MIDDLE AND UPPER SCHOOL
COURSE CATALOG
Grades 6-12

2020-21

NEAL RODEN
Head of Middle School

GREGORY SACON
Assistant Head of Middle School

Head of Upper School

GEORGE RUSSO
Upper School Dean

The Buckley School
3900 Stansbury Avenue
Sherman Oaks, California 91423
(818) 783-1610 – www.buckley.org
TABLE OF CONTENTS

INTRODUCTION.............................................................................................................3
COURSE LOAD.............................................................................................................3
GRADUATION REQUIREMENTS FOR GRADES 9-12..................................................4
SUMMER SCHOOL......................................................................................................5
TYPICAL SCHEDULES................................................................................................6
SPECIAL PROGRAMS..................................................................................................8
Advanced Placement Program
Honors Classes
Life Skills
Human Development
Outdoor Education Program
Study Skills
Research and Library Skills
Service Programs
EXTRACURRICULAR PROGRAMS.................................................................................12
Clubs
Honor Society
Interscholastic Athletics
Drama and Dance
Music
Publications
Science Competitions/Teams
Student Government
Yearbook
UNIVERSITY OF CALIFORNIA ADMISSION ELIGIBILITY REQUIREMENTS........15
ATHLETIC AND EXTRACURRICULAR ELIGIBILITY..................................................15
COMPUTER SCIENCE DEPARTMENT.........................................................................16
DRAMA & DANCE DEPARTMENT.............................................................................19
ENGLISH DEPARTMENT..........................................................................................25
MATHEMATICS DEPARTMENT..................................................................................35
MUSIC DEPARTMENT...............................................................................................42
PHYSICAL EDUCATION DEPARTMENT....................................................................47
SCIENCE DEPARTMENT............................................................................................50
SOCIAL SCIENCES DEPARTMENT............................................................................56
VISUAL ARTS DEPARTMENT......................................................................................63
WORLD LANGUAGES DEPARTMENT.........................................................................69
INTRODUCTION

MISSION
The Buckley School is a dynamic, nurturing learning community committed to equity and inclusion. Our innovative teachers and challenging programs inspire creativity, courage, and collaboration. By promoting a balanced development of mind, body, and character, we encourage each student to find joy and meaning in life and make an impact in the world.

HISTORY
The Buckley School, founded in 1933 by Isabelle Buckley, is the oldest K-12 independent co-educational day school in Los Angeles. Dr. Buckley developed the 4-Fold Plan of Education with equal emphasis on Academics, the Arts, Athletics, and Moral Education. These four pillars remain the foundation of our school and are continually updated to reflect current research in teaching, brain science, diversity, and a globalized world.

COURSE LOAD
All students in grades 6-8 must take five academic courses and PE/Athletics each year as well as two Arts Rotation courses each semester. The Buckley Middle School generally requires that all courses needed for Middle School be taken at Buckley. Courses taken at other schools, colleges, or online will not count towards Buckley Middle School requirements unless they have been pre-approved by the Head of the Middle School and pertinent Department Chair 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.

All students in grades 9-12 must take a minimum of five academic courses and six courses overall. Students who take a full-year academic course at Buckley’s summer school may choose, with the approval of their academic dean, to take only five courses the following year.
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 required courses
- **Mathematics**: 1 course beyond Algebra II (4 courses recommended)
- **Science**: 3 courses (Biology, Chemistry, and Physics are required)
- **Social Science**: 3 courses
- **World Languages**: Through level III
- **Arts**: 2 courses (performing and/or visual)
- **Human Development and Intersections of Identity**: Required courses taken during 9th grade year
- **Physical Education**: 8 trimesters to be completed by the end of senior year
- **Service Learning**: An approved project each year in high school

**Please note:** These are the minimum requirements for graduation; most students elect to take more courses. **ARTS:** Each student must complete a minimum of two year-long courses in the visual arts and/or performing arts. Some beginning visual arts courses meet twice per rotation; advanced level courses, as well as performing arts, band, choir, and orchestra, meet four times per rotation. We strongly suggest to parents and students that this requirement be fulfilled during grade 9 and grade 10. **Please note: if students select the visual arts, they must take two courses in that discipline to satisfy the UC requirement.** **PE:** All students are required to be enrolled in a physical education activity for 8 trimesters during their time in the Upper School. **9th GRADE PROGRAMMING:** Students must also take the Human Development/ Intersections of Identity: Leadership, Diversity, and Equity course their 9th grade 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 Head of the Upper School 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 their senior year at Buckley in order to receive a diploma from Buckley.
MIDDLE SCHOOL SUMMER SCHOOL

Middle School students may take a variety of one-week long preparation courses during the summer. Students may also participate in the offerings of the summer camp program and the summer sports program.

The summer school registration material and specific details and descriptions about course offerings can be found online at www.buckley.org.

UPPER SCHOOL SUMMER SCHOOL

Buckley’s summer school offers full year Upper School courses in many subjects. Summer school can be a vital and integral part of the overall academic program. The Upper School summer program provides the opportunity for students entering grades 9 through 12 to enroll in one academic course 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 courses with greater flexibility during the school year. Summer courses are also an important option for students who need to remediate coursework.

A student who fails a course during the academic year must repeat the course in Buckley’s summer school, remediate the course through a pre-approved online provider or local school over summer, or retake the course the following year. A student who passes a course during the academic year with a grade of C- or below may be asked to remediate the course during the summer at the discretion of the department chair. Because these review courses aim at correcting the deficiencies in knowledge and skills that resulted in the low grade, the recommendation must 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 system, the California State University system, and some other colleges give no credit for a grade of D+ or below.
TYPICAL SCHEDULES

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

GRADE 6:
- English 6: Language Arts
- World Language: Introduction to Chinese Language and Culture
- Social Science: World Cultures and Geography
- Mathematics: Math 6 Principles, Math 6, Math 6 Honors, or Pre-Algebra 6 Honors
- Science: Topics in Science
- Arts Rotation: Art 2D, Art 3D, Middle School Band, Chorus, Orchestra 6,
  Theater 6, Experience Music, Digital Essentials, Introduction to Web Development,
  Dance, Hip-Hop, Journalism, Scriptwriting, Video Production, or Robotics

GRADE 7:
- English: Introduction to Literature
- World Language: Chinese, French, Latin, or Spanish
- Social Science: Global Studies
- Mathematics: Pre-Algebra Principles, Pre-Algebra, Honors Pre-Algebra, or
  Algebra I Honors
- Science: Life Science
- Arts Rotation: Life Skills, Art 2D, Art 3D, Video Production, Robotics, Middle
  School Band, MS Chorus, Orchestra 7-8, Theatre I, Experience Music, Digital
  Essentials, Introduction to Web Development, Dance, Hip-Hop, Journalism,
  Scriptwriting, Introduction to Python, or Design Thinking

GRADE 8:
- English: A Study of Literary Genre
- World Language: Chinese, French, Latin, or Spanish
- Social Science: Social Issues in American Society
- Mathematics: Algebra I Principles, Algebra I, Honors Algebra I, or Geometry
  Honors
- Science: Physical Science
- Arts Rotation: Art 2D, Art 3D, Video Production, Middle School Band, MS Chorus,
  Orchestra 7-8, Theatre I or II, Experience Music, Introduction to Web
  Development, Dance, Advanced Dance, Hip-Hop, Journalism, Scriptwriting,
  Robotics, Introduction to Python, Python Programming 2, or Design Thinking
GRADE 9:
English I: Global Literature
World Languages: Chinese, French, Latin, or Spanish
Social Science: Ancient World History
Mathematics: Geometry Principles, Geometry, or Honors Geometry
Science: Biology or Honors Biology
Arts Electives
Human Development/Intersections of Identity: Leadership, Diversity, and Equity
Physical Education, Mindful Movement, and/or Team Sports

GRADE 10:
English II: British Literature or Honors English II
World Languages: Chinese, French, Latin, or Spanish
Social Science: Modern World History or AP European History
Mathematics: Algebra II Principles, Algebra II, or Honors Algebra II
Science: Chemistry or Honors Chemistry
Arts Electives
Physical Education, Mindful Movement, and/or Team Sports

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

GRADE 12:
English IV: Senior Selectives (2) or AP English Literature & Composition
Social Science: AP US Government, AP Art History, AP Micro or Macroeconomics, Economics, Social Justice, or World Religions
World Languages: Chinese, French, Latin, or Spanish Electives
Mathematics: Applied Mathematics, Calculus, AP Calculus AB, AP Calculus BC, Honors Multivariable Calculus
Science: AP Environmental Science, AP Biology, Aerospace Engineering
Arts Electives / Electives in other disciplines
Physical Education, Mindful Movement, and/or Team Sports
SPECIAL PROGRAMS AND COURSES

Weighted Courses:
Buckley limits students’ enrollment in weighted courses (Advanced Placement or honors) due to the increased demands of such classes. In accordance with our mission, we expect our students to dedicate time to their academic courses, to their arts and physical education obligations, and to be meaningfully involved in various activities on and off campus. This message is found in our literature and supported by our Four Fold Plan. Eligible grade 9 students may take up to two AP and/or honors courses. In subsequent years, the limit is based on whether students have prior experience with AP and/or honors courses. Exceptions are approved by the academic deans.

Advanced Placement Program:
The Upper School offers a variety of Advanced Placement (AP) courses. While offerings may change from year to year based on enrollment and staffing, and may rotate regularly to ensure we can offer more courses, they usually include: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language, Computer Science A, English Language & Composition, English Literature & Composition, Environmental Science, European History, French Language, Latin, Microeconomics, Macroeconomics, Physics C, Psychology, Spanish Language, Statistics, Studio Art, U.S. Government & Politics, and U.S. History.

Students enrolled in AP courses, with the exception of seniors, must sit for AP examinations in May. There is a fee charged by the College Board for taking these exams. Families are billed through the business office so that financial aid can be allocated if applicable. Please note: Any student in an AP course must determine if they want to take the corresponding AP exam by November. Cancellation or late registration will result in a $40 fee incurred by the family (in addition to the exam cost).

Placement in AP courses is determined by previous grades, prior enrollment in weighted courses and performance in any relevant courses, completion of required prerequisites (as applicable), overall course load, and recommendations from a student’s current teachers and relevant department chair(s). Because these are college-level courses and the work can be more challenging and time-consuming than unweighted courses, enrollment in AP courses is carefully considered. Students may need to devote significantly more time to AP courses to achieve the same grades they received in non-AP classes and must adhere to policies set forth in the AP contract. Dropping from an AP to a non-AP course may be done with the permission of the department chair and the academic dean prior to the midpoint of the first semester. A drop after the midpoint will result in a withdrawal indicated on the student’s transcript. The grades the student has accumulated in the initial course will carry over to the subsequent class.
Honors Courses:
The Upper School offers honors courses in some English, science, math, and upper level world languages courses. Placement in honors courses is usually determined by previous grades and course performance, overall course load, and recommendations from a student’s current teachers and relevant department chair(s). Because the work in these courses can be more challenging and time-consuming than unweighted courses, enrollment in honors courses is carefully considered. Dropping from an honors course to a non-honors course may be done with the permission of the department chair and the academic dean prior to the midpoint of the first semester. A drop after the midpoint will result in a withdrawal indicated on the student’s transcript. The grades the student has accumulated in the initial course will carry over to the subsequent course.

Course placement questions should be directed to the respective department chair.
SPECIAL PROGRAMS

Life Skills Course
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.

Makerspace
During lunch, students in grades 6-8 may choose to visit the Middle School Makerspace. The Makerspace offers students the opportunity to design, engineer, and create with a wide variety of materials – from cardboard to PVC to 3D filament. Whether students prefer building Lego structures or complex Arduino circuits, the maker experience allows them to explore their passions, solve real world problems, and, most importantly, have fun.

Human Development and Intersections of Identity: Leadership, Diversity, and Equity Courses
All ninth graders are required to take a year-long course designed to help them successfully transition to high school. The courses are offered in the summer and during the school year. One half of the course is called Human Development and the other half of the course is called Intersections of Identity: Leadership, Diversity, and Equity.

In the Human Development course, students will be presented with information on study and metacognitive skills, learning styles, 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.

The Intersections of Identity course will focus on identity and points of connections within groups. The start of high school is a key time to examine identity and how it reflects personal values as well as the values within a community. The students will develop leadership skills to effectively engage in discourse with the community surrounding topics of diversity, identity, and equity. Cultural competency development is essential for equipping today’s students with the knowledge and skills necessary to successfully and compassionately address the increasingly complex challenges of our global society.
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 assessments, 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
The types of service learning projects required differ for each of the grade levels in Middle and Upper School. Students in the Upper School have an obligation to perform one service learning project each year they are enrolled in high school. Details are available from the Director of Experiential and Service Learning. 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

Advanced Strings (Middle School and Upper School)
Admission to the Middle School or Upper School Advanced Strings is open to all outstanding string players and pianists by audition, grades six through eight for Middle School and grades nine through twelve for Upper School. Students study and perform compositions from the Baroque, Classical, Romantic, Impressionistic, and Modern 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. 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 and the Spring Orchestra Concert. Meetings take place outside the regular rotating Buckley schedule.

Clubs
Middle School students may have an opportunity to participate in clubs during lunch and after school. Each trimester student interest and involvement will help determine what is offered in the coming term. Possibilities include ecology club, diversity club, spelling bee, geography bee, mock trial, debate, and robotics to name a few.

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 Diversity Club, 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.

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 Upper School musical (may include middle school students), an Upper School play in the spring, and a Middle School play, also in the spring. Advances MS Dance and US dance classes culminate in the Spring Dance Festival.

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. Details appear under the Physical Education section.
**Jazz Band (Upper School)**
Students in grades nine through twelve will perform 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 Spring Band Concert and an adjudicated festival. *Class meetings take place outside the regular rotating Buckley schedule.*

**National Junior Honor Society**
Students who exhibit good character and citizenship, leadership, community engagement, and scholarship are invited to be part of the National Junior Honor Society (in the spring of their 7th grade year) or National Honor Society (in the spring of their 10th grade year) organizations, which are engaged in helping others at school and in the greater Los Angeles area.

**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 Oxford Comma* is the Upper School literary magazine. The *Junior Voice* is the Middle School newspaper/magazine which is published each semester.

**Science Competitions/Teams**
Buckley’s Team 1661 competes nationally in the FIRST Robotics Challenge for high school students. Students in the Applied Science research class compete with their projects in the Los Angeles County Science Fair each year.

Science Olympiad Tournaments are rigorous academic interscholastic competitions consisting of a series of team and individual events for middle school students. Students prepare throughout the year in order to participate in competitions that follows the template of popular board games, TV shows, and athletic games. These events are a balance between the various science disciplines within S.T.E.M. They require the knowledge of science facts, concepts, processes, skills, and science applications.
**Student Government**
The Middle School Student Council is made up of fourteen members, four representatives from each grade level 6, 7 and 8 and a MS President and Vice President. The Upper School Student Council is made up of the Student Body President, Vice President, Secretary, Treasurer, and sixteen representatives, four from each grade level 9-12. 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.
UNIVERSITY OF CALIFORNIA
ADMISSION ELIGIBILITY REQUIREMENTS

The University of California has specific criteria for admission. Because many of Buckley’s students 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 (UC) are as follows:
   a. History/Social Science: 2 year-long courses (2.0 credits) required
   b. English: 4 year-long courses (4.0 credits) required
   c. Mathematics: 3 year-long courses (3.0 credits) required, 4 recommended
   d. Laboratory Science: 2 year-long courses required (2.0 credits), 3 recommended
   e. Language Other Than English: 2 year-long courses required (2.0 credits), 3 recommended
   f. Visual and Performing Arts: 1 year-long course required (1.0 credit)
   g. College Preparatory Electives: 1 year-long course required (1.0 credit)

College preparatory electives can include courses in computer science, English, social science, advanced mathematics, laboratory science, world languages, and visual and performing arts. All social science, English, and world languages courses taught in grades 9-12 fulfill this requirement. Some advanced courses in visual and performing arts also meet the “g” requirement.

Please note: All courses meet every other day unless otherwise indicated and earn 1.0 credit per course. Those that meet only twice per rotation earn .5 credit.

ATHLETIC AND EXTRACURRICULAR ELIGIBILITY

Grades 6, 7, 8
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 Head of Middle School reserves the right to determine a student’s final eligibility.

Grades 9 - 12
Eligibility for participation in athletics and extracurricular activities will be dependent upon good academic and behavioral standing, specifically:
   1. maintaining a general GPA no lower than 2.00 with no F’s in a specific grading period.
   2. maintaining a record of good citizenship, proper behavior, completion of school service, and a willingness to support the ideals of The Buckley School.
In extraordinary situations, the Head of Upper School will reserve the right to determine a student’s eligibility for an activity.
COMPUTER SCIENCE DEPARTMENT

The Middle/Upper School computer science program prepares students to become global citizens fluent with problem solving, and programming techniques using 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 unless their skills are determined to be equivalent or better; students may pursue additional middle school courses. Upper School students may study a broader range of computer topics, including creating web pages, designing mobile applications, 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. All Upper School computer science courses meet the UC’s “g” requirement.

MIDDLE SCHOOL COURSES

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

Design Lab (Grades 7-8)
In Design Lab, students will receive an introduction to the Design Thinking process and will participate in discussions and collaborative projects designed to teach them how to find innovative solutions to virtually any type of problem, ranging from the personal to the global. Working in a wide variety of mediums – drawing, sculpting, digital design, engineering, etc. – students will develop skills as visual thinkers, creative strategists, collaborators, and storytellers and will explore innovative ways to create real impact in the world.
**Intro to Web Development (Grades 6-8)**
This class is focused on the inner workings of websites. Students will delve into the front end of the website. Students will learn HTML & CSS as well as be exposed to more traditional languages, JavaScript, PHP etc. At the end of the course, students will design a website from scratch. Students interested in taking this class will have met the school's computer proficiency requirements.

**Introduction to Python (Grades 7-8)**
Students will be introduced to the core concepts of coding through the Python programming language. Students will learn about data types, variables, if-statements, lists, loops, functions, and debugging, algorithms. Students will acquire thorough documentation practices as well as testing and verification techniques. Students interested in taking this class will have met the school's computer proficiency requirements and will need recommendations from the Head of Middle School and their computer teacher.

**Python Programming 2 (Grades 7-8)**
This course is an extension of the Introduction to Python course. Students will learn about dictionaries, nested loops, objects, and more. Students will continue to develop and improve their documentation and verification techniques. Students will acquire the skills necessary to have success upper school computer science courses. Students interested in taking this class will have met the school's computer proficiency requirements and will need recommendations from the Head of Middle School and their computer teacher.
**UPPER SCHOOL COURSES**

**CS212: Introduction to Programming (Grades 9-12)**
This course 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. *This course meets twice per rotation.*

**CS903: Advanced Placement Computer Science A (Grades 10-12)**
*Prerequisites: B or higher in Introduction to Programming and/or department chair approval*

This course prepares students for the AP Computer Science A exam. Students permitted to enroll must excel in Java and have the ability to grasp complex algorithms. This course enforces college-level programming concepts. Students learn to become more fluent in Java, study object-oriented software design, implement algorithms, and understand one- and two-dimensional arrays. Students will acquire the ability to design and apply object-oriented software solutions to problems from various application areas.

**CS109: Cyber Operations (Grades 10-12)**
*Prerequisites: A or higher in Introduction to Programming and department chair approval; Completion of AP Computer Science A recommended*

This course is designed for students who want to explore the realm of computing and ethical “hacking” but may not love programming. This course focuses on college-level topics such as ethics, shells/terminals, networks, exploitation/post-exploitation, operating system differences, reverse engineering, malware analysis, x86 NASM, and cryptography. Students will develop a creative approach to problem solving. Students will be required to do independent research to solve certain problems. By the end of the course, a student should be prepared to delve into a topic of interest with confidence.

**CS107: Honors Algorithms and Data Structures (Grades 11-12)**
*Prerequisites: A or higher in AP Computer Science A and department chair approval*

This course is designed for students who have a strong interest in broadening their theoretical foundation and extending their coding expertise through an investigation of abstract data structures and algorithm design. The course focuses on performance analysis of arrays, lists, stacks, queues, trees, heaps, and maps, as well as specific implementation via the Java Collections Framework. Graphical User Interface (GUI) is designed to complement this suite of theoretical topics. Vital concepts of programming abstraction, encapsulation, inheritance, polymorphism, and top-down design are reinforced as students create complete executable code from start to finish. Students will construct a portfolio of original software designs throughout the year.
DRAMA AND DANCE DEPARTMENT

The Drama and Dance Department offers various levels of theatre classes that explore acting techniques, history, improvisation and literature with an eye toward notable diverse playwrights such as August Wilson, Wendy Wasserstein, Lin-Manuel Miranda and Quiara Alegría Hudes. Dance offerings include two levels of dance and a hip-hop class in the Middle School, three levels in the Upper School, and an Upper School co-ed Hip-Hop class. 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 completing two performing/visual arts courses. All Buckley Upper School drama and dance courses fulfill the UC’s Visual & Performing Arts “f” requirement.

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 Hip-Hop (Grades 6-8)
This one semester course is offered to middle school students 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”, breakdancing, 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.

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 who 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

The Drama and Dance department offers two levels of theatre classes that explore acting techniques, history, improvisation, and literature with an eye toward notable diverse playwrights such as August Wilson, Wendy Wasserstein, Lin-Manuel Miranda, and Quiara Alegria Hudes. Dance offerings include three levels in the Upper School. All upper-level students in grades 9-12 can fulfill the graduation requirement in visual and performing arts by completing two performing/visual arts courses. All Buckley Upper School drama and dance courses fulfill the UC Visual & Performing Arts “f” requirement. Additionally, upper school dance students earn 3 physical education units by completing a 1-year dance class.

Upper School Dance

The three course levels differ according to technical and artistic skill levels, as well as academic course requirements. Enrollment is based on teacher placement recommendation each spring, together with a student’s past performance in dance course(s) (or previous training if a student is new to Buckley). New incoming students may be required to audition for Intermediate or Advanced level placement. In dance courses, students study and develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, contemporary, 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. Writing and homework assignments in dance class compliment units of study and are designed to help students develop dance vocabulary, analytical skills, and creative thinking. 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.
COURSE OFFERINGS:

PA410: Beginning Dance (Grades 9-12)
Beginning Dance is open to those with little or no previous dance experience. Students may enroll in Beginning Dance without an audition. In the course, 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, contemporary, improvisation, and world dance forms. Beginning Dance students are required to perform in one to two dances in the annual Spring Dance Festival.

PA420: Intermediate Dance (Grades 9-12)
Prerequisite: Instructor permission; audition may be required

Intermediate Dance is for students with at least two to three years of previous dance training and who possess intermediate skills in one to two different dance genres. In Intermediate Dance, 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, contemporary, hip-hop, choreography, improvisation, and world dance. Intermediate Dance students are required to perform approximately three dances in the annual Spring Dance Festival. At this level, there are also opportunities to be chosen as a student choreographer.

PA430: Advanced Dance (Grades 9-12)
Prerequisite: Instructor permission; audition may be required

This course is for our most advanced dance students with at least 4+ years of previous dance training and who possess advanced skills in at least two different dance genres. In this course, students continue to explore the fundamentals and aesthetics of dance, then further develop their advanced level technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, contemporary, choreography, improvisation, and world dance. Advanced Dance students typically perform at least four dances in the annual Spring Dance Festival, and are strongly encouraged to submit choreography proposals for the festival. Student choreographers, if chosen by the class and instructor, have the opportunity to demonstrate both artistic vision and leadership within the dance program.
Upper School Drama
The Upper School drama program is designed to create artists who understand the process of storytelling through performance. Courses in theatre lead students from a broad view of the meaning and history of theatre 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 the extracurricular stage productions. Each course requires students to complete writing assignments to document ideas, analyze personal experiences, and develop analytical and writing skills. Each course will require the performance of scenes with and for classmates. Finally, each course requires students to see theatrical performances outside of class and to write critical observations of the shows to reflect upon their experiences.

COURSE OFFERINGS:

**PA109: Theatre and Performance Foundations** (Grades 9-12)
This course introduces 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 the second semester, acting units focus on the concept of creating character through objectives, obstacles, and “tactics. Directing units explore the director’s role in design, script analysis, stage composition, and working with actors. The contributions of Shakespeare and select contemporary playwrights are studied in detail with students presenting scenes from representative works.

**PA128: Theatre and Performance Lab** (Grades 11-12)
Prerequisite: Theatre II or Theatre and Performance Foundations
Theatre and Performance Lab is reserved for the most experienced and dedicated theatre students. The course 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 culminates in fully mounted, public performance of scenes or short plays. It is a challenging year of study with the objective of preparing students for the demands of a collegiate theatre program.
PA126: Improvisation Workshop and Performance (Grades 9-12)
The ability to improvise is an essential skill in every career. Being able to think quickly on one’s feet, stay in the moment, adapt to sudden changes, and creatively problem-solve are critical skills, 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 weeks of the course, students learn the basic rules of improv: “Yes, and...,” creating environment and character, and working spontaneously and collaboratively within an ensemble. Subsequently, students will explore the advanced concepts of long-form improvisation, sketch comedy writing, and creating/directing a performance. They explore the history, theory, and evolution of improvisation through assigned texts, lectures, and Socratic-style class discussions, and learn its various forms through theatre games, exercises, performance, and peer evaluation. Additionally, students view live and recorded performances of the genre’s most respected and successful practitioners. These diverse angles of exposure provide students with a deep understanding, appreciation, and facility with the comedy improv tradition, technique, and discipline.

PA110: Costumes & Textiles (Grades 9-12)
Students design and construct pieces using the basic techniques of machine and hand sewing, piece work and embroidery. Students will experience working with cottons, stretch, and woven fabrics. This course emphasizes technical skills and developing personal creative solutions for costume design and looks into the history of costume design and the fabric and design decisions made by the designers. To enable student choice, nature of fabrics, students are responsible for supplying their own fabrics and supplies for their major projects. Students will be required to complete minor work on their projects at home or in their spare time.
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, an ability to write clearly and persuasively, and a keen familiarity with the skills required for academic research. 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 beginning in 10th grade. 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 before school 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 office hours/tutoring sessions as recommended by their classroom teacher.

Writing Fellows
The Writing Fellows program integrates service and academics, connecting members of the Middle School with their peers. Eighth grade students who are selected by the department to take part in this program receive training in argumentation, style, and pedagogy, and then work closely with designated individual students on the writing process. Exploring big-picture considerations such as thesis-building, analysis, and organization as well as style, the Fellows work to strengthen a student’s prose during one-on-one meetings across the year. Members of the program are also available to any student in the Middle School for help with their writing. A similar program exists in the Upper School.
MIDDLE SCHOOL COURSES

English 6: Language Arts (Grade 6)

This course is designed to teach students to think creatively and analytically as well as to speak, write, and read with understanding. Through the course, students investigate these essential questions: How does where a person lives affect who they are? and How can a person affect where they live? Following the framework provided by Columbia University’s Reading and Writer’s Workshop, students explore and practice how to brainstorm, draft, edit, and revise their work as they seek to establish their own voices in narrative, informational, expository, and persuasive writing. In addition to building foundational study skills, students focus attention on central themes and plot and character development through literature units. The course also uses a variety of literature as a springboard for developing vocabulary and fostering a love of words, as well as encouraging students to make connections between themselves and the world around them. Authors may include: Carl Hiaasen, Tony Johnston, Deborah Ellis, Gene Luen Yang, Langston Hughes, and Lois Lowry, among others.

English 7: An Introduction to Literature (Grade 7)

Through an in-depth study of literature concerned with the “The Individual in Society,” this course introduces students to literary analysis. Students will use the literature studied as a vehicle to discuss the contemporary world critically and empathetically. They will continue to study the framework provided by Columbia University’s Reading and Writing Workshop to develop their writing skills, with emphasis on the writing process. Areas of focus include reading comprehension and inferential skills, fiction and analytical writing, grammar and usage, paragraph organization, vocabulary development, and the development of study and organizational skills. Projects include analytical essays, realistic fiction stories, and creative writing. Literature studied includes poetry, plays, essays, fiction, and nonfiction selected from a variety of works, including: John Steinbeck, Ariel Dorfman, Sandra Cisneros, S. E. Hinton, George Orwell, and William Shakespeare

English 8: A Study of Literary Genre (Grade 8)

A Study of Literary Genre continues the 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, drama, and poetry. This course also radically explores the “Coming of Age” theme through the study of language, literature, and composition. Works read for this course include The Absolutely True Diary of a Part-Time Indian, Romeo and Juliet, To Kill a Mockingbird, and Raisin in the Sun. These works were carefully chosen because they concern important values such as racial equality, the nature of good and evil, the consequences of our choices, and the limitations of materialism. Instructional practices will incorporate the integration of diversity awareness, including the appreciation of all cultures and their important contributions to society. By focusing on thematic and argumentative writing, literary devices, composition, vocabulary, and the various elements of literature, this course develops each student’s critical thinking and analytical skills. Ultimately, students will learn to express themselves creatively and insightfully.
ART ROTATION COURSE

Middle School Journalism and Magazine Writing
This one semester elective introduces sixth, seventh, and eighth grade students to the skills of journalistic writing for online publication and our print magazine, The Junior Voice. Students will gain media literacy skills by writing their own articles alongside reading, analyzing and discussing contemporary news reports. They will learn to follow their interests as they research, write, and edit their work for publication in a variety of modes, such as campus news, features, interview profiles, arts and entertainment reviews, sports reports, and opinion columns. In addition to learning basic layout, design, and editing skills, students will also have the opportunity to produce their own podcasts.

UPPER SCHOOL COURSES

EG091: English I: Global Literature (Grade 9)
This course introduces students to foundational literary masterpieces, both ancient and modern, that raise questions of personal and socio-cultural identity. Students will engage with literature as a means for personal discovery and learning about the ways in which individuals, from a myriad of backgrounds, inhabiting a wide range of social roles, experience being in the world. Daily classes offer training and practice in textual and visual analyses alongside study and note-taking skills. Dedicated writing workshops teach students about the conventions and processes of academic writing, from planning to drafting to revising. Classwork, which could include Socratic seminars, TED talks, or literary criticism, encourages student-led discussion and heightens communication skills. A collaborative research paper in the spring helps students learn to identify and develop their strengths as collaborators, and introduces them to the fundamentals of scholarly research and argumentation. The curriculum, which connects to the 9th grade Ancient World History course, challenges students to contextualize literature and explore how it intersects with the norms and values of our world. Texts cover major genres of literature, including epic poetry, Greek tragedy, Shakespearean comedy, the contemporary novel, autobiography, the graphic novel, and poetry. Readings may include texts from Homer, Sophocles, William Shakespeare, Marjane Satrapi, Mark Haddon, Khaled Hosseini, Maya Angelou, Gish Jen, Tim O’Brien, Alice Walker, and James Baldwin, as well as poetry from W.B. Yeats, Emily Dickinson, Nikki Giovanni, Louise Gluck, Langston Hughes, and Gary Soto, among others.
EG101: English II or EG202: Honors English II: British Literature (Grade 10)
Prerequisites: A- or higher in English I and department chair approval

Through introducing some of the significant periods of British literature and exploring how Britain has engaged with the world, this course develops students’ awareness of how to read literature through the lenses of gender and sexuality, race and ethnicity, social class, and culture. Alllying an emphasis on literary analysis with a thoughtful study of grammar and vocabulary, the course seeks to encourage students to not only further develop their close-reading skills, but to also hone their writing styles and their voices. Classroom discussions encourage students to read closely and discover how smaller moments help create wider meaning so that they can contextualize and understand literary representations of social problems in thoughtful, engaged ways. To those ends, they will also try writing in various modes, which include argumentation, critical literary analysis, personal narratives, poetry, and satire. In the second semester, students will study the elements of writing a successful research paper on an independently chosen topic and write interdisciplinary essays. In these essays, students explore and draw connections between works of literature studied in the class and current social or ethical issues (which could include privacy in the internet age, the representation of women in the media, or the ethics of cloning). Possible authors read in the class could include William Shakespeare, Charlotte Bronte, Jonathan Swift, Mary Shelley, Robert Louis Stevenson, George Orwell, Aldous Huxley, and Iain Banks. And, in order to reflect the perspectives of cultures whose histories have been eclipsed by British imperialism, this course includes contemporary voices such as Derek Walcott, Jhumpa Lahiri, Zadie Smith, Maya Chowdhry, Merle Collins, among others.

The Honors English II course parallels English II, but includes weightier critical reading, increased requirements in written assignments, and a more significant expectation of independent reading, thinking, and writing.
**EG111: English III: American Literature (Grade 11)**

In this course, students are introduced to the rich library of American literature, from the great Transcendentalist writers—the first truly American literary movement—to America’s current experimental authors. Close reading will further the students’ knowledge of the material, while individual and group presentations will encourage ownership of it. Students will write literary analysis essays as well as experiment with conventional and unconventional forms of poetry, fiction, and nonfiction. They will also study the rules and possibilities of grammar and punctuation. Students are asked to travel around Los Angeles and write essays about those adventures. The course closes with students creating books documenting their year of writing and exploration, both personal and literary. Texts may include *Song of Myself, On the Road, In Cold Blood, Housekeeping, Slaughterhouse-Five, The Underground Railroad, A Streetcar Named Desire*; the poetry of authors may include Walt Whitman, Emily Dickinson, Maya Angelou, Countee Cullen, Amiri Baraka; and essays may include those by Henry David Thoreau, Ralph Waldo Emerson, Joan Didion, Sherman Alexie, David Foster Wallace, John McPhee, Gertrude Stein.

**EG902: Advanced Placement Language and Composition (Grade 11)**

*Prerequisites: A- or higher in English II or B in Honors English II, and department chair approval*

In this college-level course, students enter conversations about what it means and has meant historically to be an American citizen, an immigrant, or a visitor to the United States. Readings and discussions are built around explorations of a variety of topics: Literacy, Education, and Power; Ethics and Morality; The Experience of Difference: Race, Gender, and Sexual Orientation; Class and Social Immobility; and the Status of the “American Dream.” Each topic features a centerpiece written, spoken, or multimedia project that offers students the opportunity to probe and develop their own views on these topics. In preparation for the AP exam, students analyze many works of nonfiction prose, including essays, letters, diaries, biographies, sermons, speeches, satire, social criticism, science/nature writing, and journalism as well as poetry and fiction. Frequent writing in the form of blog posts, AP-style essays, personal narratives, and a major argumentative research paper encourages students to enrich their prose style. Core readings draw from a wide range of authors, contemporary and historical, and may include Sherman Alexie, Maya Angelou, Ta-Nehisi Coates, James Baldwin, Joan Didion, Frederick Douglass, F. Scott Fitzgerald, Stephen King, Martin Luther King, Jr., Barack and Michelle Obama, Claudia Rankine, Richard Rodriguez, Susan Sontag, and Malcolm X.
**English IV: Senior English Selectives: Two Semester-Long Courses (Grade 12)**
Selectives prepare seniors for college study with writing, reading, and research components, and students can choose from among several different courses designed to meet their 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 occurs throughout with particular attention to thesis development, clarity of expression, logic, incorporating outside sources, and effective procedures for revision. Two senior selectives meet the English IV graduation requirement. 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: Students may take either AP English Literature or two semester-long senior selectives to satisfy their English IV requirement. Placement by preferences is dependent on scheduling.**

**EG905: English IV: Crime in Society through Detective Fiction**
From Sherlock Holmes to Agatha Christie to Oyinkin Braithwaite, we read crime novels and short fiction in order to trace—through a combination of close-textual analysis, criticism, and research—the evolution of the genre. Students investigate the popularity of crime writing and what it tells us about our culture’s darker side and the fascination with solving crimes. By reading, considering, and analyzing thrillers and murder mysteries, and by placing them in their historical and ideological contexts, students reflect on how a supposedly low art form can rise to high art and capture the zeitgeist of its time, whether it be the cold intellectualism of Victorian Britain, the racial tensions of 1950s America, or ambiguities about the second wave of feminism in the 1970s. Through discussion of the genre and of the concerns it voices, students articulate in critical essays their own informed conclusions about the enduring interest in crime and crime fiction before writing their own murder mysteries. **This is a one semester course.**

**EG908: English IV: Science Fiction**
This course compares how science fiction texts respond to contemporary concerns and issues. By analyzing the imaginative explorations of the consequences of creating artificial intelligence or the destruction of humanity, we consider how our culture sees the imaginative possibilities of science in a constructed future. We also investigate what this genre tells us about science-fiction readers and our culture’s dreams of the possibilities (and nightmares) science envisions. The course may include novels such as *Do Androids Dream of Electric Sheep?, Fahrenheit 451, The Future of Another Timeline, Kindred, The Martian Chronicles, Dawn*, and others. Through discussion of the genre and of the concerns it voices, students articulate in critical essays their own conclusions about our fascination with science-fiction before writing their own short stories. **This is a one semester course.**
**EG910: English IV: Literature of Childhood**

In this multimedia, 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 such Victorian texts as Alice’s Adventures in Wonderland or Peter Pan as well as the importance of storytelling both for the creation of individual identity and for wider cultural and community identities. Students will also have the chance to explore their own cultures and childhoods through considering the stories that they grew up with. The aims of this course are to encourage students to think critically about texts that are and have been part of their own lives and therefore to bring critical thinking into their everyday lives. This is a one semester course.

**EG913: English IV: Women in Dramatic Literature**

This course explores women’s roles in drama and considers the evolution of gender norms and the ways in which literature has helped shape feminism. The exploration of the impact of women in theatre history from Ancient Greece to the 20th century examines how writers represent and how audiences view the ever changing roles of women, from passive figureheads to empowered individuals. A wide variety of genres, including tragedy, comedy, satire and dramatic monologues will encourage students to think critically about how historical and philosophical contexts, social issues, and cultural perspectives affect playwrights’ representations of women on stage. By looking at concepts of gender identity and gender expression through socio-historic, feminist, or psychoanalytic lenses, students will gain an understanding of the complexities of the struggle for female empowerment and equal rights. Field trips to theatre performances are an integral part of the course. Authors studied may include: Euripides, William Shakespeare, Caryl Churchill, Willy Russell, Eve Ensler, and Tanika Gupta. This is a one semester course.

**EG915: English IV: LGBTQ Literature**

This course explores what it means to live as an “other.” And, at the core level, we are all “others” in some way. The lens here is literature written by non-heterosexual authors who wrestle with their own psyches as well as society’s dictate of what is morally acceptable. Of course, these writers’ inner battles are often instigated by the unaccepting world around them. This class’ focus will be on sexual orientation as a foundation of identity, and the literature we read will involve race and gender as well, as gay writers weave their sexuality into other aspects of who they are. Gender identification may be fluid, and authors of color have written of having to “pass,” suppressing their identity to survive in tightly defined societal conventions. By exploring sexual orientation as a pathway into bigger issues of personal, societal, and political identity, students will hone their abilities to think critically about texts and their subtexts, and write literary analyses and personal narratives. Authors may include: Virginia Woolf, E.M. Forster, James Baldwin, Patricia Highsmith, Anne Carson, Jeannette Winterson, Walt Whitman, and others. This is a one semester course.
**EG916: English IV: Experimental Literature**
This course focuses on writers who create form-bending literature, authors who play with language and form to further our understanding of its varied uses. Communication is always changing, and students experiment with words, sentences, punctuation--with form--to find ways to connect in a diverse world. After all, as societies move forward, so, too, does their language: affinity groups within a larger society develop their own patois and methods of communication to assert their identity. Thus, experimenting with literature isn’t a luxury. It’s a vital necessity, a way of insisting and assuring that one’s voice will be heard and listened to closely. Form-bending demands close listening and reading. By exploring how language can be and has been manipulated to create new meanings and understandings, students will hone their abilities to think critically, analyze texts and subtexts, and develop their authentic writing voices. Authors include: Geoffrey Chaucer, Gertrude Stein, Georges Perec, Julio Cortazar, Emily Dickinson, Jenny Boully, Lydia David, and Laurie Anderson. *This is a one semester course.*

**EG918: English IV: Literary Response to Modern Genocide**
This course serves as an introduction to literary responses to twentieth- and twenty-first-century genocides as well as the historical and political contexts of these events. Students will study both historical and contemporary trends in the field of Genocide Studies as a means of contextualizing the literary works. Students will learn how to approach and analyze several forms of literature (e.g. poetry, novels, novellas, short fiction, drama) as well as non-fiction (e.g. essays, survivor testimony, autobiography, academic articles, etc.). Inquiry into the texts will emphasize students’ critical reading and writing skills, and will especially foster students’ abilities to synthesize a diverse array of texts across, nonfiction, and the arts. *This is a one semester course.*

**EG912: English IV: Advanced Placement Literature and Composition (Grade 12)**
*Prerequisites: A- or higher in English III or B in AP English Language and department chair approval*
In AP Literature and Composition, students are encouraged to throw themselves into discovering literary criticism and theory. This discussion-based class revolves around asking questions about how individuals find meaning in frequently hostile or unforgiving worlds, and how writers represent these quests. Students will be asked to respond to literature in a variety of forms, which could include crafting their own poetry, transforming a line or an image from a text into a new work of art, or creating an imaginary sequel to an ambiguous ending. Each creative piece requires an explanation of the process and rationale behind its formation, encouraging students to critically engage with their own creativity and to appreciate the artistic decisions made by writers of literature. Meanwhile, comparative research essays encourage students to explore a range of approaches to literature and culture, such as liberal humanist, feminist, postcolonial, Marxist, or psychoanalytic criticism. As a means to prepare for the AP exam and to investigate how individuals find meaning in the world, major texts could include *The Tempest, Translations, The Handmaid’s Tale, The Reader, Passing, The Metamorphosis, Song of Solomon, Their Eyes Were Watching God,* and *The Stranger,* as well as poetry that covers the metaphysical to the confessional and short prose from the 18th century to today.
ELECTIVES:

**EG420: Beginning Journalism (Grades 9-10)**

**EG422: Advanced Journalism (Grades 10-12)**

*Prerequisite: Beginning Journalism*

Students in these courses constitute the staff of Buckley’s student newspaper, *The Student Voice*, and are responsible for producing multiple issues of the newspaper each year.

Beginning Journalism introduces students to the fundamentals of writing journalism. Students learn to write news stories—creating an informative and attention-grabbing lead paragraph, weaving together facts and quotes, and avoiding the intrusion of the journalist’s opinion in a news story. Students learn how to prepare for and conduct interviews. 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.

Advanced Journalism hones those skills. Because Advanced Journalism students are the editors of the publication, the course also develops their leadership, problem-solving, organizational, and group-mechanic skills. All students in the class are expected to develop proficiency in layout design and the use of PageMaker and Photoshop.

**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, fairy tales, young adult fiction, and drama. Using a wealth of literary works as guideposts, students explore the technique and artistry of others in order to develop their own voices. Students will experiment with a variety of poetic forms, such as the sonnet, ode, and villanelle, and will also compose autobiographical pieces, short stories, monologues, and young adult fiction. To foster their development as writers, students will share their works 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 or a collection of short stories, or develop a longer piece such as a play or a novel in a genre of their choice.

**EG919: Media Literacy (Grades 10-12)**

This course offers students the opportunity to critically engage with the changing landscapes of media. Through an interdisciplinary approach, students will examine the roles that media play in the economic, social, and cultural lives of members of contemporary society. By exploring media systems, institutions, policies, and practices, students will develop analytical skills to question, examine, and assess the roles and meanings of media in contemporary societies. Analysis of media language and representation as well as media industries and audiences will provide students opportunities to develop their media literacy and analytical skills. In evaluating the effects of media in the global 21st century, topics under consideration include: advertising and marketing; television, film, and radio; music videos; news; video games; and social media.
In thinking about these media, students will analyze how historical, social and cultural, economic, and political contexts affect both content and audience reception. By the end of the course, students will have had opportunities to present analyses of various media, create their own artifacts, and reflect on how they themselves consume and participate in media production.

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.

ADDITIONAL SUPPORT FOR STUDENTS IN ENGLISH:

The Writing Lab:
The Writing Lab is a lunchtime offering 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 their specific difficulties. Upper School students may seek help with specific assignments or attend office hours/tutoring sessions.

Writing Fellows:
The Writing Fellows program integrates service and academics, connecting the youngest members of the Upper School with their more senior peers. Juniors and seniors, who are selected by the department to take part in this program, receive training in argumentation, style, and pedagogy, and then work closely with designated individual ninth-grade students on the essay-writing process. Exploring big-picture considerations such as thesis-building, analysis, and organization as well as style, the Fellows work to strengthen a student’s prose during one-on-one meetings across the year. Members of the program are also available to any student in the Upper School for help with their writing.
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. All courses offered in the mathematics department fulfill the "c" requirement for admission to the University of California.

Course 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, students must have a grade of B- or higher in their current math course and be recommended by their current math teacher.

Teaching Strategies
Several math teachers are employing the “Flipped Learning” approach for their courses. This involves having the students watch teacher-created videos as their first introduction to the material, followed by in-class problem sets done in collaborative groups with teacher assistance. 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 teamwork and enhancing comprehension. Numerous aids are employed including SMART® Software (which emulates an interactive whiteboard), 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 or higher 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. Middle School Lab is open before classes in the mornings and Upper School Lab is open during lunch periods.

Course Sequences
The mathematics department offers multiple levels for all required courses. Math 6, Pre-Algebra, Algebra I, Geometry, and Algebra II have three levels: principles, on-level, and honors, and Pre-Calculus is offered as an on-level and honors course.

The Principles Sequence
Principles courses provide the basic content and skills necessary for admission to a post-secondary institution. The course progression includes Math 6 Principles, Pre-Algebra Principles, Algebra I Principles, Geometry Principles, and Algebra II Principles.

The On-Level Sequence
Serving the majority of our students, this is the standard college-preparatory sequence in mathematics. This course progression includes Math 6, Pre-Algebra, Algebra I, Geometry, and Algebra II.

Non-Calculus Sequence: The course progression for students in Algebra II Principles is Math Analysis and Applied Mathematics.

Calculus Sequence: The course progression for students who have earned a C or higher in Algebra II is Pre-Calculus and Calculus.
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 Honors Math 6, Honors Pre-Algebra, Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Pre-Calculus, Advanced Placement Calculus AB, and Advanced Placement Calculus BC. We also offer a course in Honors Multivariable Calculus (if enrollment is too low, we may offer it through our online partner, One Schoolhouse).

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

Advancing Course Levels:
To advance a level (principles to on-level, on-level to honors), students must have a yearly course average of an A (92.5%) or greater and the recommendation of their current teacher and department chair. PSAT test scores must be above the 90th percentile and placement tests may be required at the discretion of the department chair.

Remaining in a Current Course Level:
Students who are currently in the on-level course must have a minimum yearly course average of 72.5% to remain on-level in the following course. Students who are currently in an honors course must maintain a minimum yearly course average of 82.5% to remain at the honors level in the following course.

Admittance to AP Math Courses
To gain admittance to AP Calculus AB, a student must (1) complete Pre-Calculus with a minimum yearly course average of an A (92.5%) or Honors Pre-Calculus with a yearly course average of a B (82.5%) or higher; and, (2) score in the 90th percentile or higher on their standardized tests (PSAT). Similarly, students who have a minimum yearly course average of 82.5% are eligible for AP Calculus BC with departmental approval.
MIDDLE SCHOOL COURSES

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

Prerequisite: Successful completion of Pre-Algebra Principles, Pre-Algebra, or Honors Pre-Algebra; See pp. 27-28 for additional requirements

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.
MA097: Geometry Principles / MA093: Geometry / MA090: Honors Geometry  
Prerequisite: Successful completion of Algebra I Principles, Algebra I, or Honors Algebra I; See pp. 27-28 for additional requirements

Students learn classic Euclidean geometry and some non-Euclidean topics, including coordinate geometry. Students employ inductive and deductive reasoning, discuss formal proofs, and study problems of measurement of two- and three-dimensional figures. The rich semantics and structure of geometry are absorbed into the student’s vocabulary.

MA087: Algebra II Principles / MA103: Algebra II / MA012: Honors Algebra II  
Prerequisite: Successful completion of Geometry Principles, Geometry, or Honors Geometry; See pp. 27-28 for additional requirements

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, systems of equations, exponential and logarithmic functions, rational functions, radical functions, and polynomial functions. Trigonometric functions are not covered in Algebra II Principles. They are introduced in the on-level course, and the honors course students study these concepts in depth.

MA136: Math Analysis  
Prerequisite: Successful completion of Algebra II Principles

This course is for students who have completed Algebra II Principles or 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 and Operations; Algebra and Functions (Linear, Quadratic, Rational and Radical); Geometry and Measurement (Perimeter, Area, Similarity and Transformations); and Data Analysis, Statistics and Probability. Students will then do an in-depth study of sequences and series and combinatorics (permutations, combinations & probability).

MA133: Pre-Calculus and MA032: Honors Pre-Calculus  
Prerequisite: Successful completion of Algebra II or Honors Algebra II; See pp. 27-28 for additional requirements

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. In the spring, honors students will prepare for the SAT Subject Test: Math Level 2. Topics covered will include functions (polynomial, trigonometric, and polar), complex numbers, systems of equations (linear & quadratic), vectors, and conic sections. In addition, the honors course will cover limits as an introduction to the AP Calculus AB course. The SAT Subject Test: Math Level 2 study includes vectors, sequences and series, logic, statistics, combinatorics, and probability.
**MA159: Calculus**  
*Prerequisite: Successful completion of Pre-Calculus or Honors Pre-Calculus; See pp. 27-28 for additional requirements*

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.

**MA901: Advanced Placement Calculus AB**  
*Prerequisite: Successful completion of Pre-Calculus or Honors Pre-Calculus; See pp. 27-28 for additional requirements*

This course prepares students for the AP exam. Topics of study include all those listed in the calculus course above with additional concepts including optimization problems, Rolle’s Theorem, the Mean Value Theorem, tangent line approximations, differentials, l’Hopital’s Rule first-order differential equations, exponential growth and decay, Riemann sums, the Trapezoidal Rule, Slope Fields, and volumes by cross-sections.

**MA902: Advanced Placement Calculus BC**  
*Prerequisite: Successful completion of AP Calculus AB per the “Admittance to AP Math Courses” section on p. 28*

Topics in this course 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, infinite series of constant terms and their convergence tests, power series, Taylor polynomials and the Lagrange Form of the Remainder.

**ELECTIVES:**

**MA021: Applied Mathematics (Grade 12)**  
*Prerequisite: Successful completion of Math Analysis*

This course covers “financial mathematics” in the first semester. 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 topics such as real numbers, exponents and polynomials, factoring, equations and inequalities, linear and quadratic functions, rational and radical expressions and equations, complex numbers, and Euclidean and coordinate geometry.
MA035: Honors Multivariable Calculus (Grades 11-12)
Prerequisite: Successful completion of AP Calculus BC per the “Admittance to AP Math Courses” section on p. 28

Students in Honors 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, and multiple integration. In addition, students will study vector fields, line integrals, Green’s Theorem, surface integrals, Stokes’ Theorem, and the Divergence Theorem. Emphasis will be placed on theory.

ADDITIONAL SUPPORT FOR STUDENTS IN MATHEMATICS:

Math Lab:
Math Lab is a drop-in tutorial setting designed to help support students with their mathematics work. Upper School Math Lab is open daily during lunch periods and before school.
MUSIC DEPARTMENT

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. AP Music Theory, Chamber Orchestra, Concert Band, and Concert Chorus are approved for UC’s “f” Visual & Performing Arts credit.

MIDDLE SCHOOL COURSES

Chorus 6 and 7 (Sixth and Seventh Grade Chorus)
Admission to the Sixth and Seventh Grade Chorus 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 Winter Concert, the Buckley Spring Choral Concert, 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: Chorus 6 and 7 is a year-long course that prepares students for more advanced study in the 8th Grade Chorus.
**Chorus 8 (Eighth Grade Chorus)**

Admission to Chorus 8 is open to all interested eighth grade students. The course is designed to build upon skills learned in Chorus 6 and 7, though this ensemble is open to students of all levels of musical experience. This chorus group 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 Winter Concert, the Buckley Spring Choral Concert, 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: Chorus 8 is a year-long course 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 the Winter Concert, the Spring Band Concert, 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: 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 Winter Concert and the Spring Orchestra Concert, as well as other appearances. *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 and Upper School Spring Orchestra Concert, as well as other performances. 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 SmartBoard, 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.
UPPER SCHOOL COURSES

PA231: Chamber Orchestra (Grades 9-12)
Admission to the Chamber Orchestra is open to string players (violin, viola, cello, bass) and pianists 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 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.

PA211: Concert Band (Grades 9-12)
This year-long course available to wind and percussion players 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 are also exposed to the beginning elements of improvisation. Students are required to maintain a daily practice schedule at home, and are 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.

PA151: Concert Chorus (Grades 9-12)
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 Chorus includes participation in required performances at the Buckley Upper School Winter Concert, Spring Choral Concert, school assemblies, community appearances, and an adjudicated festival as available.

PA215: Music Composition, Production, and Technology I (Grades 9-12)
This year-long course is designed for students to gain extensive knowledge of contemporary music theory and music composition. Through use of the programs Logic, Ableton, and Sibelius in the state-of-the art Digital Arts and Music Center, students will learn how to write compositions that employ contemporary song forms, and popular music theory. Projects will include the writing of melodies and harmonies, and the creation of beats that can be used in contemporary pop songs. Students will also be shown instrumentation techniques for writing orchestrally, and how to compose songs in written form. Note: Enrollment is limited to fifteen students.
PA216, 217: Music Composition, Production, and Technology II & III (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, and film scoring. Students will work with programs such as Logic, 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 these courses. Note: Enrollment is limited to fifteen students.

PA504: Advanced Placement Music Theory (Grades 10-12)
Prerequisite: Demonstrated basic proficiency via placement exam and department chair/instructor approval
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.
ADDITIONAL OFFERINGS:
These offerings are co-curricular, faculty-led, and rehearsals occur after school. These are non-graded ensembles.

Advanced Strings
Admission to the Upper School Advanced Strings is open to all outstanding string players and pianists by audition. Students study and perform compositions from the Baroque, Classical, Romantic, Impressionist, and Modern 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. 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 and the Spring Orchestra Concert.

Jazz Band
Students will perform 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 Spring Band Concert and an adjudicated festival.
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 students wish to be on an athletic team, they have 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:

**Fall**
- Flag Football
- Girls’ Basketball
- Co-ed Swimming
- Co-ed Cross Country (7/8)
- Girls’ Tennis (7/8)
- Equestrian

**Winter**
- Boys’ Basketball
- Girls’ Soccer
- Boys’ Soccer (7/8)
- Girls’ Softball (7/8)
- Equestrian

**Spring**
- Girls’ Volleyball
- Boys’ Tennis (7/8)
- Baseball
- Boys’ Soccer (6)
- Co-ed Golf (7/8)
- Equestrian

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.
Students must be enrolled in a physical education program or on an athletic team until they complete eight trimester P.E. credits. Alternatively, students may manage a middle or high school team for P.E. credit, and dance and mindfulness classes may be taken for physical education credit. In high school physical education, students attend life and leisure fitness classes, and activities focus on developing students’ strength, flexibility, muscular endurance, cardiovascular endurance, coordination, and balance, as well as their 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. Upper School P.E. students are graded on a “pass” or “fail” basis. In addition, students can also apply for a P.E. waiver if they would like to receive P.E. credit for extensive off campus sports/athletics commitments outside of the school day. The P.E. waiver is designed to give the student the opportunity to compete on an outside club team or train with a sport specific coach for their P.E. credit. They are required to participate or practice four hours per week in the outside activity throughout the trimester.

Interscholastic sports at The Buckley School form 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 complements and enhances the intellectual, emotional, and social development of every student athlete. To participate in interscholastic sports, students must maintain eligibility as outlined in the Family Handbook. These opportunities are useful tools in the achievement of the goals of a comprehensive education.

The sports offered during the year are as follows:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’/Boys’ Cross Country</td>
<td>Girls’ Basketball</td>
<td>Girls’/Boys’ Swimming</td>
</tr>
<tr>
<td>Girls’ Volleyball</td>
<td>Girls’ Soccer</td>
<td>Boys’ Tennis</td>
</tr>
<tr>
<td>Co-ed Equestrian</td>
<td>Boys’ Soccer</td>
<td>Boys’ Baseball</td>
</tr>
<tr>
<td>Girls’ Tennis</td>
<td>Boys’ Basketball</td>
<td>Boys’ Golf</td>
</tr>
<tr>
<td>Girls’ Golf</td>
<td>Co-ed Equestrian</td>
<td>Co-ed Equestrian</td>
</tr>
</tbody>
</table>
Pre-Season Athletics
When schedules and facilities permit, pre-season athletics are offered. These courses 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.

PE700: Mindful Movement (Grades 9-12)
Trimester course offered during fall, winter, and spring athletic seasons
Mindfulness is the process of paying attention to thoughts, emotions, and physical sensations as they are happening. Meditation supports the experience of mindfulness, and yoga is a form of moving meditation. All three disciplines cultivate self-awareness, helping to identify obstacles to our happiness and guide us toward a better quality of life. Mindful Movement is an integrative approach to mind and body wellness, merging movement, mindfulness, and meditation. Movement drawn from yoga poses and somatic techniques releases tension and deepens flexibility, while mindfulness principles such as compassion and kindness are explored. Discussion, council, and poetry are also components of Mindful Movement.

PEF194, PEW194, PES194: Co-Ed P.E.
In the Upper School Physical Education course, students are given the opportunity to participate in cooperative games, individual and team sports, and develop their personal fitness. It is the belief that these activities are all an invaluable parts of life for young people. Learning about and engaging in regular fitness activities and games are the best ways to learn and develop a healthy lifestyle, which helps reduce the chance of injury, reduces stress, increases physical performance, and stimulates the mind. This program provides students with a range of experiences to develop lifelong skills and habits. It is the intent of the program to introduce physical activities that students continue throughout their lives, and as well as to develop their strength, flexibility, muscular endurance, cardiovascular endurance, speed, agility, and balance.
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 collecting 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. All courses offered in the science department meet the UC’s “g” requirement; all courses in biology, physics, and chemistry meet the “d” requirement.

“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)

Buckley’s Science Department exposes students to activities beyond the school. The Middle School Science Olympiad offers students the chance to participate in local competitions through involvement in the after school program. Middle School students in the Robotics course may participate in local competitions as available. Buckley’s Team 1661 competes nationally in the FIRST Robotics Challenge for high school students. Students in the Applied Science research class compete with their projects in the Los Angeles County Science Fair and California State Science Fair each year.
MIDDLE SCHOOL COURSES

Topics in Science (Grade 6)
The sixth-grade Earth science course assists students in becoming lifelong learners who grow in their understanding of the world. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence. The concept of change is explored through the study of Earth’s formation, processes, history, landscapes, how and why Earth changes over time. Topics to be addressed include, but are not limited to, the scientific method, building blocks of life, Earth’s surface, Earth’s interior and convection, plate tectonics, earthquakes, volcanoes, Earth’s water, and ecology resources. The course will also explore how current actions of man interact and affect Earth’s spheres leading to local and global changes. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research.

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, offering 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.
**ARTS ROTATION COURSE**

Middle School Robotics (Grades 6-8)

Students will learn to design, build, test, and program a robot to enter a VEX Robotics Competition, where robots compete with each other to accomplish a series of tasks in an allotted time period. Over the course of a semester, students will learn about engineering principles, the design process and 3D modeling, and programming skills with the robot. Teamwork and collaboration are emphasized during class meetings, as students will need to consistently participate in small, cooperative groups. Students will work within their design team with the goal of constructing a robot that will achieve the tasks set forth annually by Robotics Education & Competition Foundation (REC Foundation) and may prepare to enter their robot in at least one local VEX Robotics Competition, typically on a Saturday, when possible.

**UPPER SCHOOL COURSES**

SC101: Biology (Grade 9)

This course focuses on the study of life among animals, plants and humans. Students will investigate cells, bio-macromolecules, the structure and functions of plants and animals, and ecology. Students also investigate molecular biology topics such as protein synthesis, biotechnology, and genetics. The course incorporates a large laboratory component to emphasize the real world applications of scientific reading, writing, and reasoning skills.

SC015: Honors Biology (Grade 9)

Prerequisites: A or higher in eighth grade science and B+ or higher in eighth grade math and department chair approval

This course is an in-depth study of the major concepts of the living world. Core principles of science are used to promote an 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 design and execute long- and short-term investigations using principles of scientific method and proper formats to report their findings.

SC121: Chemistry (Grade 10)

Prerequisite: Successful completion of Biology

This course traces the development of the atomic theory including the pre-atomic understanding of matter, initial discovery of atoms, discovery of atomic structure and its explanation of periodicity, atomic bonding, and an introduction to chemical reactions. The atomic theory is then used to help analyze important societal issues such as water quality, atmospheric pollution, food production, energy sources, and material resources. 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.

**SC023: Honors Chemistry (Grade 10)**  
*Prerequisites: A or higher in Biology or B+ or higher in Honors Biology, concurrent enrollment in or successfully completion of Algebra II, and department chair approval*

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. It is a rigorous and quantitative chemistry course that prepares students for AP Chemistry, and is for students interested in pursuing science in college.

**SC111: Physics (Grade 11)**  
*Prerequisites: Successful completion of Chemistry and concurrent enrollment in or successful completion of 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.

**SC012: Honors Physics (Grade 11-12)**  
*Prerequisites: A or higher in Chemistry or B+ or higher in Honors Chemistry, successful completion of Algebra II, and department chair approval*

This course covers mechanics, electricity and magnetism, waves, heat, kinetic theory and thermodynamics, and modern physics. An emphasis is placed on a mathematical understanding of physics principles. Coursework involves laboratory activities, in-class assignments, and formal assessments that require students to demonstrate problem-solving skills in the context of a science situation. Students will have an option to take the AP Physics I exam if they participate in the after-school AP Physics I preparatory workshops. This course focuses on the fundamentals of physics in order to prepare students for the SAT Subject Test in Physics.

**NON-AP ELECTIVES:**

**SC110: Introduction to Engineering (Grades 9-12)**  
*Prerequisite: Successful completion of Algebra I*

This course covers the fundamentals of all areas of engineering. Students will think critically, work collaboratively, and engage in open-ended problem-solving. This course is designed to prepare students for postsecondary study and careers in engineering. This course serves as the prerequisite for Robotics and Aerospace Engineering.
SC010: Aerospace Engineering (Grades 11-12)
Prerequisites: Successful completion of Algebra II and Introduction to Engineering

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. Students will think critically, work collaboratively, and engage in open-ended problem-solving. This course is designed to prepare students for postsecondary study and careers in STEM fields. Aerospace Engineering is offered every other year in rotation with AP Statistics and Astronomy.

SC011: Applied Science Research (Grades 10-12)
Prerequisites: A properly formatted research proposal for approval (see link below). For reapplying students, submission of a continuance research proposal; Summer research on Buckley’s campus may be necessary for some projects (http://www.library.illinois.edu/learn/research/proposal.html)

The Applied Science Research 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 one to three years. Students will develop research literacy and lab skills, manage time commitments, and learn to collaborate professionally on the research project. This is a lab course with a minimum requirement of six hours of productive lab work per week plus additional time (averaging 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. Note: Enrollment is limited to 13 students each year.

SC132: Marine Science (Grades 10-12)
Prerequisites: Successful completion of Biology, concurrent enrollment in or completion of Chemistry, and department chair approval for sophomores

In this course, students will explore the physical, chemical, and geological characteristics of the world’s oceans. Students will then investigate the structure, functions, behaviors, and adaptations of a variety of plant and animals that live in the marine environment. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills.

AP ELECTIVES:
SC901: Advanced Placement Biology (Grades 11-12)
Prerequisites: B+ or higher in most recent AP/honors science course or A or higher in most recent on-level science course and department chair approval; Honors Biology strongly recommended

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.
SC941: Advanced Placement Environmental Science (Grades 11-12)
Prerequisites: B+ or higher in most recent AP/honors science course or A or higher in most recent on-level science course and department chair approval

This course is the equivalent of a one-semester college course in environmental science. This course explores the multidisciplinary science of the environment. Students 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 nonrenewable energy resources. This course prepares students for the Advanced Placement Environmental Science exam.

SC153: Advanced Placement Psychology (Grades 11-12)
Prerequisites: B+ or higher in most recent science course and department chair approval

This course is designed to extend each student’s scientific knowledge of the brain and human behavior to the major theories and key concepts of western psychology. Topics include the history of psychological science, cognition, learning, memory, personality, research methods, and ethics in human research. Critical theories of psychology presented include biological, developmental, behavioral, psychoanalytical and psychodynamic theories of psychology. Project-based learning gives students a working knowledge of the foundations of psychology and experience applying psychological principles to seek deeper understanding of individual and group behavior. AP Psychology prepares students for the AP Psychology exam.

SC919: Advanced Placement Physics C: Mechanics/Electricity, and Magnetism (Grades 11-12)
Prerequisites: B+ or higher in Honors Physics and concurrent enrollment in AP Calculus AB or higher, passing of a calculus diagnostic test administered by the instructor at the end of the current school year, and department chair approval

This college-level laboratory course investigates and goes into significant depth covering fundamental concepts of Mechanics and Electricity and Magnetism. Students use 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 exams.
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 conventional approach to historical inquiry begins in the eighth grade and is carried through to the twelfth grade. Substantial focus is placed on analyzing primary sources, taking into account historical interpretations, and critical social science writing. Finally, our curriculum is complemented with a number of compelling AP courses and electives that survey government, economics, social justice, world religions, and art history.

All required courses and AP US Government & Politics, both AP and on-level, meet the UC’s “a” requirement for Social Science. All other elective courses meet the UC’s “g” elective requirement.

MIDDLE SCHOOL COURSES

History 6: History & World Geography: The World and its People (Grade 6)
With the importance of geopolitics and globalization, it is more vital than ever that students comprehend their world and their place in it. Sixth Grade social science examines the geography, history, and cultures of our world, allowing us to better understand current events and to become more empathetic, culturally competent global citizens. 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, region, movement, and human-environment interaction) and apply geographical understanding to their everyday lives. This takes students through an overview of the physical and cultural importance of regions and countries across the globe. In addition, students will develop 21st Century skills of communication, creativity, collaboration, and critical thinking as they develop solid study skills such as mapping, highlighting, outlining, note taking, summarizing, test preparation, time management, and reading comprehension.
History 7: Global Studies (Grade 7)
The 7th Grade Global Studies course centers on both historical and modern world issues. Students will broadly focus on how regional conflicts and movements affect global interdependence. Looking more deeply, students will learn about the elements of culture - religion, economics, political structure, technology, philosophy, social structure, psychological structure, and community - and how they have influenced modern history. Studies begin by learning about the different types of governments, which will enable them to better understand complex global affairs and events, such as post-Cold War relations and issues throughout the Middle East, modern Africa, and Asia. Woven into each unit is an emphasis on technological connectivity, environmental sustainability, the role of minorities, and how embracing equity fosters cultural competency. In addition, students will continue to build upon the importance of good study habits by honing executive functioning skills in note-taking, time management, project execution, work speed and accuracy, and self-advocacy. The 7th Grade Global Studies course exemplifies 21st century education as it is technologically-led and paperless, and this also reinforces Buckley’s commitment to sustainability. Students improve public speaking skills when they address the larger class on a daily basis through blog responses, guided debate, and open discussion. Many project-based assignments will assess a student’s ability to manage tasks that are independent in nature, with a community-based action project surrounding a relevant social issue serving as a capstone to their year. Students should move into the 8th 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 explore American history chronologically and thematically. Starting in the pre-revolutionary era and moving into the 21st century, this class will examine the social issues of American society, both historically and currently, and help students understand their place in that society. The curriculum 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)
This course introduces students to the pre-modern history of human cultures on a global scale. Students actively explore changes and developments in ancient societies. The course sheds light on worldwide advancements and contacts, and contemplates how major historic trends and cultural and technological innovations led to the advent of the modern world. Areas of interest include Egypt, Mesopotamia, the Hebrews, Persia, Classical Greece, Republican and Imperial Rome, India, Classical and Imperial China, the Islamic Empire, and Medieval Europe. Students gain perspective of cultural developments from various geographical and chronological contexts. Political, social, and intellectual history is coupled with the investigation of spirituality, religion, arts and architecture, and literature. A major goal is to experience history from the perspective of those who lived it rather than from the perspective of the teacher, textbook, or student. To accomplish this goal, lecture and discussions are heavily supplemented with primary source material such as extant literature (including epic poetry, political documents, and religious texts), archaeological evidence, art and architecture, and music. Multiple media, including interactive videos and presentations and collaborative online work, give students the opportunity to engage directly and independently with the material. Students think critically and analyze to discover an understanding and appreciation of the diverse cultures of the world, and to learn to express their thoughts in well-crafted essays and an independent research project.

SS101: Modern World History (Grade 10)
The course covers the Renaissance 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 era. This survey begins with a critical investigation of the Protestant Reformation, the Enlightenment, and the Age of Revolution. Comparative studies between European countries 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 contemporary era. World Wars I and II, the Cold War, the Gulf Wars, and more recent global conflicts provide the basis 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 principal 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 (Grade 10)
Prerequisites: A yearly average of B+ or higher in Ancient World History and department chair approval

AP European History focuses on developing students’ abilities to think conceptually about European history from approximately 1450 C.E. to the present, and to apply historical thinking skills. The course charts the rise of the Western world, encompassing the development of nation states, economic theory and practice, science and technology, war and revolution, imperialism, religion, and cultural and intellectual growth. Five themes – the interaction between Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and the individual and society – provide areas of historical inquiry for investigation throughout the course. These themes require students to reason historically about continuity and change over time, and make comparisons among various historical developments in different times and places. The course focuses heavily on techniques of analysis and critical interpretation of primary and secondary sources, as well as attention to historiography. Students learn to read perceptively and write in a lucid, logical manner that involves mastery of both advocacy and evidence.

SS111: United States History (Grade 11)
This course is a two-semester survey of American history from colonization to the present, exploring broad historical themes and controversies. Using the textbook, primary source documents, and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the complex history of the United States. The course is designed to provide students with critical thinking, document analysis, and analytical writing skills. 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.

SS905: Advanced Placement United States History (Grade 11)
Prerequisites: A- or above in Modern World History or B or above in AP European History, letter of intent submitted to department chair, and department chair approval

AP United States History is a college-level survey of American history from the age of exploration to the present. It provides students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Strong reading and writing skills, along with the 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 will also be responsible for learning material on their own beyond what is covered in class. Students will participate in regular class discussions and debates, and major projects will be used to heighten their understanding of American history.
NON-AP ELECTIVES:

SS028: Social Justice (Grades 11-12)
This 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). The course uses literature, contemporary films and music, as well as other media. Students will identify and establish the meaning of social justice within societal and leadership frameworks. Students 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, students will create a lens through which to view the nexus between social justice, human relations, and leadership.

SS017: World Religions (Grades 11-12)
This course inspect the major religious societies of the world in terms of their history, worldviews, practices, and ideals. Topics of study include the religions of Europe (Christianity, including Protestant, Orthodox, and Catholic), the Middle East (Zoroastrianism, Judaism, Christianity, and Islam), South Asia (Hinduism, Jainism, Buddhism, and Sikhism), East Asia (Confucianism and Daoism), and Primitive Religions (Native American, Bantu, and Voodoo). The course is taught through pertinent readings, research, projects, and discussions in a matter that communicates the concepts in a historical context with an understanding of diversity and a sensitivity to individual beliefs. Attention will be given to the impact of religion on culture, contemporary issues and affairs, and the arts.

SS032: Economics (Grades 11-12)
Prerequisites: B or above in Algebra II and department chair approval
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 addresses 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.
AP ELECTIVES:

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

Prerequisites: A- or above in most recent on-level history course or B or above in most recent AP social science course, letter of intent submitted to department chair, and department chair approval (The course is cross-listed with the visual arts department.)

The objective of this introductory, college-level 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. 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)

Prerequisites: A- or above in US History or a B or above in AP US History, letter of intent submitted to department chair, and department chair approval

This course provides students with an analytical perspective of government and politics in the United States. It includes significant collaborative activities as well as regular writing opportunities. 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: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties.
SS304: AP Macroeconomics: (Grades 11-12)
Prerequisites: A- or above in the student’s most recent on-level social science course or B or above in most recent AP social science course and a B or above in Pre-Calculus, letter of intent submitted to department chair, and department chair approval (Previous enrollment in AP Microeconomics is not required for this course.)

AP Macroeconomics is a year-long course designed to promote the student’s understanding of the economic principles involving the economy as a whole, as opposed to microeconomics which involves the study of individual decision makers, by firms and consumers, within the economic system. The purpose of the course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics of diversity, such as the tradeoff between equity and efficiency and how economic policies affect different groups, are woven throughout the curriculum. At the conclusion of the course, the student will be prepared to take the Advanced Placement Macroeconomics Exam. The course will be offered every other year, rotating out for AP Microeconomics.
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 artwork.

In middle school all students are required to take a visual arts course. Students in grades 6 - 8 can select to take one or more courses from the visual arts electives of Art 2D, Art 3D or Video Production where the assignments cover the elements and principles of design as well as an exploration of a range of media.

All the courses in the visual arts for grades 9-12 are approved for the UC’s “f” Visual & Performing Arts credit. However, a student must take two courses in the Visual Arts to satisfy the UC’s requirement.

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 2D (Grades 6 - 8)**
This course covers a range of assignments using two dimensional assignments including drawing, painting, printmaking, collage, and an introduction to Photoshop. The course has students develop personal, creative solutions to a range of visual problems. Media used in the course include pastel, charcoal, acrylic paint as well as digital media on the Mac computers.

**Art 3D (Grades 6 - 8)**
In this course, students create artworks in three dimensional sculptural and architectural forms. The course explores materials including clay, wood, foam core, metal as well as concepts involved with sculpture and architecture. An emphasis is on developing personal solutions to three dimensional design problems as well as learning skills in working with the various materials and tools.
Middle School Video Production (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. For all of these projects, students will write, shoot and edit during class time. The projects include a public service announcement, a commercial, and a news/magazine broadcast. 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 including 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. This course meets twice per rotation.

FA098: Drawing and Painting II (Grades 9-12)
Prerequisite: Successful completion of Drawing and Painting I
This course emphasizes technical skills and the development of 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. This course meets twice per rotation.

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, use of molds, clay extrusion, and glazing techniques. Students are also involved with the techniques of warm glass by creating a slumped glass dish. This course meets twice per rotation.

FA203: Ceramics II (Grades 9-12)
Prerequisite: Successful completion of Ceramics I
This course covers advanced techniques in clay including multiple-thrown forms and large-scale hand building. The assignments cover ceramic and sculptural concepts, and the students develop individual pieces based on their interests in either hand-building or wheel work. This course meets twice per rotation.
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, welding, and enameling. Students have the option to create designs using the 3D printer that are then cast into silver or bronze. Students develop a solution to a specific design problem, as well as to learn various metal skills with an emphasis on craftsmanship. *This course meets twice per rotation.*

FA205: Metal II (Grades 9-12)
*Prerequisite: Successful completion of Metal I*
Students investigate advanced methods of fabricating, enameling, casting, and silversmithing. Assignments involve designing objects and large scale pieces that combine a range of metal techniques. *This course meets twice per rotation.*

FA206: Graphic Design I (Grades 9-12)
This course enables student understanding of how the principles of design are used to communicate information visually in the creation of commercial art. Students produce several projects 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 on Mac computers. *This course meets twice per rotation.*

FA207: Graphic Design II (Grades 9-12)
*Prerequisite: Successful completion of Graphic Design I*
This course is a continuation of Graphic Design I and explores visual images and text as a means of communication using computers. Students also develop hand-rendering skills. Projects are extensive and include illustration, type design, package design, propaganda posters, and three-dimensional design. *This course meets twice per rotation.*

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 explorations of photographic concepts. Students are required to perform shooting assignments outside of school. Students are responsible for supplying their own digital cameras (either a point and shoot or DSLR camera) for the second semester. The art department has 35mm film cameras that students may check out. *This course meets twice per rotation.*

FA209: Photography II (Grades 9-12)
*Prerequisite: Successful completion of Photography I*
This course includes an in-depth examination of the photographic image, wet and digital darkroom techniques, and development of a personal approach to artwork. Assignments include documentary, special photographic techniques, computer imaging, use of the medium and large format cameras, and an independent project. Students are required to provide their own digital cameras. The art department has 35mm medium,
large format film cameras that the students may check out with parent/guardian consent. 

This course meets twice per rotation.

**FA210: Video Production I (Grades 9-12)**

This course enables students to use video as a tool for artistic expression and covers the basics of using the video camera and editing video, as well as lighting, sound and cinematography. Projects include stop action animation, a public service announcement, a Foley, a video art presentation, a music video, and a short narrative film. Shooting outside of class is required. Owning a video camera or editing software is not necessary. Students will also be introduced to directorial styles/techniques as well as the history of the cinema and the contributions of pioneers of early American filmmaking. Students will be asked to write film analyses as well as present reports on the cultural impact of film on society. This course meets twice per rotation.

**FA176: Video Production II (Grades 10-12)**

Prerequisite: Successful completion of Video Production I

This course is designed to further involve the video-literate student with more advanced elements of digital film including lighting, cinematography, and computer editing and effects. In a variety of group projects, students write, storyboard, light, shoot, and edit five to ten minute films and video art projects. The class also explores the history and influence of foreign films. Students do not need their own camcorders or editing software as they will have access to cameras and equipment at school. This course meets twice per rotation.

**FA173: Video Production III (Grades 11-12)**

Prerequisite: Successful completion of Video Production II

This course enables 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 great depth through a variety of short video projects with a focus on the narrative style. Students learn how to incorporate shots using cranes, dollies, and mobile camera stabilization equipment into their work. Long format videos using advanced directorial styles/techniques that include advanced lighting and cinematography are also part of the course. The course focuses heavily on the importance of the script as well as the use of the camera as tools for storytelling. Students investigate how film genres have changed and the societal and historical context in which these changes took place. Students must have access to editing software on a laptop. This course meets twice per rotation.

**FA175: Film Studies (Grades 11-12)**

This course explores 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. 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.
**FA906: Advanced Studio Art (Grades 11-12)**
*Prerequisites: Successful completion of level I and II art courses*

This course enables students to work in depth beyond the level II art courses in the areas of drawing and painting, ceramics, sculpture, metal, and graphic design as they develop their artwork at an advanced level. Emphasis is placed on enhancing skills in the respective media as well as exploring advanced concepts in art. Keeping a sketchbook is required. Interested students can take this course to strengthen their portfolio in preparation for AP Studio Art the following year. Photography students who have completed the level II course with quality work should plan to go into AP Studio Art 2D with the department chair’s approval.

**FA905: Advanced Placement Studio Art: Drawing (Grades 10-12)**
*Prerequisites: Successful completion of a level II art course and Advanced Studio Art and department chair approval*

The AP Studio Art Portfolio course is structured for students who are interested in developing their drawings at the college level and completing the 24 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 course must complete the requirements of the AP portfolio in one year. AP Studio Art is a college level studio art class that requires extensive time outside of class for students to complete the artwork at the level of quality that is expected, and to meet the frequent due dates of an art piece due every two weeks to fulfill the requirement of 15-20 pieces for the portfolio. Successful completion of the summer homework is required to be enrolled in the class in the fall. All students taking the course are required to submit the AP portfolio.

**FA903: Advanced Placement Studio Art: 2D Design (Grades 10-12)**
*Prerequisites: Successful completion of a level II art course and department chair 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 15-20 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 artwork 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. AP Studio Art is a college level studio art course that requires extensive time outside of class for students to complete the artwork at the level of quality that is expected and to meet the frequent due dates of an art piece every two weeks to satisfy the requirement of 15-20 pieces for the portfolio. Successful completion of the summer homework is required to be enrolled in the class in the fall. All students taking the course are required to submit the AP portfolio.
**FA904: Advanced Placement Studio Art: 3D Design** (Grades 10-12)
*Prerequisites: Successful completion of a level II art course and department chair 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 20 three-dimensional pieces for the AP Studio Art exam. Students develop work that examines sculptural issues such as 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, 3D printing, welding, 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. AP Studio Art requires extensive time outside of class for students to complete the 15-20 artworks at the level of quality that is expected and to meet the frequent due dates. Successful completion of the summer homework is required to be enrolled in the fall. All Students taking the course are required to submit the AP portfolio.

**SS193: Advanced Placement Art History** (Grades 11-12)
*Please see description under social science department. AP Art History earns credit as both a social science and art elective.*
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--as well as to deepen cultural awareness. 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, the goal is to introduce students to China through explorations in language, culture, and history. Students will experience the spoken and written language of China. They will examine how collectivist societies shape culture and compare it to 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, 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 focusing 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 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 Google Voice, Edmodo, and Blogger as vehicles to journal, record pronunciation and communicate with classmates.
UPPER SCHOOL COURSES

**FL078: Chinese II (Grades 9-12)**
*Prerequisites: Successful completion of 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 9-12)**
*Prerequisite: Successful completion of 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 to improve students’ 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, students are recommended for either Honors Chinese IV or Chinese V depending on their level of proficiency and current grade in the course; there is no Chinese IV course.*

**FL180: Honors Chinese IV (Grades 9-12)**
*Prerequisites: A- or higher in Chinese III and department chair 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. This course prepares students for the AP course.
**FL088: Chinese Language: 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 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 10-12)**

*Prerequisites: B or higher in Chinese IV Honors and department chair 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 worldview 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: Successful completion of 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 9-12)**

*Prerequisite: Successful completion of 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. Reading 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.*
FL022: Honors French IV (Grades 9-12)
Prerequisites: A- or higher in French III and department chair 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. This course prepares students for the AP course.

FL338: French Language: Cinema (Grades 10-12)
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.

FL920: Advanced Placement French Language and Culture (Grades 10-12)
Prerequisites: B or higher in French IV Honors and department chair approval

This course prepares the student for the AP 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 an 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: Successful completion of Latin IA and IB

Latin II introduces more complex Latin syntax and grammar necessary for reading unadapted 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 course. 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: Successful completion of 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, 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.*

**FL242: Honors Latin IV (Grades 11-12)**

*Prerequisites: A- or higher in Latin III and department chair approval*

This course offers advanced students the opportunity to enhance their proficiency in Latin by reading and analyzing selections from Books I, IV, V and VI of Caesar’s Gallic War. Review and study of grammar and vocabulary is built into the textual study. Assessments are focused on the students’ increasing ability to read, comprehend, analyze and translate seen and sight Latin passages. Further, students will develop their ability to write analytical essays demonstrating understanding of Latin from the authors read in class. Themes explored include literature as propaganda, Roman values, war and empire, leadership, views of non-Romans, and history and memory. This course prepares students for the AP course.

**FL514: Latin Language: 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: B or higher in Latin IV Honors and department chair approval*

This course provides an in-depth study of Vergil’s *Aeneid* and a review of 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 and incorporates a comprehensive review of 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 little or no experience in Spanish. Students will work to achieve Level I proficiency in listening, speaking, reading, and writing. Students learn everyday 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. *This course is open to Upper School students only and will prepare them for Spanish II.*

**FL101: Spanish II (Grades 9-12)**

*Prerequisites: Successful completion of Spanish IA and IB, or 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: Successful completion of 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.
**FL213: Honors Spanish III (Grades 10-12)**  
*Prerequisites: A- or higher in Spanish II and department chair 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.

**FL021: Honors Spanish IV (Grades 10-12)**  
*Prerequisites: B- or higher in Spanish III Honors or A- or higher in Spanish III and department chair approval*

This course is an advanced course taught exclusively in Spanish that builds students' proficiency in the interpretive, interpersonal and presentational modes of communication. 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.

**FL225: Spanish Language: Media & Pop Culture (Grades 11-12)**  
*Prerequisite: Successful completion of Spanish III or Spanish III Honors*

This course will engage students in the examination of various expressions of Latin American pop culture that are woven into the social fabric of Latin America and the United States. From Mexican Bingo Lotería to la pelota, baseball in the Dominican Republic, from Botero to Guillén, popular culture and icons will be explored and studied. Our school's mission will be integrated in this course as students hone their critical thinking about the challenges and prospects reflected by Latino popular culture. The class will not only examine how Latino groups express their values and hopes, but will support students' expression of their values and hopes. Students are expected to comprehend and primarily speak Spanish throughout the academic school year.
FL911: Advanced Placement Spanish Language (Grades 10-12)  
Prerequisites: a B or higher in Spanish IV Honors and department chair 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, emails 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. In addition, students will have the option to participate in a service learning component offered by the College Board: The AP with We Service Experience. The AP with WE Service Experience is tied closely to the classroom curriculum. Students will design a project that has positive impact on local, national, and global issues. At the completion of the project, students earn service-learning recognition on their ETS transcripts.

World Language Interdisciplinary Elective:

FL062: Philosophy & Ethics (grades 11 and 12)

This course introduces students to critical thinking on the main concepts of philosophy and ethics. Students consider the various fields of knowledge acquired in school and connect this knowledge to their life experiences and challenges. Students explore the essential questions attempting to explain the meaning of our presence in the world using the rational tools provided by the discipline of philosophy. This course covers the work of well-known thinkers in the history of Western philosophy, from Socrates to Albert Camus, and will also explore ways of thinking outside the western world, such as Zen, Taoism, and systems developed in Africa. To do so, students engage with ideas in the history of philosophy through original and adapted texts, and through student-moderated group discussions. Students write argumentative essays based on these discussions. Students also address case studies that match ethical concepts to real world situations and learn to present opposing views of a philosophical argument in order to attempt to resolve them in their own synthesis. This course does not count toward a student’s world language graduation requirement, but satisfies a college-level elective.
9th GRADE PROGRAMMING

Ninth graders are required to take a year-long course designed to help them successfully transition to the Upper School. One half of the course is titled Human Development and the other half of the course is titled Intersections of Identity: Leadership, Diversity, and Equity.

**HD101: Human Development**
Students are presented with information on study and metacognitive skills, learning styles, 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. This course is also part of a year-long transition process to help students acclimate to the Upper School. *This course meets twice per rotation.*

**HD117: Intersections of Identity: Leadership, Diversity, and Equity**
This course focuses on identity and points of connections within groups. The start of high school is a key time to examine identity and how it reflects personal values as well as the values within a community. Students develop leadership skills to effectively engage in discourse with the community surrounding topics of diversity, identify, and equity. Cultural competency development is essential for equipping today's students with the knowledge and skills necessary to successfully and compassionately address the increasingly complex challenges of our global society. *This course meets twice per rotation.*