During the year of the merger, 1976, students were asked to design a new school emblem. The emblem, as shown on the front cover, is a compilation of those ideas. The oak tree symbolizes strength and endurance; the book is the sign of learning and knowledge; the torch is the sign of wisdom; and the scales represent equality. To the Greeks the number twenty-eight was a perfect number - a number that is equal to the sum of its factors. The twenty-eight olive leaves are used to show that we are always striving for that perfection. The motto on the emblem is from Latin and represents a joining of the two mottoes from Hartridge and Wardlaw. Cognoscere et Conficere means to learn and to achieve.
The Wardlaw-Hartridge School
2014 – 2015 Curriculum Guide
Grades 9 – 12

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The Wardlaw-Hartridge School

Mission Statement

The Wardlaw-Hartridge School prepares students to lead and succeed in a world of global interconnection. We provide an educational atmosphere characterized by academic challenge, support for individual excellence, diversity, and a familial sense of community.

Core Values

The core values of the Wardlaw-Hartridge school community are:

- Integrity – our bedrock value, *sine qua non*.
- Opportunity – Wardlaw-Hartridge develops academic and intellectual excellence in its students through programs that stretch their creative imaginations, develop their athletic and artistic skills, engage their sense of discovery, and develop a social conscience. In the process, students take on leadership roles and learn how to work effectively in teams.
- Support – Every member of the Wardlaw-Hartridge faculty believes in a personal approach to educating and developing the whole child. Wardlaw-Hartridge educators take the time, care, and interest in each student to call forth his or her best work.
- Diversity – The diversity of thought, background, and culture at Wardlaw-Hartridge distinguishes us among independent schools, strengthens the global orientation of our curriculum, and enriches the daily experience of every member of the school community, inside and outside the classroom.
- Community – When faculty members, students, parents, or graduates walk through the doors of Wardlaw-Hartridge, they have entered a home. Our community is distinguished by an ethos of care and mutual respect, and a strong partnership with families.
The Wardlaw-Hartridge Upper School Curriculum

Academic Overview

The Wardlaw-Hartridge Upper School provides the final stage in preparing students to succeed in demanding college programs. At the same time the Upper School goes beyond a narrow concept of “college preparation” and educates students in the broadest sense of that term. Its aim is that students will possess the qualities—intellectual, aesthetic, social, and moral—that are necessary for an individual to achieve his or her potential in today’s global society.

The Upper School provides a wide selection of college preparatory courses, including honors and advanced placement courses. All classes are taught by knowledgeable and caring faculty and are designed to elicit the best work that students, with their varying abilities, can achieve. Encouraging students to wrestle with complexity, extend their understanding of nuance, and refine their sense of self is at the core of the Upper School’s commitment to intellectual excellence.

The Upper School affirms not only intellectual excellence, but also excellence in the arts. The majority of its students are active participants in the fine and performing arts as members of the band, concert choir, drama productions, art classes, etc. Involvement in the arts provides the basis for life-long avenues of self-expression.

Wireless technology is an integral part of the Upper School curriculum. Students are required to own a personal laptop computer. That, along with other digital tools and a wireless network tremendously improves the quality of students’ work. Using technology expands the opportunity for students to ask probing questions, research those questions, and present the results. Throughout its curriculum, Wardlaw-Hartridge endeavors to instll in each of its students the discipline and standards to be ethical and productive members of the digital world in which they are participants.

The Upper School curriculum offers a variety of required and elective subjects leading to the Wardlaw-Hartridge diploma. The academic program for grades nine through twelve requires all students to accumulate at least 16.5 credits each year**. This selection of courses must focus primarily on fulfilling the requirements in English, mathematics, science, history, world languages, the arts, writing lab, physical education, and health.

A full course load is usually six classes. Students are permitted to request more than six courses. Approval depends upon the student's current and prior academic performance, the rules governing honors and advanced placement courses, and the ability to schedule the requests. Students will be informed by mid-June of the faculty decision about their requests.

In all that it does, the Upper School seeks to promote the moral growth of its students by maintaining an environment in which the qualities of kindness, civility, integrity, and respect not only are encouraged, but also are put into practice each day.

** Credits assigned per course were changed beginning with the school year 2012-13. For the next three school years, the cumulative credit requirements per grade level are as follows:

Graduation in 2014: 45.50 credits  
Graduation in 2015: 55.75 credits  
Graduation in 2016 and beyond: 66.00 credits

Required Credits for Graduation

To graduate from the Wardlaw-Hartridge Upper School, a student must accumulate a minimum of 66 credits, at least 16.5 credits each academic year. The sixty-six credits must include four years of English, three years of mathematics, three years of science, three years of history, two
to three years of world language, one year of the arts, four years of writing lab, four years of physical education, and a year of health. To fulfill the language requirement, students must complete the third level of a language some time in grades nine through twelve. Additional credits to reach or go beyond the required 66 may be selected from any of the remaining course offerings.

In addition, at least four of the six courses each year must be major courses. Major courses are all courses that fulfill the English, Mathematics, Science, History, and World Language Department requirements as well as Advanced Art, AP Studio Art, Introduction to Computer Science, AP Computer Science, and AP Music Theory.

**SUBJECT**       **CREDIT**

English                   12.0  (3 credits each year)
Mathematics               9.0   (through Geometry & Algebra II)
World Lang *              6.0-9.0 (through Level III)
Science **                9.0   (Biology, Chemistry, and Physics)
History                   9.0   (Global Studies, Modern World History, & US History)
The Arts                   3.0
Health                    1.0
Writing Lab               2.0   (.5 credits grade 9-12)
Physical Education        4.0   (One credit each year)
Electives                 6.0-9.0

Min. Total Required 66  (16.5 per year)

* Competitive colleges usually recommend three or four years of the same language.

** Students who completed the Accelerated Science Honors track in 2013-14 are required to take a third year of science.

### Additional Requirements

#### Freshmen Foundations

Freshmen Foundations is required of all ninth graders and is designed to give them a solid foundation in several areas – study skills, technology literacy, public speaking, and understanding the college admission process. Study skills instruction includes strategies of organization, time management, note taking, reading for meaning, and preparing for and taking tests. Technology literacy reinforces general computer use, e-mail, Internet searches, all components of Microsoft Office, and other technology-related skills used in the Upper School. Public speaking instruction reviews fundamentals of good public speaking and presentation. Finally students will be introduced to the college application process and will be given guidance as to what they should be thinking about as they approach tenth grade.

### Peer Leadership

The Peer Leadership Program at the Wardlaw-Hartridge School has a long-standing tradition of helping freshmen become integrated into their new environment in the Upper School community, while simultaneously developing and testing the leadership skills of the selected senior peer leaders. Peer leaders are chosen based upon their demonstrated ability to lead a group and their commitment to respect, confidentiality, and trust. Together with their advisors, the senior peer leaders practice communication skills, develop a greater appreciation for individual differences, and learn problem-solving skills that they can apply to other life situations. This process begins with a three day retreat in August, and continues in weekly meetings throughout the school year. Freshmen meet once in a rotation in small groups, with their two assigned senior peer leaders. They examine such topics as peer pressure, relationships, academic concerns and other common issues facing Wardlaw-Hartridge students. The program provides the freshmen groups with the tools necessary to build essential relationships and to make critical decisions. It aids in breaking down barriers and increasing communication and understanding across social groups. In essence, Peer Leadership facilitates the building of the caring, safe learning community of the Upper School, creating a healthy social climate for students to discuss issues pertinent to their lives.
**Financial Literacy**

Personal finance is part knowledge and part skill. This course addresses the essential principles of banking, financing, and investing, giving students a solid foundation for living a financially healthy life. Students may elect to take this course either junior or senior year.

**Senior Thesis/Senior Internship/Research Seminar: Capstone**

As the final step in preparing its students to be successful in college, as well as to be active and informed citizens in the world beyond college, the Wardlaw-Hartridge Upper School requires each of its seniors to complete either a Senior Thesis, a Senior Internship, or a Senior Capstone project.

**Senior Thesis:**

The thesis must identify a critical issue or controversy in our society and present the conclusions in an informed, effective way. In doing so, students will wrestle with ambiguity, understanding that conflict and competing priorities are not easily resolved. They will learn how to access information and identify its veracity and any possible bias. They will hone presentation skills, both orally and in writing. To complete the senior thesis requirement, the senior must do one of the following:

1) identify a challenge or problem that our society faces, research it thoroughly, and propose and be prepared to defend a solution that takes into account all facets of the problem OR

2) identify a controversial issue that creates divisions within our society, research the opposing viewpoints thoroughly, and suggest and be prepared to defend a solution that considers carefully the concerns of all sides.

The Senior Thesis must be based on detailed and thorough research and must include an element of fieldwork, e.g. interviews with experts in the field, surveys of the people affected, etc. Once a student has completed his or her Senior Thesis, the student must present his or her findings to at least one expert in the field and, if possible, get feedback from the expert. The student must then present his or her findings both orally and in writing to a panel of Upper School faculty. The Senior Thesis counts as one credit toward graduation.

**Senior Internship:**

The Senior Internship represents an example of how the school curriculum moves out of the school structure, how skills learned in classes are used in the outside world, and how a student begins to make future academic and career choices. The internship provides students with professional work experience, develops mentoring relationships between adults and students, exposes students to the various resources in our community, and prepares students for future academic and professional careers.

Senior Internships usually fall into one of four categories, although projects outside this list, or a combination of them, will be considered. The categories are vocational, service, fine arts, and environmental. Once the student has completed a minimum of 50 hours of internship work, the student must then present his or her experiences both orally and in writing to a panel of Upper School faculty.

The Senior Internship may not take place under the supervision of a relative.

The Senior Internship counts as one credit toward graduation.

**Research Seminar: Capstone**

The interdisciplinary Capstone course provides senior students with the resources, framework, and instruction necessary to demonstrate long-term, integrated academic achievement. This research seminar is designed for the student who elects to study a topic of choice for a full year. Students are given a wide latitude when determining topic choices. Sample topics include the following: The Bass Player in Modern Music, Yoga as Therapy, Creating a Vegan Cookbook, Traumatic Brain Injury, Writing a Graphic Novel, Islam and Islamophobia in the United States, Creating a Web-based Sports Memorabilia Business, Video Game Art, Victorian Interior Design, Human Trafficking in
Southeast Asia, Game Shows in American Culture, Building a Viable Computer from Basic Components. The rigorous nature of the course waives the senior student’s requirement for an internship or thesis, and the course itself garners the weight (in calculation of the student’s grade point average) of an Advanced Placement course.

Led by a Capstone teacher who will oversee student work and monitor progress, students hone and broaden their academic research, scholarly writing, and presentation skills. Students conduct scholarly research to produce a unique and comprehensive final product, possibly an exhibit or project, in addition to a thesis. The length of the thesis will vary, depending upon the scope of the independent study and final product produced. Papers may vary in length, but will usually range from twenty to fifty pages. Using a wide variety of techniques, students will present their original work and findings to members of the academic community as their final assessment for the course. The final thesis will be published as part of the collection in Upper Snowdon Library.

Pre-requisite: Prior to the start of the course, students will be required to submit to the Capstone committee for approval a program proposal detailing research objectives, project methodology and breadth, and measurable outcomes.

Senior Speeches

Every senior is required to plan and deliver a three to five minute speech on a topic of importance to the student. Working with a faculty advisor, each student receives individual assistance with topic selection and organization of material, as well as coaching in the delivery of the speech. These speeches are given during Morning Meeting throughout the year on dates selected in advance by the students. Family and friends are welcome to come and hear these speeches.

Policies & Procedures

Course Changes

During the first two rotations of each course, students may request to add or drop a course by filling out the appropriate form available in the Registrar’s office. A student may add or drop a course only by obtaining the required signatures of consent on the form. In the case of seniors, the Director of College Counseling must also approve the change.

Any course that is dropped after the add/drop period will remain on the students’ transcripts with the statement “withdrew from the course” and the date of withdrawal. No credit will be given for a course that is dropped prior to the completion of the course.

In the exceptional case that a senior is granted permission to drop a course, the Director of College Counseling will guide the student in writing to all colleges to which the student has applied or been admitted and explain the reason for the course change.

Credits from Other Institutions

Credit for courses from other accredited institutions in courses comparable to our own are accepted toward the subject credit requirements for graduation. Transcripts of these credits must be placed on file at our school for reference and use on college applications. Grades from other institutions are not factored into a student’s GPA.

If a student wishes to advance to successive levels of a subject by taking summer courses or college courses during the school year, the student may be required to show competence in the subject.

Grade Point Average

A student’s GPA is based on the grades obtained in his or her major academic courses. Grades are assigned numerically as percentages, not by
letters. For reference, letter grade equivalences are as follows:

- 97 to 100 = A+
- 93 to 96  = A
- 90 to 92  = A-
- 87 to 89  = B+
- 83 to 86  = B
- 80 to 82  = B-
- Below 60  = F

A student’s GPA is calculated by first adjusting the numeric grade. If the course is an honors course or an AP course, the numerical grade is multiplied by a weighting factor when the overall GPA is calculated. The grade point average also takes into account the credit value of each course.

**Advanced Placement Courses**

Students who meet the necessary course requirements may apply for acceptance into honors and Advanced Placement courses. The following criteria are used to facilitate this placement:

A student taking one or more Advanced Placement courses may enroll in only five major courses. Students wishing to enroll in additional courses must do so with administrative approval (Head of the Upper School, Department Chairpersons, and Director of College Counseling). Requests must be submitted in writing to the Head of the Upper School.

Students may not take more than three Advanced Placement courses within the 16.5 credits required per year without administrative approval. Request must be submitted in writing to the Upper School Head.

All students taking Advanced Placement courses are required to take the Advanced Placement examination in those courses. Students are assessed a fee in October to cover the cost of the AP test. Families eligible for a Fee Waiver may apply through the College Counseling Office.

**Pre-requisites and Co-requisites**

Pre-requisites and co-requisites are listed under each course. Please note pre- and co-requisites for each course. In general, the following rules will apply:

1) In order for a student to move from an *honors section* to an *Advanced Placement section*, the student must achieve a final grade of 87 or above the previous year and obtain departmental approval.

2) In order to *remain* in an honors or Advanced Placement section the following year, the student must achieve and maintain a final grade of 87 or above.

3) In order for a student to move from a *non-honors* section to an *honors or Advanced Placement* section, the student must achieve a final grade of 93 the previous year and obtain departmental approval. Some departments may require taking the Honors level exam for placement into the AP course.

4) In World Language level I through III only, in order for a student to continue from non-honor to non-honor, the student must achieve and maintain a final grade of 70 the previous year.

5) In elective, but sequential, World Language courses (after Level III), in order for a student to continue from non-honor to non-honor, the student must achieve and maintain a final grade of 85 the previous year.

6) In elective, but sequential, non-honor Math courses (after Algebra II), the student must achieve and maintain a final grade of 85 the previous year or have Department Chair approval to continue.

**Independent Study**

Independent study is available to students who want to pursue an area of special interest not provided by a particular course or to students who are prevented from enrolling in a course because of a scheduling conflict. A request for an independent study should reflect a student’s genuine interest in the subject. A student
requesting an independent study must complete a form prior to the beginning of the school year. The form will require signatures from the student’s faculty advisor, the teacher of the proposed independent study, the department chairperson, and the Head of the Upper School. The above faculty will take into consideration the student’s anticipated course load and his or her strengths as a student. Independent work is not recommended for a student already planning to take five or more academic courses. Also, an independent study is not permitted for science courses that have labs as a major component. All grades for independent study are given regular weight in the computation of the student’s grade point average.

Additional Programs

International Student Support

The goal of the International Student Support program at Wardlaw-Hartridge is to provide each international student with personalized guidance to help the student develop essential study strategies. These strategies will help him or her navigate through the rigorous academic curriculum and also to prepare for further study at American colleges and universities.

The curriculum for international students is rigorous, with minimal modifications to the school’s academic requirements. In addition, a four year course sequence in Cultural Studies is required, and a year of Concert Choir is highly encouraged. Advisors work closely with each student to achieve an individualized course of study. Academic support is also available with study hall proctors, writing lab instructors, peer tutoring, and after school help. Advanced math is available for those students who meet the requirements. Qualified students are encouraged to take a world language in addition to their English requirement.

All International Students must attend a six week summer program at Wardlaw-Hartridge each year they are enrolled as a student in the Upper School.

Athletics

At Wardlaw-Hartridge, we consider athletics an extension of the classroom and believe it is integral to the educational experience of our students. We strive to provide an environment that promotes achievement, fair play, integrity, sportsmanship, and overall health and fitness.

Students may choose from the following sports: in the fall – boys’ soccer, girls’ soccer, girls’ tennis, or girls’ volleyball; in the winter – boys’ basketball, girls’ basketball, coed cheerleading, coed swimming, or coed winter track and field; in the spring – boys’ baseball, boys’ tennis, boys’ lacrosse, girls’ softball, girls’ lacrosse, coed golf, or coed track and field.

Library & Information Center

The Lee Hill Snowdon Information Center is physically and academically at the center of the Wardlaw-Hartridge School. The Information Center operates to inspire all students to explore new ideas, utilizing a vast array of print, audio-visual, and computer materials. The library houses over 23,000 print volumes, over 100 e-books, more than 250 audio-visual materials, and more than 35 periodical titles. Additionally, the library page of the Wardlaw-Hartridge website provides access to numerous online subscription databases and the school’s Style Manual. The Internet is available through a wireless connection.

Research and investigative skills are strengthened as the student progresses through the Upper School. Using information gleaned from a variety of library resources, students will complete assignments designed to meet specific curricular needs. Access to online periodical indexes and specialized Internet resources are stressed as students prepare required research papers.

Summer School

Students may choose to take courses during the summer months. Summer study opportunities are available at Wardlaw-Hartridge and exist at many other institutions. These programs are offered for both enrichment and acceleration. It
is the obligation of the student to have his or her summer transcript sent to the Wardlaw-Hartridge Upper School Office in order to have a complete transcript on file for college applications.

Prior to the first Monday in June, a student who is interested in taking courses in the summer for the purpose of advancement, whether at Wardlaw-Hartridge or elsewhere, must complete a form that requires permission from the department chairperson and the Head of the Upper School. An example would be a student who has completed Geometry and wishes to take Algebra II (or vice-versa) in summer school in order to enroll in Pre-Calculus in the fall.

**College Advising**

The Wardlaw-Hartridge mission of preparing students “to lead and succeed in a world of global interconnection” is certainly true in the college counseling program, as students begin to gaze beyond the Wardlaw-Hartridge campus and enter into a time of exciting transition. Students, with the collaboration and support of their parents and college counselor, embark on a yearlong journey of self-discovery as they engage in honest self-assessment, thoughtful research, and increasingly independent decisions. We encourage students to find their voices while they explore, probe, and challenge their own assumptions about themselves and the colleges they are considering. To find comfortable and appropriate matches between students and post-secondary institutions, we attempt to foster among the students, parents, and the college counselor open lines of communication, honest feedback, and a spirit of cooperation. We try to nourish an environment in which all may practice patience, sustain their sense of humor, and maintain an open mind as we navigate together the challenges and the exciting possibilities in the college selection process.

We adhere to the belief that students are ultimately the driving force behind the process. We encourage students to take ownership of their destiny and responsibility for their actions; we support them in embracing this opportunity to test their values, explore their personal preferences, and make complex, long-term decisions for themselves. Application deadlines, testing dates, essays, recommendation requests, and interviews all require equal and full attention from the students. We hope that the students emerge from this critical stage in their adolescent development and their first step toward adulthood with a clearer sense of their independence.

The college office operates within the context of truth and reality, placing the dignity and worth of each student as a primary focus. Through active listening, an accurate assessment of students' abilities and talents, and a willingness to understand students' personal and cultural sensitivities, we strive to build a healthy and open relationship with students and their parents. We value students for the whole spectrum of their humanity and promise. We are confident that their preparation, organizational skills, maturity, intelligence, and thoughtfulness will ensure satisfaction with their college selection.
**Important Dates in the College Admissions Process**

Registration deadlines for the SAT Reasoning Test, SAT Subject Tests and ACT Tests are approximately five weeks ahead of the test dates. Registration bulletins are available in the college counseling area. You may also register online at [www.collegeboard.com](http://www.collegeboard.com), [www.act.org](http://www.act.org) and [www.toefl.org](http://www.toefl.org). Most colleges and universities, as well as the NCAA Clearinghouse, accept the SAT or the ACT test as a college entrance examination.

The SAT is an aptitude test, testing reasoning and verbal abilities; it measures a student’s critical thinking skills and is composed of Critical Reading, Mathematics and Writing sections. Beginning with the March 2009 test administration, the College Board began to offer Score Choice, allowing students to select scores from a particular test date to be sent to colleges. Keep in mind, however, that there are a number of colleges requesting that all scores be sent.

The ACT is an achievement test, measuring what a student has learned in school. The ACT (plus Writing) includes a set of four multiple-choice tests which cover English, Mathematics, Reading, and Science, as well as a Writing section. ACT does not combine scores from different test dates in their reports; it is ACT's policy to report scores only for entire test dates.

The TOEFL® Test (Test of English as a Foreign Language) should be taken by all international students. Visit their website at [www.ets.org/toefl](http://www.ets.org/toefl) for test dates and a convenient center. The TOEFL test measures a student’s ability to communicate in English at colleges and universities. The paper-based format is being phased out and is currently offered only in areas where testing via the Internet is not available. It is recommended that students take the TOEFLiBT® test, administered via the Internet.

### Spring 2013-2014

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<tr>
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<td>Feb. 8</td>
<td>ACT Test</td>
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<td>April 12</td>
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<td>May 5-14</td>
<td>AP Exams</td>
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<td>June 7</td>
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<td>Deadline for Early Decision notification to Director of College Counseling</td>
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### Spring 2014-2015

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<td>June 13</td>
<td>ACT Test</td>
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## Courses by Grade Level 2014-15

The following list of courses by grade level indicates the typical range of course available to that grade. Students may request courses at other grade levels as long as the pre-requisites and co-requisites are met.

* = New Courses 2014-2015

### Ninth Grade

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<th>Courses</th>
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### Twelfth Grade

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### Athletics

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<td>Basketball (Girls)</td>
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<td>Cheerleading (Coed)</td>
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**English**

Reading and writing skills are an integral part of all learning and communication and essential to success in all academic disciplines. Students are therefore required to take English all four years in the Upper School. In each grade students read works in all three genres (fiction, drama, and poetry) written by authors of diverse backgrounds. Every student participates in class discussions about the literature. Writing skills are practiced in short and longer essays, and on a rotating basis, students get individual coaching in the Writing Lab. To develop research skills, each year students compose research papers based on various sources with the length and sophistication of the papers increasing from the freshman to the senior year.

Basic concepts of literary analysis and genre are reinforced in grade nine, while grade ten focuses particularly on British literature. Grade eleven surveys American literature and grade twelve emphasizes global literature. At each grade level, students do formal exercises to expand their vocabularies.

All courses are subject to change depending on student enrollment and faculty availability.

**English Courses, Grades 9-11**

**Writing Lab (0.5 credit)**

The focus of the Upper School Writing Lab is to prepare students to write confidently and articulately across disciplines. Students practice timed writing, quote analysis, pre-writing, peer editing, and annotation. The course is required for ninth - eleventh grades. Third trimester junior year is dedicated to college application essay writing.

**English I** (3 credits)

Ninth grade marks a year of transition in which students are required to approach the study of literature with a greater degree of sophistication. A new emphasis will be placed on analytical thinking, while the fundamental reading, writing, speaking, and listening skills are reinforced. Using ancient mythology as a foundation, students will examine the motifs of personal identity and perspective to gain a deeper understanding of how cultural meanings are reflected in literature. By drawing on their knowledge of these mythical elements, students will be able to engage in a critical analysis of a variety of contemporary texts, examining how history and literature are interwoven.

Students will study a wide range of literature including, but not limited to novels, short stories, poetry, drama, and nonfiction. Independent reading projects will be assigned to supplement whole class assignments. Grammar, punctuation, vocabulary, composition, and usage will be taught within the context of, and applied to, the students’ reading and writing, sharpening their verbal and auditory skills. Students will write a research paper using appropriate documentation, according to MLA guidelines.

**English I Honors** (3 credits)

(Pre-requisite: 93 or above in English 8 and department recommendation)

Although the basic curriculum does not differ greatly from English I, students wishing to enter this section must clearly understand that the Honors coursework is both accelerated and enriched. English I Honors will emphasize analytical reading, writing, thinking, and listening skills. Fundamental concepts such as grammar, punctuation, vocabulary, composition, and usage will be reviewed and applied to the students’ reading and writing. Students will study a wide range of challenging literature in thematic units, including novels, short stories, poetry, drama, and nonfiction. While the Honors section reads many of the same texts as English I, the Honors section may read some additional and more complex works. Multiple assignments will be issued concurrently. Students will be expected to complete rigorous independent reading projects in conjunction with whole-class assignments. This course is for the highly qualified student who meets the specified grade requirement with teacher recommendation. The department expects that only students with a strong background and interest in English will be enrolled in this section.
English II (3 credits)

The objective of tenth grade English is to involve students in the exploration of world literature, from a global perspective, with a combined approach linking reading, writing, listening, and speaking. Students in English II will consider themes of diversity, identity, and acceptance of others through a study of classic, modern, and contemporary literature ranging from the Medieval period to the Modern, and integrating English, Victorian, Irish, Welsh, Scottish, Indian, British Columbian, and British Colonial texts and authors. The reading selections will incorporate a study of history to better supply a context for an appreciation and understanding of a variety of prose and poetic genres. The course is designed to improve students' ability to read for a variety of purposes, to plan and write for a wide range of audiences, to apply standard English grammar and usage, to speak effectively while simultaneously listening responsively, and to develop and apply higher order (critical) thinking skills. In addition, the course will take a process approach to the teaching of writing. Students will work to refine the writing skills developed in prior grades. Assignments will focus on writing for a multitude of genres. Activities and assessments will afford students the opportunity to expand their vocabulary, refine their analyses of the literature and their understanding of various media, and to improve their speaking, listening, and presentation skills. Students will write critical and argumentative essays, engage in creative writing projects, and make technology-assisted oral presentations.

English II Honors (3 credits)
(Pre-requisite: 87 or above in English I H or 93 or above in English I)

English II Honors is an accelerated course that requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be reflected in the quality of student performance in oral language, written language, and in media/technology related presentations. Students will read an overview of British and world literature from the Medieval period to the Modern, integrating English, Victorian, Irish, Welsh, Scottish, Indian, British

Columbian, and British Colonial texts and authors. The reading selections will incorporate a study of history to better supply a context for an appreciation and understanding of the literature, emphasizing a variety of prose and poetic genres. While the course content will occasionally overlap that of a non-honors course, the standards of the course and the level of discussion, coupled with the more challenging and complete print and non-print texts of supplemental materials, will present greater challenges for the students. The Honors course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Students will learn to evaluate these sources to distinguish valid and appropriate sources from those not as desirable. Students will focus on mechanics and writing conventions. They will be able to write in a variety of genres, and will verbally participate on an almost daily basis in both small and large groups. Students also will be expected to extend classroom reading by self-selecting supplemental readings. Students will write critical and argumentative essays, engage in creative writing projects, will participate in oral debates, and will make technology-assisted presentations. While the form of the standard essay is emphasized - introduction, body, conclusion, special attention is given to inventing original focused thesis statements, incorporating multidimensional analyses, and utilizing authentic tone of voice.

English III (3 credits)

During their junior year, students in English III read important works by American authors. The literature is read chronologically so as to parallel what is being studied in their American history class. The readings represent the best works in American literature while including authors of diverse backgrounds and the three broad genres of fiction, drama, and poetry. The readings include “Rappaccini’s Daughter,” a selection from Walden, A Street-car Named Desire, “Bartleby,” “Out Of The Cradle,” Huckleberry Finn, Frederick Douglass’s autobiography, “Daisy Miller,” short stories, and poetry. In the fall students will concentrate on composition, producing essays that compare, define, describe, classify, and persuade. In the winter the class moves step by step through the process of
writing a formal research paper that is based on the student’s original opinion. In the spring students write a four-part analysis of specific poems. The formal study of vocabulary continues throughout the year.

**AP English Language and Composition**

(3 credits)

(Pre-requisite: 87 or above in English II H or 93 or above in English II and departmental approval)

Advanced Placement English Language and Composition is primarily a course in both effective writing and critical reading. As students analyze a variety of prose texts, they become increasingly aware of different writing styles. This understanding author's purposes, audience expectations, and subjects as well as the generic conventions and the resources of language, all contribute to the effectiveness of students’ writing.

This course emphasizes the study of a variety of texts and a variety of writing tasks. The course allows students to write in all modes of rhetoric—description, narration, exposition, and persuasion—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Because students must be effective writers who are prepared for university study, the course will emphasize expository, analytical, and persuasive writing, which forms the basis of academic and professional communication. In addition, it will include personal and reflective writing that fosters the development of writing facility in any context. Ideally, they should develop an awareness of the expressive potential of language along with an ability to utilize some degree of that potential.

*This course description is abstracted verbatim from the College Board website.*

**English Courses, Grade 12**

Twelfth grade English is required of all students. Students may select from AP English Literature and Composition or from a combination of three of the six one credit electives shown below, one each trimester. In addition, Senior College Writing Lab is an additional requirement for those students not taking AP English in the first trimester.

**Writing Lab 12: Senior College Writing**

(0.5 credit)

A required first-trimester elective for 12th graders (not enrolled in AP English Literature)

As an introduction to college level composition, students will focus on exploring sophisticated approaches to different forms of rhetoric. Students will deepen their understanding of the expository essay as they integrate multiple scholarly sources concurrently within each writing assignment. Twelfth graders will read, think, and write critically throughout this elective course and hone their skills of argument and exposition.

**AP English Literature and Composition**

(3 credits)

(Pre-requisite: 87 or above in AP Language and Composition or 93 or above in English III and departmental approval)

Students who enroll in Advanced Placement English are expected to do college-level work in order to do well on the AP exam in May and receive college credit for the course. This includes making a greater commitment to summer reading. The AP reading list contains three books of high literary merit, and students are asked to write an essay during the summer for each of the three books. These three essays will be graded and will count toward the first trimester average. To prepare students for college writing, the essays should be around 700 words each. In the fall, the focus is on tragedy and seniors read *Oedipus Rex, The Poetics, Hamlet, Metamorphosis,* and *The Cherry Orchard.* In the winter, students study *One Hundred Years of Solitude, Snow Country,* and “The Chess Players.” In the spring, the focus is on comedy and seniors read *She Stoops To Conquer, The Menaechmi,* and British poetry. Students write a research paper on a major author and prepare for the AP exam by doing essays from practice exams and exercises in the workbook. Each year the class travels to see a professional performance of a play and writes a drama review of the production.
**Trimester 1**

**Classic Twentieth-Century African American Literature** (1 credit)

This course examines classical texts from the African American literary canon. A survey of the following literary movements and thematic concerns will be feature: The Harlem Renaissance, The Protest Novel, The Chicago Renaissance, The Black Arts Movement, Contemporary African American Women Authors – post 1970’s, and Representations of Caribbean and Southern American Communities. This class will observe the literary conventions African American authors employ in their writing and interrogate their portrayal of race, gender, class, and identity. Students will analyze how vernacular theory can enable the interpretation of African American Literature.

**Post-Apocalyptic Literature** (1 credit)

This course will focus on some provocative questions. When all of our accomplishments have ended, what part of our humanity remains? Why do we spend so much time imagining that we live in a world that has ended? How does post-apocalyptic literature speak to the world we live in today? Students will be asked to critically respond to a variety of media in this course, including film, fiction, poetry, and non-fiction. Students will write critically, engage in the research process, and write creatively. Students should enter this trimester long course prepared to respond to thinkers, writers, and filmmakers including but not limited to George Romero, Cormac McCarthy, and Margaret Atwood.

**The Hero as Seen in Greek and Roman Epic** (1 credit)

From the rage of Achilles to the cunning of Odysseus to the piety of Aeneas, this trimester course follows the ancient Greek and Roman heroes through *The Iliad*, *The Odyssey*, and *The Aeneid*.

**Trimester 2**

**Film as Literature: The Hero Archetype** (1 credit)

This trimester long course examines the medium of film as a genre. Students will read several novels, examine extracts from corresponding film adaptations and analyze the similarities and differences between the written word and filmmaking through the lens of The Hero Archetype. The archetypal hero appears in all religions, mythologies, and epics of the world. He/She is an expression of our personal and collective unconscious, as theorized by Carl Jung and Joseph Campbell. Throughout the course, students will also produce a variety of written pieces in several modalities, examining various archetypal heroes and the characteristics they share. Novels and their film counterparts will be chosen from a variety of literary movements and from classical and foundational world literature. Students will understand how works of literature and films are influenced by the time periods in which the authors, producers, or directors lived and students will discuss how that influence is reflected in their works. This course is reading and writing intensive.

**Literature and the Law** (1 credit)

The law is the law, and our best citizens make sure who they obey. Or is our duty as citizens to constantly reflect on the merits of our laws? The legal system has the power to create order, to incarcerate, and even to end life. Students who enter this course will be asked to consider the nature and limits of this power while asking whether there are any instances when it is one’s obligation to break the law, in what ways can we justify punishment, and why people commit crimes. Students will be asked to thoughtfully respond to a variety of media in this course, including drama, documentary film, fiction, and non-fiction. Students will write critically, engage in the research process, and will write creatively. Students should enter this course prepared to respond to thinkers, writers, and filmmakers, including but not limited to Sophocles, Henry David Thoreau, Arthur Conan Doyle, Martin Luther King, Truman Capote, and Werner Herzog.
Trimester 3

The Holocaust in Literature and Film
(1 credit)

This class will ask students to reflect meaningfully on topics such as prejudice and genocide, but also sincerely on topics like resistance and hope. Students will be asked to critically respond to a variety of media in this course, including poetry, drama, documentary, fiction, and non-fiction, with a special emphasis on primary sources. Students should enter this course prepared to engage with works that are artistically complex and emotionally powerful. This class will read and study a variety of authors, including but not limited to Wladyslaw Szpilman, Primo Levi, and Art Spiegelman.

PSST! – Poets, Singers & Storytellers
(1 credit)

From our earliest moments as individuals, our lives are filled with voices reaching out to us, sharing with us, engaging us: the echoes of nursery rhymes, the lyrics of songs, and the wonder of stories read and retold. As hungry listeners, we seek voices, familiar and new, trusted and surprising. The earliest poets (Homer, Vyasa, Valmiki, Koutyate) either sang or performed their epic stories. Poetics and narrative coordinated to captivate the imagination, ensure common cultural experience, and teach old and young alike the lessons greatness had to tell. PSST! – Poets, Singers & Storytellers! is an exploration of voice – poetic, lyric, and narrative. Reading various stories and poems, and listening to and watching performances of unique songs, students will acquire an enhanced understanding of and appreciation for the individual voice, a variety of narrative structures, rhetorical devices, and performance venues, and the wonders of being heard. Students will read and write poems and stories, share freely and regularly, and perhaps participate in a poetry slam, and perform at the Annual Cookin' Cabaret, in the best tradition of the East Village scene.

Gender Roles in Literature (1 credit)

This course examines the differing roles that male and female characters perform in novels, plays, and poems of high literary merit by authors of various backgrounds.

After students are introduced to some basic concepts of gender studies, historical background, religious and cultural influences, they will read works such as, A Street-car Named Desire by Williams, Story of an Hour by Chopin, a review of Macbeth by Shakespeare, selections from Mrs. Dalloway by Woolf, The Sun Also Rises by Hemingway, various poems, and supplemental articles by sociologists and political scientists.

Elective Courses in the English Department, Grades 9 - 10

Journalism (1 credit)

The primary goal of Journalism is to prepare students to be effective writers and editors for the school newspaper. Usually, to be a staff writer on the Beacon, a student must have taken Journalism. The course begins by considering the question, "What is news?" It continues with a thorough consideration of the basic types of newspaper stories...the news story, the sports story, the interview, the feature, and the editorial. The course ends with a brief look at typography and headlines, style and copy reading, and layout. Written homework is assigned throughout the year. Students are given occasional tests, do exercises from the text, and write different types of articles, including hard news, features, sports, and an editorial.

Creative Writing Workshop (1 credit)

By discussing and examining fine works of poetry, fiction, and non-fiction, students will have the opportunity to explore their own interest in the art of writing. Each class gives the students time to begin pieces suitable for their own portfolio. The workshop setting enables students to discuss the writing of others if they wish. All students are encouraged to begin multiple writing projects of their choice. Students are also encouraged to submit their work for consideration to various essay or poetry...
competitions, as well as to Visions, Wardlaw-Hartridge’s literary magazine.

**Cultural Studies**  
(International student requirement)

**Foundations in Cultural and Societal Studies I**  
(1 credit)

Students will examine the multicultural nature of American society from the perspective of multi-ethnic Americans. They will read essays and literary works of African Americans, Asian Americans, Latin Americans, Native Americans, and Eastern European Americans. Students will then analyze and consider the way in which communities of multi-heritage traditions affect the texture of American Society. Some of the topics that the course will explore are the effects and problems of immigration, pursuit of the American dream, preservation of tradition, and transformation or Americanization of traditions.

**Foundations in Cultural and Societal Studies II**  
(1 credit)

Students will continue to examine the questions raised in Foundations in Cultural and Societal Studies I with one twist, students in Foundations II will explore and research the effect of American literature in other parts of the world. Students will weigh different resource options for their investigation, from book reviews of American literature written in other parts of the world to live discussion, perhaps with a book pal from another country. Students will be asked to trace their own, a friend’s, or a family member’s immigration, pursuit of their American dream, preservation of their traditions, and the transformation or Americanization of their traditions. The students will then compare and contrast their findings to define “Americanism” with their peers.

**Global Literature I (1 credit)**

This class is designed to introduce students to the vast catalog of literature from around the world. The course will follow a natural progression by reading children’s tales from around the world to form a foundation of culture, tradition, history, and geographical relevance. Students will then begin to build appreciation and awareness of select communities around the world.

**Global Literature II (1 credit)**

This course will build on the knowledge gained from Global Literature I and explore modern day literature using literary magazine sources from around the world. Students will compare how literature is related to globalization and how one culture compares with another culture in similarities and differences. Students will research how different cultures have become similar due to globalization and how other parts of the world still remain alienated.

**Supplemental Courses to Cultural Studies Curriculum**

**English for Academic Purpose I: Conversation (1 credit)**

This course is offered to international students and domestic students who are non-native speakers of English. This is a beginner level course designed to develop fundamental skills in listening and speaking to build academic and daily life language for success at Wardlaw-Hartridge and beyond. Areas of focus for this course will be grammar, vocabulary, pronunciation, intonation, listening with purpose, and conversation and discussion using various subject matter.

**English for Academic Purpose II: Writing (1 credit)**

This course is offered to international students and domestics students who are non-native speakers of English. This is a beginner level writing course designed to help students build confidence in their academic writing skills by eliminating the audience for their writing. Students will engage in writer centered writing; journals, opinions, and reflections, with the instructor serving as a mentor. This course will
also work with content area teachers to advise on marking and commenting for L2 writing. Area of focus will be to become familiar with the standard writing strategies, prewriting activities in both English (L2) and native language (L1), sentence structure, and grammar.

**Reading for Academic Purpose I (1 credit)**

The course will help international students develop reading fluency, automaticity of word recognition, analytical and critical reading strategies, and skills that would help apply and integrate information into their other subjects of study. Different approaches and methods of reading; scanning, skimming, and close reading, will also be taught to help students read with more efficiency.
Mathematics

The central goal of the Mathematics Department at Wardlaw-Hartridge is to provide our students with the proper environment in which to fully develop their abilities and talents. Students develop skills in critical, creative, and independent thinking and in computational competence. Additionally, they will also build their level of understanding for mathematical principles by investigating real-life applications, as well as by solving interactive and open-ended mathematical problems.

Students will graduate from Wardlaw-Hartridge with a deep appreciation for mathematics as a science, a language, and a tool that can be utilized to solve the problems of daily living. In addition, they will be fully prepared to handle mathematical principles in any four-year institution of higher learning. The mathematics department strongly recommends that students take four years of mathematics.

The program is designed to further enhance students’ analytical skills, so that they can master the concepts and ideas presented in mathematics. Students will be expected to work independently and will be required to become proficient, not only in computer applications, but also in the use of a graphing calculator (TI-83, TI-84) or laptop when employing mathematical concepts to solve problems. Courses in advanced mathematics will be offered to students who have successfully completed the required courses. These students will be given the opportunity to take AP Calculus, AP Statistics, or Calculus in their senior year.

It is important for students to be adequately prepared in each level of mathematics in order to do well in subsequent courses. Consequently, a student who receives a final grade of 70, 71, or 72 in a mathematics course may be required to take a summer school course in order to strengthen his or her understanding prior to taking another mathematics course. Students who receive grades lower than 70 must attend summer school. Upon completion of summer work, the student will be required to take an exam to assess his or her progress.

A student who is interested in taking courses in the summer, whether at Wardlaw-Hartridge or elsewhere, for the purpose of advancing in mathematics, must complete a form, prior to the first Monday in June, that requires permission from the Math Department Chairperson and the Head of the Upper School. An example would be a student who has completed Geometry and wishes to take Algebra II (or vice-versa) in summer school in order to enroll in Pre-Calculus in the fall.

To receive credit, a student taking a course in summer school for advancement must have earned a grade of 90 or above in his or her previous/current math course, and then he or she must earn a grade of 87 or higher in summer school.

Students may not use summer school as a means to move from the non-honors to the honors track. An example would be a student in a non-honors course who did not earn the required grade to enroll in an honors course. He or she may not enroll in summer school to raise the grade in the non-honors course in order to qualify for the honors course.

In order for new students to be properly placed in the appropriate math course, students must take a placement test approved by the Mathematics Department.

All courses are subject to change depending on student enrollment and faculty availability.

Algebra I (3 credits)

Students are introduced to different approaches to problem solving, the language of algebra, signed numbers, linear and absolute value equations, inequalities and related graphing. In addition, formulas and functions, systems of equations, exponents and radicals, and polynomials are covered in depth.

Geometry (3 credits)
(Pre-requisite: Algebra I)

This course provides students with a close study of the properties of points, lines, angles, plane
figures and solids. Topics to be covered include congruence, constructions, parallelism, similarity, perpendicularity, areas, and volumes. In addition, coordinate geometry and right triangle trigonometry are introduced.

The Geometer Sketchpad is used to enrich the work of the course.

**Geometry Honors** (3 credits)
(Pre-requisite: 93 or above in Algebra I)

This course moves at a rapid pace and covers topics and concepts from Euclidean Geometry. These ideas and topics are combined with analytical geometry. Students are introduced to informal and formal proofs. Along with Algebra I skills, proofs are an essential part of the course. In addition, Geometer’s Sketchpad is used to investigate and prove geometric topics.

**Algebra II** (3 credits)
(Pre-requisite: Algebra I & Geometry)

The study of Algebraic and Transcendental Functions is the main focus of this course. These functions are solved and graphed with and without the graphing calculator or computer.

**Algebra II Honors** (3 credits)
(Pre-requisite: 87 or above in Geometry Honors or 93 or above in Geometry; and 93 or above in Algebra I)

This course is designed to strengthen the foundation of students who wish to take AP Calculus. The course will cover material in greater depth and at a faster pace than in Algebra II, so more is expected of each student. The study of algebraic and transcendental functions is the main focus of this course. These functions are solved and graphed with and without the graphing calculator or computer.

**Pre-Calculus** (3 credits)
(Pre-requisites: 85 or above in Algebra II or 85 or above in Math Analysis with department approval)

Pre-Calculus lays the groundwork for further study of mathematics at the college level. Polynomial, rational, exponential, logarithmic, and trigonometric functions and their properties and applications will be studied. Sequences, series, limits, and an introduction to calculus will be covered. A TI83 or TI84 calculator is required at this level for its aid in visualization and calculation. Students gain skill in analyzing functions and drawing connections between symbolic, graphic, and numerical representations. This course is primarily designed as a final preparation for the study of calculus.

**Pre-Calculus Honors** (3 credits)
(Pre-requisite: 87 or above in Algebra II H, or 93 or above in Algebra II with department approval)

Students use skills acquired in Geometry and Algebra II to continue to explore functions. The foundation is further strengthened for students who wish to continue in mathematics and the sciences. This course promotes cooperative learning and communication through the use of technology - the TI83 or TI84 calculator or computer. Students further develop their complete understanding of topics such as exponential, logarithmic, logistic functions, and analytic geometry in three dimensions.

**Math Analysis** (3 credits)
(Pre-requisite: Algebra II)

This course is for students who have completed Geometry and Algebra II, but do not qualify for Pre-Calculus. Polynomial, rational, exponential, logarithmic, and trigonometric functions and their properties and applications will be studied. A TI83 or TI84 calculator is required for this course.

**Introduction to Calculus** (3 credits)
(Pre-requisite: Pre-Calculus)

This course is for students who have completed Pre-Calculus, but do not qualify for Calculus. The first part of the course will be a thorough review of pre-calculus. The second part will cover topics in differential calculus. Methods of Differentiation and their application to graphing, optimization problems, and related rate problems will be studied.
Calculus (3 credits)  
(Pre-requisite: 85 or above in Pre-Calculus or Pre-Calculus H)

The course begins with a review of the elementary functions and an introduction to limits. The course continues with finding derivatives of functions and their applications. Techniques of integration are covered. Problem solving includes related rates, maximum and minimum problems, the area between curves, and volumes of solids of revolution.

AP Calculus AB (3 credits)  
(Pre-requisite: 87 or above in Pre-Calculus Honors or 93 or above in either Calculus or Pre-Calculus and permission of the department)

The material covered in this course follows very closely the recommendations of the College Entrance Examination Board (CEEB). This course is the equivalent of a semester of college freshman calculus. Students are prepared for and expected to sit for the Advanced Placement Examination in May.

AP Calculus BC (3 credits)  
(Pre-requisite: 87 or above in AP Calculus AB)

The material covered in this course follows very closely the recommendations of the College Entrance Examination Board (CEEB). This course is the equivalent of a full year of college freshman calculus. Students are prepared for and expected to sit for the Advanced Placement Examination in May.

AP Statistics (3 credits)  
(Pre-requisite: 87 or above in Pre-Calculus Honors or 93 or above in Pre-Calculus and/or permission of the department)

This course is the equivalent of a one semester course of college freshman statistics. It closely follows the recommendations of the College Board. Topics include linear regression and correlation, sampling and experimentation, probability, and normal, binomial and geometric distributions. The course also includes inferential statistics such as confidence intervals and hypothesis testing for proportions and means and chi-squared tests. The students will be prepared for and expected to take the Advanced Placement exam in May.

Introduction to Statistics (1 credit)  
(Pre-requisite: Successful completion of Pre-Calculus/Pre-Calculus Honors or an 85 in Math Analysis)

This one-trimester elective course is an introduction to statistical reasoning. Topics include linear regression and correlation, sampling and experimentation, probability, and the normal distribution.

Financial Literacy (1.0 credits)

Personal finance is part knowledge and part skill – and this course will give students a foundation in both. The essential principles of banking, financing, and investing will be covered. The course will also address the mathematical skills that students need to live a financially healthy life. Students will be able to see the real-world consequences of mastering their finances, which also will help them understand the relevance of good mathematical skills. A requirement for graduation, students may elect to take this course either junior or senior year.
Computer Science & Technology

Computer technology plays an integral and expanding role in all levels of the curriculum at Wardlaw-Hartridge, PK to 12. In the Upper School, all students and faculty have a laptop computer, making technology an immediate part of Upper School life. Computers are both an end in themselves in the school curriculum (knowing how to use the applications necessary for academic functioning: keyboarding, word processing, spreadsheet, desktop publishing, multimedia presentation, Internet research, and email communications) and a necessary means to an end in the preparation, calculation, and submission of traditional school assignments. The Computer Science Department provides course instruction to students and training to faculty.

Students rising from our Middle School have a firm foundation in the technology applications stated above. A unit is included at the beginning of our freshman year courses to make sure that all ninth graders are comfortable using their new laptops, including accessing our networked printers and emailing their instructors. Time is also spent reviewing our school wide Acceptable Usage Policy.

All courses are subject to change depending on student enrollment and faculty availability.

Intro to Computer Science (1 credit)
(Pre-requisite: 87 or above in Algebra II)

This course is a vertical bottom-up primer in the fundamental operational and theoretical aspects of modern computer science, followed by an application of those theoretical elements in an introduction to JAVA. The purpose of this course is to give students a deep understanding of what computers’ capabilities and limitations are before they exercise them in coding. The student will start at first principles and learn about representation, formal logic, logical quantification, predicate algebra, set algebra, and the rudiments of un-typed lambda calculus. The first trimester will culminate in a sketch of the proof of the Church-Turing Thesis. The second trimester will cover the basics of JAVA and object-oriented design, up to and including operator overloading and polymorphism, with a focus on group projects and working from, and then designing, software specifications that describe the student’s code. This is an academically and intellectually challenging course.

Computer Science – JAVA (2 credits)
(Pre-requisite: 87 or above in Algebra II, 87 or above in Intro to Computer Science, or permission of the department)

This course is an extended study in purpose-oriented topics in JAVA. The student will learn about various application-oriented elements of the JAVA language, like simple network and Socket programming, GUI development, and how to decompose event-based and reactive code into well-formed object-oriented code. The focus is on reactive rather than prescriptive learning, and the student is expected to master the use of JAVA API to find JAVA classes they need and to understand code and classes they may not have encountered. The entire class will work on a single project, with multiple teams interactively developing specifications, APIs and giving code reviews and demos, emphasizing the development cycle. This course can be time-intensive.

AP Computer Science A (3 credits)
(Pre-requisite: 87 or above in Computer Science JAVA and permission of the department)

This course builds on the information and concepts learned in the prerequisite course to give the student a better working understanding of how JAVA code is written and used. Students focus heavily on reading, understanding and modifying existing code, while recognizing design patterns and common tropes. In order to prepare the student to sit for the AP exam in May, as all students in the course are required to do, the course investigates the AP Computer Science exam case study, how it to see how operates, what it does, and how different changes affect its operation and constituent parts.
**Elective Courses in the Computer Department**

**Yearbook 1: Introduction to Yearbook**  
(1.5 credits)

Capturing memories, as yearbooks are wont to do, Yearbook 1 is an introductory course to yearbook development. The focus of the class will include all the basics involved in yearbook production, from initial brainstorming ideas to publication. Topics will include the function of a yearbook, organizing the content, and thematic development. Students will be graded based on two criteria – productivity in class and satisfactory completion of their page assignments by stated deadlines.

**Yearbook 2: Design and Production**  
(1.5 credits)  
(Pre-requisite: Successful completion of Yearbook 1)

Yearbook Production is a practical lab class where students produce the school yearbook. Students will learn journalist writing, design, advertising, and desktop publishing. Topics of production will include: interviewing techniques, photography layout, writing copy, the business of sales, editing, proofreading, and ethical concerns. Those enrolled in the course will make content, coverage, and design decisions.

**Yearbook 3: Editing**  
(1.5 credits)  
(Pre-requisite: Successful completion of Yearbook 2)

This class is for third year Yearbook students who successfully completed Yearbook 1 and 2. Third year staff members continue to develop all the skills and knowledge they acquired in Yearbook 1 and 2 with a particular emphasis on planning a ladder, page assignments, proof-editing and page submission. In addition to regular page assignments, Yearbook 3 students are also eligible to serve in a leadership position, either as an editor, editor-in-chief, business manager, or in some other capacity beyond Yearbook 1. A third year staff member who becomes editor-in-chief is in charge of all aspects of yearbook production from the development of the theme and cover, to the final distribution. It is crucial that this person has strong leadership skills including being well-organized, a strong communicator, an expert editor, and a fanatic when it comes to meeting deadlines. (Editors may be expected to attend a summer Yearbook work session to develop the theme of the book before school starts in the fall).

**Robotics**  
(1 credit)

In this course we will use a hands-on approach developed by Carnegie Mellon Robotics Academy to introduce the basic concepts in robotics, focusing on exploring robotics, mechanical systems, electronics, and programming. Students will work on building and testing increasingly more complex robots, culminating in an end-of-year robotics contest.

**Adobe Photoshop & Video Editing**  
(1 credit)

With Photoshop anything is possible! The first trimester of this course will show the student how to use Adobe Photoshop to perform many different image-processing techniques. Through in-class projects, the student will learn how to master the wide range of tools that Adobe Photoshop has to offer, such as use of layers, layer effects, filters, painting and blending, and color modification. The student will learn to manipulate photos for everything from application in films, poster creation, Internet, or home use.

The second trimester of this course will teach the student the basics of film editing and special effects. Students will learn to film a movie, including using a green screen. The student will learn how to enhance and manipulate both audio and video of film footage, in addition to learning the basics of special effects and how they can be used to enhance film.

The third trimester will be dedicated to putting all the lessons into practice. Class teams will be required to produce a short film, a commercial for that film, and a movie poster promoting the film.
Science

The study of science deals with natural systems, with observations and methods of inquiry using the scientific method, and with specific content areas such as biology, chemistry, and physics. The quest of science is to find increasingly accurate explanatory models of how the universe functions. Students learn about these current models and some of the questions that remain unanswered. Within this context, the science curriculum utilizes and reinforces mathematical skills learned in mathematics courses as well as computer technology for data collection and analysis. The science courses all involve research and laboratory work using appropriate technology, and students are encouraged to question and to use the principles of science, technology, engineering and mathematics to further their learning.

Students are required to complete three years of science for a minimum of nine credits. With a view to their future as adults living in an increasingly science and technology oriented society, they are strongly encouraged to complete a fourth year of science. Students take Biology in ninth grade (3.0 credits), Chemistry in tenth grade (3.0 credits), and Physics in either eleventh or twelfth grade (3.0 credits). The third year Physics choices are Conceptual Physics, Physics, or AP Physics. Students entering ninth grade who have earned a minimum of 93% in both eighth grade science and Algebra I will be considered for Biology Honors. All students considered for Honors placement must gain departmental approval before enrolling in an honors course.

Ninth and tenth grade students are introduced to the principles of science, technology, engineering, and mathematics (STEM) through their individual science courses. In addition, every ninth and tenth grade student completes a science fair project that requires identifying a question or problem, researching, and applying the principles of STEM. These are faculty-mentored, long-term projects that students have approximately four months to complete. They are encouraged to work in small teams, problem solve using backwards design and/or systems design approaches, design experiments, engineer working models, identify questions their work leaves unresolved, and propose logical next steps.

Science department electives include AP courses in biology, chemistry and physics, as well as a wide variety of topics that include subjects as diverse as anatomy and physiology, astronomy, marine ecology, and forensic science.

All courses are subject to change depending on student enrollment and faculty availability.

Biology (3 credits)

This general course in biology will include the topics of molecular biology, the cell, genetics, evolution, ecology, an overview of taxonomy, and the anatomy and physiology of plants and animals. Each trimester a different STEM related project will be done. Lab work is an essential part of this course.

Biology Honors (3 credits)
(Pre-requisite: An average of 93 or above in eighth grade science and Algebra I, and departmental approval)

This biology honors course will cover the same basic topics as the general biology course, but the topics will be covered in more depth and will require a faster pace of learning. This class will also do a STEM related project each trimester. Lab work is an essential part of this course.

Chemistry (3 credits)

This is a comprehensive course involving the following topics: matter and change, measurement, atomic structure, chemical reactions and stoichiometry, behavior of gases, solids, liquids and solutions, acid-base, equilibrium and electrochemistry. Lab exercises and lab reports are an integral part of the course.

Chemistry Honors (3 credits)
(Pre-requisite: An average of 87 or above in Biology Honors or an average of 93 or above in Biology. Co-requisite: Geometry H or Algebra II/Algebra II Honors.)

This course is designed for students who have shown a proficiency in studying science and who have exhibited interest in and enthusiasm for
science. This course is intended to help students realize the important role that chemistry will play in their personal and professional lives. It will help students use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology. Hopefully students will develop a lifelong awareness of the potential and the limitations of science and technology. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry. Critical thinking (the ability to carry out systematic thought processes in making decisions and solving problems), inquiry (solving problems through scientific investigation) and science ethics are stressed in this class.

Physics (3 credits)  
(Pre-requisite: An average of 83 in Algebra II)

This is a general course in physics that involves elementary algebra, graphing, basic geometry and the use of trigonometric functions. It follows the year long courses in biology and chemistry. Topics may include mechanics, waves, optics, electricity and magnetism, atomic and nuclear structures, and heat and thermodynamics. Laboratory sessions will accompany the theory and students will be required to submit reports with error calculations.

Conceptual Physics (3 credits)  
(Pre-requisite: successful completion of Algebra I and Geometry)

This course introduces the concepts of physics using mathematics most familiar to students in grades nine through eleven - algebra and geometry. Everyday applications of physics principles are stressed and many hands-on demonstrations are provided during class. Students develop an understanding of strong links between the concepts and practical applications of physics. Laboratory activities are an integral part of the course, requiring simple reporting of experiences in the form of reflective journals as well as formal lab reports. Topics include various aspects of straight-line motion, projectile and circular motion, work and energy, waves, sound, light and color, lenses and mirrors, magnetism, electricity, and electromagnetism. Students develop a sound, conceptual understanding of physics as well as improved critical thinking skills based upon The Scientific Method.

AP Biology (3 credits)  
(Pre-requisites: Accelerated Science I H and II H with a combined average of 87 or above in the biology component or an 87 or above in Biology Honors or a 93 or above in Biology with departmental approval)

This course is offered to juniors and seniors. It is designed to prepare students for the AP Biology Exam, but more importantly, to prepare them for college-level biology courses. Topics follow the AP syllabus and include molecular biology, cells, genetics, evolution, morphology, and physiology. Laboratory work includes required labs in the AP syllabus and the use of computers. The course involves large volumes of reading including summer reading. Students in this course are required to sit for the AP exam in May.

AP Chemistry (3 credits)  
(Pre-requisite: Accelerated Science I H and II H with a combined average of 87 or above in the chemistry component or Chemistry with a 93 or above and departmental approval)

This rigorous course of study prepares students for the AP Chemistry Examination by exploring in greater depth topics covered in a previous year-long chemistry course. The course covers all topics on the AP syllabus and assessments mirror the form and content of the AP exam. Extensive lab work is required and labs serve as an integral part of the topics covered during the course. Students develop the ability to work independently in the lab by designing and conducting several project-length experiments. Students also complete a research project or group project in lieu of a final exam in the spring term. This course has adopted a more STEM based approach than was required in the past. Students in this course are required to sit for the AP exam in May.
**AP Physics C (Mechanics)** (3 credits)
(Pre-requisite: Accelerated Science I H and II H with a combined average of 87 or above in the physics component or Physics with a 93 or above; and a minimum of 87 in Pre-Calculus. Students who have completed an appropriate math course satisfactorily in the summer, may be considered for entry by the department. Corequisite: Calculus).

This course is intended primarily for seniors who have completed the pre-calculus course in their junior year and are doing calculus concurrently with AP Physics. The AP syllabus in Mechanics is prescribed by the College Board and involves both statics and dynamics equivalent to what is done in the initial stages at the undergraduate level. Vectors are used widely in this course. Lectures, demonstrations, experimentation, interactive discussions, problem solving, and tests constitute the major components of the course. Students in this course are required to sit for the AP exam in May.

**AP Physics C (Electricity and Magnetism)**
(3 credits)
(Pre-requisite: AP Physics C (Mechanics) with an 87 or above or Physics with a 93 or above, or Accelerated Science I H and II H with a combined average of 87 or above in the physics component, and a minimum of 87 in Calculus. Students who have completed an appropriate math course satisfactorily in the summer, may be considered for entry by the department)

The AP syllabus in Electricity and Magnetism is a calculus based course covering: electrostatics, DC Circuits, AC circuits, magnetic fields, magnetic induction and electromagnetic waves. Students will use integral and differential calculus to develop concepts and solve problems. It is highly suggested that students have already taken a year of calculus. Students in this course are expected to sit for the AP exam in May.

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**Elective Courses in the Science Department**

**Introduction to Forensic Science** (3 credits)
(Prerequisites: juniors and seniors who have a) completed physics, chemistry, and biology, or b) taken two of the three and are taking the third concurrently.) It is highly recommended that students have taken physics or that they take it concurrently.

Forensic science is a discipline that includes the use of technology along with the principles of physics, chemistry, and biology to aid criminal investigations. The work of forensic scientists is integral to criminal prosecutions and defense in the United States. As technology has improved, the role of the forensic scientist has become more and more important. In this introductory course, students will follow case studies of criminal investigations to learn about the tools and techniques available to forensic scientists, as well as how the evidence must be collected and handled in order to maintain its usefulness in a court of law. During the third trimester, students will be given their own “crime scenes” to investigate, and they will be expected to apply what they have learned to solve each “crime.”

**Global Sustainability: Keeping the Blue Planet Green** (3 credits)
(Available to grades 9 through 12)

Global Sustainability is a course that gives students opportunities to investigate local as well as global issues currently recognized as problems to be solved if humans are to enjoy a bright economic, social, and environmentally sound future on Earth. Students will examine a variety of energy sources, agriculture and recycling models, air quality, water use, and global industry standards. Ongoing projects will include: auditing and monitoring energy use at The Wardlaw-Hartridge School as we make the move from 100% dependence on traditional energy sources (gas/oil/electric) to partial dependence on a solar array, engaging with Lower School students as they execute their garden projects, and working with our food service to plan and maintain a kitchen herb garden. A portion of the course work will be project-based and early in the year each student
will be expected to identify, research and do outreach on an area of particular interest. Their projects will typically target a global issue such as food, water, global warming, or development, and see action at any level: local, state, national or global.

**Topics in Marine Biology** (1 credit)
(Available to grades 11 and 12)

This trimester course will study two main topics related to the ocean. The first is the marine environment (salinity, currents, waves, tides, etc.). The second is a survey of marine organisms with an emphasis on the physiology of vertebrates. Lab work is an integral part of this course.

**Human Anatomy and Physiology** (1 credit)
(Available to grades 11 and 12)

This trimester course will do an in depth study of the major systems in the human being, including digestive, respiratory, circulatory, excretory, nervous, and reproductive systems. If time permits, the endocrine system could be included. Lab work will include a dissection of the fetal pig.

**Astronomy** (1 credit)
(Available to grades 11 and 12)

This is a trimester course covering observational astronomy and astrophysics. Topics will include: the ecliptic, the motions of stars and planets, the life cycle of stars, H-R diagrams, and the structure of galaxies.

**History and Philosophy of Science** (1 credit)
(Available to grades 11 and 12)

This course will investigate, in one trimester, the history of scientific thought and practice. How do we know what is true? Topics that will be covered will include the ancient Greek idea of the four elements, the Chinese astronomers, Babylonian mathematics and science, and modern Biology, Chemistry and Physics. Students will read from original scientific materials, discuss how the ideas are developed and present their own research and opinions. The birth of the scientific method will be discussed. Specific scientific developments will be explored, including but not limited to: atomic theory, the discovery of bacteria, DNA, electromagnetic theory, Newton’s law of gravity, relativity and quantum theory.

**Organic Chemistry** (1 credit)
(Available to grades 11 and 12)
(Pre-requisite: 80 of above in AP Chemistry or permission from the instructor)

This course will cover aspects of introductory organic chemistry in a brief survey. Organic chemistry is the study of carbon, the foundation of all life. The course is intended for students interested in fields ranging from chemistry or biology to engineering and medical professions.

**Elective Courses in Science, Technology, Engineering, and Mathematics (STEM)**

Wardlaw-Hartridge students will one day become leaders in a high-tech global economy. Providing them with opportunities to integrate the sciences, mathematics and technology in creative problem solving will give them significant practice in STEM skill building and communication. In addition, learning to apply an engineering model to their inquiries will prepare students for using critical thinking and creativity in their approach to challenges in college and beyond. Each STEM elective sets the stage for students to identify an unanswered question. As they work toward answering that question, they will be encouraged to use an integrated problem-solving approach. They will research a topic, consult with team members, identify a problem they want to solve, design tests, determine whether they need to build models or simulations, and when prepared, they will present their work for peer review.

**The Chemistry of Crime: Who’s Done It?**
(0.5 credits)
This course is offered for 9th and 10th grade

Science plays a very important role in 21st century technology. One of the fascinating ways that it is used is in the area of solving crimes. In this course, students will learn how to solve a crime. They will question whether the science
one sees on television is the science that is really used to solve a case. As detectives do, students will use science, technology, engineering, mathematics, and technology to determine if a murder occurred, and if so, they will attempt to solve the case.

**Biomedical Interventions** (1 credit)  
(Prerequisites: Biology and Chemistry)

Students will gain an understanding of new developments in the life sciences and the academic and pharmaceutical research that will change the treatment of diseases and disabilities. They will come to understand the role drugs play in our world today and reasons for lack of drugs to combat disease in developing countries. Students will learn about the biological sources of new drugs, how synthetic drugs are made, and how drugs impact our bodies, families, local communities, and our global community. Students will learn how prescriptive and over the counter drugs enter the water supply and why common water treatment methods do not remove all drugs from our water supply. Students will test a variety of local water samples for specific drugs, and based upon what they have learned, as well as their research on how to remove specific drugs from water supplies, they will choose one of the following projects:  
a) design a cost effective water treatment to remove a problematic drug from tap water,  
b) create an educational drug documentary,  
c) research how consumers are influenced by marketing when purchasing over the counter drugs,  
d) create a package to market a drug, or  
e) research statistics of drug use, use Numbers®/Excel® to analyze data, and present their statistical analysis for peer review.

**Engineering Bicycles to Save the World?**  
(1 credit)  
(Prerequisite or co-requisite: Physics)

Students will explore using a bicycle to generate electricity. Hurricanes Irene and Sandy really brought home society’s total dependence on electricity for daily living, communicating with others, and recreation. Can bicycles be the answer to transient power outages? Can they power a light so that one can read? Can they start the furnace? Charge cell phones, iPads and laptops? Power a TV? How does a bicycle generator work? How effective are they? Can their energy be stored? In this course students will learn how an electric generator works, how a bicycle works, how gears work, how to determine mechanical advantage, efficiency, and how to convert the mechanical energy of a wheel into electricity.

**Engineering for the Future** (1 credit)  
(Prerequisite or co-requisite: Physics)

Students will study what happens to the human body as it ages from a “human machine” perspective. Students will research (online, via interview, literature search) the needs of older Americans with respect to housing, day-to-day living, and travel. Each member of a design team will interview several people over 65 asking questions about their daily activities, exercise, relaxation, and travel (local and long distance).
History

The lessons to be learned in the rich narrative of our history enhance the understanding of our modern political, economic, social, religious, and artistic culture. To aid students in understanding this connection between the past and the present, the Upper School history curriculum is designed to build sequentially upon earlier course work in our Lower and Middle Schools. Each year, increasingly sophisticated and demanding expectations encourage students to rise toward college level achievement and skills. Reading, writing, research, and critical thinking skills must grow steadily through the four-year sequence of Global Studies, Modern World History, United States History (or AP US History), and finally AP European History or the diverse electives offered senior year. Students are required to earn nine credits in history. These must be in Global Studies, Modern World History (transfer students may substitute World History), and U.S. History. In addition, students may further their historical inquiry via several elective courses offered by the department.

It is important for students to be adequately prepared in each level of history in order to do well in subsequent courses. Consequently, a student who receives a final grade less than 70 in a history course may be required to do summer work in order to strengthen his or her understanding prior to advancing to the next history course in the curriculum.

Students may NOT use summer work as a means to move from the non-AP track to the AP level. An example would be a student who did not manage in a non-AP course to earn the required grade to enroll in an AP course. He or she may NOT then enroll in summer school to raise the grade in the non-AP course in order to qualify for entrance.

All courses are subject to change depending on student enrollment and faculty availability.

Global Studies (3 credits)

Students in grade nine study major turning points that shaped the modern world, from the late origins of Greek democracy to the rise and formation of Empires in India, Asia, Latin America, Africa, and the Muslim world, as well as the early formation of Europe. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They will extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Multiple accounts of events in order to understand international relations from a variety of perspectives will be considered. Students will learn historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps. Students will also learn to research historical topics and related current events using traditional and electronic sources and then will produce short research papers and other projects.

Modern World History 10 (3 credits)

Modern World History begins with the Age of Enlightenment, progresses to the Industrial Revolution and into the 20th century. The course introduces students to the political/diplomatic, cultural, social, and economic history of not only Europe, but also of India, China, Africa, the Middle East, and it also includes current conflicts in the non-western world. The course will be comparative in nature and will integrate historic developments with current events. The class will also study the role of the individual in history, such as Gandhi, Mao, Stalin, Hitler, Osama bin Laden, and others. Students will be required to demonstrate an understanding of the major themes, analyze, and evaluate primary sources, and be able to express historical understanding through writing clear and comprehensive historical essays.

Students continue to use computers as an integral part of the course, especially for research. However, note taking, textbook analysis and writing remain essential components of the class. During the year the focus is on building a logical, expository essay style.
U.S. History (3 credits)

This course surveys American history from the founding of the nation to the present, with particular emphasis on the relationship between social, economic, and political developments. Students keep reading and lecture notes. Also note-taking skills are taught and polished. Tests, quizzes, and essays are written, requiring thought as well as mastery of the material drawn from lectures and reading. In-class extemporaneous projects and written research papers are required throughout the year.

AP U.S. History (3 credits)
(Pre-requisite: 93 or above in Modern World History 10 and departmental approval)

The AP class in United States history is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The class prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. The AP United States History course will enable the student to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Students are required to take the Advanced Placement US History examination at the end of the course, as well as the SAT II in US History in May.

Elective Courses in the History Department, Grades 9-10

Global Citizenship (1 credit)

This trimester-long course will help prepare ninth and tenth grade students to be informed, ethical, and active citizens of the global community. It has an equal focus on ethics and leadership, contemporary global issues (as driven by the United Nation's millennium goals), and information literacy skills. Through problem-based learning, student will examine case studies centered on complex international challenges that correlate these three strands. Students must submit a final culmination reflection – a philosophy of global citizenship – to demonstrate understanding across all three areas of study.

Introduction to World Religion (1 credit)

This course examines the major religious and faith systems of the Asian content. We will focus on traditions with continued significant spiritual, philosophical, sociological, and political influence. Since no belief system exists in a vacuum, we will explore the historical, political, and social climates surrounding these faiths, and monitor how they have grown and changed over time. We will pay equal attention to the philosophical and theological foundations of each faith practice, examining both philosophers and religious leaders.

Elective Courses in the History Department, Grades 11-12

AP Psychology (3 credits)
(Pre-requisite: 87 or above in most recent honor or AP English or history course or 93 or above in most recent non-honor English or history course and/or departmental approval)

This course introduces students to the study of human behavior and mental processes. The main topics covered are the history of and approaches to the field of psychology, including research methods, biological bases of behavior, sensation and perception, consciousness, learning, cognition, motivation and emotion, development, personality, testing and individual differences, physiological disorders, abnormal behavior and treatments, and social psychology. In addition to preparing students to take the AP Psychology exam, the course will enable students to explore how psychologists think. Students will be exposed to the critical thinking and compassion that the field of psychology brings to the human condition. Students are required to take the
Advanced Placement Psychology examination at the end of the course.

**AP European History (3 credits)**
**Available for Twelfth Grade**
(Pre-requisite: 87 AP US History course or 93 or above in US History course and/or departmental approval)

With its college level treatment of the subject, this is a course that requires a significant amount of daily preparation. The ability to read and understand sophisticated analysis of the period, and the ability to write extensively and analytically about the period are essential. Research and short essays, especially those using primary documents, are frequently assigned. Students are required to take the Advanced Placement exam in May.

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

* This course description is abstracted verbatim from the College Board website.

**The Great War 1914-1918 (1 credit)**

This year we mark a century since the outbreak of the First World War, an event that marked the end of the modern era, and the birth of our post-modern world. This was the defining event for much of the world, and left an indelible mark on the consciousness of a generation. The twentieth century was shaped by the events of these four years, and even today the war's impact is visible on the world around us. This course covers the events of the First World War in detail. This is complemented by a study of the literature they produced. Students will study novels such as All Quiet on the Western Front, the poems of soldiers such as Wilfred Owen, as well as memoirs from the groundbreaking women who risked their lives serving as nurses and ambulance drivers on the front lines.

**Economics: Choices & Challenges (1 credit)**

Economics is practical. Whether involving institutional or individual decision-making, various theories, tried-and-true principles or just plain common sense, economics is a way to describe, explore and understand the complex relationships implicit to human existence in the material world. Economics is also about choices. While the course will explore the fundamental principles of "the dismal science" (microeconomics), the dynamic interrelationships between the various parts of local, national, regional and/or global economies is the primary concern (macroeconomics). Markets, money, labor, trade, consumers, management, the workplace, resources, communication and transportation networks, externalities, farms, firms, finance, the role of government, and the responsibilities of citizens: all are factors in economic activity. The course is practical, seminar-styled, problem-based, and ultimately, project-oriented. Focusing on developed and developing economies, inquiry will be guided by questions like: What is an economy? How is it established, sustained, grown, and changed? How are developed economies different from those in emergent or developing countries and regions of the world? To what extent are the choices and challenges similar? In what ways are those faced by women unique? What is globalization, and how does it impact the choices made by participants in connected but distinct parts of the world? Additionally, the issue of government spending and debt will be investigated and problematized. In addition to select scholarly readings and contemporary news articles, and the use of various online tools, activities, and resources, Wheelan's *Naked Economics: Undressing the Dismal Science* will serve as our primary text. Selections from Levitt's *Freakonomics* and from Sen's *Development as Freedom* will augment our thinking.
Cultural Anthropology (1 credit)

Cultural Anthropology is the study of cultural differences among people and over time. Students will deeply explore some historic and present-day South American cultures. In this course, students will discuss the concepts, methods, and research used by anthropologists. Students will also delve into the way these researchers conduct field work.

Contemporary Political Ideologies (1 credit)

The politics of the twenty-first century is dominated by a few powerful systems of political thought. To truly understand our world, we must study the framework and theory that form these ideologies. In this course, students will explore the dominant political ideologies of the world, from liberalism to nationalism and from conservatism to socialism. Each ideology will be considered in the historical context of its development, including readings from the key thinkers.

Persuasion and Propaganda (1 credit)

Our attention is a sought after commodity. Advertisers, retailers, the broadcasting industry, government bodies, and educators constantly compete to capture it. As our communication technology has evolved, so too has the ability to influence our views. But where is the line between marketing and propaganda?

During this trimester we will explore the media that have been employed to manipulate our opinions. Students will engage in visual and textual analysis of a range of sources, examining posters, literature, film and more. This course will utilize knowledge gained during tenth grade Modern World History course to place these works in their appropriate historical context. Throughout the course they will be asked to think critically about how these techniques influence not only the intended audience, but also themselves.

Religious Studies: Holy Wars (1 credit)

Beginning with the Middle Ages, the course will explore Just War Theory, martyrdom, contemporary fatwa, the Crusades, the Counter-Crusades, the spread of Islam throughout Europe and Asia, and the Spanish Inquisition among other historical instances of religiously motivated wars. We will focus on the psychology of terrorism, religious texts that support violence, and the historical climate of the time.

Global Leadership (1 credit)

This trimester-long course explores leadership traits and practices that are considered to be effective in the context of different national cultures. Students identify their own leadership styles and learn about ways to modify their strategies for different audiences and purposes. They will learn democratic classroom strategies to manage simulated global issues (as driven by the United Nation’s millennium development goals). Using design thinking, the class will create an action plan reflecting realistic and meaningful solutions to address real-world problems. As a culminating experience, students will design a whole-class service-learning project whereby they conduct global work locally. Students will leave inspired and equipped to move forward and actively engage in global issues out of the classroom.

The Middle East: Then & Now (1 credit)

After the dissolution of the Ottoman Empire, at the end of World War I, the Middle East acquired new political boundaries. In his groundbreaking history of the region and that partition, A Peace to End All Peace, David Fromkin contended that the source of all subsequent and contemporary conflicts was the character of the treaty that ended The Great War in the Middle East. Using the Treaty of Sevres (1920) as our starting point, the course will provide an overview of the history of the Middle East during the last hundred years. Among the essential questions considered will be: To what extent is the history of the Middle East shaped by geography? religion? ethnicity? geopolitical interests? natural resources? the past? and the promise and practice of democracy? How have events (global, regional, local) affected the identities of the peoples of the region, the policies of governments, and possibilities for the future? In what ways have wars and conflicts, social unrest and ideologies impacted the peoples
and the countries of the Middle East? Activities will include a Middle East Summit, exploration of the Palestinian-Israeli conflict, investigation into variants of extremism (statist, terrorist, religious, political, and historical), the development of countries (Egypt, Israel, Palestine, the Kingdom of Saudi Arabia, the United Arab Emirates, Kuwait, Iraq, Iran, Jordan, Lebanon, Syria, Turkey), and acquaintance with select individuals (e.g. Ataturk, Nasser, Sadat, Ben-Gurion, Meir, Begin, Sharon, Rabin, Netanyahu, Arafat, Abbas, the Assads, King Hussein, Saddam Hussein, Reza Pahlavi - The Shah, Ayatollah Khomeini, King Faisal, Prince Abdullah among others).
World Language

Wardlaw-Hartridge offers students the opportunity to study Spanish, Mandarin Chinese or Latin. Students are required to complete the third level of their target language while in Upper School. These core languages can culminate in either level V or the Advanced Placement language courses. Once this requirement has been completed, students may elect to study an introductory course in Italian or Mandarin Chinese.

The department emphasizes the appreciation of the cultures represented by all the countries where the target languages are spoken. In addition, the exchange program with Spain provides our students with authentic language and cultural enrichment and fosters long-lasting relationships among the student participants and their families, as well as between our school and the host school.

All new students to Wardlaw-Hartridge are required to take a placement test to determine the level of competence.

It is important for students to be adequately prepared in each level of a foreign language in order to do well in subsequent courses. Consequently, a student who receives a final grade lower than a 73 in a world language course must take either a summer course or pursue tutoring during the summer to review that year’s course work. A written test will be administered at the end of the summer to assess proficiency for advancement to the next level.

Students completing level III of Spanish or Mandarin Chinese will be able to:

- Converse clearly
- Narrate and describe in detail
- Understand connected discourse
- Use reading strategies to comprehend authentic print media
- Apply cultural knowledge to social interaction
- Discuss the significance of the geography, history and political contributions of the target culture(s).

Students completing Latin through level III will be able to:

- Read, understand, and interpret Latin prose and poetry
- Speak and write knowledgeably about Greco-Roman culture
- Make cross-cultural comparisons and contrasts with Greco-Roman culture across the curriculum
- Cultivate critical perspective on the ramifications of the Greco-Roman legacy in contemporary society

All courses are subject to change depending on student enrollment and faculty availability.

French IV (3 credits)  
(Pre-requisite: 85 or above in French III)

By level IV French, students have already learned the basic tenses, and will add the past subjunctive and future tenses to their knowledge base. French Three Years continues to be the basis for grammar exercises, but a collection of literary excerpts is added so students follow the progression of French literature throughout the centuries - from the prehistoric age to the present time. Songs that represent various eras in French history, from the 17th century to the present, are learned. This helps students see the relation between historic events, social movements and the songs that people wrote to express their feelings throughout the passing centuries. Special projects, composition writing, and oral presentations round out the activities of the class.

French IV Honors (3 credits)  
(Pre-requisite: 87 or above in French III Honors or 93 or above in French III and/or departmental recommendation)

This course includes all the activities in French IV, but involves higher expectations of the students. They must answer more difficult questions on tests and quizzes and are expected to perform at a higher level.

French V (3 credits)  
(Pre-requisite: 85 or above in French IV)
French V is a course for seniors, designed to expand the four language skills, especially speaking, and to encourage interest in the French culture through reading, listening to native French speakers through podcasts, and writing - not only compositions, but advertisements, letters and articles. Students will read a novel, often existential in nature, and further explore France’s rich literary heritage. Videos and online activities add to the multi-media approach. Details of French grammar are reviewed so that students can continue to improve the accuracy of their writing and speaking.

**French V Honors** (3 credits)
(Pre-requisite: 87 or above in French IV Honors or 93 or above in French IV and/or departmental recommendation)

This course includes all the activities in French V, but involves higher expectations of the students. They must answer more difficult questions on tests and quizzes and are expected to perform at a higher level.

**Latin I** (3 credits)

In the Latin I course, students learn classical Latin pronunciation, the essential Latin grammatical constructions, a basic vocabulary of 600 words, and the fundamentals of ancient Roman culture and history. At the completion of the course, a student can read aloud short, connected sentences with correct phrasing and pronunciation at a normal, unbroken pace, describe the differences between Latin and English, and comprehend Latin in daily use. Throughout the course, students will translate basic Latin passages, describe various aspects of ancient Roman culture, and recount and explain major ancient Roman myths. They will also identify major periods and personages of ancient Roman history and recognize locations of central importance throughout the Roman Empire.

**Latin II** (3 credits)
(Pre-requisite: 70 or above in Latin I)

Second year Latin continues the exploration of the Latin language and Roman culture, with a special emphasis on Roman Britain. Second year students continue to practice classical Latin pronunciation, add to their knowledge of the fundamental Latin grammatical constructions, deepen their knowledge of ancient Roman culture and history, and enrich their Latin vocabulary. At the completion of the course, students will also be able to recount and explain Roman myths and historical events and identify locations of central importance throughout the Roman Empire.

**Latin III** (3 credits)
(Pre-requisite: 70 or above in Latin II)

Third year Latin continues the study of Latin grammar, vocabulary, and translation and the exploration of Roman culture and society. Complex Latin grammar constructions are studied, and vocabulary is increased with the study of English derivatives of the words covered within the course. Students translate stories of several classic heroes and begin to study original works by Roman authors, including Pliny, Martial, and Ovid. Students will also deepen their appreciation of the legacy of Greco-Roman civilization in contemporary society.

**Latin III Honors** (3 credits)
(Pre-requisite: 93 or above in Latin II)

This course includes all that is taught in Latin III, but it is covered at a more rapid pace and includes more selections of original Roman authors. Students also begin to learn the basics of Latin poetry versification.

**Latin IV** (3 credits)
(Pre-requisite: 85 or above in Latin III)

In the Latin IV course, students read original Roman authors with appropriate glosses or adaptations and gain appreciation of the diversity of both the style and content of Latin literature. At the completion of the course, a student will understand advanced grammatical concepts. The students will learn Latin versification, the historical background of the classical literature read in class, and the English derivatives of the Latin vocabulary studied within the course. Attention will also be paid to how Roman society has influenced our own, as well as how the two are markedly different.
Latin IV Honors (3 credits)
(Pre-requisite: 87 or above in Latin III Honors or 93 or above in Latin III and/or departmental recommendation)

This course includes all that is taught in Latin IV, but it is covered at a more rapid pace and includes more selections of the original Roman authors. In addition to translating, students will be expected to analyze Roman literature, with attention to the ways in which Roman authors address the political problems, social concerns, and other issues of their time. Additional pre-AP level work may be completed.

Latin V: Caesar (1 credit)
(Pre-requisite: 85 or above in Latin IV)

In this Latin V course, students translate original sections from Books 1, 4, 5 and 6 of Julius Caesar’s *De Bello Gallico*. The entirety of Books 1, 6 and 7 will be read from an English translation. *De Bello Gallico* is Caesar’s first-hand account of the Gallic Wars, but is written as a third person narrative. The book describes the battles themselves and the behind-the-scene maneuvering in the nine years which were spent fighting local armies that opposed Roman domination in Gaul. At the completion of the course, a student will understand advanced grammatical concepts. The historical background of the classical literature read in class and the English derivatives of the Latin vocabulary are studied within the course.

Latin V: Vergil (1 credit)
(Pre-requisite: 85 or above in Latin IV)

In this Latin V course, students translate original sections from Books 1, 2, 4 and 6 of Vergil’s *Aeneid*. The entire epic novel will be read from an English translation. The *Aeneid* tells the legendary story of Aeneas, a Trojan warrior, who after many adventures, settles in Italy where his descendants become the Romans. The students learn Vergilian syntax, grammar, vocabulary, meter, and style. Students will understand the background of the story itself, characters, events, and effects of the Trojan War, as well as understand the content of the *Aeneid* and will be able to analyze critically the poem as a work of art. Students learn to recognize figures of speech, the uses of imagery, sound, and rhetorical devices.

AP Latin (3 credits)
(Pre-requisite: 87 or above in Latin IV H, 93 or above in Latin IV and departmental recommendation)

In the AP Latin course, students will study and translate many sections of Vergil’s *Aeneid* and Caesar’s *De Bello Gallico*, including those required by the College Board. Using these two texts, the students will learn both Latin prose and poetry and understand the context and significance of each work. The students will learn Vergilian syntax, grammar, vocabulary, meter, and style, and will be able to analyze critically the poem as a work of art. Caesar’s firsthand account of the Gallic wars is written as a third person narrative which requires advanced translation skills. The book describes the battles and gives a behind-the-scenes look of the nine years Caesar spent fighting local armies in Gaul. With the study of these two literary works, students will learn to recognize figures of speech, the uses of imagery, sounds, and rhetorical devices.

Spanish I (3 credits)

This course is intended to introduce the student to the Spanish language by incorporating the instruction of grammar and vocabulary with basic speaking, reading, writing, and listening skills. This course also develops student insight into the culture of the Spanish speaking people. Activities include acting out scenarios, greeting others, telling about preferences and events in the present and near future, and describing people and school-related objects. Students also learn about cultural differences relating to meals, school schedules, and ways in which Spanish people address each other. In addition, lessons cover the use of basic regular and irregular verbs in the present tense, sentence structure, and adjectives and their agreement. The use of technology is integrated as a tool for teaching and learning. This includes the use of the Smart Board, computer, Internet, films, and music to increase understanding, reinforce newly acquired skills, and to engage the students in authentic situations related to the topics of study.
Spanish II (3 credits)  
(Pre-requisite: 70 or above in Spanish I)

This Spanish course is designed to help students make the transition from Middle School language classes into the Upper School World Language Program. The focus of instruction is on the continued development of students’ proficiency in the language, with emphasis on communicative competency. Skills are assessed in a variety of ways.

Spanish II Honors (3 credits)  
(Pre-requisite: 93 or above in Spanish I)

Spanish II Honors is the bridge joining basic knowledge of the Spanish language to a more advanced level of learning. Students will now start preparing for the possibility of an extended sequence of language study, culminating in Advanced Placement Spanish. The students use technology and experience literature, culture, history, and geography to establish a solid foundation. Emphasis is placed on the communication of ideas and information in Spanish with fluency and accuracy.

Spanish III (3 credits)  
(Pre-requisite: 70 or above in Spanish II)

This course is the continuation of Spanish II. It consists of a study of the grammar and vocabulary of the Spanish language on an advanced level. The study of all the simple tenses is completed. Students develop greater listening comprehension and speaking ability through the use of daily communicative activities. In addition, the use of technology is integrated as a tool for teaching and learning. Students use technology in their study of the culture, history, and geography of Spanish-speaking countries. Students also focus on strengthening their vocabulary through reading excerpts from classical and contemporary Spanish literature.

Spanish III Honors (3 credits)  
(Pre-requisite: 87 or above in Spanish II Honors or 93 or above in Spanish II)

This course is the continuation of Spanish II Honors. Students continue to develop skills in listening, speaking, reading, and writing. Students’ accuracy in expression will be expanded with the study of advanced grammar and vocabulary essential for discussion of topics beyond basic needs. Vocabulary acquisition will be expanded through the reading of short stories. Various opportunities are afforded the students to express themselves, both orally and in writing. The use of technology is integrated as a tool for teaching and learning. This includes the use of the Smart Board, computer, radio, and TV to increase understanding, reinforce newly acquired skills, and to engage the students in authentic situations related to the topics of study.

Spanish IV (3 credits)  
(Pre-requisite: 85 or above in Spanish III)

The course provides an option for those students who are interested in continuing in the study of the Spanish language and culture, but who are not necessarily interested in the Pre-AP and Advanced Placement course of study. In addition to fine-tuning grammar skills, the students will reinforce and further their knowledge through their continued development of communication skills in Spanish. Via the viewing of authentic media, the reading of short literary works, and the use of technology to support and enrich their learning, the students will be engaged in the exploration of current events and universal issues and themes in order to analyze them from the perspective of both the U.S. and Spanish language cultures.

Spanish IV Honors (3 credits)  
(Pre-requisite: 87 or above in Spanish III Honors or 93 or above in Spanish III and/or departmental recommendation)

This course is designed as a survey course to increase reading comprehension, writing, and conversational fluency at an advanced, more native-like level. This course offers a greater quantity of vocabulary, idiomatic expressions, and advanced grammar. Spanish IV Honors provides a more in-depth study of literature, culture, history, and political movements throughout the Spanish-speaking world. The intensive review of grammar, ample writing assignments, and variety of literature equip students to communicate more effectively in the Spanish. The use of technology is integrated as a tool for teaching and learning. This includes the
use of the Smart Board, computer, Internet, films, and music to reinforce acquired skills and to engage the students in authentic situations related to the topics of study.

Spanish V (3 credits)
(Pre-requisite: 85 or above in Spanish IV)

Spanish V, an alternative to AP Spanish, is a continuation of Spanish IV. Films, music, websites, and literary works from the Spanish speaking world are used to promote discussion of relevant historical, cultural, and current event issues. Units of study continue to be content-based, including related vocabulary, composition and conversation, and they focus on the further development of the students’ language skills.

AP Spanish Language (3 credits)
(Pre-requisite: 87 or above in Spanish IV Honors or 93 or above in Spanish IV and/or departmental recommendation)

The course is structured to meet the standards of the Advanced Placement Spanish Language Examination as set forth by the College Board. Criteria for selecting students include student interest and motivation, demonstrated ability in previous Spanish courses, and teacher recommendations. This course requires that students read literary and journalistic prose and poetry, understand lectures and conversational Spanish, participate in class discussions and conversations, and write essays in Spanish. Students completing this course are expected to take the Spanish AP Language College Board Examination in May.

Mandarin Chinese I (3 credits)

This course is intended to introduce students to age appropriate basic Chinese language and cultural content. Students learn to identify and produce Pinyin and four tones of Chinese pronunciation. They master some common Chinese characters, words, and sentences related to daily life and school life. Topics include greetings, family and friends, date and time, hobbies, shopping, weather, etc. Through a variety of meaningful and authentic activities, the course trains students in four communicative skills. In addition to traditional textbooks, a variety of tools are used to make learning an interesting and productive experience. Such tools include the Smart Board, computer, Internet, Skype, CDs, videos, posters, etc.

Mandarin Chinese II (3 credits)
(Pre-requisite: 70 or above in Chinese I)

This course continues to build students’ communicative skills and develop their cultural understanding and insights. Instructional materials and activities are carefully selected to enable students to communicate in a practical and authentic language environment. Considerable speaking practice and basic reading and writing exercises help students to master grammar and to expand vocabulary. As a final project, students write books about themselves, family and friends, daily routines, and school life. In addition to traditional textbooks, a variety of tools are used to make learning a meaningful and productive experience. Such tools include the Smart Board, computer, Internet, Skype, CDs, videos, posters, etc.

Mandarin Chinese III (3 credits)
(Pre-requisite: 70 or above in Chinese II)

At this level, students expand their vocabulary, study more advanced patterns, and develop greater communication competency in listening, speaking, reading and writing. Meaningful and authentic tasks are given to facilitate communication about their daily lives, school activities, friends and family, and their roles in both a community and global context. Students participate in various research and presentation projects, listen to guest speakers, and exchange activities with students in China by email and Skype. Through these valuable experiences, students’ knowledge of contemporary and traditional Chinese culture is further enhanced. Online resources are constantly adapted for understanding and researching Chinese current affairs, culture, society, education, etc.

Mandarin Chinese IV (3 credits)
(Pre-requisite: 85 or above in Chinese III)

Chinese IV is a course for students who have a genuine interest in continuing to learn the Chinese language and culture and who are
willing and able to challenge themselves to a higher level of learning. Through viewing and listening to authentic media, students will gain knowledge of current affairs and modern China’s society and schools, as well as appreciate China’s rich culture. Frequent compositions, presentations, projects and participation in activities with our partner school in China will further refine students’ communication skills and enable them to use the language to solve real-life problems.
**Fine and Performing Arts**

Art and music are universal languages that have always played a key role in the story of our civilization. The Arts transcend boundaries of nation, age, race, and religion to speak their own language. The beautification of our world has gone on throughout history as people strive to produce, record, and order the physical elements of their environment. The Arts curriculum reflects the philosophy that, as subjects, art and music are not an extra, but rather an integral part of a student’s education and life. To enrich this curriculum, off campus trips are a part of the course of study.

Some of the courses do have pre-requisites or co-requisites. Please refer to the write up of each course for these requirements.

**All courses are subject to change depending on student enrollment and faculty availability.**

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**Fine Arts**

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**Sculpture I (3 credits)**

This course explores diverse styles and materials of three-dimensional form. Students are exposed to the additive and subtractive techniques of construction and carving using clay, plaster, wire, paper, wood, and mixed media. While emphasis is on hands-on activity, related topics such as the work of various sculptors and historical and contemporary issues in sculpture are also included.

**Sculpture II (3 credits)**
(Pre-requisite: Sculpture I with a B+ average and Art I)

This course is for those students who show a strong aptitude and curiosity about sculpture. Building on the basic construction skills acquired in Sculpture I, this course provides an opportunity for students to further develop three-dimensional skills with the introduction of new mediums which present more challenging problems. Sculpture II students are also offered the option of developing a proposal, along with the guidance of the department, for the alternative of creating a series of theme-based projects to be produced over the course of the program.

**Art I (3 credits)**

The basic principles of design, color, and composition, with an emphasis on the use of space, are studied through a wide range of art experiences, including drawing, painting, sculpture, printing, ceramics, and art history. Art I students also learn Chancery Cursive Calligraphy and work on an epoxy-resin jewelry project. Students are required to use their laptops for their monthly art criticism exercises and when referencing imagery for projects.

**Art II (3 credits)**
(Pre-requisite: Art I)

Students are provided the opportunity to improve their drawing skills through a series of projects using a variety of mediums, techniques, and methods. Color theory is also studied and explored through the use of different media. Students are required to use their laptops for their monthly art criticism exercises. Students are expected to research quotes and historic illuminations on their computers.

**Art III (3 credits)**
(Pre-requisite: Art II)

Art III builds upon Art I and II and provides a continuing exploration of the design, painting, sculpture, drawing, and printmaking processes. Students are required to use their laptops for their monthly art criticism exercises and when referencing imagery for projects.

**Advanced Studio Art (3 credits)**
(Pre-requisite: Three Years of Upper School Art Courses; Co-requisite: Art Appreciation and permission of the department)

This course is for those students who show an exceptionally strong artistic ability or interest in the art field. It provides an opportunity for students to develop their artistic skills independently of the group, with the guidance of
the instructor. Advanced art students, as well as seniors, have the opportunity to explore basketry and the creation of silver jewelry. Advanced Studio Art students are required to take Art Appreciation. Students are required to use their laptops for their monthly art criticism exercises and when referencing imagery for projects.

**AP Studio Art I (3 credits)**

& **AP Studio Art II (3 credits)**

(Student are required to take two years of AP Studio Art in order to prepare the portfolio they will need.)

(Pre-requisite: Students must have a GPA of 85 or a B average in all subjects; Co-requisite: Art Appreciation and permission of the department)

Instead of taking a written examination, Studio Art candidates are required to produce a portfolio - either drawing, 3-D design, or 2-D design - for evaluation, prepared and submitted according to the specifications detailed on the Studio Art Poster. Each portfolio contains three sections: Quality (for which actual art work is submitted); Concentration (an in-depth, individual project); and Breadth (demonstration of a wide range of experience). Work for the Concentration and Breadth sections is submitted in slide form. The student needs to produce a total of forty finished pieces of artwork. This course requires a two-year commitment on the part of the student. Students are required to use their laptops for their monthly art criticism exercises and to investigate imagery, political references, and artist’s works in preparation for the Concentration section of the AP Art exam.

**Art Appreciation (1 credit)**

(Co-requisite for Advanced Studio Art and AP Art)

Art Appreciation uses the history of the visual arts as a foundation for the teaching of visual literacy. The ability to make intelligent, critical judgments when viewing works of art, even one’s own, is a skill that can be developed. This will enable students to view the works of artists from any period or culture in a more intelligent and educated manner.

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### Performing Arts

**Introduction to and Appreciation of Modern Dance (1.0 credit)**

This course will combine an introduction to the fundamentals of movement skills and body awareness in modern dance technique, improvisation, and composition and an introduction to dance as an art form including the study of historical, cultural, and social contexts of diverse dance forms. Students will develop an appreciation for modern dance as a form of communication and expression. (Class will gain experience as both dancer and audience member.)

**Concert Band (1.5 credits)**

(Pre-requisite: Previous band instrumental experience and director approval)

Any student in grades 9-12 with previous band instrumental experience may become a member of Concert Band. Emphasis is placed on learning and performing a repertoire representing a wide range of musical styles. The concert band meets three days in the seven day rotation to prepare for the winter and spring concerts. Small ensembles are arranged as the students' schedules permit. Students enrolled in Concert Band are eligible to audition for Jazz Band. Students interested in more individualized instrumental instruction are encouraged to take private instrumental lessons.

**Concert Choir (1.5 credits)**

(Pre-requisite: None)

Any student in grades 9-12 may become a member of Concert Choir. Students will study and perform music from various styles of music, including choral repertoire in the classics, spirituals, musical theater, and contemporary genres. Each student is encouraged to perform to the best of his or her ability by learning basic vocal technique, learning to sing with appropriate stylistic expression, and learning how to read musical notation and symbols. Concert Choir meets three days in the seven day rotation to prepare for the winter and spring concerts. Students enrolled in Concert Choir are eligible to audition for MadJazz. Students
interested in more individualized vocal instruction are encouraged to take private voice lessons.

**Fundamentals of Music (3 credits)**

This course is designed for students who wish to gain a basic knowledge of music theory. Students are encouraged to apply the knowledge learned in this course to the music they are currently studying and performing in their ensembles and private lessons. Music notation, intervals, chords, scales, modes, rhythms, and transposition will be studied. Students will learn how to take music dictation, gain basic sight reading skills, and create short compositions.

**AP Music Theory (3 credits)**  
(Pre-requisite: Fundamentals of Music and Departmental permission)

Advanced Placement Music Theory is for those students who might be considering music as a major or minor in college. This course, designed to develop more advanced writing and listening skills, includes a review of intervals, chords, scales, modes, and key signatures. New clefs, advanced rhythmic notation, transposition, four-part harmony, analysis of musical forms, melodic and harmonic dictation, sight singing, and composition are studied. Students are expected to sit for the Advanced Placement exam.

**Band Workshop (1 credit)**

Band Workshop is specifically designed for ninth and tenth grade students with minimal or no previous band instrumental experience who want to learn how to play a band instrument. Students may choose to play flute, clarinet, saxophone, trumpet, trombone, or percussion (drums). Emphasis is placed on the beginning fundamentals of playing a band instrument and music reading skills. Meeting times are to be coordinated with the band director and the registrar.

**Intro to Piano (1 credit)**

Students in grade 9 and 10 are eligible to take Intro to Piano. No previous music experience is necessary. Students will meet twice per rotation with a maximum of eight students in the class. Every student is encouraged to develop their musicianship skills at their own pace. Students are encouraged to practice daily at home. A few electric keyboards may be loaned on a first come, first served basis. Occasionally, students will play the repertoire they have been learning on our refurbished 1924 Steinway grand piano in the Choir Room. These sessions will be a wonderful opportunity for the students to discuss and practice playing technique and musicianship skills in a group setting while playing a world-class instrument. At the end of each semester, students will be required to play a repertoire selection that best matches their ability level in a piano recital in front of their peers during school hours.

**Special Music Designations**

**Jazz Band (0 credits)**  
Successful audition results in Honors designation for Concert Band  
(Co-requisite: Concert Band)

Jazz Band is an auditioned ensemble available to Concert Band students in grades 9-12. Students in Jazz Band will perform various genres of jazz repertoire. Jazz Band meets twice during the seven day rotation. Students in the Jazz Band will play for the winter and spring concerts and the Cookin’ Cabaret in May. As members of the Jazz Band, students may also perform concerts for community organizations. Only students enrolled in Concert Band will be eligible to audition for the Jazz Band, with the exception of certain instrumentation being made at the director’s discretion.

**MadJazz (0 credits)**  
Successful audition results in Honors designation for Concert Choir  
(Co-requisite: Concert Choir)

MadJazz is an auditioned ensemble available to Concert Choir students in grades 9-12. Students in MadJazz will perform music from Renaissance madrigals and motets to modern jazz. MadJazz meets twice during the seven day rotation. Students in MadJazz will sing for the winter and spring concerts, Spring Music
Recital, and at the Cookin’ Cabaret in May. As members of MadJazz, students may also perform concerts for community organizations. Only students enrolled in Concert Choir are permitted to audition.
Health & Physical Education

Health and Physical Education is required of all students. The physical education requirement is met each season through participation in scheduled physical education classes or by participation on a school athletic team.

Students may be excused from this requirement or parts of this requirement due to a medical reason. The medical excuse from the doctor specifying the duration (i.e. permanent, season, week, etc.) must be turned in to the school nurse and physical education teacher.

Health Education (1 credit)

Health Education is required of all students. A yearlong course in health is offered in tenth grade, but may be taken in eleventh or twelfth grade. The goal of the program is to encourage students to develop and/or maintain healthy lifestyles. The topics and information are presented in an age-appropriate format. The curriculum emphasizes communication and social-interaction skills, sex education, human growth and development, drug education, STDS, certification in American Red Cross Community CPR/AED/First Aid, eating disorders, date rape, sexual harassment, and family life issues.

Healthy Lifestyles (1 credit)

Healthy Lifestyles is a course designed to focus on the physical, the social, the mental, and the emotional aspects of health, and it relates to issues that are real and relevant to many young people, including sex and relationships, various diseases, stress, body image, drugs, alcohol, and tobacco.

Education for healthy living seeks to encourage young people to eat sensibly, stay physically active, and maintain good levels of personal well-being. Overall, Healthy Lifestyles will enable an individual to become health literate and to become a critical thinker and problem solver, a responsible, productive citizen, a self-directed learner and an effective communicator. Healthy Lifestyles will promote choices to encourage long term improvement of the quality of life.

Physical Education (1 credit)

The goal of this course is to develop an appreciation for the positive benefits of physical activity and to stimulate interest in lifetime activities. This is accomplished through the offering of a broad range of activities along with an emphasis on individual development.

Successful completion of the physical education program is a graduation requirement for students who do not participate in a sport during an athletic season. PE credit is awarded to students who successfully attend, participate and adhere to the PE uniform policy. Participation in outside sports does not qualify for PE credit.

Driver Education (0 credit)

Driver training at Wardlaw-Hartridge is accredited by the New Jersey Department of Education. Driver Education classes meet once per week until the end of March and are taught by an instructor from the Edison Driving School. Students aged fifteen and older are eligible to enroll in the classroom course; students aged sixteen and older are eligible for "Behind-the-Wheel" training, which requires a minimum of eight hours of actual driving. Successful completion of both the classroom and the "Behind-the-Wheel" courses entitles the student to maximum driver training discounts by all insurance companies offering such discounts. There is a separate fee for Driver Education.