Test in Physics.

SC915: Advanced Placement Physics 1 (Grade 11)
Prerequisites: B+ or better in Chemistry Honors, completion of Algebra II Honors, and demonstration of exceptional work habits. Completion of Pre-Calculus Honors strongly recommended.
This is a mathematically-based Advanced Placement course. Students investigate a wide range of topics including: kinematics, Newtonian mechanics, work, energy, momentum, and rotational mechanics. This course prepares students for the Advanced Placement Physics 1 Exam and does not completely prepare them for the SAT Subject Test in Physics. To prepare for the SAT Subject test in physics the student should also take AP Physics 2. This course is a prerequisite for AP Physics 2 and/or AP Physics C.

SC916: Advanced Placement Physics 2 (Grade 11-12)
Prerequisites: B or better average in AP Physics 1, completion of Algebra II Honors, and demonstration of exceptional work habits. Completion of Pre-Calculus Honors strongly recommended.
This is a mathematically-based Advanced Placement course. Students investigate a wide range of topics including: thermodynamics, waves, electricity and magnetism, and modern physics. This course prepares students for the Advanced Placement Physics 2 Exam and does prepare them for the SAT Subject Test in Physics assuming that they also have mastered the AP Physics 1 material. This course is a prerequisite for AP Physics AP Physics C.
NON-AP ELECTIVES

SC115: Applied Science (Grades 10-12)
Prerequisites: At least one honors or upper level (Grade 11-12) lab course in any science and departmental approval. Students must submit a properly formatted research proposal for approval. See format below: (http://www.library.illinois.edu/learn/research/proposal.html).
The Applied Science course is centered on an original independent research project in S.T.E.A.M. (science, technology, engineering, art, and mathematics) fields which can span 1-3 years. Students will develop research literacy, lab skills, manage time commitments, and learn to collaborate professionally on the research project. This is a lab course with a minimum requirement of 6 hours of productive lab work per week plus additional time (average of 8-12 hours per week) working on and thinking about the research project. Ultimately, students’ research projects may lead to submissions to STEAM-based journals and/or Intel Science Talent Search or other science contests.

SC131: Astronomy (Grades 11-12)
Prerequisite: Completion of Physics and Algebra II.
Most of us study astronomy not for its technological and philosophical benefits but for its grandeur and inherent interest. We must stretch our minds to understand the strange objects and events that take place in the far reaches of space. Topics for this course include the formation and origin of the universe, including galaxies, stars, planets, asteroids, supernovae, constellations, theory of relativity, and space exploration. Students are required to make visits to observatories.

SC152: Brain and Behavior (Grades 11-12)
Prerequisite: Completion of Chemistry.
How do we perceive the world and learn about it? How do we make decisions? What happens in the brain when we empathize with another or make a moral judgment? Why does it hurt to be excluded? Are we really ‘in control’ of our behavior as much as we think? This course is a survey of topics in neuroscience, cognitive, and social psychology. In addition to the topics of perception, consciousness, memory and emotion; students will explore recent research in moral and political psychology, social psychology, and behavioral economics. Students will study how behavior is influenced by factors like personality, worldview, social pressure, and cognitive biases. The discovery that humans are less than rational has important social and legal implications. Whenever possible, research in psychology and neuroscience are used to illuminate a current social issue.

SC 913: Molecular Genetics (Grades 11-12)
Prerequisite: Successful completion of Physics and Chemistry.
Students will learn the basic principles of genetics such as heredity and variation in living organisms. This course will also cover chromosome structure and organization; gene expression and RNA processing in prokaryotes and eukaryotes; genetic engineering; genetic stability and instability; transposable elements and DNA
rearrangements; genetic analysis; fly and worm genetics and transgenesis. The lectures are complemented by tutorials and laboratory exercises provide hands-on experience of genetic and molecular manipulations.

**SC142: Robotics (Grades 9-12)**
This course explores aspects of robotics including Mechanical Engineering, Electrical Engineering, programming (LabVIEW, JAVA or C++), and Computer Aided Drafting (CAD). Students approach robotics as a business and carry out web design and fundraising. The students will also get a chance to work with 3-D printers and other machinery such as the CNC Mill and Lathe. This course is intended to parallel the FIRST Robotics season. The students will construct a 5 foot tall 120 pound robot by the end of each year.

**AP ELECTIVES**

**SC901: Advanced Placement Biology**
*Prerequisites: Completion of Biology, Chemistry Honors with a B+ average, Physics with an A average, and demonstration of exceptional work habits. Students must complete a Summer Assignment.* AP Biology is the equivalent of a full-year college course taken by life science majors. The course investigates evolution, cellular and molecular biology, biodiversity, plant anatomy and physiology, and human biology. This course prepares students for the Advanced Placement Biology Exam and the SAT Subject Test in Biology.

**SC906: Advanced Placement Chemistry**
*Prerequisites: Completion of Chemistry Honors with a B+ average, demonstration of exceptional work habits, and teacher recommendation. Students must complete a Summer Assignment.* This course is the equivalent of a full-year college course taken by science majors. It expands upon topics taught in Chemistry Honors, going deeper into atomic structure, atomic bonding, and chemical reactions. It gives students a thorough introduction to kinetics, thermodynamics and equilibrium. The course prepares students for the AP Chemistry Exam and the SAT Subjects Test in Chemistry.

**SC941: Advanced Placement Environmental Science**
*Prerequisites: Completion of Biology, Chemistry, and Physics with an A- or better average, demonstration of exceptional work habits, and teacher recommendation. Students must complete a Summer Assignment.* This year-long course is the equivalent of a one-semester college course in environmental science. This course explores the multidisciplinary science of the environment. We focus on Earth Science as well as historical and contemporary issues such as air and water pollution, global climate change, ozone depletion, acid rain, hazardous and solid waste, alternative energy resources, soils, deforestation, overfishing, biodiversity and endangered species, and their ecological, economical and human health impacts. An extensive hands-on laboratory component is a part of this course, as are extensive projects into Biomes and
Renewable and Non-renewable Energy Resources. This course prepares students for the Advanced Placement Environmental Science Exam.

SC910: Advanced Placement Physics C: Mechanics, Electricity, and Magnetism

Prerequisites: Completion of AP Physics 1 with a B+ average or completion of AP Chemistry with a B+ average, concurrent enrollment or completion of AP Calculus AB, demonstration of exceptional work habits, and teacher recommendation. This is a college level laboratory course that investigates the fundamental concepts of Mechanics and Electricity and Magnetism in significantly more depth than the AP Physics 1 & 2 Courses. The students will take previously learned concepts and apply calculus theory to solve more complex problems. Mastery of physics calculations with integral and differential calculus is required. This course is intended to mimic the Physics course that a student in a technical major will take at the college level. This course prepares students for the Advanced Placement Physics C Exam.
SOCIAL SCIENCES DEPARTMENT

“Ours is a world of 24-hour-news cycles, global markets, and high-speed Internet. We need to look no further than our morning paper to see that our future, and the future of our children, is inextricably linked to the complex challenges of the global community. And for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it.” Roderick Paige, Former U.S. Secretary of Education

The Buckley Department of Social Sciences is committed to imparting a global and historical understanding of humanity to our students. Our young people are faced with an ever changing world filled with numerous complex events. Globalization and the information revolution have forced students to directly confront difficult realities. It is our determination that our students are able to comprehend and respond to their world in an informed and respectful manner. That understanding begins in the sixth and seventh grades with the knowledge and appreciation of global cultures, world geography, and current international events. A more traditional approach to history begins in the eighth grade and is carried through the twelfth grade. A substantial focus is placed on using primary sources, taking into account historical interpretations, and critical social science writing. Finally, our curriculum is complemented with a number of interesting and challenging AP courses and electives that survey the United States and world history, economics, social justice, leadership, and art history.

MIDDLE SCHOOL COURSES

History 6: World Geography and Cultures (Grade 6)
With the importance of geo-politics and globalization, it is more vital than ever that students comprehend their world and their place in it. Sixth grade geography examines the locations and cultures of our planet allowing us to better understand the world and get along with our fellow passengers on “spaceship Earth.” Among the objectives in sixth grade, students should be able to make interconnections with the world around them, comprehend cause and effect of local and global events, see the world in terms of the five themes of geography (location, place, regions, movement, and interaction) and apply geographical understanding to their everyday lives. This takes students through a brief overview of the physical and cultural importance of regions and countries across the globe. In addition, students will develop good study skills such as mapping, highlighting, outlining, note taking, summarization, test preparation, time management, and reading comprehension.

History 7: Global Studies (Grade 7)
Since students have learned about the regions of the world in the previous year, the seventh grade curriculum centers on both historical and modern global studies. On a macroscopic level, students will spend time focusing on the conflicts between different
regions and cultures and how they affect global interdependence. On a microscopic level, students will learn about the religions, cultures, governments, and ethnicities of different nations and how these have affected modern history. Studies will begin with a post-World War II analysis of the Cold War and move into development of many nations and regions of the world. In addition, students will continue to reemphasize and build upon the importance of good study skills and time management. Many project-based assignments will assess a student’s ability to manage tasks that are independent in nature. Students should move into the eighth grade as competent and effective social studies learners, conscious of the world around them and mindful of their role as citizens in a larger world.

**History 8: Social Issues in American Society**
In this course, students will look at American history thematically as well as in a timeline. Starting in the post-revolutionary era and moving into the 21st century, this class will examine the social issues that face American society, both historically and currently, and help students understand their place in that society. This class will focus on the intersections of race, class, and gender, and students will make continual connections with how our history impacts our present. This course will be writing intensive, emphasizing the writing process, close reading and annotating, critical thinking, and discussions skills. There will be an emphasis on using texts and research to support student claims, using multiple sources, following MLA citation methods, structuring persuasive writing, logical reasoning, and revision skills.

**UPPER SCHOOL COURSES**

**SS091: Ancient World History (Grade 9)**
In this course students discover the development of human civilization from the Neolithic era to the seventeenth century, including study of the Egyptian, Mesopotamian, Hebrew, Greek, Roman, Indian, Chinese, Islamic, and European Medieval, Renaissance, and Reformation cultures. Although students address political, social, and intellectual history, the primary focus is on the cultural development of these civilizations; more specifically, developments in spirituality, religion, the arts, and literature. The goal is to experience history from the perspective of those who lived it rather than from the perspective of the teacher, textbook, or student alone. To accomplish this goal, lecture and discussion are supplemented whenever possible with primary source material such as literary texts, myths and stories, hymns, documentary evidence, and actual student experience of history. This course also uses film as a source of information and topics for discussion. The Ancient World course does not emphasize the memorization of names and dates. Although the facts are important, it is the interpretation and analysis of those facts which are "history" in the proper sense. Students are encouraged to think critically and to analyze, to discover an understanding and appreciation of the diverse cultures of the world, and to develop the ability to express their thoughts in well-crafted essays.
SS101: Modern World History (Grade 10)
What defines the Modern Age? How did it come about? How did it influence the twenty-first century? These are some of the enduring questions with which students of history continue to grapple. This course will seek to reveal the answers to these questions and more. By exploring historical records, we will endeavor to understand the past and gain valuable insight into our future. The Modern World course covers world history from the 1600’s to the present and expands on the intellectual, social, and political concerns presented in traditional western civilization courses. As the focus of the course is modern history, students encounter historical events, ideas, and institutions considered significant to the formation of modern ideals. This survey begins with a critical investigation of the Scientific Revolution, the Enlightenment, and the Age of Revolution. Comparative studies between the countries of Europe and their counterparts in Africa, Asia, and the Americas enliven this inquiry and examine the interrelations among world cultures that exist to this day. More recent periods of industrial development, European imperialism, and world conflict provide still more insight into the advantages and disadvantages of modern thinking. World Wars I and II, the Cold War, the Gulf Wars, and more recent global conflicts provide ammunition for the critical analysis of human accomplishments to date. In addition to covering a basic narrative of events and movements, the goals of this course are to develop an appreciation of principle themes in history, an ability to analyze historical evidence, and a capacity to analyze and express historical understanding in writing.

SS904: Advanced Placement European History (Grades 10-12)
Prerequisite: Departmental approval.
The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

SS111: United States History (Grade 11)
The U.S. History course is a two-semester survey of American history from the age of exploration to the present, exploring broad historical themes and controversies. This course is intended to help students understand America’s past and present. It is also meant to help them think historically, that is, to think about human change over time. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Primary source documents and current periodicals are used to supplement a college-level text.
SS905: Advanced Placement United States History (Grade 11)

Prerequisite: Successful completion of an Advanced Placement social science course or an A in Modern World History and departmental approval.

The AP United States History program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course is a survey of American history from the age of exploration to the present. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship.

Students in Grade 12 must choose one class from the following list of Senior Electives to fulfill the social science graduation requirement.

SS193: Advanced Placement Art History (Grades 11-12)

Prerequisite: Departmental approval.

AP Art History is designed as an introductory college level course. The objective of this course is to gain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of the works of art. The course requires a high degree of commitment to academic work. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll.

SS901: Advanced Placement United States Government and Politics (Grade 12)

Prerequisite: Successful completion of an Advanced Placement social science course or an A in United States History and departmental approval.

This course provides seniors students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute American politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course is broken into six major fields of study: a) constitutional underpinnings of United States government, b) political beliefs and behaviors, c) political parties, interest groups, and mass media, d) institutions of national government, e) public policy, and f) civil rights and civil liberties.
SS083: History IV: Complicated Family: The American Plantation, Femenism, and the Antebellum Social Construct (Grades 11-12)
In this course, students will explore the African-American slave community, as it evolved on the southern plantation and farm. Importantly, the course will argue that southern African-Americans and whites have a Jungian symbiosis; race is a construct, and in many ways, the racialized traditions of each community were shaped by the action and perceptions of the other. Additionally, and perhaps most importantly, the course explores the emergence of the American feminist perspective, through the essays of early abolitionists that greatly shaped the movement for gender equality. All the text focus considerably on the gender lens with regard to slavery.

SS302: History IV: Economics (Grades 11-12)
This is a survey course covering the fundamentals of basic economics. At the heart of the course is learning how economics deals with an underlying premise: understanding how a free market economy deals with the basic problem of wants and needs being greater than the resources available, a concept known as scarcity. The first semester of the course will cover microeconomics: how individuals (consumers and businesses) deal with scarcity. The second semester will focus on macroeconomics: how those behaviors translate into how societies as a whole deal with the same problem. Current economic events will also be incorporated throughout the course. These events will range from the rising price of energy to interest rate increases by the Federal Reserve Board.

SS082: History IV: Latin American History (Grades 11-12)
This course would examine contact and colonization of Latin America and the subsequent rise of nation states in Central and South America from Mexico to Chile and Argentina. The course emphasizes the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years. Students will read primary and secondary sources to examine issues of politics, economics, social movements, theology, popular culture, and contemporary issues in Latin America. We will also use the film and literature of Latin America. The course will be taught with a combination of lecture, group work, independent research, and projects.

SS127: History IV: Constitution and Society (Grades 11-12) Not offered in 2015-16
The Constitution and Society class explores 21st century American society through the lens of the legal system and its impact on everyday life. The class commences within the historical frame; students will read The Federalist Papers and selected essays from Thomas Jefferson, in order to ascertain the motives and vision that influenced our legal system. Once that agenda has been understood, the class will tackle a variety of unresolved, fascinating and complicated conundrums related to how we as Americans interface with one another. These posits include the following; is there an inherent right to happiness or to property? What relevance does the perspective of the framers’ have in 2014? Is the death penalty cruel and/or unusual? Is there a guaranteed right to privacy? What is the role of religion in a free society? How do capitalism and
republicanism fit together? Students will use a variety of modalities to grapple with these questions, including reading, essays, voice-thread discussions, partnering with the mock trial team and developing a final research paper (written in the form of a legal brief). The students will also view oral arguments of the California State Supreme Court and have the opportunity to meet with justices and participate in roundtables with leaders from the Southern California legal community.

ELECTIVES

SS154: Social Justice (Grades 10-12)
This innovative interdisciplinary course will focus on the eight cultural identifiers (ability, age, ethnicity, gender, race, religion, sexual orientation, socioeconomic status) as a way to examine primary structures of power: race, class, and gender. We will use literature, contemporary films and music, as well as other media throughout our study. Throughout our coursework, we will identify and establish the meaning of social justice within our societal and leadership frameworks. We will then explore factors that impact the purpose of social justice, such as ideology, socioeconomics, culture and education. Finally, by examining the inequities and struggles experienced by communities and individuals throughout the world, we will create a lens through which to view the nexus between social justice, human relations and leadership.

SS083: History IV: Complicated Family: The American Plantation, Femenism, and the Antebellum Social Construct (Grades 11-12)
Note: Enrollment preference will be given to seniors who take this course to complete their Social Science graduation requirement.
In this course, students will explore the African-American slave community, as it evolved on the southern plantation and farm. Importantly, the course will argue that southern African-Americans and whites have a Jungian symbiosis; race is a construct, and in many ways, the racialized traditions of each community were shaped by the action and perceptions of the other. Additionally, and perhaps most importantly, the course explores the emergence of the American feminist perspective, through the essays of early abolitionists that greatly shaped the movement for gender equality. All the text focus considerably on the gender lens with regard to slavery.

SS302: History IV: Economics (Grades 11-12)
Note: Enrollment preference will be given to seniors who take this course to complete their Social Science graduation requirement.
This is a survey course covering the fundamentals of basic economics. At the heart of the course is learning how economics deals with an underlying premise: understanding how a free market economy deals with the basic problem of wants and needs being greater than the resources available, a concept known as scarcity. The first semester of the course will cover microeconomics: how individuals (consumers and businesses) deal with scarcity. The second semester will focus on macroeconomics: how those behaviors translate into how societies as a whole deal with the same problem. Current
economic events will also be incorporated throughout the course. These events will range from the rising price of energy to interest rate increases by the Federal Reserve Board.

SS082: History IV: Latin American History (Grades 11-12)
Note: Enrollment preference will be given to seniors who take this course to complete their Social Science graduation requirement.
This course would examine contact and colonization of Latin America and the subsequent rise of nation states in Central and South America from Mexico to Chile and Argentina. The course emphasizes the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years. Students will read primary and secondary sources to examine issues of politics, economics, social movements, theology, popular culture, and contemporary issues in Latin America. We will also use the film and literature of Latin America. The course will be taught with a combination of lecture, group work, independent research, and projects.

SS193: Advanced Placement Art History (Grades 11-12)
Prerequisite: Departmental approval. Note: Enrollment preference will be given to seniors who take this course to complete their Social Science graduation requirement.
AP Art History is designed as an introductory college level course. The objective of this course is to gain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of the works of art. The course requires a high degree of commitment to academic work. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll.

SS901: Advanced Placement United States Government and Politics (Grade 12)
Prerequisite: Successful completion of an Advanced Placement social science course or an A in United States History and departmental approval.
This course provides eleventh and twelfth grade students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course is broken into six major fields of study: a) constitutional underpinnings of United States government, b) political beliefs and behaviors, c) political parties, interest groups, and mass media, d) institutions of national government, e) public policy, and f) civil rights and civil liberties. To be admitted into this course as a non-senior, the student must have scored
a minimum of 550 on the verbal section of the PSAT or SAT. He or she should have a grade of ‘A’ in previous history courses with a recommendation from a previous history teacher. Students will be required to complete AP summer course work and readings related to this course, and receive a passing score of B or better on examinations taken during the first few weeks of class.
VISUAL ARTS DEPARTMENT

The goal of the visual arts department is to provide experiences that ask the students to develop individual, creative solutions to visual problems. Students are also expected to strive to increase their technical skills in manipulating a variety of materials. In each unit of study, art history and current concepts in art are included so that students understand the cultural context of art. All assignments are critiqued in class as students learn to analyze and evaluate their art works.

In middle school all students are required to take Art I where the assignments cover the elements and principles of design. Those students in grades seven and eight who wish to continue their studies in art may take Art II and Art III, which covers the principles of design, three-dimensional assignments and current concepts in the art world.

If students in grades 9-12 wish to fulfill their graduation requirement in the arts by taking courses in the visual arts only, they must take four semesters of classes that meet two times a week. All the courses in the visual arts for grades 9-12 are approved for UC credit.

Placement in advanced classes is by permission of the department, based on past performance, level of involvement, and departmental evaluation of both ability and commitment.

In all art classes, students are expected to put in extra studio time outside of class to complete the assignments. Upper school art classes may include field trips to museums, galleries, and artists' studios.

MIDDLE SCHOOL COURSES

Art I (Grades 6-8)
This semester course, for students in grades six, seven, and eight, examines the elements and principles of design through a series of projects with two and three-dimensional media. In addition to creating artworks students are involved with critiques, art history, and discussions of aesthetics. Assignments may include drawing, painting, printmaking, sculpture, and mixed mediums.

Art II (Grades 7-8)
This semester course is for seventh and eighth grade students who have completed Art I and wish to continue their work in art in a series of in-depth projects. Emphasis is on developing skills, craftsmanship, and working with the effective use of elements and principles of design. Assignments include work with two and three dimensional media. Students explore the ideas of global art-making in the last fifty years including social and political issues.
Art III (Grades 7-8)
Students who have completed Art I and Art II who wish to continue their studies in art may elect Art III. This semester course explores the ideas and artists in the 21st century and how visual imagery is used in our daily lives. The assignments include work in both two and three dimensional art mediums.

Middle School Video (Grades 6-8)
This course introduces Middle School students to the basic elements of digital filmmaking and editing techniques from concept to finished product. Over the course of the semester students will create 3 or 4 projects both individually and as collaborative teams. Unless the student has access to their own equipment and editing programs, all of these projects will shoot and edit during class time. Only scripts and storyboards will be required homework. The projects include a public service announcement, a commercial, and a news/magazine broadcast that may happen as often as monthly. Students will learn filmmaking terminology, the use of a variety of digital video camcorders, editing with Final Cut, screenwriting and storyboarding, essential lighting and sound elements, and green screen.

UPPER SCHOOL COURSES

FA097: Drawing and Painting I (Grades 9-12)
Students explore a wide variety of techniques, as they explore the elements of composition, color, and line. A number of drawing and painting media are used including pencil, pen and ink, gouache, pastel, watercolor, and acrylic. Projects include portraiture, digital drawing, still-life, perspective, color theory, and drawing from the model.

FA098: Drawing and Painting II (Grades 9-12)
Prerequisite: Completion of Drawing and Painting I.
This course emphasizes technical skills and developing personal creative solutions in drawing and painting. In addition to the materials used in Drawing and Painting I, acrylic paint, watercolor, and printmaking are explored as well as mixed media. Homework consists of weekly sketchbook assignments. Issues and concepts in current contemporary art are examined in artworks, readings, and discussions.

FA202: Ceramics I (Grades 9-12)
This course explores a range of functional and sculptural forms in clay. Assignments include the techniques of hand building, work on the potter’s wheel, using molds, and glazing techniques. As part of the ceramic course students are also involved with the techniques of warm glass by creating a slumped glass dish.
FA203: Ceramics II (Grades 9-12)
**Prerequisite: Completion of Ceramics I.**
This course covers advanced techniques in clay including multiple-thrown forms, large-scale sculptural hand building. The assignments cover broad concepts, which ask the students to develop individual pieces based on their interest in either hand building or wheel work.

FA204: Metal I (Grades 9-12)
Students design and construct jewelry pieces using the basic techniques of fabricating, soldering with the acetylene torch, polishing, lost wax casting using the centrifugal casting machine, and enameling. There are three assignments during the year that ask students to develop a solution a specific design problem, as well as learning the various metal skills.

FA205: Metal II (Grades 9-12)
**Prerequisite: Completion of Metal I.**
Students investigate advanced methods of fabricating, enameling, casting, and silversmithing. Assignments involve designing objects and large scale pieces where students combine a range of metal techniques.

FA206: Graphic Design I (Grades 9-12)
This course involves understanding how the principles of design are used in production of commercial art. Students produce several projects during the year including a personal logo, socio-political graphics, and a movie poster. The course covers typography, page layout, color, visual perception, and computer graphics. Adobe Photoshop and Illustrator are used by the students in designing their work on the MacPro computers. The art department has Mac laptops available for art students to check out with parental consent, so they are able to work on assignments at home.

FA207: Graphic Design II (Grades 9-12)
**Prerequisite: Completion of Graphic Design I.**
This course is a continuation of Graphic Design and explores visual images and text as a means of communication using computers as well as developing hand-rendering skills. Projects are extensive and include illustration, type design, package design, propaganda posters and three-dimensional design. The art department has Mac laptops available for art students to check out with parental consent, so they are able to work on assignments at home.

FA099: Sculpture I (Grades 9-12)
This course explores making visual statements in three dimensions. Students explore ideas used by artists in the 20th and 21st centuries. A range of materials for the assignments includes plaster, stone, plastic, wood, and found objects. They are used in conjunction with the sculptural methods of additive, subtractive, assemblage, and environmental installation.
FA100: Sculpture II (Grades 9-12) Not offered 2015-16

Prerequisite: Completion of Sculpture I.

This course is a continuation of Sculpture I and explores 3-dimensional objects as a means of communication using a wide variety of concepts and materials. Students will refine their technique and develop their personal voice by exploring ideas in contemporary sculpture. Projects will be on a larger scale and will explore installation/environmental works, figurative/observational sculpture as well as 3-dimensional objects that use mold making.

FA208: Photography I (Grades 9-12)

This course covers the basics of using film and digital cameras, and the wet and digital darkroom. There is a strong emphasis on compositions and personal exploration of photographic concepts. Students are required to do shooting assignments outside of school. Students are responsible for supplying their own digital cameras. The art department has 35mm film cameras that students may check out.

FA209: Photography II (Grades 9-12)

Prerequisite: Completion of Photography I.

This course has the students work in-depth to examine the photographic image, to practice wet and digital darkroom techniques, and to develop a personal approach to their art work. Assignments include documentary, special photographic techniques, computer imaging, use of the medium and large format cameras and an independent project. Students must provide their own digital cameras. The art department has 35mm and medium format film cameras that the students may check out. The art department has Mac laptops available for art students to check out with parental consent, so they are able to work on assignments at home.

FA210: Video Production I (Grades 9-12)

This course covers the basics of using the video camera and editing video. Projects include stop animation, a public service announcement, a video art presentation, music video, and a short film. Students are introduced to film history and cinematic style. Shooting outside of class is required. Owning a video camera is not necessary but highly recommended.

FA176: Video Production II (Grades 9-12)

Prerequisites: Completion of Video Production I and departmental approval.

This course is open to tenth through twelfth grade students and is designed to further involve the video-literate student with more advanced elements of video-making including lighting, cinematography, and computer editing and effects. In a variety of diverse projects, students write, storyboard, light, shoot, and edit 5-10 minute films and video art projects. The class also explores the history and influence of foreign film. Students must have access to their own video camera.
FA173: Video Production III (Grades 11-12)

Prerequisites: Completion of Video Production II and departmental approval.

This course allows students to further their digital filmmaking skills as a tool for artistic expression. Students explore the art and elements of video making as well as computer editing and effects in more depth through a variety of diverse short video projects with a focus on the narrative style. Students learn how to incorporate shots using the cranes and mobile camera stabilization equipment into their work. Long format videos using advanced directorial styles/techniques that include advanced lighting and cinematography techniques are also part of the course. The class focuses more heavily on the importance of the script as well as the use of the camera as a tool for storytelling. Students investigate how film genres have changed and the societal and historical context in which these changes took place.

FA175: Film Studies (Grades 9-12)

This class studies the history of film from the silent era to Hollywood motion pictures and diverse national cinemas including films from every continent. It includes a historical overview of film as an art and cultural form, from classic to contemporary and from American to foreign perspectives. The class explores narrative, dialogue, cinematography, production design, composition, technique, genre, editing and sound. In class, students watch and analyze a minimum of three films per month collectively as well as several individually throughout the year. Projects include research papers analyzing films within their historical, geopolitical, and societal context as well as monthly film journals and presentations. Film Studies meets four times a rotation and counts as an academic class.

FA906: Advanced Studio Art (Grades 11-12)

Prerequisites: Completion of level I and II art courses and departmental approval.

This course allows students to work in depth beyond the level II art courses in the areas of drawing and painting, ceramic, sculpture, metal, and graphic design as they develop their art work at advanced level. Emphasis is on enhancing skills in the respective media as well as exploring advanced concepts in art. Keeping a sketchbook is required. Students considering taking Advanced Placement Studio can take this course to strengthen their portfolio in preparation for enrolling in AP Studio Art the following year.

FA905: AP Studio Art: Drawing (Grades 10-12)

Prerequisites: Satisfactory completion of a level II art course, Advanced Studio Art, and departmental approval.

The AP Studio Art Portfolio course is structured for students who are interested in developing their drawings at college level and completing the twenty four artworks for the AP Studio Art portfolio. Students develop their work using a wide variety of drawing media techniques, concepts, and compositional elements. The work should reflect a mastery of drawing skills with an orchestration of the principles and elements of design. Students undertaking the portfolio must complete the requirements of the AP portfolio in one year. Successful completion of the summer homework is required to be enrolled in the class in the fall. Students taking the course are required to submit the AP portfolio.
FA903: AP Studio Art: 2D Design (Grades 10-12)  
Prerequisites: Satisfactory completion of a level II art course and departmental approval.

The AP Studio Art Portfolio course is structured for students who are interested in developing their 2D artwork at college level and completing the 24 pieces required for the AP Studio Art exam. Students examine 2D design issues using the elements and principles of design. Images demonstrate the ability to orchestrate and integrate the elements and principles of design in the media of graphic design, digital media, photography, collage, mixed media, painting and printmaking. The art work should reflect both purposeful decision making and a personal voice. Students undertaking the portfolio in photography must complete the requirements of the AP portfolio in one year. Successful completion of the summer homework is required to be enrolled in the class in the fall. Students taking the course are required to submit the AP portfolio.

FA904: AP Studio Art: 3D Design (Grades 10-12)  
Prerequisite: Satisfactory completion of a level II art course, Advanced Studio Art, and departmental approval.

The AP Studio Art Portfolio course is structured for students who have a strong interest in developing their 3D work at a college level and completing twenty three dimensional pieces for the Advanced Placement Studio Art exam. Students develop work that examines sculptural issues-depth, space, volume, and surface - as well as orchestrating the elements and principles of design. The work should show mastery of a range of materials and techniques using the 3D media including stone, clay, metal, assemblage, and wood. An understanding of the history of sculpture from a range of cultures provides the student a foundation on which to build the concepts for their own artwork. Successful completion of the summer homework is required to be enrolled in the fall. Students taking the course are required to submit the AP portfolio.

SS193: Advanced Placement Art History (Grades 11-12)  
Prerequisite: Departmental approval. Note: Enrollment preference will be given to seniors who take this course to complete their Social Science graduation requirement.

AP Art History is designed as an introductory college level course. The objective of this course is to gain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of the works of art. The course requires a high degree of commitment to academic work. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. In the academic year 2015-16 A. P. Art History will be re-aligned to cover a global perspective covering two hundred and fifty artworks from across the centuries.
WORLD LANGUAGES DEPARTMENT

The world language department offers instruction in Chinese, French, Latin, and Spanish. In all of our languages the objectives of instruction are to develop proficiency in the four primary skills of language—listening, speaking, reading and writing. In order to facilitate language proficiency, our modern language courses are taught in the target language. In addition, each of our courses seeks to build on the communicative skills of language learning to enhance critical thinking, global understanding, cultural knowledge and interdisciplinary awareness. So, in each level we incorporate literature, fine arts, media, geography, and history as they pertain to the cultures studied. Our curriculum is further guided by the National Standards for World Language learning.

Students are placed in their language level based upon their ability, experience, performance, and maturity. Incoming students with previous language experience will be placed at the appropriate level based on placement testing prior to the beginning of the school year. Placement in Honors and Advanced Placement courses is by invitation of the department and is based on previous performance in world language classes.

The department encourages students to develop language skills and cultural understanding through summer study, especially in programs abroad. A student who wishes to advance a level during the summer should enroll in an approved language program. A formal transcript or equivalent that demonstrates proficiency level is required for advancement. In addition, the student will need to take an oral and/or written assessment prior to the beginning of the school year.

All courses in the world language department (from Level 1-V and A.P.) meet the “e” and “g” requirements for admission to the University of California.

MIDDLE & UPPER SCHOOL COURSES

Introduction to Chinese Culture and Language (Grade 6)
In this course, our goal is to introduce students to China through explorations in language, culture, and history. Students will experience the spoken and written language of China. We will examine how collectivist societies shape culture, and compare it to our own American culture. Students will learn the etiquette associated with meeting elders and how body language plays a key role in social situations. Students will also investigate elements of Chinese culture such as Confucianism, Daoism, holidays, art, history, and customs.

Chinese IA (Grades 7-9)
This course introduces students to the fundamentals of Mandarin Chinese and builds skills in listening, speaking, reading and writing. The class begins with the pronunciation system (Pinyin) and the basic principles of Chinese character writing: strokes, stroke order, and radicals. Simple vocabulary and grammar as well as reading and writing
skills are introduced. Students will learn about and discuss topics such as the Chinese people, family, and calligraphy in addition to the cultural richness of Chinese lifestyle, values, and beliefs.

**Chinese 1B (Grades 8-10)**  
*Prerequisite: Chinese IA*  
The course emphasizes grammar and vocabulary acquisition, as well as the development of speaking and listening skills. Daily dialogues provide a foundation for improving students’ communication abilities. New characters continue to be introduced and writing skills are enhanced. Students learn how to use the language with topics such as calendar, money, food, market, and school life. Students also learn how to use a Chinese dictionary and Chinese computer software. Cultural concepts are presented in greater depth.

**French IA (Grades 7-9)**  
This course is open to students who are beginning their language study. The course comprises the first half of Level 1 instruction. Students will learn everyday vocabulary regarding friends, school, activities, family, home, food, meals and clothing as well as basic grammar and sentence structure. Students will practice speaking through dialogues and simple conversations with classmates and with the teacher. They will also become familiar with the culture of many French-speaking countries.

**French IB (Grades 8-10)**  
*Prerequisite: French IA*  
Students will build on the foundation begun in French 1A by adding vocabulary and structure. The past tense and personal pronouns will be added to this year's learning, allowing students more freedom in conversations. Cooperative learning will allow students to acquire an extensive vocabulary and to practice oral skills. Readings will increase cultural knowledge about daily life in France.

**Latin IA (Grades 7-9)**  
This course is open to students who are beginning their language study. This course introduces students to the Latin language, its vocabulary and basic grammatical structures. The course explores the foundations and traditions of Rome, Greek and Roman Olympian deities, the Roman house, Roman family structure, and the basics of Mediterranean geography. Proficiency is developed through written exercises, oral participation, grammatical analysis, games and skits. Through the study of Latin and Greek root words, students develop and strengthen their English vocabulary and grammar. Students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.
Latin IB (Grades 8-10)

*Prerequisite: Latin IA*

This course completes level I instruction that began in the previous course. The class continues to introduce new vocabulary and more complex points of grammar with the goal of increased reading and writing proficiency. Readings focus on the city of Rome, its architecture, historical development, geographic location and historical development. There is also significant focus on the development of English vocabulary through mastery of Latin root meanings. As in the previous year, students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.

Spanish IA (Grades 7-9)

This course introduces the Spanish language by focusing on listening, speaking, reading, and writing skills. Students learn vocabulary relating to the self – family, personal descriptions, likes and dislikes, school, and the home. Students view video and listen to audio from a variety of speakers in order to aid them in developing better listening comprehension. Classwork focuses on providing comprehensible input and opportunities to engage in dialogues and simple conversations with classmates and the teacher. Student-led work focused on explorations of the Spanish speaking world round out the course.

Spanish IB (Grades 8-10)

*Prerequisite: Spanish IA*

This course builds on the foundation established in Spanish IA by adding more complex grammar and vocabulary. In addition, speaking and aural comprehension skills are emphasized, and the students have more in-depth conversations in Spanish. The progressive and near future tenses are introduced and expand the students’ ability to express themselves. Vocabulary and grammar games are an integral part of this course, as are authentic materials that expose students to native speakers. Following current events, watching newscasts, and listening to music videos are practices used to introduce cultural material and unfamiliar vocabulary as well as to pique student interest. A number of engaging projects like publishing a student newspaper and shopping for others during the holidays, allow the students to perfect certain real-life tasks. Students will also utilize tools such as GoogleVoice, Edmodo, and Blogger as vehicles to journal, record pronunciation and communicate with classmates.

**UPPER SCHOOL COURSES**

FL078: Chinese II (Grades 9-12)

*Prerequisites: Chinese IA and IB*

This course is a continuation of Level 1 with more advanced vocabulary, grammar, and sentence patterns. Students will learn to converse, read, and write in modern Chinese about various real life situations including school subjects and activities; weather and seasons; shopping and payment; and Chinese food and restaurants. Students will also
read and study various short stories about daily Chinese life. Students practice speaking Chinese in class with pair work, role play, oral interviews and oral presentations. Students will also write longer essays in Chinese and delve deeper into aspects of Chinese culture and customs.

**FL079: Chinese III (Grades 10-12)**  
*Prerequisite: Chinese II*  
Concentration on developing oral proficiency is an important part of this course. At this level, Chinese is spoken exclusively in the classroom. Extensive study and practice using everyday vocabulary, such as traveling, dining, and shopping, will provide opportunities for improving accuracy of pronunciation and the ability to negotiate real life situations. Reading and writing skills will be taught through reading of short stories, news items, and writing sentences and paragraphs. By the end of the year, students will have covered the major grammar rules of modern Chinese and should be able to read and write approximately 1,200 characters. *Note: Upon completion of level III, students are recommended for either Chinese IV Honors or Chinese V depending on their level of proficiency and current grade in the course; there is no Chinese IV course.*

**FL080: Chinese IV Honors (Grades 11-12)**  
*Prerequisites: This class is preparatory for the Advanced Placement course and is open to students who have a B+ or higher in Chinese III and who have departmental approval.*  
At this level students focus on advanced grammar and develop greater proficiency in listening, speaking, reading and writing through engagement with current issues in China. Chinese culture is studied in greater depth. The role of ancient philosophical concepts and traditional customs, which are still evident and influential in the social lives of modern Chinese, is discussed in the context of modernization. Classes are conducted in Chinese, and students practice using Chinese in different situations in a way that is grammatically acceptable and culturally appropriate. By the end of the year, students should be able to actively use an additional 600 words for reading and writing.

**FL081: Chinese V: Journey to the East (Grades 11-12)**  
*Prerequisite: Successful completion of Chinese III.*  
This course is designed for students who wish to improve their communication skills as well as expand their vocabulary and use of idiomatic expressions in Chinese. Conversation skills are developed at an advanced level and tasks are structured around social life, social media, current events, and travel. Fluency of the language will be developed through a variety of readings and authentic texts from throughout China that focus on social media, use of the internet, censorship, school life, transportation, and travel. Improvement in fluency requires practice including oral presentations, group discussions, and daily participation. Presentations will help the student improve speaking skills. While the primary aim of the course is communication in Mandarin Chinese, a parallel goal is to stimulate interest in, and appreciation of, the diversity of Chinese cultures.
FL077: AP Chinese (Grades 11-12)

Prerequisites: The course is open to students who have a B+ or higher in Chinese IV Honors and departmental approval.

The AP Chinese course aims to provide students with ongoing and varied opportunities to further develop their language proficiencies within a cultural frame of reference. Students are required to record weekly journals and write emails to enhance their writing skills. Students will discuss and present on various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, climate and weather, holiday and foods, and current affairs. The course introduces students to significant persons and themes in Chinese history. The course also helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. The class is conducted only in Chinese.

FL301: French II (Grades 9-12)

Prerequisites: French IA and IB

The acquisition of useful vocabulary continues in this course as students pursue the mastery of grammar. All remaining verb tenses will be covered. Students will continue to develop their conversational skills through their work with others and through oral presentations. Reading selections continue to introduce students to the diversified cultures of the French-speaking world.

FL311: French III (Grades 10-12)

Prerequisite: French II

Concentration on spoken French is an important part of this class. Cooperative teamwork is used as a learning device, giving students a greater opportunity to practice speaking while allowing the teacher to monitor progress and to provide individual help. The reading of excerpts from modern French literature develops comprehension and exposure to the written language. Students complete their study of basic French grammar, including the subjunctive. Note: Upon completion of level III, students are recommended for either French IV Honors or French V depending on their level of proficiency and current grade in the course; there is no French IV course.

FL321: French IV Honors (Grades 10-12)

Prerequisites: This class is preparatory for the Advanced Placement course and is open to students who have a B+ or higher in French III and who have departmental approval.

French IV Honors is an advanced course in French language and culture. This course focuses on refining the students’ understanding of all aspects of grammar while honing their speaking, listening, reading and writing skills. A thorough review of French grammar based on the Une fois pour toutes text will also serve as preparation for the AP French Language and Culture course. Using the text Imaginez: le français sans frontières as a guide, students will embark on a voyage through the francophone world, through an exploration of cultural readings, literary excerpts, music, and short-subject films. Individual and group projects will serve as a springboard for discussion of the social diversity and important cultural figures in a range of French-speaking countries.
FL331: French V: Cinema (Grades 10-12) Not offered in 2015-16
Prerequisite: Successful completion of French III.
A selection of French language films and related texts will serve as a springboard for conversation and writing. Students will explore the historical, cultural and geographic topics presented in films dating from the 1930’s to the present, such as La Grande Illusion, Les Enfants du Paradis, Les 400 Coups and Au Revoir les Enfants. They will enhance their vocabulary as it relates both to the study of film as an art form and to the cultural topics discussed in response to the films covered in the course. Students will hone their conversational and writing skills, as well as their mastery of grammar, through in-class discussion and written assignments based on the films and related cultural topics.

FL340: French V: Food and Culture (Grades 10-12)
Prerequisite: Successful completion of French III.
Food and cuisine are fundamental elements of French national heritage and cultural identity. In this course, students will explore the historical, cultural and political significance of French cuisine through a variety of texts ranging from menus and cookbooks to historical writings, poetry and novels as well as a number of films revolving around food themes. A study of food traditions and food-related writings from Guadeloupe, Algeria, Morocco and the Cajun culture of Louisiana will enhance the Francophone dimension of the course. Students will hone their conversational and writing skills through in-class discussion and written assignments based on the texts and related historical and cultural topics. Grammar review and vocabulary study focused on topics relevant to thematic units will enhance the students’ oral and written expression.

FL920: Advanced Placement French Language and Culture (Grades 11-12)
Prerequisites: The course is open to students who have a B+ or higher in French IV Honors and departmental approval.
This course prepares the student for the Advanced Placement French Language and Culture Examination, a college-level test of proficiency in written and spoken French. Through an exploration of cultural themes, such as “global challenges,” “science and technology,” and “families and communities,” coupled with intensive grammar review and vocabulary acquisition, students will hone their oral and written skills in interpersonal, interpretive and presentational communication as defined by the College Board.

FL401: Latin II (Grades 9-12)
Prerequisites: Latin IA and IB
Latin II introduces more complex Latin syntax and grammar necessary for reading un-adapted Latin literature. Students explore the vast extent of the Roman Empire both geographically and chronologically. The ability to translate significant and sophisticated pieces of Latin literature is an exciting milestone for this class. They continue to build upon their English vocabulary through Latin derivations while exploring the intriguing political and military history of Rome. As in previous levels, students are encouraged to
take on personal projects that connect their knowledge of the ancient world with their own personal interests.

**FL411: Latin III (Grades 10-12)**

*Prerequisite: Latin II*

Latin III introduces the student to classical Roman writers such as Petronius, Horace, Ovid, and Catullus in the original Latin. The students learn to recognize and analyze the rhetorical and lexical devices used in classical Latin literature. Students are given ample opportunity to develop their essay writing skills in the analysis of literary pieces. In addition, the students develop a more expansive knowledge of mythology while further enhancing their English vocabulary. Extensive review of Latin grammar and vocabulary is a key component in building confidence and proficiency in the language and is emphasized throughout the course. As in previous levels, students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests. **Note: Upon completion of level III, students are recommended for either Latin IV Honors or Latin V depending on their level of proficiency and current grade in the course; there is no Latin IV course.**

**FL422: Latin IV Honors (Grades 11-12)**

*Prerequisites: This class is preparatory for the Advanced Placement course and is open to students with a B+ or better in Latin III and departmental approval.*

This course offers advanced students the opportunity to enhance their proficiency in Latin by studying authors in depth. In the first semester instruction will focus on review of all of Latin grammar and continued enhancement of vocabulary. Students begin by reading several myths from Ovid’s *Metamorphoses*. In the second semester students engage Cicero’s *First Catilinarian Oration* and conclude with the *Odes* and *Epodes* of Horace.

**FL524: Latin V: Enemies of Rome (Grades 11-12)**

*Prerequisite: Successful completion of Latin III.*

This course takes as its subject matter the representation of enemies of Rome in writing and art. Study is grounded in the ancient Roman historians who provide character sketches of these enemies: Hannibal, Cleopatra, Spartacus, Mithridates, Boudicca, and others. Students will be introduced to ancient historiography through comparative analyses of character sketches and speeches. An introduction to postcolonial theory will provide insights into how ancient historians treated gender, sexuality, and ethnic stereotyping and give rise to comparisons with current political issues. Finally, the depiction of Rome and its enemies in film provides an opportunity to examine the interplay of historicity, entertainment, and propaganda.

**FL909: Advanced Placement Latin (Grades 11-12)**

*Prerequisites: The course is open to students who have a B+ or higher in Latin IV Honors and departmental approval.*

This course provides an in-depth study of Vergil’s *Aeneid* and Caesar’s *De Bello Gallico*
in preparation for the Advanced Placement Exam in May. This class reads the *Aeneid* Books I, II, IV, and VI in the original Latin as well as Books I, IV, V and VI of Caesar’s *Gallic War*. Students are exposed to more complex grammatical structures and literary devices while developing their critical thinking skills. Literal translations and analytical essays form the basis of assessment. The primary themes explored in the reading of these two authors include Roman values, war and empire, leadership, views of non-Romans, and history and memory.

**FL091: Spanish I (Grades 9-12)**
This course is designed for Upper School students with some prior knowledge of Spanish or other foreign languages. Students will work to achieve Level I proficiency in listening, speaking, reading, and writing. Students learn vocabulary related to home, school, social life, and daily routines. Readings introduce the cultural aspects of the language and teach students to negotiate unfamiliar vocabulary they may encounter. The readings cover geography, travel, food, music, and politics and serve as conversation topics with which to reinforce grammar and sentence structures already learned. Students will practice speaking through dialogues, games, project presentations, and simple conversation with their classmates and teacher. *Note: This course is open to Upper School students only who have some experience with Spanish or other foreign languages, and will prepare them for Spanish II.*

**FL101: Spanish II (Grades 9-12)**
*Prerequisites: Spanish IA and IB in Middle School, or Upper School Spanish I*
This course continues to build student abilities in speaking, reading, writing, and listening. While acquiring new vocabulary and grammar, students will have daily opportunities to develop their skills in context. The integration of authentic materials is a crucial part of this course. Students analyze songs by Maná, Juanes, Oreja de Van Gogh and other contemporary musicians; additionally, they watch video clips and listen to radio announcements. *Note: Upon completion of this course, students are recommended to Spanish III or III Honors according to their level of proficiency.*

**FL111: Spanish III (Grades 10-12)**
*Prerequisite: Spanish II*
Students continue to work on the four skills of speaking, listening, reading, and writing while enriching their language learning through cultural readings and short stories. Students develop writing skills by completing in class short essays, paragraphs, and summaries of news articles. As speaking Spanish is an important part of this class, students work on presentations and skits and analyze short stories through class discussions. Cooperative teamwork is used as a learning device, which gives students the opportunity to develop speaking and listening skills while allowing the teacher to monitor progress and provide individual help. *Note: Upon completion of level III, students continue to Spanish V; Spanish IV is no longer offered.*
FL113: Spanish III Honors (Grades 10-12)

Prerequisite: The course is open to students who have mastered the material taught in Spanish II with a B+ or better and who have departmental approval.

The course will develop students’ listening, speaking, reading, and writing skills. Students will be exposed to different countries, dialects, customs, and cultures of the Spanish-speaking world and understand the practices, products, and perspectives of the cultures studied. Students enrolled in the class will acquire more advanced vocabulary and grammatical concepts, will continue to develop pronunciation skills and cultural awareness through a variety of media including a short film collection, and will demonstrate learning through in-class activities, partner exercises, compositions, recordings, projects, and presentations. Students will engage in conversations, express feelings and emotions, and exchange opinions. Note: Students continue to Spanish IV Honors upon successful completion of Spanish III Honors with a B+ average or better.

FL121: Spanish IV Honors (Grades 10-12)

Prerequisite: This class is preparatory for the Advanced Placement course and is open to students who have successfully mastered the material taught in Spanish III Honors with a B+ or better and who have departmental approval.

This course is designed to review and expand the essential points of grammar covered in the previous Spanish courses. The course emphasizes the improvement of writing skills through regular compositions; speaking skills through class discussions and presentations; and reading skills through exposure to the literary works of various writers. Students discuss different cultural topics related to the Hispanic world: recent historical events, the environment, human rights, personal relationships, Hispanic entertainers, issues of diversity, the importance of leisure, and current social problems. In addition to literary texts, students listen to and study songs that are culturally significant. A primary outcome of this class is sufficient preparation for succeeding in the AP Spanish class the following year.

FL222: Spanish V: Spanish without Borders (Grades 11-12)

Prerequisite: Completion of Spanish III or III Honors.

The focus of this course is designed to further understand the Spanish language and its influences from around the world that help break barriers through different mediums. Students will understand the cultural language impact of Spanish in the Southwest, New York City, Chicago and more immediately in Los Angeles. The class will explore the historical experiences of Spanish-speaking people in modern United States along with their Hispanic/Latino culture and how it manifests itself through cultural expressions via food and culinary, television, cinema, radio, theatre, visual arts, social media, literary texts, music and more.
FL910: Spanish V: Cinema (Grades 11-12) *not offered in 2015-16*

*Prerequisite: Successful completion of Spanish III or III Honors.*

In this course, students will study Spanish and Latin American culture through the analysis of Hispanic and Iberian cinema. Through film screenings, class discussions, readings and research on the directors, film theory, and the historical contexts of the movies, students will study the cultural and political aspects of each work relating to the following themes: *Freedom versus Oppression, Immigration and Exile, Marginalized Identities, and Globalization in the Hispanic World.* Students will refine their Spanish language skills: writing, research and project management, interpersonal and presentational, and audio comprehension. Additionally, students will increase and enhance their Spanish vocabulary with words pertaining to film. Students will also create and produce movie posters and movie trailers of films screened in class, along with writing scripts and movie reviews.

FL911: Advanced Placement Spanish Language (Grades 10-12)

*Prerequisites: The course is open to students who have a B+ or higher in Spanish IV Honors and departmental approval.*

This course prepares the student for the Advanced Placement Examination in Spanish Language and Culture and emphasizes the use of language (both oral and written) for active communication. Writing is emphasized in this class through journals, summaries of news reports, e-mails and persuasive essays. The reading of journalistic writings, as well as literary excerpts enhance the students’ reading comprehension skills and further develop their reading strategies. With regular exposure to graphs, charts and tables, students find opportunities to fine tune their interpretive skills and integrate such information in their writing and speaking activities. Additionally, students practice speaking Spanish every day by preparing oral presentations and participating in class discussions on various topics both in the interpersonal as well as the presentational modes. The course explores the six themes of families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities as outlined by the College Board.