



**SHATTUCK·ST.MARY'S**

**Shattuck-St. Mary's School  
Course Guide  
2011-2012**

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## **General Information**

### **Minimum Course Load**

Each student at Shattuck-St. Mary's must be enrolled in a minimum of 5 core courses each term (History, English, World Language/ESL, Math, and Science). Students may achieve 5 core courses by doubling in a department with approval of the chair of the doubled department. Any exception to this policy must be approved by the Director of Studies.

### **Graduation Requirements**

All transfer students will submit their transcript of previous work to the office of the Registrar where an analysis will be performed to determine the number of credits the student can apply toward SSM graduation requirements. One-term courses receive 1 credit and year-long courses receive 3 credits. Final course grades below D- will earn no credit in either one-term or year-long courses. In addition, if a course is a year-long course, and a student either fails to complete the course, drops the course, is suspended from the course, or in any other manner fails to complete all coursework required to receive a passing grade for the entire year, the student will receive no credit for the course.

Students are required to take a minimum of 61 credits during the regular academic program. The 61 credits must also satisfy the specific departmental requirements described below:

- English: twelve credits; students must be enrolled in English each term
- Performing and Visual Arts: one credit each year of attendance
- History: nine credits of history, including United States History or AP United States History
- Science: nine credits including three credits in Biology and either three credits in Chemistry or three in Physics
- Religious Studies: one credit is required in Religion to be fulfilled by taking World Religions or Introduction to the Bible. Students will fulfill this requirement during their junior year; approval to fulfill this requirement during senior year must be granted by the Director of Studies.
- World Language: nine credits in the same language for three consecutive years in grades 9-12.
- Mathematics: All students are required to be enrolled in a mathematics class every year. To graduate, students must earn a minimum of nine credits in mathematics, including a minimum of three credits each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels.

### **Diploma Requirements for International Students**

The diploma requirements listed above apply to international students with the following provisions: an international student whose first language is not English may qualify for a Shattuck-St. Mary's diploma by 1. Passing or exiting out of English as a Second Language prior to 11<sup>th</sup> grade; or 2. Passing one year of regular high school English after exiting the ESL program 3. Passing United States History. ESL placement is determined during international orientation or by assessments from the previous spring for returning students. All ESL students in grades 9-12 will begin the regular English curriculum with Literature and Composition or World Literature, depending on their grade level. An international student's native language will be accepted for the Shattuck-St. Mary's second language requirement.

## **Schedule Changes**

Every effort is made to accommodate the courses requested by students. Because classes are carefully balanced for size, course changes occur only in special circumstances:

- The change is academically necessary as determined by the Department Head and Director of Studies/Middle School Director.
- The student made first and second choices for electives and received neither choice.
- A conflict in the schedule has prevented scheduling core academic courses.
- The schedule does not meet the minimum-load requirement or does not contain courses needed for satisfactory progress toward graduation.

The following situations do not justify schedule changes:

- The student wishes to change teachers or course periods.
- The student has changed his or her mind regarding a course choice.
- The student did not receive a first choice, but did not make alternate choices where indicated.
- The student has a low grade in a course.

## **Drop/Add Procedures**

Student schedules are developed for the entire year. Since faculty are hired and courses scheduled based on student course requests, changes after the year starts or between terms will be made under only exceptional circumstances. In order to drop or add a course, the student:

- must be within the first week of the term for one-term courses.
- confers with his or her advisor.
- confers with the department chair.
- obtains a drop/add form from the Director of Studies and obtains all necessary signatures.
- gives the completed drop/add form to the Director of Studies.

If the academic advisor, parent, teacher, or Department Chair does not think that the requested change is in the best interests of the student, he or she does not sign the form; a conference is then held with the Director of Studies for Upper School students or the Middle School Director Middle School students.

Students may not attend new classes until the drop/add procedure has been completed.

## **Dropping Courses due to Personal Circumstances**

In extreme situations, as called for by personal circumstances, students may drop courses after the initial period at the discretion of and in consultation with their advisor or teachers, the Director of Studies/Middle School Director, the Department Chair, and their parents. Parents and students must understand that should such a drop be initiated and approved, credit and grades accumulated to that point in a year-long course will be lost. In addition, a WF (withdrawal failing) or WP (withdrawal passing) will be entered on the student's permanent transcript along with the date of withdrawal from the course.

## **Grades and Reports**

See the Student/Parent Handbook.

# English Department Course Sequence

GRADE 6 English 6

GRADE 7 English 7

GRADE 8 English 8

GRADE 9 Composition and Literature

GRADE 10 World Literature -or- Advanced World Literature

GRADE 11 American Literature -or- AP® English Language and Composition

GRADE 12 British Literature -or- AP® English Literature and Composition

Upper School Electives (not available each year):

Composition (one term): 10<sup>th</sup> – 12<sup>th</sup> grades

Creative Writing (one, two, or three terms): 10<sup>th</sup> – 12<sup>th</sup> grades

Women Writers (one term): 11<sup>th</sup> – 12<sup>th</sup> grades

Film Studies – online course (one term): 10<sup>th</sup> – 12<sup>th</sup> grades

South African Literature (one term): 10<sup>th</sup> – 12<sup>th</sup> grades

Public Speaking (one term): 10<sup>th</sup> – 12<sup>th</sup> grades

# English as a Second Language Course Sequence

The ESL Program (6<sup>th</sup> - 12<sup>th</sup> grade) has a variety of tracks, depending on the student's English level and placement test. English credit is granted for ESL.

## **ENGLISH AS A SECOND LANGUAGE CORE**

### Track I Middle School

Understanding American Culture and Conversation  
ESL Lab (2 terms)  
ESL Academic Reading and Writing I  
Introduction to Historical Studies I

### Track II Middle School

Understanding American Culture and Conversation  
ESL Lab (1 term)  
ESL Academic Reading and Writing II  
Introduction to Historical Studies I

### Track III Middle School

Understanding American Culture and Conversation  
ESL Lab (1 term)  
ESL Academic English III  
Introduction to Historical Studies I

### Track I Upper School

Understanding American Culture and Conversation  
ESL Lab (2 terms)  
ESL Academic English I  
Introduction to Historical Studies II

### Track II Upper School

Understanding American Culture and Conversation  
ESL Lab (1 term)  
ESL Academic English II  
Introduction to Historical Studies II

### Track III Upper School

Understanding American Culture and Conversation  
ESL Lab (1-2 terms)  
ESL Academic English III  
Introduction to Historical Studies II  
Public Speaking I

**PARTIAL TRACKS**

Advanced Academic Writing: 3 English credits

ESL Seminar I: 3 English credits

Introduction to Historical Studies I or II: 3 History credits

Understanding American Culture and Conversation: 1 English credit

Selected ESL Labs: 1 English credit each

# History Department Course Sequence

Graduation requirements: 3 years of history, including United States History or AP United States History and 1 term of Religious Studies (World Religions or Introduction to the Bible)

GRADE 6/7 MS United States History I and II

GRADE 8 World Geography

GRADE 9 World History (Early Civilizations to 1450)

GRADE 10 World History (1450 to the Present) OR Advanced World History

GRADE 11 United States History OR AP United States History\*\*

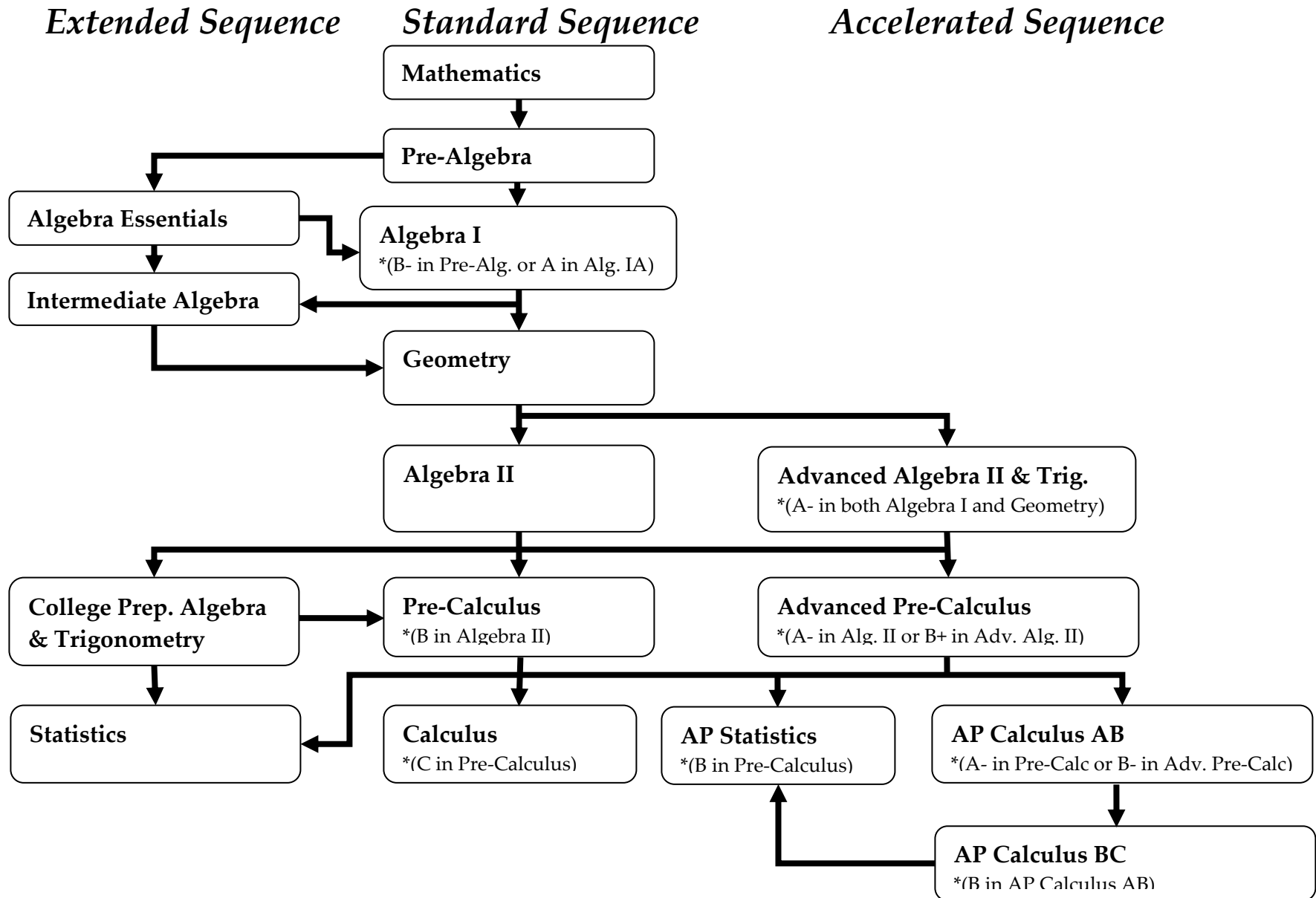
GRADE 12 Electives (Economics, AP Psychology, Ethics, Introduction to the Bible, Government, Greece and Rome, Europe 1870-1945, AP European History, AP United State History)\*

\*These electives may be open to juniors who wish to double up in history if space permits.

\*\*Students who take AP European History in the junior year MUST take US History or AP US History in the senior year if they have not already taken one of these courses.

All students must take one term of WORLD RELIGIONS or INTRODUCTION TO THE BIBLE in grade 10 or 11 as part of their graduation requirements.

# Mathematics Department Course Sequence



\*Prerequisite

## Performing and Visual Arts Class Sequence

<p>Middle School Grades 6-8 Performing Arts</p> <p>Ballet 1 Beginning Dance Chorus 1 String Ensemble 1 String Ensemble 2 Theatre Arts 1 Wind and Percussion For the Beginner Wind and Percussion Ensemble</p>	<p>Middle School Grades 6-8- Visual Arts</p> <p>Middle School Art –Three year cycle A) Drawing and Painting emphasis B) Sculpture Emphasis C) Printmaking, emphasis</p>
<p>Middle School Grade 9 Performing Arts</p> <p>Ballet 1 Beginning Dance Chorus 1 String Ensemble 1 String Ensemble 2 Theatre Arts 1 Wind and Percussion For the Beginner Wind and Percussion Ensemble</p>	<p>Middle School Grade 9 Visual Arts</p> <p>Introduction to Digital Video Introduction to Drawing and Painting</p>
<p>Upper School Performing Arts- Beginning Level</p> <p>Ballet 1 Beginning Dance Chamber Choir (year long) Chamber Orchestra (year long) Guitar 1 Piano- 1 Public Speaking (counts for either a Fine Art credit or an English elective, students must choose) Theatre Arts 1 Wind and Percussion (year long)</p>	<p>Upper School Visual Arts- Beginning Level</p> <p>Digital Photography 1 Digital Video 1 Drawing 1 Painting 1 Pottery 1 Sculpture</p>
<p>Upper School Performing Arts- Intermediate Level</p> <p>Intermediate Dance Advanced Dance Ballet 2 Guitar 2 Piano 2 Theatre Arts 2 Theatre Arts 3</p>	<p>Upper School Visual Arts- Intermediate Level</p> <p>Digital Photography 2 Drawing 2 Painting 2 Pottery 2 Pottery 3</p>
<p>Upper School Performing Arts- Advanced Level</p> <p><i>All groups by audition only</i> Arch Dance Elements of Sound Music Theory Players</p>	<p>Upper School Visual Arts- Advanced Level</p> <p>Advanced Studio Art ( Prereq: 2 beginning level classes and 1 intermediate class completed or portfolio interview)  Advanced Studio Art II (Prereq: Advanced Studio Art 1)  AP Studio Art</p>

**Requirements:** All students need one fine art elective each year. Students may not “stockpile” fine arts credits. *Example: Upon entering in the 9<sup>th</sup> grade, Johnny takes 4 fine arts courses and then takes no more fine arts his sophomore, junior and senior year.* This cannot be done, **One art class must be taken each year.**

# SSM Science Courses

<b>6<sup>th</sup> – 8<sup>th</sup> Grade Science Courses</b>	Science I, II & III	
<b>9<sup>th</sup> – 12<sup>th</sup> Grade Science Courses</b>		
<p>Students are required to complete 3 years (9 term credits) of science during 9<sup>th</sup> – 12<sup>th</sup> grade. The introduction into SSM 9-12 science is the required course of biology. This is usually taken in 9<sup>th</sup> grade. After completing biology, students can then utilize the next 3 years to take any combination of the courses listed below depending on such factors as student interest, scheduling, completion of pre-requisites, and student readiness. Students are required to complete either chemistry or physics any year during 10<sup>th</sup> – 12<sup>th</sup> grade.</p>	<p><b>Required Courses:</b> <i>All full-year courses</i></p> <ul style="list-style-type: none"> <li>• Biology (usually taken in 9<sup>th</sup> grade)</li> <li>• Chemistry (usually 10<sup>th</sup> or 11<sup>th</sup>), <i>Prerequisite: Completion of or concurrent registration in Algebra II.</i></li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Physics (usually 11<sup>th</sup> or 12<sup>th</sup>) <i>Prerequisites: Algebra II</i></li> </ul> <p style="text-align: center;">A competitive college application will include both chemistry and physics</p>	
<b>General Science Electives</b>		
<u>Full-Year courses</u>		
<ul style="list-style-type: none"> <li>• Engineering Courses: <i>No prerequisite; Offered each term; May be taken more than once with permission</i></li> <li>• Creating Apps with Embedded Logic Programming</li> <li>• Computer-Aided Design &amp; Rapid Prototyping</li> <li>• Anatomy and Physiology</li> </ul>		
<u>Fall-Term Courses</u>	<u>Winter-Term Courses</u>	<u>Spring-Term Courses</u>
<ul style="list-style-type: none"> <li>• Genetics*</li> <li>• Field Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Evolutionary Biology*</li> <li>• Human Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Microbiology*</li> <li>• Systems Ecology</li> </ul> <p><i>*Prerequisite: Biology</i></p>
<p><b>Bioscience Electives:</b> <i>Term course; Department permission required; Prerequisite: B+ or higher in biology</i></p> <p><u>2011-2012</u></p> <ul style="list-style-type: none"> <li>• Oxygen Delivery Organ Systems</li> <li>• Energy Delivery and Waste Removal Systems</li> <li>• Public Health</li> </ul> <p><u>2012-2013</u></p> <ul style="list-style-type: none"> <li>• Structural Support and Protection Organ Systems</li> <li>• Information Transmission Organ Systems</li> <li>• Bioethics</li> </ul>		<p><b>AP Science Electives</b> <i>Department permission required. Full-year courses</i></p> <ul style="list-style-type: none"> <li>• AP Chemistry <i>Prerequisites: Chemistry; Completion of or concurrent registration in Pre-calc.</i></li> <li>• AP Physics <i>Prerequisites: Physics; Completion of or concurrent registration in Calculus.</i></li> <li>• AP Environmental Science <i>Prerequisites: Biology, and Chemistry</i></li> </ul>

# World Language Department

## Course Sequence

### General information and instructions for World Language study at Shattuck-St. Mary's School

- All final placements of students in World Language courses will depend on each student's preparedness to be determined by the World Language Faculty and Department Chair;
- All classes should be planned in consultation with the advisor;
- Advisors should work with individual advisees to develop a long-term language Plan of Study;
- Shattuck-St. Mary's School's minimum language requirement is **3 consecutive years** of the same language in grades 9 through 12;
- It is highly recommended that qualified and eager students take more than 3 years of a language;
- Some Middle School students will qualify for language courses above those offered specifically in the Middle School, the Middle School Director, World Language Department Chair and Language Faculty will appropriately place those students;
- Level IV, Advanced/Advanced Conversation and AP World Language courses can be taken for elective course credits;
- Students wishing to take AP World Language courses must consult with and seek approval from both the World Language Department Chair and the Course Instructor;
- Please review the Shattuck-St. Mary's course catalog for a description of each World Language course.

### MIDDLE SCHOOL SPECIFIC LANGUAGE COURSES

COURSE TITLE	GRADE	CREDITS
Exploring World Languages	6 <sup>th</sup> grade	Meets once per week – Full Year
Spanish 1A	7 <sup>th</sup> grade	Meets 3 times per week – Full Year
Spanish 1B	8 <sup>th</sup> grade; <i>Prerequisite: Spanish 1A</i>	Full Year
Mandarin IA	7 <sup>th</sup> or 8 <sup>th</sup> grade	Meets 3 times per week – Full Year

### AMERICAN SIGN LANGUAGE (ASL)

COURSE TITLE	PREREQUISITE	REQUIREMENT	CREDITS
ASL I	<i>None</i>	<u>REQUIRED</u> for ASL Language Track	Full Year – 3 credits
ASL II	<i>ASL I</i>	<u>REQUIRED</u> for ASL Language Track	Full Year – 3 credits
ASL III	<i>ASL II</i>	<u>REQUIRED</u> for ASL Language Track	Full Year – 3 credits
ASL IV	<i>ASL III</i>	Can count as elective	Full Year – 3 credits

## FRENCH

COURSE TITLE	PREREQUISITE	REQUIREMENT	CREDITS
French I	<i>None</i>	<u>REQUIRED</u> for French Language Track	Full Year – 3 credits
French II	<i>French I</i>	<u>REQUIRED</u> for French Language Track	Full Year – 3 credits
French III	<i>French II</i>	<u>REQUIRED</u> for French Language Track	Full Year – 3 credits
French IV	<i>French III</i>	Can count as elective	Full Year – 3 credits
Adv. Conversation French	<i>French IV</i>	Can count as elective	Full Year – 3 credits
AP French Language	<i>French IV or Adv. Conv. &amp; Department Chair / Instructor approval</i>	Can count as elective	Full Year – 3 credits

## SPANISH

COURSE TITLE	PREREQUISITE	REQUIREMENT	CREDITS
Spanish I	<i>None</i>	<u>REQUIRED</u> for Spanish Language Track	Full Year – 3 credits
Spanish II	<i>Spanish I</i>	<u>REQUIRED</u> for Spanish Language Track	Full Year – 3 credits
Spanish III	<i>Spanish II</i>	<u>REQUIRED</u> for Spanish Language Track	Full Year – 3 credits
Spanish IV	<i>Spanish III</i>	Can count as elective	Full Year – 3 credits
Adv. Conversation Spanish	<i>Spanish IV</i>	Can count as elective	Full Year – 3 credits
AP Spanish Language	<i>Spanish IV or Adv. Conv. &amp; Department Chair / Instructor approval</i>	Can count as elective	Full Year – 3 credits

### LATIN

<b>COURSE TITLE</b>	<b>PREREQUISITE</b>	<b>REQUIREMENT</b>	<b>CREDITS</b>
Latin I	<i>None</i>	<u>REQUIRED</u> for Latin Language Track	Full Year – 3 credits
Latin II	<i>Latin I</i>	<u>REQUIRED</u> for Latin Language Track	Full Year – 3 credits
Latin III	<i>Latin II</i>	<u>REQUIRED</u> for Latin Language Track	Full Year – 3 credits
Advanced Latin	<i>Latin III</i>	Can count as elective	Full Year – 3 credits

### MANDARIN

<b>COURSE TITLE</b>	<b>PREREQUISITE</b>	<b>REQUIREMENT</b>	<b>CREDITS</b>
Mandarin I	<i>None</i>	<u>REQUIRED</u> for Mandarin Language Track	Full Year – 3 credits
Mandarin II	<i>Mandarin I</i>	<u>REQUIRED</u> for Mandarin Language Track	Full Year – 3 credits
Mandarin III	<i>Mandarin II</i>	<u>REQUIRED</u> for Mandarin Language Track	Full Year – 3 credits
Mandarin IV	<i>Mandarin III</i>	Can count as elective	Full Year – 3 credits

## **Middle School Academic Program**

The Shattuck-St. Mary's Middle School program provides students with solid preparation for high school and college work in the major disciplines (English, Mathematics, Science, History, World Languages, Performing and Visual Arts). The curriculum requires students to be actively involved in the learning process to push them beyond their comfort zone to a higher level of thinking and ultimately create in each of them a lifelong commitment to learning. Small class sizes allow students and teachers to develop close working relationships with opportunities for enrichment and personal assistance.

### **ENGLISH**

The overall goal of the English curriculum is to develop in all students a solid basis for successful English study at Shattuck-St. Mary's School and in college. The English Department's philosophy regarding writing is as follows:

In all grades at Shattuck St. Mary's School, English teachers emphasize the fact that writing is a process. Therefore, students at each level continually are reminded of the steps they should take as they write. These include: prewriting or brainstorming, organizing one's ideas, writing at least one rough draft, revising thoroughly, editing and proofreading, and finally "publishing." These basic steps apply to all types of formal composition, whether creative writing, exposition, or poetry. Our students learn to develop their own style, while gaining the solid fundamentals of English grammar. Key to development of skill in writing is the active role of the teacher, guiding students to evaluate the logic and persuasiveness of what they have written. Thus, they develop the life skill of communicating clear ideas through clear writing.

#### 6<sup>th</sup> and 7<sup>th</sup> Grade English

This course places an equal emphasis on both literature and writing. Over the year, we engage a variety of literary forms, including myths, short stories, novels, poetry, and dramatic scripts to develop concepts of setting, character, and conflict, and explore a "tool box" of literary devices. Reading skills, including comprehension, inferences, and predictions, are developed and reinforced in each genre. Using these texts as models, we also immerse in the writing process, from brainstorming and rough drafts through revision to a final product. Students create original pieces in prose, poetry, and script, learn to work together and edit their work, and write analyses of what they have read using the text to inspire and support their conclusions. This specific sixth/seventh grade curriculum loops in a two-year cycle. The program is individualized to meet the developmental needs of each student.

#### 8<sup>th</sup> Grade English

English 8 builds upon the skills acquired in the seventh grade and meets the needs of new students. Reading, writing and verbal skills are still the priorities of the class, with an emphasis on more formal expression and the study of grammatical structures. Writing is developed in regular journal exercises, short creative pieces, in-class themes, and multi-draft formal essays. Methods and

terminology of literary analysis are introduced. In addition to short stories, poems, dramatic monologues and dialogues, and selections on non-fiction, our reading includes selected novels and one Shakespeare play.

### Composition and Literature - 9<sup>th</sup> Grade

This course is designed to ensure that students receive firm and extensive grounding in grammar, vocabulary, literary analysis, and the writing process, as well as a strong emphasis on developing research papers. Throughout the school year, all Composition and Literature students will practice research, analytic, and expository writing. In addition, students will read, analyze, and discuss classic pieces of literature for symbolic and metaphorical references. This class offers the opportunity for a student to work in a community with other writers. Students work both independently and together with others in the class to brainstorm ideas and revise their writing. They also continue to practice skills such as organization, idea development, and the basic conventions of language and writing. Finally, individuals learn to raise their writing to a more sophisticated level by developing sentence fluency, word choice, and voice.

## **ENGLISH AS A SECOND LANGUAGE**

### English as a Second Language (ESL)

Our comprehensive ESL program offers a variety of ESL courses to nurture the further development of English speaking, reading, listening, and writing, and to help students develop academic and conversational English. Our Internet-based Test of English as a Foreign Language (TOEFL) center is open to Shattuck-St. Mary's students. We will complement this service with an Internet-based Junior TOEFL as soon as it is available from the Educational Testing Service. ESL placement for Middle School students is determined via a myriad of measurements and assessments. ESL courses come with additional tuition fees.

In addition to the S-SM School Year program, a summertime extension, the Shattuck – St. Mary's Summer English Institute, is required for selected students.

### ESL Understanding American Culture and Conversation

1 English credit, Fall Term (Pass/Fail)

Conversation with an array of people drives English academic literacy. In order to build oral and aural communication, every new student, no matter the tested ESL proficiency level, converses every first period with one volunteer faculty, staff, or student. Understanding American Culture and Conversation focuses on conversational fluency, diction, and idioms in the context of U.S. culture and customs. This class enables students to practice their oral language arts skills with a multiplicity of everyday practitioners. In this way, our full community adds meaning and variety to students' first-semester roster of contacts. These sessions offer our varied proficiency students doors to active English from people other than the ESL teacher and same-language peers. This course helps to ease culture shock, builds oral fluency, offers an avenue for exchange, encourages dialogue, and builds community. This class is required for all entering second-language students, both domestic and international.

Requirements: Each student maintains a Moodle journal in which daily homework is a paragraph

journal entry in which the student records and summarizes the session's topic. Every other paragraph is to be written in the student's first language. The student must participate in no fewer than 25 conversational exchanges with the presenters.

### ESL Academic Reading and Writing I

(year-long course)

This class is offered to Middle School students with low to intermediate English proficiency. The goal is twofold: to support all ESL students' enrollment in mathematics, science, and history classes; and to further and foster the development of academic and conversational English. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing, beginning with the simple sentence. ***This class is required for all Middle School Track I ESL students. The class carries English credit.***

Requirements: Selected core course readings; 5 formal Spring term writing exercises; 1 PowerPoint; 2 oral presentations; and a Spring term project or exam. A Spring term SLEP, overall academic progress, a favorable Spring Term English/History Department writing assessment, and favorable ESL progress is required for entrance into ESL II or ESL exit.

### ESL Academic Reading and Writing II

(year-long course)

This class is offered on the St. Mary's Campus to Middle School students with intermediate English proficiency. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing, beginning with the simple sentence and ending with the academic essay. The academic paragraph and content-response to instructional prompts is stressed. ***This class is required for all Middle School ESL Track II students. The class carries English credit.***

Requirements: Selected readings; 5-7 formal writing exercises per term; 1 power point presentation; 3 oral presentations; 1 major project; term exams and final exam. A Spring term SLEP, overall academic progress, a favorable Spring Term English/History Department writing assessment, and favorable ESL progress is required for entrance into ESL II or ESL exit. A second-year sequel, ESL IIB, is required for selected students.

### ESL Academic Reading and Writing III

(year-long course)

This class is offered to intermediate and advanced ESL students to nurture proficiency in reading, writing, speaking and listening. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing. Further, academic, active, reasoned, rhetorical debate and discussion is nurtured and rewarded. Authentic texts include selections from *Writing with a Thesis, Latin and Greek Roots*, a selection from the works of William Shakespeare, selected poetry, short stories, and a novella. This class is required for all Middle School Track III students. The class carries English credit. A second-year sequel, ESL IV, is required for selected students.

Requirements: Selected readings; 5-7 formal writing exercises per term; 1 power point presentation; 20-25 quizzes; 1 oral presentation; 1 short research paper; term exams; and a final exam. A Spring term SLEP, overall academic progress, a favorable Spring Term English/History Department writing assessment, and favorable ESL progress is required for entrance into a seminar with English co-enrollment or ESL exit.

### Introduction to Historical Studies I

(year-long course)

This survey class offers students a preview of American, ancient, and European history, using selected textbook readings, as well as primary source readings. Designed to offer low intermediate English proficient students the opportunity to learn about history in a sheltered environment, this class is a full survey class and includes fostered development of note-taking, listening, reading, and academic discussion. Introduction to Historical Studies I is offered to 6<sup>th</sup> through 8<sup>th</sup> grade first-year students only. Entrance is not elective. The class carries history credit.

Requirements: Selected readings; 5-7 writing exercises per term; class presentations; map quizzes; reading assessments; 1 major project; term exams and a final exam.

### ESL Lab: Quantitative Terminology

1 credit (1 term; Pass/Fail )

Quantitative Terminology introduces students to vocabulary that is essential to their mathematics studies. This one-term class builds a working multi-lingual glossary. Individual vocabulary banks are submitted by math instructors. Students work together and independently to create definitions in English and their first languages. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: Students must fully define – with examples – five mathematics terms per week.

### ESL Listening Lab I

1 credit (1 term; Pass/Fail)

Students work with a premier online basic English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

### ESL Listening Lab II

1 credit (1 term; Pass/Fail)

Students work with a premier online intermediate English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

### ESL Listening Lab III

1 credit (1 term; Pass/Fail)

Students work with a premier online advanced English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and

supported, and some students are able to complete the lab with one- or two-classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

#### ESL Grammar Lab I

1 credit (1 term; Pass/Fail)

Students work with an S-SM online basic English grammar program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

#### ESL Grammar Lab II

1 credit (1 term; Pass/Fail)

Students work with an S-SM online intermediate English grammar program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

#### ESL Pronunciation

1 credit (1 term; Pass/Fail)

Students work with a premier online pronunciation English language listening program for a full semester, completing required assignments both on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one- or two-classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Students must become Nanogong proficient. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

#### ESL Seminar I

Selected ESL student may be required to enroll in this companion tutorial writing class as they enter the English Department's courses. Please see the course description under the ESL Upper School section.

### Advanced Academic Writing

Selected ESL students may be invited to enroll in this high-level writing class for multilingual scholars. Please see the course description under the ESL Upper School section

## **HISTORY**

### MS US History I

The goals of this course are to enhance students' appreciation for and knowledge of United States history, with special attention paid to developments in Minnesota, and to develop study skills that will be useful in this and later courses. Topics covered in Year I include Native Americans, particularly the Dakota and Ojibwe, exploration (focus on the French Voyageurs), the Colonial Period, the French and Indian War, the Revolutionary War, and the New Nation. Skills in this course include mapping, note taking, critical reading (i.e., textbook, primary sources, historical fiction), research, and analysis of current events.

### MS United States History II (year-long course)

This course builds on both the content and skills of Year I. Students continue their study of United States history, including the following topics: Reconstruction, Industrialization (with special attention paid to concepts important in Minnesota's history such as railroads, ore mining, and the lumber and flour industries), Progressivism, and Decades of the 20th Century. Students continue to refine their research, writing, and critical reading skills and also analyze maps, graphs, and current events. Students complete a research project and several oral presentations.

### World Geography

(year-long course)

The course introduces students to the study of world geography. Students learn about the human and geographical forces which affect the various areas of the world. Regions and concepts include:

Fall Term: Geographer's tools; Canada and the United States, including the Great Lakes, urban sprawl, national parks, and consumption patterns; Latin America; spatial inequality; extreme weather; land use conflict in the Amazon Rainforest; and life in the Central Andes.

Winter Term: European Russia, European Union, population dilemmas, transboundary pollution, new nation-states, Southwest and Central Asia and the effects of oil, and the Arab-Israeli conflict.

Spring Term: The Nile River, life in the Sahara and Sahel, post-apartheid South Africa, population issues in China, India's comparative advantage (tech workers and globalization), Antarctica and climate change.

Students work on note taking and mapping skills, analyze relevant works of fiction, discuss current events, and complete a research project.

### World History: Early Civilizations to 1450

(year-long course)

World History: Early Civilizations to 1450, typically a ninth grade course, begins with the study of early humans and continues through the 14th century. Themes include political, economic, social, and artistic developments in world history, as well as border issues and contacts between cultures. Analytical reading, discussion, research, and essay writing are important skills that are developed in this class.

## **MATHEMATICS**

### Middle School Mathematics

Placement in mathematics courses is dependent on ability and previous work in mathematics, not on age or grade. For returning Shattuck-St. Mary's students, the current math teacher makes a placement recommendation in early spring for the next academic year. This may confirm or supersede student requests. For newcomers to Shattuck-St. Mary's, placement is determined by the Mathematics Department Chair, based on careful review of records and recommendations from previous school(s), standardized test results, and placement testing. The overriding concern is to place each student in the mathematics course that will best present an appropriate level of challenge, reinforcement, and advancement. At many levels of the curriculum, several options are available to ensure that all students can progress at an appropriate pace. Prerequisites are noted for many courses in this guide, and they should be viewed as *necessary* conditions for enrollment, but not *sufficient to guarantee* placement.

Students in **Pre-Algebra**, **Algebra Essentials**, **Algebra I**, and **Geometry** are expected to purchase a calculator and bring it to class each day – at a minimum, an inexpensive scientific calculator that can handle exponents, square roots, and basic trigonometric functions. At various points during the **Algebra Essentials** and **Algebra I** courses, students are introduced to certain features of the Texas Instruments TI-84 graphing calculator. To support this instruction, loaners are available for classroom use. This introductory work is intended to foster an emerging understanding of the capabilities and limitations of the graphing calculator and to lay a foundation for broader use in upper level courses. As such, students in **Algebra Essentials** and **Algebra I** are permitted, but not expected, to purchase their own TI-83 or TI-84 graphing calculator.

### Mathematics

(year-long course)

Mathematics is a course designed to strengthen and extend skills and reasoning in arithmetic and number theory, operations with whole numbers, decimals and fractions, as well as ratio, proportion, and percent problems. Measurement skills, geometric concepts, and area and volume formulas also are included. Students explore a variety of problem-solving strategies throughout the year.

### Pre-Algebra

(year-long course)

Pre-Algebra has a dual emphasis: firmly establishing the quick and accurate computation skills required for the study of Algebra I and beginning to represent quantities and situations with variable

expressions. Concepts studied are fractions, decimals, percents, coordinate graphing, formulas, probability, simple statistics, operations with signed numbers, exponents, and factoring. Throughout the year, students work with variables, variable expressions, simple algebraic equations, and a variety of problem-solving strategies.

### Algebra Essentials

(year-long course; first course of a two-year sequence)

This course is appropriate for students who will benefit from review of pre-algebra topics in order to prepare the foundation for the more advanced topics of algebra. Students will work extensively with linear expressions and equations -- simplifying, solving, graphing, interpreting and applying. Extra instructional time is devoted to such algebraic foundations as working with integers, pattern-recognition, synthesizing multiple skills in a single problem, and representing word problems in mathematical symbols and language. The extended pace of this course allows for review of previously discussed material and frequent reinforcement of new material.

*Algebra Essentials is not open to students in 7<sup>th</sup> Grade, and should not be viewed as a form of "partial acceleration" for capable 7<sup>th</sup> Graders.*

### Intermediate Algebra

(year-long course)

Intermediate Algebra begins with a condensed review of solving and graphing linear equations and inequalities. It is expected that students will have had considerable experience with these skills in a previous course. Students then proceed to the study of exponents, radicals, polynomials, rational expressions, and quadratic equations and graphs. More time is devoted to these topics than would be possible in a single-year algebra 1 course. Graphing calculators are used to strengthen students' understanding of concepts that are first introduced via pencil-and-paper exercises. The completion of **Algebra Essentials** and **Intermediate Algebra**, as a two year sequence, will be considered as equivalent to our Algebra 1 course.

*Prerequisites: A passing grade in Algebra Essentials (this course is strongly encouraged for students who earned a grade of C- or lower in a previous Algebra I course).*

### Algebra I

(year-long course)

Topics in Algebra I include properties of the real number system, variables, functions, graphing, solving first degree equations and inequalities, basic operations on polynomials and rational expressions, systems of linear equations in two variables, exponents, radicals, quadratic equations, and solving word problems. Graphing calculators are used to strengthen students' understanding of concepts that are first introduced via pencil-and-paper exercises.

*Prerequisite: B- or better in Pre-Algebra or an equivalent course.*

### Geometry

(year-long course)

This course examines the topics of Euclidean geometry. Throughout the year the emphasis is on learning to reason logically, accurately, abstractly and creatively. Students learn to develop and present deductive proofs and to solve problems dealing with lines, angles, polygons, circles, and some three-dimensional figures. Hands-on manipulatives, along with the computer application "The Geometer's Sketchpad," are used to enrich our study of theorems and postulates.

*Prerequisite: A grade of C or better in Algebra I is expected, prior to beginning Geometry. Students who have earned a C- or below in Algebra I are strongly encouraged to enroll in Intermediate Algebra.*

### Advanced Algebra II

(year-long course)

Advanced Algebra II is designed for students who enjoy more in-depth discussions of the mathematical concepts presented in the regular course. Additional topics include three-dimensional space, matrices and determinants, and further work with series and sequences. Graphic display calculators are used to promote student exploration and assist in visualizing relationships.

*Prerequisites: A- or better in both Geometry and Algebra I and department approval.*

*Supplies: Students enrolled in Advanced Algebra II are required to have a TI-83 or TI-84 graphing calculator.*

## **PERFORMING AND VISUAL ARTS**

### Middle School Visual Arts Program Grades 6-8

Middle School students at Shattuck-St. Mary's have the opportunity to explore three different art forms during the course of three years. Art C was offered in 2010-11; therefore, the cycle begins again with Art A in the 2011-12 school year. This new Middle School Art curriculum is not sequential (there are no pre-requisites), but it expands course offerings while allowing students an in-depth experience of different art forms each year.

### MS Art A (Drawing, Painting, Illustration and Book Arts)

The focus of Middle School Art A is drawing, painting, illustration, and book arts. Art historical background is provided to give artwork a broader cultural context. Students will learn how to use line and value to draw what they see. Making drawings from observation will help strengthen this foundation. They will develop an understanding of color theory that will help them make paintings. Collage and mixed media techniques will introduce playfulness and juxtaposition. Illustration is introduced when students are asked to illustrate a story visually using three collages. We will explore the history of illustration and book arts as we create illustrations for stories. The final project is an illustrated book that students write, illustrate, and bind themselves.

### MS Art B (Sculpture, Ceramics and Three-Dimensional Design)

The focus of MS Art B is the exploration of sculpture and three-dimensional design. Students will develop skill in utilizing line in a 3 dimensional context with a wire sculpture project. The wire sculpture is presented as a three-dimensional line drawing. For the assemblage project, found objects and other materials will be transformed into sculpture, giving new meaning to unique combinations of things. Students will use hand-building techniques to create ceramic sculptures and pottery. The final project will be a three-dimensional design project ranging from architecture to product design to fashion design. Students will use drawing, words, and modelmaking to communicate their concepts. We will also investigate relevant connections between the fine arts and design.

### MS Art C (Printmaking)

Students in MS Art C have the opportunity to explore a variety of printmaking processes. Four major printmaking techniques, including silkscreen, monotype, relief printing and lithography, will be introduced. Students will design patterns and use batik techniques to dye fabric. Batik, a wax-resist dyeing technique used on textile, is a printmaking process applied to cloth. For a silkscreen project, students will develop simple graphics and print in several colors using separate screens. The process of lithography will be explored using Xerox photocopies coated with a resist that are inked and run through a press. Students will ink plates by hand and transfer several layers of color from the same plate to paper for a Monotype project. Relief printing will be explored by making linocut reduction prints, a process similar to woodcut. Students will also have the opportunity to discover the Japanese art of fish printing.

### Middle School Visual Art Electives for Grade 9

#### Introduction to Digital Video

Introduction to Digital Video provides a hands-on, age-appropriate introduction to digital video production. Students will produce a variety of projects including a fake newscast, a video poem, a pixilation project, and a one minute narrative film. Students will experience all phases of video production from the Pre-production stages of proposal writing and storyboarding to the Production stage, which includes learning about lighting and composition and operating digital video equipment. The Post-production stage will give students the opportunity to explore video editing. This video course exercises planning and organizational skills and stresses collaboration and resourcefulness. It is intended to prepare students to excel in the Upper School Digital Video 1 elective and offers valuable skills that can be applied to creative projects in other classes. The course will give students the opportunity to analyze a variety of films, advertisements, and television content which will serve to develop media literacy and provide a new vocabulary for critiquing visual culture.

#### Introduction to Drawing and Painting

The focus of an Introduction to Drawing and Painting course is developing basic drawing and painting skills and techniques. Students will have the opportunity to experiment with a variety of two-dimensional media, including drawing pencils, colored pencils, charcoal, watercolors, and acrylic painting. Students in Drawing and Painting will be engaged in several art and design projects that demonstrate their understanding of the Elements and Principles of Art. The elements of art include **Form, Line, Shape, Color, Texture, Space, and Value. The principles include Emphasis, Balance, Harmony, Variety, Movement, Rhythm, Proportion, and Unity.** Students develop a new vocabulary for talking and writing about the visual arts and visual culture. Students will be introduced to a wide variety of artists as they explore and analyze relevant art movements and significant art works.

#### Chorus 1- Grades 6-9

Chorus 1 is an ensemble made up of students with varying degrees of singing experience. A variety of musical styles are used in learning vocal technique, music reading, and other skills necessary to become an independent musician. There are several performance opportunities for this chorus throughout the school year as well as opportunities for travel.

Parents will be responsible for the purchase of concert dress for students who will be participating in this class; the instructor will review this requirement with students in September.

### Winds & Percussion for Beginners-Grades 6-9

(one-term course)

This course is offered in the fall term to all Middle and Upper School students who are beginners, or who have had less than one year of experience playing their instrument. Musicians who auditioned for an upper school ensemble but did not gain admittance may use this class to improve their playing skills. Students completing the course may audition again at the beginning of winter term.

Individual and group instruction is provided on all instruments. Duets and trios are formed early in the term to develop listening skills. Some music theory and ear training are integrated into the instrumental instruction to ensure development of a well-rounded musician.

*Additional Expenses: Instrument, Supplies, Method Book (price varies by instrument)*

### Wind & Percussion Ensemble, Grades 6-9

(year-long course)

The Wind & Percussion Ensemble focuses on the fundamentals of music theory, ear training, and large and small ensemble playing. Rehearsal and performance etiquette are also taught. Repertoire is tailored to meet the needs of the students, and small ensemble playing is emphasized throughout.

Occasional written homework is assigned to reinforce music history and theory. Students are given opportunities to perform throughout the year in concerts, recitals and at various assemblies and functions. Students are expected to practice outside of class, both for their individual development and to prepare ensemble music before rehearsal.

Prerequisite: Winds & Percussion for Beginners, or equivalent; one full year of study in a concert band.

*Additional Expenses: Text, Instruments, Supplies, Private lessons*

### String Ensemble I, Grades 6-9

This is a beginning level course open to all students, grades 6-9, who would like to play a string instrument (i.e., violin, viola, cello, bass). Note reading, a wide range of bowing and fingering techniques, and solo and ensemble skills are taught.

### String Ensemble II, Grades 6-9

Any Middle School student who has played a string instrument for at least one year is eligible to participate in this ensemble. Great attention is given to posture and the use of the bow and the left hand. Students develop their musicality and widen their range of expression through a varied selection of music. Performance opportunities are offered both on the Shattuck Campus and side-by-side with area Youth Orchestras.

*Private instruction is available for an additional fee.*

### Private Lessons, Instrumental and Vocal, Grades 6-9

Lessons can be arranged in voice, piano, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, euphonium, tuba, percussion, violin, viola, cello, bass, and guitar. There is an additional fee for private lessons, and highly qualified instructors are drawn from a wide region including nearby St. Olaf College, the Twin Cities area, and the Shattuck-St. Mary's School community.

### Theatre Arts 1, Grades 6-9

Students in this Theatre Arts 1 class are given the opportunity to discover their creative abilities in acting and the theater. Through acting exercises, improvisations, and film study, students are introduced to the world of plot, setting, and characterization and taught how all three combine to create an effective and memorable performance. Aside from mastering elementary stagecraft, students will also have the opportunity to perform short monologues and scenes for their peers.

### Beginning Dance, Grades 6-9

Beginning Dance introduces younger students to various dance skills and performance concepts. While the class focuses heavily on the influences of theatrical dance, jazz and hip-hop, students also explore the beginning basics of tap and ballet. Emphasis is on teamwork, confidence building and helping students to feel comfortable performing in front of an audience.

### Ballet I, Grade 6-9

(one term course)

Because ballet is necessary for a strong dance foundation, it is offered each term. This course is for beginning dancers. It emphasizes proper ballet technique, alignment, and flexibility. Students who are interested may have performance opportunities each term.

## **SCIENCE**

### 6<sup>th</sup> – 8<sup>th</sup> Grade Science

The middle school science program at Shattuck-St. Mary's School involves students in the sixth, seventh and eighth grades. The curriculum is designed to introduce students to concepts and skills related to the study of Life, Physical, and Earth Science. At each grade level, students spend one term studying a unit in each area of study. Each new concept is accompanied by laboratories or interactive experiences that allow students to use inquiry and the scientific method to discover the meaning of the topics.

### Science I

Students in Science I spend fall term "Learning about Learning." This unit focuses on the science of learning as students develop an understanding of how the brain develops throughout their lifetime. During winter term, students explore the universe as they delve into a unit on astronomy. Students focus their efforts spring term on a unit covering sound, light, electricity and magnetism.

### Science II

In the seventh grade year, students spend fall term learning about the classification of living things and then explore the plant kingdom. During winter term, students complete a unit on weather and climate. The spring term is devoted to a study of motion, forces and energy.

### Science III

In the eighth grade year, fall term is spent in a study of robotics. Using Lego Mindstorm® kits, students are introduced to computer programming and robot engineering. During the winter term, students study the characteristics of life as they relate to cells, systems of living things and organisms. During the spring term, students study energy and the resources on our planet.

### Biology

(year-long course)

This 9<sup>th</sup> grade course provides a solid background in the life sciences, focusing on the study of fundamental biological concepts and the understanding of how each process relates to their everyday lives. In particular, the emphasis is on the biology of cells and genetics and their application to the principles of natural selection and biodiversity. All of these concepts are then studied in the context of the role of organisms in their ecosystem. Mastery of the subject matter is accomplished through research and activities that extend learning into the lab. Students are also given the tools and opportunities to apply their knowledge through the completion of independent research projects.

## **WORLD LANGUAGES**

### Middle School Language Program

The language program in the Middle School is designed to introduce students to the study of world languages. Students explore different cultures and build the language acquisition skills which will help them advance to higher levels of learning in the Upper School. All Middle School students must take a second language in order to meet 8<sup>th</sup> grade graduation requirements. In sixth grade, students will enroll in Exploring World Languages. In seventh grade, students will have the opportunity to choose from Spanish 1A or Mandarin 1A. In eighth grade, students may choose from Spanish, French, Latin, Mandarin Chinese, or American Sign Language. International students might use their ESL class to fulfill this requirement. Language courses taken in the 6<sup>th</sup> – 8<sup>th</sup> grades may not be applied to the Upper School World Language graduation requirement. Non-ESL students will need three consecutive years of World Language in the 9<sup>th</sup> – 12<sup>th</sup> grade to fulfill the Upper School graduation requirements. Students who take foreign language study in the middle school can advance further in their studies in the target language and possibly reach the AP level in their 11<sup>th</sup> or 12<sup>th</sup> grade year.

**Course descriptions for Spanish, French, Latin, Mandarin Chinese, and American Sign Language can be found in the Upper School section of the course catalog under World Languages.**

### Exploring World Languages-6<sup>th</sup> Grade

To promote a positive attitude towards learning the Spanish and Mandarin Chinese languages and develop a base on which to build the four language skills: listening, speaking, reading and writing. In the 7th grade year, students will take Spanish 1A or Mandarin Chinese 1A.

### Mandarin Chinese 1A

Middle School Mandarin will introduce students to Mandarin Chinese, the official language of both the People's Republic of China (PRC) and the Republic of China (ROC or Taiwan). Students will begin learning the four basic skills of listening, speaking, reading and writing. In addition, they will develop an understanding of Chinese culture through a variety of activities such as skits, songs, and art (e.g., calligraphy). They will learn to use basic vocabulary and grammatical structures in everyday situations and to create and respond to simple statements and questions. Finally, students will be able to identify and write a number of characters associated with the following contexts: introductions, numbers, times and dates, and family members.

### Spanish 1A

In this course, students will be introduced to basic building blocks such as names, numbers, colors, days of the week, months, school sports, body parts, etc. This class will promote a positive attitude toward learning the Spanish language and the basics of the language through interactive learning techniques using technology. Students will develop a base on which to build introductory language skills in the area of listening/comprehension, speaking, reading, and writing. Authentic materials are used to supplement the learning process while making Spanish fun.

### Spanish 1B

Spanish IB will provide students with the opportunity to attain a measurable degree of communicative competency and proficiency in each of the four language skills: speaking, listening, reading, and writing. Students will practice basic grammar, pronunciation, vocabulary, and idiomatic structures. This course is for 8th grade students who have had one year of Spanish during the 7th grade. With successful completion of this course, students will be ready for Spanish II.

## **CENTER FOR ACADEMIC ACHIEVEMENT**

### Middle School

The Center for Academic Achievement is designed to meet the learning needs of our student population. Our goal is to foster the academic success of students by providing them with the academic skills and learning strategies that will help them make the most of their time at our school and become independent and confident life-long learners.

### Academic Skills Program Tutorials

The Academic Skills Program is designed to recognize and enhance the potential of students with learning differences. The program provides support and limited remediation within the traditional academic curriculum. Students learn academic skills and strategies that will help them realize their potential and meet the expectations set by the school, their families, and themselves. Enrollment is through permission of the program director only, and tutorials are taught by the Learning Specialists. Tutorials have a 3:1 teacher/student ratio, and this program requires an additional fee.

## **Upper School Academic Program**

### **Graduation Requirements**

All transfer students will submit their transcript of previous work to the office of the Registrar where an analysis will be performed to determine the number of credits the student can apply toward SSM graduation requirements. One-term courses receive 1 credit, and year-long courses receive 3 credits. Final course grades below D- will earn no credit in either one-term or year-long courses. In addition, if a course is a year-long course, and a student either fails to complete the course, drops the course, is suspended from the course, or in any other manner fails to complete all coursework required to receive a passing grade for the entire year, the student will receive no credit for the course. Students must earn at least the following to receive an SSM diploma:

- English: twelve credits; students must be enrolled in English each term.
- Performing and Visual Arts: One credit each year of attending Shattuck-St. Mary's School.
- History: nine credits of history, including United States History or AP United States History.
- Science: nine credits including three credits in Biology and either three credits in Chemistry or three in regular Physics
- Religious Studies: one credit is required in Religion to be fulfilled by taking World Religions or Introduction to the Bible. Students will fulfill this requirement during their junior year; approval to fulfill this requirement during senior year must be granted by the Director of Studies.
- World Language: nine credits in the same language for three consecutive years in grades 9-12.
- Mathematics: All students are required to be enrolled in a mathematics class every year. To graduate, students must earn a minimum of nine credits in mathematics, including a minimum of three credits each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels.

### **Diploma Requirements for International Students**

The diploma requirements listed above apply to international students with the following provisions: an international student whose first language is not English may qualify for a Shattuck-St. Mary's diploma by 1. Passing or exiting out of English as a Second Language prior to 11<sup>th</sup> grade; or 2. Passing one year of regular high school English after exiting the ESL program 3. Passing United States History. ESL placement is determined during international orientation or by assessments from the previous spring for returning students. All ESL students in grades 9-12 will begin the regular English curriculum with Literature and Composition or World Literature, depending on their grade level. An international student's native language will be accepted for the Shattuck-St. Mary's second language requirement.

## ENGLISH

Graduation Requirement: 12 credits, students must be enrolled in English each term.

The overall goal of the English curriculum is to develop in all students a solid basis for successful English study at Shattuck-St. Mary's School and in college. The English Department's philosophy regarding writing is as follows:

In all grades at Shattuck St. Mary's School, English teachers emphasize the fact that writing is a process. Therefore, students at each level continually are reminded of the steps they should take as they write. These include: prewriting or brainstorming, organizing one's ideas, writing at least one rough draft, revising thoroughly, editing and proofreading, and finally "publishing." These basic steps apply to all types of formal composition, whether creative writing, exposition, or poetry. Our students learn to develop their own style, while gaining the solid fundamentals of English grammar. Key to development of skill in writing is the active role of the teacher, guiding students to evaluate the logic and persuasiveness of what they have written. Thus, they develop the life skill of communicating clear ideas through clear writing.

### Student Progression in Upper School English

Shattuck -St. Mary's students take Composition and Literature in the 9<sup>th</sup> grade, World Literature or Advanced World Literature in the 10<sup>th</sup> grade, American Literature in the 11<sup>th</sup> grade, and British Literature in the 12<sup>th</sup> grade. Motivated students who demonstrate strong reading, writing, and critical thinking skills may apply to take AP English Language and Composition or AP English Literature and Composition in the 11<sup>th</sup> and 12<sup>th</sup> grades. Exiting ESL students are placed according to their abilities when they mainstream into the English curriculum.

### Composition and Literature

This course is designed to ensure that students receive firm and extensive grounding in grammar, vocabulary, literary analysis, and the writing process, as well as a strong emphasis on developing research papers. Throughout the school year, all Composition and Literature students will practice research, analytic, and expository writing. In addition, students will read, analyze, and discuss classic pieces of literature for symbolic and metaphorical references. This class offers the opportunity for a student to work in a community with other writers. Students work both independently and together with others in the class to brainstorm ideas and revise their writing. They also continue to practice skills such as organization, idea development, and the basic conventions of language and writing. Finally, individuals learn to raise their writing to a more sophisticated level by developing sentence fluency, word choice, and voice.

### World Literature

World Literature is a year-long course designed to expose students to the literature of different cultures. The course includes classical and world mythology and literature from Latin America, Africa, Asia, and the Indian subcontinent. While exploring texts from these regions, students continue to develop critical thinking and expository writing skills. Through their studies, students will learn to recognize universal themes and the similarities that exist amongst seemingly disparate works. Students will also be encouraged to discuss how these themes and stories relate to their own lives. Possible texts may include: *Mythology*, Edith Hamilton; *The Odyssey*, Homer; *The Epic of*

*Gilgamesh*; *Things Fall Apart*, Chinua Achebe; *The Dew Breaker*, Edwidge Danticat; *One Day in the Life of Ivan Denisovich*, Alexander Solzhenitsyn; *Balzac and the Little Chinese Seamstress*, Dai Sijie.

### Advanced World Literature

In *Advanced World Literature*, the students will explore the topics outlined above but will read additional texts and scholarly criticisms and spend more time working on critical analysis.

### American Literature

Beginning with some of America's earliest writers of nonfiction, students develop a philosophic base which they return to throughout the year. These writers often include Crèvecoeur, Franklin, Emerson, and Thoreau. With these ideas and theories, some early American fiction and poetry will be studied. Authors may include Hawthorne, Poe, Whitman, Melville, Dickinson, and Rebecca Harding Davis. During the winter term, students read the works of a diverse body of writers which may include Frederick Douglass, Henry James, William Dean Howells, Willa Cather, Mark Twain, Ambrose Bierce, Constance Fenimore Woolson, Sarah Orne Jewett, Kate Chopin, Mary E. Wilkins Freeman, and Stephen Crane. The spring term starts with F. Scott Fitzgerald and continues with the study of twentieth century and contemporary writers and poets. Students work on developing their critical thinking skills through discussion and regular writing assignments.

### British Literature

This class explores some of the vast and diverse literature of the British Isles from the last 1000 years. In this course, understanding and responding to the literature occurs through discussions, written essays, occasional creative writing assignments, and various artistic assignments. During the fall term, class focuses on works written in Old English and Middle English. These include Seamus Heaney's acclaimed translation of *Beowulf* and the Bantam edition of Geoffrey Chaucer's *The Canterbury Tales*. In the winter term, the class delves into some of the great plays and poetic works of Elizabethan and Jacobean Britain. Studies of this era include a unit on sonnets and at least one play by Shakespeare. In the spring, British Literature students explore some of the satirical works by Swift, Pope, Addison, and Steele. Students connect their works to some of the many forms of satire found today. Major themes of nineteenth and twentieth century British poetry are also explored. These may include the Romantics, the Victorians, and war poets. In addition, students read one British novel each term.

### Advanced Placement English: Language and Composition

This course is designed to challenge the highly-motivated student who has been successful in prior writing and literature courses; students should already have a mastery of writing conventions and research skills. The course emphasizes independent work, leadership, class participation, creativity, and English academic excellence. Specific focus will be given to critical thinking and reading. Students learn to write effectively and confidently, incorporating varied academic writing patterns, including narrative, expository, analytical, and argumentative as well as literary analysis. This will be accomplished through the study and discussion of literature including non-fiction, short stories, poetry, songs, and novels. Students will be required to do extensive reading and critical analyses as well as take tests in the same format as the AP English exams offered each May.

### Advanced Placement English: Literature and Composition

Students in AP Literature and Composition learn to hone their critical thinking skills exploring great works of poetry, short stories, drama, novels, and essays. The class exposes students to a wide variety of literature and a wide variety of literary themes. As students read and respond to these works, they develop their voice as active literary critics. Frequent writing helps this development and class revolves around written and verbal discussion. Students may earn college credit if they score well on the AP exam issued by The College Board in May.

### **ELECTIVES (one term; not all electives are available each year)**

#### Composition

Shattuck-St. Mary's one-term composition course is designed to help students become better writers. Over the course of the term students will write daily in class or for homework and write several papers. Some of the work will be of a creative nature, but the emphasis will be on helping students improve their expository writing. These essays may include a movie review, a problem-solving essay, an argumentative essay, an essay on a short literary work, and a compare/contrast essay. Students will also learn how to support other writers by offering useful feedback through regular peer editing. In addition, students will review basic concepts of grammar to reinforce the foundations of their writing skills. As the term progress, students should improve in all areas of the writing process, including brainstorming and prewriting, developing a thesis, writing drafts, revising and rewriting, editing, and proofreading.

#### Creative Writing

Creative Writing is a one term class which focuses on the aesthetic elements of writing. The course offers a survey of writing elements including voice, figurative language, metaphor, dialogue, and the use of journals to capture ideas. The course is designed to enable students to enroll for one, two, or three trimesters in a year. Topics include expository writing patterns, memoir, narrative, character, short story genre, theatre script, as well as poetry form and structure.

#### Public Speaking

This one term introductory public speaking course guides students into building a strong foundation in the art of public performance and oral presentation. Moreover, it helps students gain confidence and learn how to project the best possible public image, capitalizing on their own best character traits and making the most of interpersonal interactions. Beginning with the fundamental elements of voice, diction, and gesture, students become well-grounded in a variety of presentation techniques. They also learn how to harness the fear of public speaking and transfer it into raw energy of performance, projecting an image of confidence and style. Key projects include poetry readings, story jokes, anecdotes, personal statements of identity, dramatic monologues, and formal presentations on topics of their own choosing.

#### Film Studies

This course is an introduction to the discipline of Film Studies. The purpose of this study is to learn something about the construction of movies and the role cinema, specifically, narrative film, plays in relating individuals to the values, attitudes, and assumptions of their culture. Activities will include critical analysis and discussion of the cinematic, literary, and dramatic aspects of film from around

the world, as well as an examination of the global history of the art form. Students will observe and discuss cinema such as the early work of Charlie Chaplin, Griffith's *The Birth of a Nation*, Riefenstahl's *Triumph of the Will*, Eastwood's *The Outlaw Josey Wales*, and Spielberg's *Close Encounters of the Third Kind*. Additionally, we will examine the Film Noir of the Cold War era, the Anime of Japan, and "Blaxploitation" films of the 70's. Students will be assessed through expository essays, tests over the viewing, and at least one multimedia presentation.

#### South African Literature: Voices of Black And White

The shadow of Apartheid shaped much of South Africa's 20th century history. This class will explore works published on the brink of apartheid, during apartheid, and in the post-apartheid world of the 21st century. During a time when a white minority ruled the country through the transition to a black majority government, authors of white European descent and black African descent have shared their stories of human spirit and social criticism. This class will delve into the works of such critically acclaimed authors as Alan Paton, Njabulo Ndebele, Nobel Prize winner Nadine Gordimer, Zakes Mda, Bessie Head, and Athol Fugard. The class will also read contemporary South African poets whose works are found at <http://southafrica.poetryinternationalweb.org>. Students will be assessed through projects, expository essays, and tests over the reading.

#### Women Writers

*Women Writers* is a college-preparatory, one-term elective (open to juniors and seniors) that explores twentieth-century female fiction writers with roots from around the world. The focus will be on commonalities as well as differences among women, the social contexts of women's lives, and thematic issues that make this literature such a worthwhile area of study. Students should come away from the course with a better understanding and appreciation of female writers and writings, prompting them to continue reading classic works by women. They will be assessed through discussion, frequent writing assignments, and projects designed to offer insights into the works read. **Literary Works** include the following, but are not limited to, Margaret Atwood's *Cat's Eye*; Kate Chopin's *The Awakening*; the poetry and/or short writings of Alice Walker, Gabriela Mistral, Amy Tan, and Agatha Christie.

## UPPER SCHOOL ENGLISH AS A SECOND LANGUAGE (ESL)

Our comprehensive ESL program offers a variety of ESL courses to nurture the further development of English speaking, reading, listening, and writing and to help students develop academic and conversational English. Our Internet-based Test of English as a Foreign Language (TOEFL) center is open to Shattuck – St. Mary’s students. ESL placement is determined via a myriad of measurements and assessments. ESL courses come with additional tuition fees.

In addition to the S-SM School Year program, a summertime extension, the Shattuck –St. Mary’s Summer English Institute, is required for selected students.

### Understanding American Culture – Conversation

1 English credit, Fall Term (Pass/Fail)

Conversation with an array of people drives English academic literacy. In order to build oral and aural communication, every new ESL student, no matter the tested proficiency level, converses every first period with one volunteer faculty, staff, or student. “Understanding American Culture – Conversation” focuses on conversational fluency, diction, and idioms in the context of U.S. culture and customs. This class enables students to practice their oral language arts skills with a multiplicity of everyday practitioners. Our full community adds meaning and variety to the ESL students’ first-semester rosters of contacts. These sessions allow our new, varied proficiency students doors to active English from people other than the ESL teacher and same-language peers. This course helps to ease culture shock, builds oral fluency, offers an avenue for exchange, encourages dialogue, and builds community. ***This class is required for all entering second-language students, both domestic and international.***

**Requirements:** Each student maintains an online journal in which daily homework is a one-paragraph entry in which the student records and summarizes the session’s topic. Every other page is to be written in the student’s first language. The student must participate in no fewer than 25 conversational exchanges with the presenters.

### ESL Academic English I

3 English Credits (year-long course)

Students work from the word on up, beginning with structured decoding of vocabulary words and finishing with fuller development of their sentence and paragraph writing skills. Fall term is fully dedicated to core subject support. As the year progresses, students learn and practice brainstorming, prewriting, drafting, revising, and polishing. They are required to write both personal paragraphs and academic response paragraphs. The language focus of ESL English I is on proper tenses, agreement, diction, simple and solid sentence structure, and paragraph development. Readings range from fiction to newspaper articles to essays and a short novel. ***This class is required for Track I Upper School students and earns English credit. A second-year sequel to this class is required for selected students.***

**Requirements:** Selected readings; 5-7 formal writing exercises per term; 1 class presentation; a final term exam. A spring term Secondary Level English Proficiency (SLEP) test, overall academic progress, a favorable spring term English/history department writing assessment, and favorable ESL progress are required for entrance into ESL II or ESL exit.

### ESL Academic English II

3 English Credits (year-long course)

This core English class is designed to answer the needs of students whose academic English is actively developing and needs intensive and focused support at the low-intermediate to intermediate level. Sustained silent reading is a major component of this class. Fall term is dedicated to the immediate building of math, science, and history vocabulary. Students begin with a studied and intensive practice of constructing English sentences and then create a repertoire of syntactical structures from the classic English Subject-Verb-Object. They are required to write academic paragraph responses in direct preparation for short-answer testing methodology intrinsic in U.S. humanities and scientific studies, as well as academic essays. Winter term reading is a compilation of subject-driven inquires as well as daily Sustained Silent Reading. Spring term readings include short stories, a novel, and poetry. The language focus of ESL Academic English II is on proper tenses, agreement, and the development of sentences, paragraphs, and the essay. ***This class is required for Track II Upper School students. The class carries English credit.***

Requirements: Selected readings; 5-7 written works per term; 1 oral presentation; term exams, vocabulary assessments; and a final exam. A spring term SLEP test, overall academic progress, a favorable spring term English/History Department writing assessment, and favorable ESL progress are required for entrance into ESL II or ESL exit.

### ESL Academic English IIB

3 English credits

This course is a sequel to ESL Academic English II. Instruction continues at the low-intermediate to intermediate level for students in need of more time to continue their development of academic English.

Requirements: Instructor selected readings, daily journaling, close reading and cloze reading exercises; weekly vocabulary studies; 5 essays per term; daily sustained silent reading; active discussion participation.

### ESL Academic English III

3 English Credits (year-long course)

This class is offered to students at an advanced intermediate level of English proficiency in the areas of reading, writing, speaking, and listening. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing. Further, academic, active, reasoned, rhetorical debate and discussion are nurtured and rewarded. Texts include *Writing with a Thesis*, *A River Runs Through It*, *Latin and Greek Roots*, *The Tempest* or *King Lear*, selected poetry and short stories, and a novella. ***This class is required for all Upper School Track III students. The class carries English credit. A second-year sequel to this class is required for selected students.***

Requirements: Selected readings; 5-7 formal writing exercises per term; 1 power point presentation; vocabulary assessments; 1 short research paper; term exams; and a final exam. A spring term SLEP, overall academic progress, a favorable spring term English/History Department writing assessment, and favorable ESL progress is required for entrance into a seminar with English co-enrollment or ESL exit.

### ESL Academic English IV

3 English credits

This course is a sequel to ESL Academic English III. Instruction continues at the intermediate level for students in need of more time to continue their development of academic English.

Requirements: Instructor selected readings; weekly vocabulary studies; 5 essays per term, daily sustained silent reading; active discussion participation.

### ESL Seminar I

3 English Credits (year-long course)

This full-year required tutorial course focuses on each student's weaknesses in order to best support him or her at S-SM. ESL Seminar I is a companion class for students who have been given entrance to Composition and Literature. Readings include news articles, essays, short stories, and poetry. Focus is on writing the well-developed essay, but also stresses mastery of grammar, syntax, diction, and semantics. This class is not an option for tracked ESL students. ***Students who have exited ESL may not use this class as a substitute for an English class. At the discretion of the Director of Studies, an exited or previously exited student may be required to enroll.***

### Advanced Academic Writing

3 English Credits (year-long course)

This full-year course is an intensive advanced composition class for accelerated and AP students whose English writing is nearing mastery level, but who will benefit from intensive, university level ESL support in rhetorical academic writing. This class is designed for multi-lingual scholars. Expectations for skills in expository writing are high. Focus is on writing the stunningly and artful critical essay, with a keen eye on spotting telltale second-language redundancies and also stressing mastery of grammar, syntax, diction, and semantics. Enrollment is limited, and seniors are given priority. This class is not an option for tracked ESL students. ***This class may not be used as a substitute for an English class.***

### Introduction to Historical Studies II

3 History Credits (year-long course)

This survey class offers students a preview of American, ancient, and European history, using selected textbook readings, as well as primary source readings. Designed to offer low intermediate English proficient students the opportunity to learn about history in a sheltered environment, this class is a full survey class and includes fostered development of note-taking, listening, reading, and academic discussion. ***Entrance is not elective. The class carries history credit.***

Requirements: Selected readings; 5-7 writing exercises per term; map quizzes; 1 class presentation; reading assessments; 1 major project; term exams and a final exam.

### Public Speaking I

1 English credit (Spring Term Only)

This introductory public speaking course guides students into building a strong foundation in the art of public performance, oral presentation, and interviewing. Moreover, it helps students gain confidence and learn how to project the best possible public image. Students learn how to speak extemporaneously, create properly formatted speeches on current topics, as well as develop persuasive speeches on their own topics. Beginning with the foundation elements of appearance, voice and diction, as well as gesturing, students become well-grounded in the subtleties that elevate

a simple presentation to an original oration. They learn how to harness the fear of public speaking into raw energy of performance that can ultimately captivate an audience. In addition, students are taught to tap into their "inner voice" and project an image of confidence and style. ***This class is required for all Upper School Track III students and selected Track II students.***

Requirements: 1 oral presentation at least every two weeks; one minor and one major persuasive speech; performance and filming of a gesture video; participation in a "power lunch" mock interview; learning to speak extemporaneously; preparing a job résumé.

#### ESL Lab: Quantitative Terminology

1 credit (1 term; Pass/Fail )

Quantitative Terminology introduces students to vocabulary that is essential to their mathematics studies. This one-term class builds a working multi-lingual glossary. Individual vocabulary banks are submitted by math instructors. Students work together and independently to create definitions in English and their first languages. ***This class is required for selected ESL Tracked students.***

***The class carries English credit.***

Requirements: Students must fully define – with examples – five mathematics terms per week.

#### ESL Listening Lab I

1 credit (1 term; Pass/Fail)

Students work with a premier online basic English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

#### ESL Listening Lab II

1 credit (1 term; Pass/Fail)

Students work with a premier online intermediate English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

#### ESL Listening III

1 credit (1 term; Pass/Fail)

Students work with a premier online advanced English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one- or two-classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are

targeted and given teacher focus and instruction. ***This class is required for selected ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

### ESL Grammar Lab I

1 credit (1 term; Pass/Fail)

Students work with an S-SM online basic English grammar program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

### ESL Grammar Lab II

1 credit (1 term; Pass/Fail)

Students work with an S-SM online intermediate English grammar program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

### ESL Grammar Lab III

1 credit (1 term; Pass/Fail)

Students work all term with President Barack Obama's inaugural address, noting the rhetorical structures, studying sentence composition and diction, and imitating Obama's advanced writing style. Students exit the class with a fuller understanding of the structuring of academic English sentences, as well as the confidence to expand their own grammatical repertoires. ***This class is required for tracked ESL students. It carries one English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

### ESL Pronunciation

1 credit (1 term; Pass/Fail)

Students work with a premier online pronunciation English language listening program for a full semester, completing required assignments on the computer. Independent study is encouraged and supported, and some students are able to complete the lab with one or two weekly classes with an instructor. Others are invited to attend the open lab all week, every week. Problematic areas are targeted and given teacher focus and instruction. ***This class is required for ESL Tracked students. The class carries English credit.***

Requirements: All students begin with Lesson 1, but proceed at their own pace. Students must become Nanogong proficient. Each ESL lab must be repeated until the student achieves a minimum of 90% on every exercise.

## **HISTORY**

Graduation Requirement: nine credits of history, including United States History or AP United States History

### World History: Early Civilizations to 1450

(year-long course)

World History: Early Civilizations to 1450, typically a ninth grade course, begins with the study of early humans and continues through the 14th century. Themes include political, economic, social, and artistic developments in world history, as well as border issues and contacts between cultures. Analytical reading, discussion, research, and essay writing are important skills that are developed in this class.

### World History: 1450-Present

(year-long course)

Students in grade 10 continue their study of world history in this course which covers the time period from 1450 to the present. The themes of political, social and artistic developments in Asia, Africa, Europe, and the Americas are continued, and special focus is paid to the world wars and post-war years. Students read several collateral books as well as the basic text and work on research and writing skills. With the permission of the history department chair, students in grade 10 may take Advanced World History in place of this course.

### Advanced World History

(year-long course)

Advanced World History is offered to select sophomores who have shown superior ability in the study of history and is taken in place of World History: 1450-Present. Juniors and seniors may also take this course as a year-long elective. This course approaches the study of world history from a global (rather than Western) perspective and addresses questions of historiography, cross-cultural developments, and source analysis, as well as the contributions of additional social sciences, such as economics, geography, and anthropology, to the study of world history.

*Prerequisite: permission of the department chair.*

### Introduction to Historical Studies II

(First-year ESL students - grades 10-11 only)

This survey class offers students a preview of American, ancient, and European history, using selected textbook readings, as well as primary source readings. Designed to offer low intermediate English proficient students the opportunity to learn about history in a sheltered environment, this class is a full survey class and includes fostered development of note-taking, listening, reading, and academic discussion. Requirements: Selected readings; 5-7 formal writing exercises per term; 1 power point presentation; 1 oral presentation; 1 major project; term exams and a final exam.

***Entrance is not elective. The class carries history credit.***

### United States History

(year-long course)

This course studies the growth of America from European contact with native populations through the development of the United States becoming a world superpower in the twentieth century.

Focusing on the political and social development of the United States, students gain an appreciation for the complexities of America's past. Special emphasis is placed on analysis of primary documents, essay writing, and discussion.

### Advanced Placement United States History

(year-long course)

This course, which selected juniors may take in lieu of the standard U.S. history course, considers the American experience up to the present. Students have the opportunity to do extensive work with primary sources and enrichment readings designed to explore specific topics. This course not only prepares talented students for the CEEB (College Entrance Examination Board) Advanced Placement Examination in May, but more deeply illuminates the richness of America's past.

*Prerequisite: permission of the department chair.*

**ELECTIVES** - These electives may be open to juniors who wish to double up in history if space permits.

### Advanced Placement European History

(Year-long course)

This course is open to select juniors and seniors who have shown a superior ability in the study of history. The course scope includes the political, intellectual, social, and artistic developments in Europe from the 14<sup>th</sup> through the 20<sup>th</sup> centuries. The course is intensive in its demands and relies heavily on texts common to college level classes. Document based essay writing (DBQs), critical reading, and discussion skills are needed for success in this course. Students sit for the Advanced Placement European History exam in May.

*Prerequisite: permission of the department chair.*

### Europe: 1870-1945

(two-term course)

This course examines the political, diplomatic, and military history of Europe in a time of chaos, violence, renewal, and collapse. It concentrates on the origins and events of the Great War, the rise of the great destructive "isms" (Communism, Fascism, National Socialism) and the causes and events of World War Two.

### Economics: Microeconomics

(one-term course offered fall term)

Microeconomics is the study of how people decide to allocate scarce resources. This process of choice guides the development of economic systems, addressing and resolving issues of production: what to produce, how to produce, how much to produce, and how to distribute the fruits of production. Microeconomic principles are emphasized, and marketing principles are introduced through the assessment of business actions in new product development. Students initiate, create, and develop their own new product. By understanding their new product, students gain insight into how market forces influence corporate success.

### Economics: Macroeconomics

(one-term course offered winter term)

Macroeconomics is the study of national economics, economic development, taxes, unemployment, inflation, and income distribution. The course examines economic actions and reactions within governments, banking systems, and financial markets. Macroeconomic topics are emphasized and finance/accounting principles introduced through an investment activity. Students are responsible for “investing” in a publicly traded company and indices; they also research a value chain related to their company. By choosing a portfolio that includes a company specific stock, industry index, and an international index, students gain insight into how risk and reward impact personal investment and corporate business decisions.

### International Economics

(one-term course offered spring term)

International Economics investigates the economic challenges of a global market. Topics analyzed include trade, tariffs, off-shoring, globalization, and the negative effects of government, drug trafficking, and scarcity of natural resources. Economic principles are emphasized through a course project that allows for the development of a non-profit organization, creation of a law, or construction of a social program. The objective of the course project is for students to learn how to create economic programs that bring about change in a global setting. Students are encouraged to select a developing country, identify natural resources, pinpoint localized talents, and create a program which will give economic opportunity to that population.

*Prerequisites: Microeconomics or Macroeconomics.*

### Greece and Rome

(one-term course – offered spring term)

This one-term elective is a rapid survey of ancient history from the Greco-Persian Wars through the reigns of the Five Good Emperors (500 B.C.-180 A.D.). The course familiarizes students with the major political events of this important period in the development of western civilization.

### Government I, II and III

(one-term courses)

Government is offered as a junior/senior elective each term. Students can take one, two, or three terms of the course (with no prerequisites). Students in Government will study the ways in which society creates structure to enforce laws for a country or area. Assessments will include tests and quizzes, projects, reflection essays, and class presentations.

**Government I (Political Theory):** The fall term focuses on what motivates people to form a government and what factors shape the form that government takes. Students read works by political philosophers and look at several different government models both in theory and in practice.

**Government II (American Democracy):** Winter term focuses on American government. Students study the United States Constitution, the structure and powers of the three branches of government, and the interaction between those branches.

Government III (The American Justice System): Spring term focuses on the legal system, with students studying the history of the US Supreme Court as well as following current cases before the court.

### AP Psychology

(year-long course)

AP Psychology is a year-long course covering all the basic topics of a college level introductory course in psychology, which is defined as the study of human behavior and mental processes. The course is organized by term, with biological bases of behavior in the Fall Term, a cognitive focus in the Winter Term, and socio-cultural topics addressed in the Spring Term. AP Psychology provides many opportunities for active learning, such as classroom demonstrations, experiments, development and administration of questionnaires, as well as personal and group reflection. This course provides a high level of inquiry for motivated students; it serves as a unique AP level course that appeals to students who are interested in improving their scientific literacy, since psychology shares methods with chemistry, biology, and other sciences, and in personal and society-level decision making, as the subject matter of psychology has a unique relevance to their daily lives. No prerequisite is necessary as motivated students who take a year-long course can succeed on the AP exam without previous study of the subject.

## **RELIGIOUS STUDIES**

Graduation Requirement: One credit is required in Religion to be fulfilled by taking World Religions or Introduction to the Bible. Students will fulfill this requirement during their junior year; approval to fulfill this requirement during senior year must be granted by the Director of Studies.

### Ethics

(one-term course)

This course studies the foundations for moral beliefs, judgments, and values, and the part they play in practical ethical judgments. In its application, the course covers a spectrum of ethical and moral issues.

*Prerequisite: Open only to seniors; offered in the spring term when available.*

### Introduction to the Bible

(one-term course)

“The Sacred Story of the Bible has had a great effect on the thinking and institutions of the West, and on our understanding of our relationship to the rest of nature. Biblical cosmology has extensively shaped our law, medicine, religion, politics, economics, and education.”--Michael Dowd.

This survey course provides students with an introduction to an ageless book. Through reading portions of the Old and New Testaments, students can view the Scripture as literature, a historical document, and an expression of doctrine for two major faith traditions: Christianity and Judaism. Besides the Bible, students read Chaim Potok’s bestseller **The Chosen**, an insightful and poignant novel delving into Jewish tradition and heritage.

## World Religions

(one-term course)

This course studies the foundations for moral beliefs, judgments, values, and practices, as well as the history of the world's great religions, including Buddhism, Hinduism, Islam, Christianity, and Judaism and the parts they have played throughout the history of the world.

## MATHEMATICS

### Graduation Requirement:

All students are required to be enrolled in a mathematics class every year. To graduate, students must earn a minimum of nine credits in mathematics, including a minimum of three credits each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels.

Placement in mathematics courses is dependent on ability and previous work in mathematics, not on age or grade. For returning Shattuck-St. Mary's students, the current math teacher makes a placement recommendation in early spring for the next academic year. This may confirm or supersede student requests. For newcomers to Shattuck-St. Mary's, placement is determined by the Mathematics Department Chair, based on careful review of records and recommendations from previous school(s), standardized test results, and placement testing. The overriding concern is to place each student in the mathematics course that will best present an appropriate level of challenge, reinforcement and advancement. At many levels of the curriculum, several options are available to ensure that all students can progress at an appropriate pace. Prerequisites are noted for many courses in this guide, and they should be viewed as necessary conditions for enrollment, but not sufficient to guarantee placement. Enrollment in Advanced Placement courses also requires approval of a formal letter of application to the Department Chair.

All students are expected to bring a calculator to class daily. In **Algebra Essentials, Algebra I** and **Geometry**, a scientific calculator is sufficient, though a number of classroom demonstrations and activities are done with the Texas Instruments TI-84 graphing calculator. To support this instruction, some loaners are available for classroom use. At the **Algebra II** level, the TI-83 or TI-84 graphing calculator is recommended; in all course beyond **Algebra II**, students are expected to purchase their own TI-83 or TI-84 graphing calculator. A word of caution: the Texas Instruments TI-83 is an appropriate substitute for the TI-84, but the TI-86 and TI-89 calculators are not compatible and should be avoided.

### Algebra Essentials

(year-long course; first course of a two-year sequence)

This course is appropriate for students who will benefit from review of pre-algebra topics in order to prepare the foundation for the more advanced topics of algebra. Students will work extensively with linear expressions and equations -- simplifying, solving, graphing, interpreting and applying. Extra instructional time is devoted to such algebraic foundations as working with integers, pattern-recognition, synthesizing multiple skills in a single problem, and representing word problems in mathematical symbols and language. The extended pace of this course allows for review of previously discussed material and frequent reinforcement of new material.

### Intermediate Algebra

(year-long course)

Intermediate Algebra begins with a condensed review of solving and graphing linear equations and inequalities. It is expected that students will have had considerable experience with these skills in a previous course. Students then proceed to the study of exponents, radicals, polynomials, rational expressions, and quadratic equations and graphs. More time is devoted to these topics than would be possible in a single-year Algebra 1 course. Graphing calculators are used to strengthen students'

understanding of concepts that are first introduced via pencil-and-paper exercises. The completion of **Algebra Essentials** and **Intermediate Algebra**, as a two year sequence, will be considered as equivalent to our Algebra 1 course.

*Prerequisites: A passing grade in Algebra Essentials (this course is strongly encouraged for students who earned a grade of C- or lower in a previous Algebra I course).*

### Algebra I

(year-long course)

Topics in Algebra I include properties of the real number system, variables, functions, graphing, solving first degree equations and inequalities, basic operations on polynomials and rational expressions, systems of linear equations in two variables, exponents, radicals, quadratic equations, and solving word problems. Graphing calculators are used to strengthen students' understanding of concepts that are first introduced via pencil-and-paper exercises.

*Prerequisite: B- or better in Pre-Algebra or an equivalent course.*

### Geometry

(year-long course)

This course examines the topics of Euclidean geometry. Throughout the year the emphasis is on learning to reason logically, accurately, abstractly, and creatively. Students learn to develop and present deductive proofs and to solve problems dealing with lines, angles, polygons, circles, and some three-dimensional figures. Hands-on manipulatives, along with the computer application "The Geometer's Sketchpad," are used to enrich our study of theorems and postulates.

*Prerequisite: A grade of C or better in Algebra I is expected, prior to beginning Geometry. Students who have earned a C- or below in Algebra I are strongly encouraged to enroll in Intermediate Algebra.*

### Algebra II

(year-long course)

This year-long course reinforces and develops the concepts introduced in Algebra I. Additional topics include complex numbers, conic sections, exponential and logarithmic functions, sequences and series, and the binomial theorem. Graphic display calculators are used to promote student exploration and assist in visualizing relationships.

*Prerequisites: A grade of C or better in Algebra I and successful completion of Geometry are required prior to beginning Algebra II. Students who have earned a C- or below in Algebra I are strongly encouraged to enroll in Intermediate Algebra.*

### Advanced Algebra II

(year-long course)

Advanced Algebra II is designed for students who enjoy more in-depth discussions of the mathematical concepts presented in the regular course. Additional topics include three-dimensional space, matrices and determinants, and further work with series and sequences. Graphic display calculators are used to promote student exploration and assist in visualizing relationships.

*Prerequisites: A- or better in both Geometry and Algebra I and department approval.*

*Supplies: Students enrolled in Advanced Algebra II are required to have a TI-83 or TI-84 graphing calculator.*

### College Prep Algebra and Trigonometry

(year-long course)

This course provides students with the opportunity to consolidate their understanding of Algebra II and basic trigonometry before tackling Pre-Calculus. It is designed for students who have found that they benefit from frequent reinforcement in previous mathematics courses. The course begins with a thorough review of essential topics from Algebra II and goes on to examine the behavior of elementary functions (quadratic, polynomial, exponential, and logarithmic). Trigonometric functions are introduced, and students examine their properties, graphs, and applications. Students enrolled in College

*Prerequisite: Algebra II*

*Supplies: Students enrolled in College Prep Algebra and Trigonometry are required to have a TI-83 or TI-84 graphing calculator.*

### Pre-Calculus

(year-long course)

Methods of graphing as well as the solving of equations are reviewed and extended. The course emphasizes applications of trigonometry to the real world using the Law of Sines, the Law of Cosines, and other theorems. Polynomial, rational, exponential, and logarithmic functions introduced in previous algebra courses are re-examined from a more unified, sophisticated point of view. Elementary concepts and applications of differential and integral calculus are also introduced.

*Prerequisite: B or better in Algebra II.*

*Supplies: Students enrolled in Pre-Calculus are required to have a TI-83 or TI-84 graphing calculator.*

### Advanced Pre-Calculus

(year-long course)

This course prepares students for Advanced Placement Calculus in the following year. At the outset, the function concept is introduced, and polynomial and rational functions are quickly reviewed. The exponential and logarithmic functions are introduced next, followed by a comprehensive study of trigonometry. Other topics include mathematical induction, complex numbers, parametric equations, and an introduction to series.

*Prerequisite: A- or better in Algebra II, B+ or better in Advanced Algebra II, or the equivalent, and departmental approval.*

*Supplies: Students enrolled in Advanced Pre-Calculus are required to have a TI-83 or TI-84 graphing calculator.*

### Calculus

(year-long course)

Although time will be taken as needed to review topics in algebra, trigonometry, and functions, this class presents the foundation of differential and integral calculus. This Calculus course does not prepare the student for the Advanced Placement examination in May, but rather provides the bridge from advanced algebra and elementary functions to the level of calculus taught in college.

Throughout the year students explore functions, limits, derivatives, and integrals using traditional algebraic methods, while the understanding of these topics is enhanced by numerical and graphical explorations with a graphic display calculator.

*Prerequisite: C or better in Pre-Calculus.*

*Supplies: Students enrolled in Calculus are required to have a TI-83 or TI-84 graphing calculator.*

### Statistics

(year-long course)

This Statistics course is designed as an alternative for students not taking advanced courses such as Calculus or AP Statistics and who are interested in an introduction to the important topics of statistical analysis. Students will study sampling, surveys, designing of experiments, normal distributions, chance, probability, simulation, and inference. This course will include hands on experiments as well as several projects designed to reinforce the concepts being discussed.

*Prerequisites: College Prep Algebra or Pre-Calculus (or Geometry and Algebra II with department approval).*

*Supplies: Students enrolled in Statistics are required to have a TI-83 or TI-84 graphing calculator.*

### Advanced Placement Statistics

(year-long course)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in statistics. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, with appropriate emphasis given to each:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who are successful on the AP Examination may be eligible to earn college credits for an introductory statistics course.

*Prerequisites: B or better in Pre-Calculus and departmental approval.*

*Supplies: Students enrolled in AP Statistics are required to have a TI-83 or TI-84 graphing calculator.*

### Advanced Placement Calculus AB

(year-long course)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in mathematics and is designed to parallel a first semester university-level calculus course. The emphasis is on the concepts, techniques, and applications of differential calculus and basic integral calculus. Students explore functions, limits, derivatives, and integrals using traditional algebraic methods, and the understanding of these topics is enhanced by numerical and graphical explorations with a graphic display calculator. Throughout the year, students engage in AP Exam-type problem solving and practice tests in preparation for the AP Examinations in May. Students who are successful on the AP Examination may be eligible to earn college credits for a first semester calculus course.

*Prerequisites: A- or better in Pre-Calculus or B- or better in Advanced Pre-Calculus, and departmental approval.*

*Supplies: Students enrolled in Advanced Placement Calculus AB are required to have a TI-83 or TI-84 graphing calculator.*

### Advanced Placement Calculus BC

(year-long course)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in mathematics and is designed to parallel a second semester university-level calculus course. A significant part of the first term is used to review and enhance concepts covered in AP Calculus AB. Topics specific to the Calculus BC curriculum include a variety of integration techniques and applications, first order differential equations, infinite series, parametric functions, and polar coordinates and functions. Throughout the year, students will be practicing AP Exam-type problem solving and practice tests in preparation for the AP Examination in May. Students who are successful on the AP Examination may be eligible to earn college credits for a second semester calculus course.

*Prerequisites: B or better in AP Calculus AB and 3 or better on AP Calculus AB Exam.*

*Supplies: Students enrolled in Advanced Placement Calculus BC are required to have a TI-83 or TI-84 graphing calculator.*

### Topics in Advanced Mathematics

(term course)

In this advanced level course, highly motivated students of mathematics will have the opportunity to explore problems and topics that are not covered in our other advanced level courses. Students will work on challenging problems from the Minnesota Math League, The American Mathematics Examination, and the American Invitational Mathematics Examination. Other topics may include polar graphing and polar representations of complex numbers, proof by induction, recursion, modular arithmetic, matrices and linear algebra. The focus and topics will vary from term to term so that a student could take this course for a single term, two terms, or a full year.

*This course is in addition to, not a replacement of, other advanced level math courses.*

*Prerequisites: Completion of Advanced Algebra 2 and departmental approval.*

## PERFORMING AND VISUAL ARTS

Standard Graduation Requirement: 1 credit per year of attendance

### DANCE

#### Arch Dance Company

(year-long course)

The Arch Dance Company supports the school and extended community by scheduling numerous performances throughout the year with a repertoire that includes a wide variety of dance styles. The group enjoys visits from touring companies, takes master classes from guest artists, and performs off campus at various venues. Additional, after-school rehearsals fulfill the boarding student co-curricular activity requirement. *By audition only*

#### Ballet I

(one term course)

Because ballet is necessary for a strong dance foundation, it is offered each term. This course is for beginning dancers. It emphasizes proper ballet technique, alignment, and flexibility. Students who are interested may have performance opportunities each term.

#### Ballet II

(one-term course)

Building on the skills learned in Ballet I, proper technique will be stressed in barre and center work. Combinations and exercises will increase in speed and difficulty. Strength and flexibility training is also provided.

Prerequisite: Ballet I or instructor permission

#### Beginning Dance

(one-term course)

In Beginning Dance, students are given the opportunity to explore several basic genres of dance. The emphasis is on creating a personal style, while learning the basics of jazz, tap, ballet, hip hop, and theatrical dance. Students are encouraged to have fun while working together to help create new choreography and developing their own performance skills.

#### Intermediate Dance

(one-term course)

Intermediate Dance builds on the skills taught in Beginning Dance. Emphasis will be on building stronger technique in various styles of jazz - lyrical, theatrical and street styles. We will also continue to explore rhythmic tap and hip hop. Students will continue to develop their own performance styles and begin to create their own choreography.

#### Advanced Dance

Advanced Dance class is designed for students looking to develop an advanced understanding of the concepts of Modern Dance including additional dance styles: jazz, ballet, hip-hop, and cultural dance forms. Students will further practice choreography techniques and learn to develop a

personal choreographic style. Performance opportunities will be available each term for interested students.

Prerequisite: A minimum of one term of Beginning Dance and Intermediate Dance or admittance by teacher approval.

## THEATRE ARTS

### Theatre Arts I

(one-term course)

The focus of this class is on communication, creativity, and a good understanding of theater basics. Our goal is to develop skills to effectively communicate thoughts, feelings, and personality in diverse settings and before groups of people. The class will reflect on oratory, basic acting, improvisation, movement, character analysis, and theater vocabulary. Students will gain a greater understanding of theater in general, build their “instrument” (body, mind, voice), expand their creativity, and develop a better understanding of presentation and acting skills.

### Theatre Arts II

(one-term course)

Students will examine the essentials of various aspects of drama. Theatre history, improvisation, script reading, auditions, and acting with monologues and scenes will be covered. We will explore and examine works of drama, comedy, and musical theater. Additionally students will be introduced to stage craft, costumes, and make up. Prerequisite: Theatre Arts I, Drama I, or interview and approval from the instructor.

### Theatre Arts III

(one-term course)

Theatre Arts III takes students to a more sophisticated level, refining skills they have already acquired. Students will work to refine their acting techniques and constructively evaluate their own performances and those of others. In addition, they will learn the essentials of playwriting, directing, and theater management. Career opportunities will be explored. This class culminates with a public performance piece. Prerequisite: Theatre Arts II or Drama II.

### Players

(year-long course)

This year-long commitment is for students who are truly attracted to the theater. The focus of this class is on both acting and theater production as a whole. We will have the opportunity to explore in depth important aspects of the theater such as auditioning, character development, creative expression, stage presence, improvisation, script analysis, directing, marketing, playwriting, and critique. We will also be able to explore new avenues as desired by the class, such as puppetry, stage combat, masked theater, and/or children’s theater. Players will produce/perform at least one off-campus community service project in relation to the skills learned in class. We will produce a small show from start to finish, covering all the essential aspects. Students will also serve as MC/host or perform for a variety of on-campus events. Players participate in each school play/musical in some capacity. Players have the opportunity to travel to other theaters to encounter,

analyze, and learn from their productions. Prerequisite: Drama I and interview and approval from the instructor.

## MUSIC

### Pre-Conservatory Class

(year-long course)

The pre-conservatory class is a high level, driven group of student musicians from a diverse pool of international countries. Enrollment is by application including musical recommendations and, if possible, a DVD of personal performance.

Individual and ensemble work is built into each class day with time to practice being a top priority. Performance opportunities including competitions, master classes, and festivals are offered. Students work with top private instructors from the Greater Twin Cities area with transportation provided. A rich and essential potpourri of musical exposure is offered through attendance of performances by the St. Paul Chamber Orchestra, Minnesota Orchestra, Minnesota Opera, and other performance ensembles.

### Elements of Sound

(year-long course)

Elements of Sound, a vocal ensemble, performs a wide variety of musical styles including pop, jazz, and musical theater. Participation in concerts, festivals, and all tours is required to maintain membership. Elements of Sound has performed in England, Germany, Switzerland, the Czech Republic, and Poland, as well as many cities in the United States. Admission to the group is by vocal audition only. Parents will be responsible for the purchase of a concert dress for female students and a tuxedo for male students who will be participating in this class.

### Shattuck-St. Mary's Chamber Choir

(one-term course)

The Shattuck-St. Mary's School Chorus is a non-audition ensemble made up of students in grades 10-12 with varying degrees of musical experience. Students study choral literature encompassing all musical styles while developing good vocal technique, music reading skills, and other skills necessary to become an independent musician. The Choir performs regularly at Chapel and at community, alumni, and student activities. Attendance at concerts is required. Parents will be responsible for the purchase of a concert dress for female students and a tuxedo for male students who will be participating in this class.

### Shattuck-St. Mary's Chamber Orchestra

(year-long course)

Any student who has played an orchestral instrument for at least one year is eligible to participate in the orchestra. The core repertoire is taken from composers Bach, Handel, and Mozart, among others. Great attention is given to musical expression and orchestral precision. Each student is expected to maintain a consistent rate of progress through personal practice.

### Wind and Percussion Ensembles

(year-long course)

The Shattuck-St. Mary's Instrumental Ensembles (flute, clarinet, saxophone, brass, and percussion) are open to any student, grades 10-12, with at least one year of experience. Placement will be determined by experience, skill level and student goals. Emphasis is placed on performing a varied ensemble repertoire. Participation at concerts, festivals, and tours is required to maintain membership. Each student is expected to maintain a consistent rate of progress as a solo player; therefore, private lessons are recommended.

### Introduction to America's Music: 1880-2000

(one-term course)

"Introduction to America's Music" is a survey course covering the history and development of music in America. The class will cover slave songs and the rise of the tin pan alley, the jazz age, music of New Orleans and the swing band, the rise of rock and roll, Broadway, The Beatles, and even hip hop! This class leads the students through the fascinating story of music in the United States, from the early slave songs to the jazz and rock that enliven the turn of the millennium. The three spheres of folk, popular, and classical music will be explored and set into their historical and social contexts. If you are looking for an exciting and engaging way to learn about music in America, this class is for you!!

### Music Theory

(year-long course)

Music Theory is an advanced level course designed for the student who wants to pursue further study in the area of music. The course will emphasize material in the areas of musical notation, major and minor key signatures, musical styles, sight singing, musical dictation, and figured bass four-part voice leading. After completing the course the students can elect to take the MMTA theory exams. Music theory is designed to introduce elements of music through reading, writing, listening, and analyzing music of all styles. This class is a hybrid course with much of the work done online, but it also meets once a week year round.

*Pre Requisite: currently enrolled in pre- conservatory or vocal performance program.*

### Piano I

(one-term course)

Topics covered include: introducing the piano (acoustic and digital), orientation to the staff, bass clef notes: middle C, B, A, G, F; 3rds (skips) on the staff, eighth notes; bass C position: C, D, E, F, G; treble space notes: F, A, C, E; treble C position: treble C, D, E, F, G; intervals: 4th and 5th; sharps and flats; I and V7 chords; three G positions. Accelerated piano will meet daily for one class period. This is an introductory course, and no previous experience is necessary.

### Piano II

(one-term course)

Topics covered include: review of book 1, major pentascales: C, F, G, D, A, E; tempo marks, major pentascales, minor pentascales, ledger line C's, cross-hand arpeggios, the sixth, the C major scale, primary chords in C major (I, IV, and V7), pedaling, eighth rest, dotted quarter note, the G major scale, the F major scale. Accelerated piano will meet daily for one class period.

### Guitar I

(one-term course)

This course is designed to teach students the basics in playing the guitar. The instructor covers music literacy by educating students to learn to read notes on a staff, (tab) tablature, and chord symbols. The students are given the opportunity to learn and perform several basic and intermediate chords which will allow them to play a variety of songs. The students also learn several short songs, melodies, and riffs used in classical, blues, rock, and popular music. Students are encouraged to bring songs to class that they want to learn. Guitar I is graded on attendance, effort, and completion of in-class performances.

### Guitar II

(one-term course)

These courses are designed to teach the students the basics in playing the guitar. The instructor covers music literacy by educating students to learn to read notes on a staff, (tab) tablature, and chord symbols. The students are given the opportunity to learn and perform several basic and intermediate chords which will allow them to play a variety of songs. The students also learn several short songs, melodies, and riffs used in classical, blues, rock, and popular music. Students are encouraged to bring songs to class that they want to learn. Guitar II is graded on attendance, effort, and completion of in-class performances.

### Private Instruction

Lessons can be arranged in voice, piano, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, tuba, percussion, violin, viola, cello, bass, and guitar. There is an additional fee for private lessons.

## VISUAL ARTS

### Advanced Studio Art I

(year-long course)

The Advanced Studio portion of this class can be begun in the student's sophomore or junior year. In this class students are given focused assignments that are open to a high level of personal creativity. Some of the work completed in this course can be used in the students' AP portfolio.

*Prerequisite: at least two first level classes and one second level course, or permission of the instructor*

### Advanced Studio Art II

(year-long course)

*Prerequisite: Advanced Studio Art I*

### AP Studio Art

(year-long course)

The Advanced Placement course involves artistically advanced students developing a portfolio that shows the breadth of their artistic experience as well as their ability to explore, in a series, one particular concentration. Over the course of the year AP students work on building this portfolio,

and in the spring their work is sent to the College Board of Advanced Placement for evaluation.  
*Prerequisite: Advanced Studio Art*

### Digital Photography I

(one-term course)

In Digital Photography I students learn how to use their cameras effectively under varying lighting circumstances and with varying subject matter. The digital darkroom (Photoshop Elements) will be covered extensively giving the students the ability to alter and adjust their pictures for optimum quality. Students will be required to buy their own Epson photo paper from the school store (\$20); in addition, they must purchase a copy of Adobe Photoshop Elements 8.0 or higher. They may get this program online or at an electronics store (\$80-100).

*Prerequisite: Basic computer experience in Windows® 7 or Mac OS*

### Drawing I

(one-term course)

Drawing I is a beginning level course covering the basics of drawing: line quality, perspective, and methods of shading will be stressed throughout the term. Through the use of still-life, real life models, photographs and natural settings, students learn how to render proportionally correct, naturalistic drawings in graphite pencil and charcoal. All assignments build on one another and the term typically culminates with a large scale self-portrait assignment.

### Painting I

(one-term course)

Students use water-mixable oil paints and learn the various techniques possible in this flexible medium. After basic techniques are practiced, students continue with full scale projects that grow from and are influenced by famous artists and their art.

*Prerequisite:* It is recommended that students who plan to enroll in this course have already completed one term of drawing.

### Pottery I

(one-term course)

In this course, students learn how to utilize the potter's wheel to make several vessel forms, including but not restricted to: cylinders, bowls, and cups with handles. In addition to those skills, students learn the basics of electric kiln firing and methods of glazing and finishing pottery.

### Sculpture

(one-term course)

Students learn how to produce sculptures using reductive and additive methods. In this course the basic principles and elements of three dimensional art are covered extensively, as well as techniques and materials used to create sculpture.

### Drawing II - Painting II - Pottery II - Digital Photography II

(one-term courses)

These courses are designed for students who are either committed to the arts as a subject of study or are just interested in continuing to explore their options in a certain medium. All of the second level classes in these areas stress greater latitude in materials used, greater mastery of techniques,

and most importantly a higher level of intellectual involvement in planning, designing and evaluating of the artworks created.

Digital Photography II students will be required to buy their own Epson photo paper from the school store (\$20); in addition, they must purchase a copy of Adobe Photoshop Elements 8.0 or higher. They may get this program online or at an electronics store (\$80-100).

*Prerequisites: Drawing I, Painting I, Pottery I, or Digital Photo I*

### Digital Video

This course gives students the opportunity to explore several genres of filmmaking. In this class students rethink the moving image as not only a form of entertainment, but also a versatile means of documentation, communication, and expression. Students learn how to use digital video equipment and how to edit and prepare their projects for presentation on laptop computers using video editing software. Projects include a video safari, which helps familiarize students with digital video tools; an in-camera edit project which requires deliberate planned shooting; a music video; a narrative film; and a documentary film. A wide variety of films and videos are viewed and discussed to become familiar with the history of film. The films screened serve to inform and inspire a student's own work. Students will also be encouraged to draw from their own personal experience and perspective. At the end of the term students organize and promote a red carpet premiere of their films; the school community is invited to attend. The strongest work in the class will be selected and presented at the film festival.

## SCIENCE

### Graduation Requirement:

Students are required to complete 3 years (9 term credits) of science. Biology is the introduction into SSM science; this is a required course and is usually taken in 9<sup>th</sup> grade. After completing biology, students can then utilize the next 3 years to take any combination of the courses listed below depending on such factors as student interest, scheduling, completion of pre-requisites, and student readiness. Students are required to complete either chemistry or physics any year during 10<sup>th</sup> – 12<sup>th</sup> grade.

### Biology

(year-long course)

This course provides a solid background in the life sciences, focusing on the study of fundamental biological concepts and the understanding of how each process relates to their everyday lives. In particular, the emphasis is on the biology of cells and genetics, and their application to the principles of natural selection and biodiversity. All of these concepts are then studied in the context of the role of organisms in their ecosystem. Mastery of the subject matter is accomplished through research and activities that extend learning into the lab. Students are also given the tools and opportunities to apply their knowledge through the completion of independent research projects.

### Chemistry

(year-long course)

Through lectures, demonstrations, problem-solving sessions, and laboratory experiments, this full-year course blends traditional and inquiry approaches to present the fundamental concepts of chemistry. Topics include stoichiometry, the gas laws, atomic structure, periodicity, chemical bonding, molecular structure, kinetics, equilibrium, acids, bases, and oxidation/reduction.

*Prerequisite: Completion of or concurrent registration in Algebra II.*

### Physics

(year-long course)

This full-year course presents the fundamental concepts of physics with relevant applications. Topics include mechanics, light, optics, sound, special relativity, quantum mechanics, and electricity. An emphasis is placed on problem solving methods as well as inquiry based activities and laboratory experiments. Students learn to discover relationships from acquired sets of experimental data using current technology and results are formalized in a lab notebook.

*Prerequisites: Algebra II*

### Advanced Placement Environmental Science

(year-long course)

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental issues both natural and anthropogenic, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The approach is interdisciplinary, incorporating knowledge of biology, chemistry, geography, geology, social sciences, and economics. Experiences on field trips, in the school's Rustad Outdoor Study Area,

and elsewhere on the SSM campus enhance classroom learning and lab experiments. Year: Junior or Senior

*Prerequisites: Departmental permission, Biology, and Chemistry*

### Advanced Placement Chemistry

(year-long course)

This elective course is equivalent to college freshman chemistry and is based on the syllabus prepared by the College Entrance Examination Board. Lectures, demonstrations, and laboratory experiments prepare students for the Advanced Placement examination given in May.

*Prerequisites: Departmental permission, Chemistry, and completion of or concurrent registration in Pre-calculus.*

### Advanced Placement Physics

(year-long course)

This full-year, college-level course is based on the Physics C Syllabus prepared by the College Entrance Examination Board. One half of the year is spent on mechanics, the remainder on electricity and magnetism. Calculus is widely used throughout the course. Lectures and experiments prepare the students for the AP examination given in May.

*Prerequisites: Departmental permission, Physics and completion of or concurrent registration in Calculus.*

### Genetics

(fall term elective)

This is an advanced biology course in genetics, focusing on human genetics. The student will acquire an understanding of the basic concepts in inheritance in order to solve genetic problems and recognize common misconceptions regarding human heredity. The student will be able to describe the structure and replication of DNA and its role in protein synthesis in order to understand the chemical basis of genetics and the use of DNA in genetic engineering and biotechnology. *Pre-req: Biology*

### Evolutionary Biology

(winter term elective)

This is an advanced biology course featuring an introduction to the modern theory of human evolution, evolutionary genetics, including development of the concepts of genetic diversity, natural selection, random genetic drift, population substructure, infinite-alleles models, and the neutral theory of molecular evolution. *Pre-req: Biology*

### Microbiology

(spring term elective)

This advanced biology course focuses on the structure, function, and genetics of cellular structures and major groups of microorganisms, with emphasis on bacteria; and the role of microbes in the economy of nature and man. *Pre-req: Biology*

### Field Ecology:

(fall term elective)

This course will examine principles of ecology and conservation biology through laboratory and field research. Students will participate in projects emphasizing analyses of biodiversity, population demography, and interspecific behavior. *Prerequisite: biology (may be concurrently enrolled)*

### Human Ecology

(winter term elective)

This course will examine the complex and varied systems of interaction between human societies and the natural world. Activities will examine the roles of social, cultural, and psychological factors in the maintenance or disruption of ecosystems and investigate the effects of population density on health, social organization, and environmental quality. *Prerequisite: biology (may be concurrently enrolled)*

### Systems Ecology

(spring term elective)

This is an interdisciplinary course that includes atmospheric, aquatic, and soil studies, as well as other field projects to study the interactions of human society and natural systems. *Prerequisite: biology (may be concurrently enrolled)*

### Human Anatomy and Physiology

(year-long course)

This course will be an in-depth study of the eleven systems of the human body and how the body functions. Students take a hands-on approach to learning the systems. The course further delves into the scientific aspects of human movements, inter-workings of the body, and the body's energy systems. The class also studies various training methods and how they can improve flexibility, strength, power, endurance, and speed. Students learn the scientific basis of physical training and how exercise can enhance and improve the efficiency of these systems to elevate athletic performance. There is a mix of both class and laboratory time. *Prerequisite: Biology*

## ***Engineering Sciences***

### Creating Apps with Embedded Logic Programming

(term elective, may be taken more than once with department permission)

Embedded logic lies beneath many of today's amazing technological innovations including the coolest new handheld apps and hottest new video games. After a brief introduction to languages Java, C, and Python, students quickly move from structured lessons and exercises to developing an independent project of their own design. Students will feel they have stepped out of the classroom and into a fully equipped R&D facility where collaboration and mentorship play important roles. Emphasis is placed on designing applications, products, and solutions to practical, real-world problems that students care about. Programming skills and proficiencies are carefully assessed according to accepted benchmarks and deliverables include an individual product portfolio.

*Prerequisites: none.*

### Computer Aided Design and Rapid Prototyping

(term elective, may be taken more than once with department permission)

The current explosion of open source products has made computer aided design (CAD) and computer aided machining (CAM), once available only to large corporate R&D facilities, suddenly accessible to anyone with a computer and a basement workshop. In this course, students will take advantage of newly available disruptive technologies. Beginning with SolidWorks, students quickly move through a series of structured tutorials and then develop an independent project of their own design. Emphasis is placed on designing applications, products, or solutions to practical, real-world problems. A physical prototype of the design is then produced using a student built, open source 3D printer also known as a **Replicating Rapid-prototyper (RepRap)**. This portable, remotely useable fabrication machine readily interfaces with SolidWorks. The product is then carefully evaluated and the design cycle repeated as necessary to produce a final product. Design skills and proficiencies are assessed according to appropriate benchmarks and deliverables include an individual product portfolio.

*Prerequisites: none.*

### ***BioScience Center of Excellence***

*The new BioScience COE courses are offered in a two-year rotation, will be taught by Dr. Maren LaLiberty, MD, and are directed at students with an interest in the field of medicine or medical technologies.*

*In addition to the traditional study of anatomy, physiology and pathophysiology, the fall and winter courses will teach basic and advanced scientific concepts that are related to each organ system. Class discussions and lectures will be supplemented with organ dissections and pertinent laboratory experiments. Spring courses will extend the year's studies further into the social and ethical dilemmas of the medical field. Writing and writing revision will be heavily emphasized in this course.*

*Prerequisites: B+ or higher in Biology, BioScience Program Director permission.*

### BioScience: Oxygen Delivery Organ Systems (Fall 2011)

This course examines the group of organ systems (Cardiovascular, Respiratory) that work together to provide oxygen to the human body. A combination of traditional lectures, class discussions, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

### BioScience: Waste Removal Organ Systems (winter 2011-2012)

This course examines the group of organ systems (Digestive, Urinary, and others) involved in removal of waste products from the human body. A combination of traditional lectures, class discussions, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

### BioScience: Public Health and Infectious Disease (spring 2012)

This course will serve as an introduction to the epidemiology and control of infectious diseases. Core concepts include principles of public health, biology of infectious organisms, and biology of the human immune system; infectious disease transmission mechanisms and containment in both

the United States and developing countries; design and implementation of infectious disease control and prevention measures, including vaccination development and use; and methods for investigating infectious diseases. This discussion and project-based course will emphasize current issues and real-world public health challenges.

*BioScience: Structural Support Organ Systems (fall 2012)*

This course examines the group of organ systems (Integumentary, Musculoskeletal, Immune) that generally provides structural support and protection for the human body. A combination of traditional lectures, class discussions, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

*BioScience: Information Transmission Organ Systems (winter 2012-2013)*

This course examines the group of organ systems (Nervous, Special Senses, Endocrine) that generally provides information transmission for the human body. A combination of traditional lectures, class discussions, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

*BioScience: Bioethics (spring 2013)*

This course examines the ethical theories and standards used in making health-related decisions. An introduction to ethical theory will be followed by the study of specific biomedical issues presented within the context of case studies. Emphasis will be placed on developing an understanding of and a proficiency at using a standard framework for analyzing ethical problems. Individual contributions to group discussion, supported by thorough and thoughtful reading and writing will be critical elements of this course.

## **WORLD LANGUAGE**

### **UPPER SCHOOL LANGUAGE PROGRAM**

Shattuck-St. Mary's modern and classical world language curriculum stresses the development of the four basic skills of listening, reading, writing, and speaking. Authentic materials are implemented to facilitate and engage students in an interactive exploration of a variety of social, cultural, and traditional costumes of the representative language they are studying—especially in languages such as Spanish, French, and Mandarin Chinese. Courses in American Sign Language (ASL) teach grammatical competence and communicative skills for interpreting a variety of topics, along with an awareness and sensitivity to the socio-cultural patterns and use of ASL. Our courses in Latin engage students in developing their command and appreciation of Latin as a language, and as a vehicle of history, art, etc., as well as gaining insights and understanding of the English language through the study of Latin vocabulary and sentence structure.

The Department's goal is to enable students to communicate in the target language, and throughout their language production, employ linguistically accurate language skills. Therefore, students should expect all courses to be conducted in the target language. Our language requirement stipulates that each student must complete a minimum of three consecutive years in the same language in grades 9 - 12, though we encourage students to continue in their course of study through their senior year. International students might use their ESL classes to fulfill this requirement.

### **AMERICAN SIGN LANGUAGE (ASL)**

#### **ASL I**

This course is designed for students who have little or no previous knowledge of sign language. It features an introduction to the basics of ASL (American Sign Language.) Readiness for learning will be approached via visual-gestural communication techniques and visual discrimination, and sentences will be covered. Receptive and expressive sign vocabulary building will be featured through class activities leading to basic conversation skills in ASL. Information about Deaf Culture and Deaf History will be featured.

#### **ASL II**

ASL II features an intermediate level of American Sign Language that gives students the opportunity to develop conversational competency and continued development of receptive and expressive skills. In addition, videos and Deaf community events will be combined to form interesting receptive and expressive skills. Students will expand their knowledge of the Deaf Culture.

#### **ASL III**

This course is a continuation of ASL II. It is designed to develop further communication competencies in ASL above the intermediate level. Students will continue with ASL sentence types, time, numbers, fingerspelling, classifiers, spatial referencing, pluralization, and temporal and distributional aspects. Students will also continue to expand their knowledge about Deaf Culture and history.

## FRENCH

### French I

Students learn first year vocabulary and the basic grammatical structures of French in this introductory course. Class emphasis is on the development of all four communication skills: reading, writing, listening, and speaking. Textual reading serves to reinforce vocabulary and grammar, and introduces students to the cultures of French-speaking people.

### French II

After a review of the material in French I, students advance to more complicated grammatical structures and vocabulary. Communication proficiency is the primary objective as student expertise is developed in all skill areas, especially in reading and writing. Short stories and cultural articles broaden the students' awareness of those peoples whose native language is French.

### French III

This course is designed to review and refine further the knowledge of French grammar for the student with a strong background in the language—at least two years of a comprehensive high school course. This course also explores in greater depth the beginning literature: fiction and nonfiction, short novels, plays, essays, short stories, and articles. Emphasis is on development of oral and written communication with classes conducted mostly in French.

### French IV

The final component of the standard college preparatory high school French series, the course is conducted entirely in French and geared toward the student with reasonable fluency in the spoken language as well as a solid background in grammar. The syllabus encompasses considerable grammar review, refinement, and drill, as well as reading a variety of texts (plays, poetry, short stories, news/magazine articles, films, and music) to serve as the basis for writing, oral expression, critical analysis, and interpretation.

### Advanced French Language & Conversation through Film, Literature and Linguistics

Advanced French Language will give students the opportunity to further develop conversational competence and rely on more developed listening, speaking, and analytical skills. Conversations will be founded and based on a variety of topics involved with French Language and cultural studies including film studies, linguistics, sociolinguistics, literature, and literary theory and criticism. Students will be introduced to and learn to examine all forms of language: written formal language, spoken slang/vernacular language, and dialectical differences between French variations through various forms of media. Additionally, topics that reflect real-world issues and language usage will be incorporated in this class as conversational starting points.

*Prerequisite: French IV or French AP, and Department Chair approval.*

### AP French

The course is designed to prepare motivated students for the Advanced Placement Language Exam through in-depth and supplemental coursework and more advanced language utility required for successful completion of the AP French Language examination. The course is conducted entirely in French and geared toward the student with relative fluency in the spoken language as well as a solid background in grammar and writing. The syllabus encompasses considerable grammar review,

refinement, and drill, as well as reading a variety of advanced texts (novels, plays, poetry, short stories, news/magazine articles, films, and music) to serve as the basis for writing, oral expression, critical analysis, and interpretation. In addition to grammatical review, extra emphasis is placed on expanding writing skills (phrasal turns, essay style and organization, etc.), vocabulary, and spoken language skills.

## LATIN

### Latin I

This course will begin to explore the Latin Language as it was in the first centuries b.c.e. and c.e. The grammar of both Latin and English are thoroughly examined, and English's derivational relationship to Latin is a continuous discussion. In addition to the Latin Language, we will study some aspects of Roman History, Life, Customs, and Mythology.

### Latin II

This course builds on the concepts and grammar learned in Latin I with the addition of several new tenses and other constructions. In addition to the Latin Language, the class includes more detailed conversations of Roman culture and history, with an emphasis on the structure of the government and the effects of the expansion of the empire.

### Latin III

In this course, students will complete their formal study of Latin grammar. They will learn the formation and translation of the passive voice in all tenses as well as most uses of the subjunctive mood. They will also be introduced to Latin poetry and will have their first experiences of translating unabridged Latin in the poems of Ovid and Catullus.

### Advanced Latin

This course continues to build the students' grammatical understanding of the Latin language with the addition of several subordinate clauses, uses of the Ablative, and uses for subjunctive mood. This course continues the study of historical and cultural aspects of the ancient world, and students work more extensively with original Latin authors, reading either Vergil's Aeneid or Ovid's Metamorphoses in alternating years.

## MANDARIN CHINESE

### Mandarin I

Mandarin I is a beginning Chinese language course intended for students with no prior knowledge of any Chinese dialect or written Chinese. Mandarin is based on the Beijing dialect and is the national standard language of the People's Republic of China and the Republic of China (Taiwan). The emphasis in this class is on vocabulary building and sentence patterns. Throughout the year, students will expand their ability to carry out simple conversations in Chinese on a range of topics. Reading and writing (using both traditional and simplified characters) will be developed in conjunction with speaking and listening skills. Students will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor.

## Mandarin II

Mandarin II is a Chinese language course intended for students who have completed Mandarin I or the equivalent. The emphasis in the second year continues to be on vocabulary building and learning sentence patterns. By the end of the course students will be able to place a simple restaurant order, tell time, talk about daily activities, discuss appointments and holidays, describe clothing and homes, make and respond to suggestions, and ask for and give opinions. Students will also be able to read and write 400 or more simplified and traditional characters and their corresponding pinyin Romanization.

## Mandarin III

Mandarin III is a Chinese language course intended for students who have completed Mandarin I and II or the equivalent. Though we will continue to discuss material in Chinese and practice speaking, the emphasis in the third year will be on reading and writing. By the end of the course students will have had practice writing paragraphs, speeches, and email. They will be able to discuss school related topics (e.g., studying and visiting the library), to talk about living abroad in Taiwan or China (e.g., how to rent a house, send letters, and set up a bank account), and to ask directions. Students will also continue to learn both simplified and traditional characters.

## Mandarin IV

Course Description: Mandarin IV is taught based on the students' language skills acquired in Mandarin III. Students continue to develop language skills in listening, speaking, reading, and writing comprehension and use of basic structures through speaking, and writing. The vocabulary for reading and writing will increase to approximately 1,000 characters.

## SPANISH

### Spanish I

This introductory course provides students with a foundation in the grammatical structures in Spanish. Class emphasis is on communication skills through speaking, listening, writing, and reading exercises. The course stresses practical vocabulary development and use. The readings used build on the structural foundations to provide continual review and practice as well as an introduction to the societies and cultures of Spanish-speaking peoples.

### Spanish II

This second-year course provides adequate review before moving to more advanced grammatical structures. Continued vocabulary development, basic readings, short stories, and oral presentations further develop the students' ability in the language. The process is sequential in all areas, and skills are practiced to provide for maximum growth and awareness both linguistically and culturally.

### Spanish III

Spanish III is designed to develop and strengthen the student's ability to communicate in the Spanish language. An oral approach is used in the classroom and the student is expected to use the target language as much as possible. The units in the textbook are based on culture and practical vocabulary used in everyday situations. The units also contain appropriate grammatical structures

and exercises. Supplementary readings and activities (art, music, skits, projects) are also used to increase cultural awareness and to provide the student with opportunities to develop reading, writing, speaking, and listening skills in Spanish.

#### Spanish IV

This course has an emphasis on conversation and focuses on an in-depth fine-tuning of the four skills of listening comprehension, speaking, reading, and writing which are needed to communicate proficiently in Spanish. A variety of methods and strategies will be used to practice the four skills including technology, projects, games, etc., and students will be introduced to some major literary works. Students will also expand their knowledge of history, art, politics, and social structure of Spanish speaking countries as well as the culture and costumes of the Hispanic people.

*Prerequisite: Spanish IV.*

#### Advanced Conversational Spanish

Advanced Conversational Spanish will give students the opportunity to develop conversational competence and rely on more developed listening and speaking skills. Topics of conversations that reflect real-world issues will be incorporated in this class. Students will review the grammar and syntax of the language and other fun activities with music, games, technology, poetry, art, etc. will be part of the course. In addition, audios and news articles will combine to form interesting integrated reading, writing, and speaking skills. Students will expand their knowledge of the Hispanic culture as well as the costumes and traditions of the Hispanic people.

*Prerequisite: Spanish IV and Department Chair approval.*

#### AP Spanish

The AP Spanish Language Course is intended for students who wish to develop proficiency, and integrate their already acquired language skills using authentic materials and sources. The class is conducted entirely in the target language. It is assumed that the students have already acquired the grammar and syntax of the language as well as strong skills in speaking, reading, writing, and understanding Spanish. This course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication). Fun activities with music, games, poetry, art, etc., and cultural activities will be incorporated in the course. Students take the AP Spanish Exam in May.

## **CENTER FOR ACADEMIC ACHIEVEMENT**

The Center for Academic Achievement is designed to meet the learning needs of our student population. Our goal is to foster the academic success of students by providing them with the academic skills and learning strategies that will help them make the most of their time at our school and become independent and confident life-long learners.

### Academic Seminar

Academic Seminar is a one-term, pass/fail course designed to teach students study skills and good academic habits in the context of their current academic courses. Class time consists of direct instruction of academic strategies, one-on-one planning, and independent work with teacher check in. For the first half of the term, the class focuses on strategies, and lessons are integrated into the requirements of the students' course work. During the second half of the term, students focus on meeting individual goals with teacher guidance, support, and instruction. The course specifically addresses skills such as note taking, time management, organization, project planning, paper planning, test preparation and test taking, active studying, and active reading. The overall goal is that students will see an improvement in their academic performance and understand how that improvement is connected to specific changes they have made to their approach to their class work. Enrollment is limited to students referred by parents or faculty or students who express an interest in the course on their own.

### Academic Skills Program Tutorials

The Academic Skills Program is designed to recognize and enhance the potential of students with learning differences. The program provides support and limited remediation within the traditional academic curriculum. Students learn academic skills and strategies that will help them realize their potential and meet the expectations set by the school, their families, and themselves. Enrollment is through permission of the program director only, and tutorials are taught by the Learning Specialists. Tutorials have a 3:1 teacher/student ratio, and this program requires an additional fee.