Upper School Administration

Head of Upper School ............................................ Patrick Loach
Assistant Head of Upper School ............................. Sarah Baker
Upper School Dean of Faculty ................................. Bart Thornton
Upper School Dean of Students ................................. Mark Palyo
Director of Student Life ......................................... Beth Kondorossy
Associate Director of Student Life .......................... Missy Herod
Director of College Counseling ............................... Brian Leipheimer
Personal Counseling ............................................. Lindsay Bradley, Liz Jackson, Andrea Miller
Director of Scheduling ........................................... Linda Rouse
Assistant to the Head of Upper School ...................... Lynn Haw

Department Chairs

Academic Services ............................................ Todd Hanneman
English .......................................................... Mil Norman-Risch
Health and Wellness .......................................... Annie Richards
History .......................................................... Suzanne Lewis
Library .......................................................... Elizabeth Kerr
Mathematics ..................................................... Karen Albright
Performing Arts ............................................... Mike Boyd
Science .......................................................... Stew Williamson
Visual Arts ...................................................... Pam Sutherland
World Language .............................................. Val Siff

Lead Advisors

Freshmen .......................................................... Sally Williams
Sophomores ....................................................... Pete Follansbee
Juniors .......................................................... David Kehlenbeck
Seniors .......................................................... Pam Anderson Sutherland
**Upper School Program of Studies 2019–2020**

**Classes of 2020–2023**

A minimum of 21 credits distributed among the following disciplines:

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<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
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<tr>
<td>5-14</td>
<td>English</td>
<td>4 credits</td>
<td>one credit per year; juniors and seniors may not earn both required credits in one semester</td>
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<tr>
<td>15-17</td>
<td>Math</td>
<td>3 credits</td>
<td>in the Upper School</td>
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<tr>
<td>18-28</td>
<td>World Language</td>
<td>3 credits</td>
<td>of one language in the Upper School or 4 credits two credits each of two languages in the Upper School</td>
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<tr>
<td>29-34</td>
<td>History and Social Sciences</td>
<td>3 credits</td>
<td>World History: Rise of Civilization to WWI (1) (formerly World History 1 &amp; 2), Contemporary World History: 1919 to Present (½) (formerly World History 3), US History (1), Comparative World Religion (½)</td>
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| 35-42 | Science                          | 3 credits | Chemistry, Biology, Physics*  
*Students who complete Algebra I in 9th Grade are not required to take Physics.  

| 43-49 | Senior Capstone                  | ½ credit | Completion of approved Capstone course                                        |
| 50-62 | Visual or Performing Arts        | 1 credit | visual arts, chorus, instrumental music, drama, dance, technical theater, and Private Lessons may be used to satisfy this requirement |
| 63    | Health and Wellness              | 1 credit | Health and Wellness 1 (½) & 2 (½), completed in 2 semesters                  |

**Graduation Requirements**
Course Registration: All course offerings are subject to sufficient enrollment. Students may request a particular semester, but they may be placed in either semester.

Course Load: All students must take a minimum of five courses each semester. Students enrolled in Health and Wellness (H&W) must take a minimum of six courses, including H&W. No student may register for more than six academic credit hours in either semester without the permission from the Head of the Upper School. Although three credits are the minimum required in the major disciplines other than English, four are recommended. Students should meet with their advisor to discuss the course selection process and direct any specific questions to the Assistant Head of the Upper School.

As juniors and seniors, Collegiate students are enrolled in at least one English elective every semester. However, students who successfully complete a summer elective, offered at Collegiate through Summer Quest, may opt out of one semester of English during the academic year.

Weighted Credit: Recognizing the rigor of Honors and Advanced Placement courses, extra points are added to the final scale grades when calculating Grade Point Averages (G.P.A.). A weighted G.P.A. will be calculated by adding .5 to an Honors or AP course scale grade (except in the case of a failure) before averaging. The weighted G.P.A. does not alter any letter grade on the permanent record or on the transcript for college.

Fitness Requirement: All students must satisfy a two-season fitness requirement each year in the Upper School. The requirement may be completed through participation on athletic teams, Outdoor Collegiate programs, or through satisfactory completion of after school fitness, after school yoga or after school dance courses. Concurrent fitness credits cannot be earned in the same season. Fitness, yoga and dance courses will be offered for 1 hour after school 5 days/week or 1.5 hours 4 days/week for the duration of the fall, winter, and/or spring athletic seasons. After school activities are offered as follows, although may be changed according to facility, teacher, or student availability:

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>Fitness</td>
<td>Yoga</td>
<td>Fitness</td>
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<tr>
<td>Outdoor Collegiate</td>
<td>Fitness</td>
<td>Yoga</td>
</tr>
<tr>
<td>Dance</td>
<td>Outdoor Collegiate</td>
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</tbody>
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In addition, students may apply for a waiver to receive credit for a supervised activity that occurs outside of Collegiate (see handbook for details). Juniors and seniors may receive one credit for substantial time commitment to the fall play. This must be approved by the director of the play.

Sign-ups will occur through email in August and again prior to the winter and spring seasons.
**Off-Campus Credit:** Students who wish to receive academic credit for an off-campus course must complete a form indicating the dates and location of the program they will be attending prior to their enrollment. The form should be submitted to the Head of the Upper School for approval. Credit for pre-approved, off-campus coursework may count towards graduation requirements, but will not be included in the calculation of a student’s GPA, nor will it appear on the student’s transcript. When a required course is taken off-campus, the Upper School Head reserves the right to determine whether or not a student may advance in the curriculum sequence. Upon completion of approved off-campus coursework, students must arrange for a final transcript to be forwarded to Collegiate’s Registrar for inclusion in the student’s permanent record. Courses taken for credit in the summer either at Collegiate or through another pre-approved program will not reduce the minimum number of courses required each semester of the regular school year.

**Advanced Courses in Middle School:** Upper School courses completed in Middle School are taken for advancement in the curriculum sequence and are not awarded credit toward graduation requirements, not used in the calculation of a student’s Upper School GPA, nor do they appear on the student’s transcript.
ENGLISH

1001 ENGLISH 9 (1 credit) In English 9, students examine genre conventions and literary themes through close reading and analysis of stories, novels, poems, essays, and plays. Texts include such classic and contemporary works as *Oedipus Rex, Macbeth, Lord of the Flies, The Curious Incident of the Dog in the Night-Time* and *Purple Hibiscus*. Students practice and refine the various tools of writing, including brainstorming, organizing, drafting, and revising. Besides literary analysis experience, students explore writing in creative, descriptive and narrative modes. Vocabulary development and grammatical skills are taught and reinforced in the context of students’ writing and reading.

1010 ENGLISH 10 (1 credit) As sophomores, Collegiate students concentrate on the wide-ranging body of literature that constitutes our American heritage. Reading a variety of traditional and recent texts — including works by Nathaniel Hawthorne, F. Scott Fitzgerald, Ralph Waldo Emerson, Zora Neale Hurston, Sherman Alexie and many others — students discuss such key issues as the dynamic between the individual and his or her society; the relationship between good and evil; the ramifications of ever-widening American frontiers; and the conflicts between races, classes, and genders that have been so significant in our democracy. Students learn to think about texts in relation to other texts, to think about texts as responses to cultural concerns, and to think about the ways in which texts present complex ideas. The process-centered approach to writing begun in English 9 continues; in addition to doing creative and narrative writing, students work on analytical essays and a research project. Teachers also share strategies for standardized testing.

ENGLISH 11 & 12 (1/2 credit each of four semesters) As juniors and seniors, Collegiate students are enrolled in at least one English elective every semester. Alternatively, students who successfully complete a summer elective, offered at Collegiate through Summer Quest, may opt out of one semester of English during the academic year.

Each junior/senior elective course offers Honors designation to qualifying juniors and seniors. To be eligible, students must have earned a semester grade of A- or better in their two previous semesters in English or an A- or higher final year average in the English 10 course.

Distinguishing themselves not only by a record of high achievement but also by the commitment to pursue independent research or exploration, Honors students design and produce a project approved, supervised, and evaluated by the elective teacher.

All students who commit to Honors English can expect common deadlines for the submission of the Honors prospectus and Honors project.

1030 ENGLISH: SACRED TEXTS AS LITERATURE (½ credit) The sacred texts of the world religions instruct, challenge, enlighten, and perplex us through teachings that range from the practical to the ethical to the mystical. What do the world’s religions tell *you* about how to live and what to think? What are *your* beliefs? Do you believe in one God,
many Gods, or none at all? Do you think that the teachings of sacred texts are compatible with modern life? In order to contemplate these questions and many more, students in this course read selections from the Hebrew Bible, the Talmud, The Ethics of the Fathers, the New Testament, the Qu’ran, the Ramayana, the Upanishads, the Mahabarata, the Sutras, and Amish and Mennonite scholarship. In addition, students read the work of contemporary religious thinkers, bearing witness to the ongoing tension between religion and modernity. Throughout the course, students learn and demonstrate mastery of exegesis, the process of thinking closely about and interpreting scripture. Students also complete a textually-inspired research paper on an aspect of the world religions that they wish to explore. The semester ends with a reading of Herman Hesse’s novel of spiritual self-discovery, Siddhartha, and with each student’s writing of their own autobiography.

1031 ENGLISH: COMPOSITION STUDY: BLUEPRINTS FOR READING, WRITING, DESIGNING (½ credit) This course guides students to explore core design principles in their own writing and in works of visual art and literature. Terms of formal analysis such as proportion, emphasis, rhythm, movement, and pattern will prompt us to pose questions such as “how does this work hang together?” “what accounts for the momentum in this piece?” and “how might I use design principles to approach and revise my own pieces of writing or art?” Our explorations of design will include and reach beyond written texts to paintings, photographs, and films. Daily discussions allow students to become more conversant in analysis of composition and more aware of their own design choices as they write anything from academic papers to senior speeches to college essays or as they consider fields where they hope to operate as designers and makers. Texts we explore include Italo Calvino’s If on a Winter’s Night a Traveler, Jo Ann Beard’s “The Fourth State of Matter,” two Helen Vendler essays, excerpts from Alain de Botton’s The Architecture of Happiness, and assorted texts, poems, and images. Writing assignments include explications, image analysis, personal essays, and poetry.

1035 ENGLISH: AFRICAN-AMERICAN LITERATURE (½ credit) The alarm clock ringing at the beginning of Richard Wright’s Native Son. Frederick Douglass’s rise from slavery. Suzan-Lori Parks’s and Adrienne Kennedy’s postmodern theatrical representations of life. The masterful blending of history, reality, haunting, memory, and love in Toni Morrison’s writing. The powerful ideas for African-American life articulated by Douglass, Washington, DuBois, Malcolm X, and Martin Luther King, Jr. In this course, we will investigate the beautiful blending of word and culture that reveal African-American life while continuing to stretch and pull at the threads of what literature “should be.” The texts we will read have been selected to introduce students to African-American Literature as it has developed and changed over time. As we examine each new writer and period, students will learn and discuss how each text we read follows or ignores or stretches the historical, social, and cultural concerns of African-Americans during that period.
1036 ENGLISH: MULTI-ETHNIC AMERICAN LITERATURE (½ credit) This course will examine the diversity of literature written by non-white Americans. We will analyze the basic themes and concerns of contemporary, multi-ethnic American writers, and discuss the social/political roles played by Americans of different backgrounds. Students will read texts by African-American, Asian-American, Native American, and Latinx writers, primarily through the lens of mythology. The writers we will study all use myths common to their cultures to convey larger themes to their readers. While readers unfamiliar with these myths and their larger cultural implications can read and understand the thematic concerns of the texts, knowing the myths underpinning the writing (being more of a cultural insider) adds analytical depth. The texts have been chosen to introduce students to the mythology of other cultures as well as to the larger concerns of the communities represented by these writers.

1037 ENGLISH: LITERATURE OF THE WILD WEST (½ credit) What happens at the frontier is as explosive as any gunfight. Tradition and possibility collide. Custom fractures and disperses, broken by the landscape and the reality of the environment. What purpose do the stories and legends of shootouts, ten gallon hats, cattle drives, boots, campfires, mining towns, and the myths of the fresh “promised land” of California serve in the imagination of American literature and film? A primary question of this class will examine how the reality of the West and the people there has been shaped and imagined through literature and film. We will investigate why people move to the West and what happens to them once they are there.

1040 ENGLISH: RHETORIC AND COMPOSITION (½ credit) In Rhetoric & Composition, students examine the art of effective and persuasive writing (rhetoric) and the art of composing a piece of writing (composition). Units of study include but are not limited to the following topics: Audience Awareness, Critical Thinking, Literary Style,
Description, Narrative, Classification, Process Analysis, Comparison & Contrast, Definition, Cause & Effect, and Argument. Study of these subjects revolves around readings from Thomas Cooley’s *The Norton Sampler: Short Essays for Composition*. In preparation for future English courses at Collegiate and in college, Rhetoric & Composition further develops students’ writing, revising, and researching skills; strengthens students’ skills in careful and critical reading; and introduces students to college composition coursework. In this class, students write frequently, both formally and informally. Writing assignments are graded and ungraded and are completed both in and out of class. Students write private journal responses, short experimental pieces, and formal essays. The class focuses heavily on the process of writing and on the importance of revising; therefore, students revise their work at key junctures in the semester. They also write one unrevised final paper that assesses mastery of skills acquired throughout the term. Students taking the course for Honors choose from a range of projects to complete an additional six to eight page paper.

**1042 ENGLISH: MODERN AND CONTEMPORARY DRAMA**  (½ credit) This course will trace ideas and techniques from late nineteenth-century playwrights to those of the present day. We will examine the various trends and movements which have shaped modern and contemporary drama and thought. Modern theater in its incipient stages strongly emphasized realism. But as the twentieth century became affected by wars, depressions, and changing intellectual sentiments, many new approaches developed, including naturalism, impressionism, expressionism, and surrealism. This course will endeavor to integrate the various intellectual trends of the twentieth century to the changes in art in general and drama in particular. Students will gain a strong appreciation of how art and society interact with each other. We will examine the basic question of whether art creates social trends or social trends create artistic phenomena. Through the study of various playwrights - including Henrik Ibsen, G.B. Shaw, Eugene O’Neill, David Mamet, Suzan Lori-Parks, and Martin McDonagh - this course will analyze many of the influences that have helped shape twenty-first-century sensibilities.

**1043 ENGLISH: AMERICAN AND BRITISH TRAVEL LITERATURE**  (½ credit) As a genre, travel literature is traditionally stranded within the realm of nonfiction—narratives by stalwart or not so stalwart adventurers attempting to make sense of “the other.” Though we’ll definitely read a couple of books chronicling real-life journeys to foreign lands, we’ll also explore fiction, drama, and film, the variances of whose tone, purpose, and subject matter will help us to expand and revise our definition of “travel”; all will explore the West’s relation to an array of foreign cultures within the last several hundred years. To this end, I have divided our course of study (our journey, if you will) into a trio of case studies. In the first, we will revisit seventeenth-century European perceptions of the “New World” in Shakespeare’s *The Tempest* and Mary Rowlandson’s gripping captivity narrative from the time of King Philip’s War. In the second unit, we will turn our attention to western influence within the African Congo in the nineteenth and twentieth centuries, reading Joseph Conrad’s *Heart of Darkness*, excerpts from Conrad’s own “Congo Journal,” and
finally Jeffrey Taylor's retracing of Conrad's journey in *Facing the Congo*. In the third and final unit, devoted largely to film and television, we will examine travel in the twenty-first century, viewing Sophia's Coppola's *Lost in Translation*, Kyle Dempster's “The Road from Karakol,” and episodes of Anthony Bourdain’s *Parts Unknown*. All of these texts consider the difficulties and really tangible rewards of traveling the world right now.

The study of travel offers us the chance to explore any number of thought-provoking questions: How are cultural stereotypes born and perpetuated? How deeply do they limit our experience of the world? Are people genuinely changed by venturing into the unknown and opening their minds to other lives and other ways of doing even the most ordinary things: sleeping, eating, talking with strangers? Finally, how has travel itself changed in this age where we are all so interconnected? In attempting to answer such questions, we will surely come to appreciate some of the challenges and benefits of being global-minded world citizens.

**1044 POETRY INTENSIVE** (½ credit) This junior/senior English elective presents daily poems for close reading, imitation, discussion, and/or spoken word performance. We will use a poetry anthology as well as these poets’ books on craft: Mary Oliver’s *A Poetry Handbook* and Ellen Bryant Voigt’s *The Art of Syntax*. Besides writing original poetry, students will study sonnets, villanelles, free verse poems, long-form poems as well as a novel in verse, Derek Walcott’s *Omeros*. Class discussions and writings will reinforce skills of close reading and analysis; as a counterpoint to analysis we will also see ourselves as playful poets and performers as we create, alter, imitate, and recite. The spoken word component of the course, involving low-stakes performance moments, allows the speaker to know, viscerally, how expression depends not only upon structure and content, sound and sense, but also on breath, inflection, and timing. As this is a Fall elective, we will host and participate in Poetry Out Loud.

**1047 ENGLISH: SHAKESPEARE** (½ credit) This course allows students to encounter Shakespeare from a position of experimentation and exploration. Our texts will include sonnets, tragedies, comedies, and romances. In addition to reading the plays closely in and outside of class, we will also compare film adaptations and discuss issues of staging and performance. Students can expect analytical essay assignments along with experimental projects, dramatic readings, and text/image presentations.

**1058 ENGLISH: MODERN WORLD LITERATURE: EXISTENTIALISM AND THE ABSURD** (½ credit) Who are we? Why are we here? Where do human ethics come from? What does it mean to live “authentically”? Beginning with readings from Soren Kierkegaard, Friedrich Nietzsche, and Jean-Paul Sartre we will establish a philosophical lens through which we will examine the nature of being in Sartre’s play *No Exit*, Albert Camus’s novel *The Stranger*, and Ingmar Bergman’s film *The Seventh Seal*. Following existential assessments of Kazuo Ishiguro’s *Never Let Me Go* and Haruki Murakami’s *Norwegian Wood*, beloved *bildungsroman* both, we will work toward the creation of personal narratives (braided with original research) that will investigate profound questions of our own devising. These final essays will round out a class devoted to the biggest (and perhaps unanswerable) questions of all.
1072  ENGLISH: RUSSIAN LITERATURE  (½ credit) While a crackpot visionary labors over his unpublished masterpiece, Satan comes to town with his talking tomcat, predicting beheadings and sending half of Moscow fleeing to a lunatic asylum. A feverish entrepreneur enacts a plan to buy the “souls” of dead peasants in the ultimate version of a Russian get-rich-quick scheme. A philosophy student’s random killing of a defenseless bystander sets in motion a bizarre tale of crime and punishment. A father struggles for the heart and mind of his son, who has fallen under the sway of a dangerously nihilistic physician. Only in Russian literature! In this course, we will tackle some of Russia’s most wondrously bizarre writers: Bulgakov, Gogol, Dostoevsky, Turgenev, and Nabokov. Veering wildly between hopped-up hyperrealism and satirical farce, Russian literature is engaging, moving, and unforgettable. And just think of how many “coolness” points you’ll amass at some future dinner party as you ramble eloquently about Satan’s talking tomcat.

1076  ENGLISH: BRITISH LITERATURE AND CULTURE  (½ credit) [This course is also known as DisUnited Kingdom: Anarchy and Class in Postwar England.] In the years after World War II, as Great Britain struggled to rebuild itself from devastation, a newly empowered group of English writers, intellectuals, filmmakers, and musicians gave voice to the nation’s sadness and rage. Refusing to surrender to what one critic has called “a bad case of post-Imperial melancholy,” these artists crafted narratives with an anarchic energy, fueled by a desire to create new modes of expression. In addition to addressing a radically changed circumstance—Great Britain’s new powerlessness on the world stage—these artists exposed the effects of the long-standing imbalances between classes.

In this elective, we will focus on the fiction, drama, and culture of contemporary England. Although we will go back to the first half of the 20th-century, we will spend the majority of the course in the years following the Second World War. We will examine the surrealist and satirical phase of English drama; and we will look at the ways in which recent British writers have attempted to blend the personal and the political. We will view a selection of films by established and emerging British directors and survey the jagged landscape that gave rise to seminal 1970s and 1980s punk and post-punk bands.

1079  ENGLISH: THE FINE ART OF ANARCHY  (½ credit) In contemporary cultural representations, anarchists are often portrayed as brooding harbingers of malice adorned with hand-drawn emblems of destruction. But there is a healthy and vibrant tradition of anarchy in Western literature and art. Some of the most memorable characters are the most lawless: they are intent on radically rewriting the rules of the societies in which they find themselves. Likewise, these characters’ creators are participating in a form of anarchy as they find a previously unheard-of literary and visual language in which to speak. In this course, we will go on a kind of global tour of aesthetic anarchy, one that will take us to England, France, and Italy. We will study fiction by G.K. Chesterton, Thomas Pynchon, and Jonathan Coe; drama by Joe Orton and Dario Fo; cultural history by Greil Marcus; we will make regular forays into New Wave cinema and punk rock. Students who enroll should have a high tolerance for mature themes and experimental trends in fiction, drama, and film.
ENGLISH: SCIENCE, NATURE, SPIRIT, SOUL (½ credit) “I am a scientist and a believer,” says Dr. Francis Collins (former director of The Human Genome Project) “and I see no conflict between those world views.” And so this reading and composition course begins, as we let Collins, through his *Language of God*, provide the foundation for an exploration of human faith and belief as they travel alongside the science of evolution and the big bang. Where do we find God—if we do—in the science of Collins or on Annie Dillard’s Lummi Island (in her *Holy the Firm*)? Could we find God, or some sort of divine illumination, in the woods of Henry David Thoreau’s *Walden*, or in the Middle East of thirteenth century Persian poet and Sufi mystic, Rumi? Or, how might we find meaning—if we can—in the afterlife of Jean-Paul Sartre’s existentialist play, *No Exit*, or in the post-apocalyptic desolation of Cormac McCarthy’s *The Road*. Our writing will explore these issues as well, through the art of both the personal and the analytical essay, as well as through our spring exploratory research paper, “This I Believe,” which we will also adapt into an “audio essay.” Accompanying film “texts” will be *Into the Wild* and *Walkabout*. And we’ll also watch the video of the PBS series, *The Question of God*.

ENGLISH: THE POSTMODERN NOVEL (½ credit) For my money, David Foster Wallace’s *Infinite Jest* (1996) is the greatest novel of the 20th century. A sprawling book – 1100 pages (2.4 pounds) – it takes the reader on “a long, strange trip.” The near future. The United States has merged with Canada and Mexico; northern New England has become a toxic waste dump and palmed off on the Canadians. Quebecois separatists – many of them in wheelchairs – prowl the lower states, performing terrorist acts. President Limbaugh has been recently assassinated, and the calendar has been sold to the highest corporate bidder, giving us the Year of the Whopper, the Year of the Tucks Medicated
Pad, and so on. Citizens spend their time watching entertainment cartridges. One of these cartridges – highly sought – produces in its viewer a state of blissful, and fatal, catatonia. Set largely at a Massachusetts tennis academy founded by a mad genius and at a residence for recovering addicts just down the hill, the novel explores the price we pay for our frantic pursuits. We meet intellectual tennis prodigies and wayward teenagers, professional football players, avant-garde filmmakers, and middle-aged people struggling to find a community that will show them how to find the Higher Power that will change their lives. *Infinite Jest* has achieved a cult-like status; one recent essay is titled “*Infinite Jest* Changed My Life.” The novel veers from imaginative satire to gritty realism. It enlightens and entertains; it challenges and provokes; it delights and depresses. It takes you places you have never been, some of which you would rather not go. It is not for the faint of heart, the easily discouraged, or the dictionary deprived. For the fully engaged and open-minded readers, the novel provides a literary experience like no other.

1090 English: Monsters Among Us: The Anti-Hero in Literature (½ credit) Why do we have so many pieces of literature that are filled with monsters? What are these things against which humans feel they must physically, psychologically, and spiritually struggle? From the *Beowulf*-saga to the mid-19th century portrayals of *Frankenstein* and *The Strange Case of Dr. Jekyll and Mr. Hyde* to the most contemporary and mainstream portrayals of vampires (*Twilight* saga) and zombies (*The Walking Dead*), I believe that these creepy, violent interlopers into otherwise calm, normal society represent our most basic cultural fears: fears of society’s collapse, fears of science gone awry, fears of the unfamiliar, fears of alone-ness, the ghouls of the existential crisis we fear in the modern world. It will be our goal this semester to look at the monster literature produced over time, what comprises the monsters we fear, and the cultural qualities that defeat those monsters.

1092 English: American Noir Literature (½ credit) A world-weary private investigator, trying to get to the bottom of a brutal murder. A mysterious *femme fatale* playing both sides of the law in a desperate attempt to stay alive. A criminal conspiracy that begins with a seemingly insignificant corpse and extends into the most respected halls of power. Those are just a few common elements of noir fiction, which has surprised and delighted fans of genre literature for over ninety years, but those surface pleasures represent a small portion of what noir has to offer. Under the cover of sensational thrills and lurid twists, noir affords authors and filmmakers alike with an opportunity to smuggle in themes of great historical and spiritual importance. When James M. Cain used a forbidden love triangle and its bloody aftermath to comment on post-Depression-era America in his classic 1934 novel *The Postman Always Rings Twice*, he set a template that has endured through contemporary noir examples like Dennis Lehane’s *Mystic River*, a study of poverty and sexual abuse masquerading as a revenge procedural. To study noir is not just to study genre standards: it is nothing less than a survey of the dominant literary and social trends that have shaped the contemporary American character. Students will demonstrate their mastery of the material through bimonthly group presentations, a
longer (7-10 pages) research paper that forces students to synthesize a number of texts under one unifying argument, and a final research project that is designed to connect the challenges and culture of the students’ own lives to the course materials.

Course materials include a number of written texts – Elliott Chaze’s *Black Wings Has My Angel*, Patricia Highsmith’s *The Talented Mr. Ripley*, and Jim Thompson’s *The Killer Inside Me* – as well as selected clips from films like Nicholas Ray’s *On Dangerous Ground*, Robert Aldrich’s *Kiss Me Deadly*, and Billy Wilder’s *Ace in the Hole*.

1093 ENGLISH: TECHNOLOGY IN CONTEMPORARY LITERATURE AND FILM (½ credit)  What is technogenesis? As confusing as the term might look, it actually refers to a very common — and very important — aspect of human development: how humanity and technology evolve together.

This concept has only grown more complex and intertwined in today’s digital era. Technology isn’t just smaller; it’s also increasingly a part of us, as we can see through advancements that span the gamut from pacemakers to iPhones, and our attempts to understand the merge between flesh and machine have dominated the cultural landscape of the twentieth and twenty-first centuries. As such, to study technogenesis in literature is to gain a better conception of our own role in and attitude towards this new digital society. The class will pay close attention to different attitudes towards the human/technology merge, how this relationship has evolved over time, and the greater social implications of a realm where the definition of humanity can include the biologically inhuman. Students will demonstrate their mastery of the material through weekly blog contributions, two 3-5-page analytical essays, and a longer (7-10 pages) research paper that invites students to synthesize a number of texts under one unifying argument. We will then conclude this unit with a final project that allows students to create something — a research paper, a lengthy creative work, or an actual digital/technological invention — depicting their own unique relationship with technology.

Course materials include a number of written texts - such as essays from acclaimed literary historians and theorists Bernard Stiegler, Katherine Hayles, and Wendy Chun; texts that include H.G. Wells’ *The Island of Dr. Moreau*, Kurt Vonnegut’s *Player Piano*, Daniel H. Wilson’s *Robopocalypse*, and Thomas Pynchon’s *Bleeding Edge*, as well as selected clips from Michel Gondry’s *Eternal Sunshine of the Spotless Mind*, David Fincher’s *The Social Network*, and Spike Jonze’s *Her*.

1094 ENGLISH: WRITING FOR PUBLICATION (½ credit) This course, offered both fall and spring semesters, will be a writing-intensive English class focused on reading, analyzing, and writing nonfiction, journalism, commentary, and criticism. Students will engage with a wide range of authors, including Bob Woodward, Gene Weingarten, H.L. Mencken, Christopher Hitchens, George Orwell, James Baldwin, Joan Didion, David Brooks, and many other contemporary journalists, columnists, essayists, and writers. Students will write columns, essays, reviews, and articles on a weekly basis, on a wide variety of topics. Peer editing and workshop-style review will be an integral part of the class, and we will discuss issues involving audience, voice, tone, argument, style, and objectivity. All student
work will be published publicly online, so that the students can get feedback and reactions to their writing from the Collegiate community and beyond. Students taking the class for Honors credit will complete an additional researched feature article on a chosen topic.

1096  ENGLISH: LITERATURE OF THE APOCALYPSE (½ credit) This course asks the question: In a world that, indeed, is changing so quickly in the electronic, technological, and scientific realms, where are we going as a world society? What will happen to us, and how will we treat and value each other in a time (now and in the future) when we are capable of such great discovery as well as such massive destruction? The course will ask: In this always increasingly “mechanistic world” so much alluded to in describing the literature that has emerged from the industrial, scientific, and technological revolutions, will we still be able to be human? Naturally, literary science fiction will be a part of this course, and texts will be *Do Androids Dream of Electric Sheep* by Philip K. Dick, *Children of Men* by P.D. James, *The Handmaid’s Tale* by Margaret Atwood, and *Station Eleven* by Emily St. John Mandel. I hope we will also nibble at some poetry (Yeats and T.S. Eliot) and conceivably some drama (Mr. Burns: A Post-Electric Play). Film as text will also be a part of Literature of the Apocalypse. Possible films for the course include: *Blade Runner*, *The Children of Men*, *The Road*, and *28 Days Later*, the story of men and women struggling to survive an epidemic of the “Rage” virus in modern-day England.
Students in Honors or AP classes are expected to maintain a minimum average of a B in order to continue at this level.

2104 ALGEBRA I (1 credit) This is the beginning Algebra course dealing with the properties of numbers extended to include the real number system. Linear and quadratic functions, their graphs and solutions to equations involving these functions are the core topics of Algebra I. Sets, equations, inequalities, and polynomial, exponential and rational expressions are introduced.

2113 ALGEBRA II (1 credit) The topics of Algebra I are expanded and extended to include analysis of polynomial, exponential, logarithmic, rational and inverse functions and their transformations and applications. Topics in Algebra II are dealt with in more depth and emphasis is placed on problem solving. Prerequisite: Algebra I.

2114 HONORS ALGEBRA II (1 credit) The same topics as Algebra II are covered in greater depth and at a significantly greater pace. Several additional topics, such as sequences and series and probability, may also be covered. Prerequisite: Algebra I. Selection for Honors Algebra II will be determined by the Math Department Chair. In most cases, students will be recommended for Honors Algebra II by their 8th grade teacher.

2122 GEOMETRY (1 credit) Through deduction and logical reasoning, students are encouraged to investigate and then formalize their ideas relating to plane and spatial relationships. Concepts of congruence, similarity, proof, right triangle ratios, area and volume are applied to polygons, circles and three-dimensional figures. Using coordinate geometry, students are encouraged to make the connections between Algebra and Geometry. Prerequisite: Algebra II.

2132 HONORS GEOMETRY AND TRIGONOMETRY (1 credit) HGT is an accelerated Geometry course that requires motivated work at a fast pace. The course is a problem based course where the course material is largely presented through the problems that students solve each day. Most of the same topics as Geometry are covered, with an emphasis on coordinate geometry and vectors. In the spring, in addition to right triangle trigonometry, students will study trigonometric and periodic functions. Prerequisite: Honors Algebra II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2140 PRE-CALCULUS (1 credit) This course will cover a thorough exploration of polynomial, exponential, logarithmic and trigonometric functions, with an emphasis on real-world applications, statistics, and data analysis. Probability and counting theory will also be explored. A thorough study of trigonometry will be a major focus of the spring semester. Prerequisite: Geometry and Algebra II.
2126  HONORS PRE-CALCULUS  (1 credit) Honors Pre-Calculus extends the analysis of exponential, logarithmic and trigonometric functions. Data analysis, matrices, polar functions, vectors, probability, and parametric equations will also be studied. Prerequisite: HGT. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2144  AP STATISTICS  (1 credit) This course is designed to be roughly equivalent to an introductory college course in Statistics. Topics include descriptive statistics, examining relationships in data, experimental design and sampling methods, probability, and inference. The course follows the Advanced Placement syllabus and students are required to take the AP examination at the end of the year. The prerequisite for AP Statistics is a B or higher in any honors course or an A- or higher in Precalculus or Calculus. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2145  STATISTICS AND APPLIED MATHEMATICS  (1 credit) The first semester of this course is a course in Statistics. Students will be introduced to the elementary principles of descriptive and inferential statistics. The use of statistics in everyday life and in research will be explored in detail. The second semester consists of topics in applied mathematics, including financial math and the use of spreadsheets. A major focus of the course will be on real-world applications. This course is intended for students who have completed at least Algebra II and Geometry and who do not plan to take Calculus either at Collegiate or in college. Prerequisite: Algebra II or Precalculus.

2148  CALCULUS  (1 credit) The purpose of this introductory Calculus course is to establish a firm understanding of the fundamental ideas of calculus. The course will include differentiation and integration techniques for the toolkit functions and applications of these techniques in real-world problems. This course is not designed to prepare the student for the AP test. Prerequisite: Precalculus. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2151  AP CALCULUS AB  (1 credit) This Calculus course follows the Advanced Placement syllabus and students are required to take the AP Calculus AB examination at the end of the year. This course is designed to be roughly equivalent to an introductory college course in Calculus and covers topics in differential and integral calculus. Prerequisite: Honors Pre-Calculus. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2153  AP CALCULUS BC  (1 credit) The course will emphasize applications of Calculus including differential equations, integration techniques, indeterminate limits, improper integrals, parametric and polar calculus applications, infinite series and vectors. The students will be required to take the AP Calculus BC exam. Prerequisite: Open to students who have received a 3 or higher on the AP Calculus AB exam. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
2155  HONORS LINEAR ALGEBRA  (½ credit) This course is an introductory course in Linear Algebra for students interested in math, science and engineering. Topics will include systems of linear equations, matrices, determinants, vector spaces, linear transformations, Eigenvalues, and Eigenvectors. Prerequisite: Completion or concurrent enrollment in AP Calculus BC. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2156  HONORS MULTIVARIABLE CALCULUS  (½ credit) This course will cover topics in multivariable calculus including Vector-valued functions and motion in space, derivatives and integrals of multivariable functions, and integration in vector fields. Prerequisite: Completion or concurrent enrollment in AP Calculus BC. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2159  HONORS MATHEMATICAL MODELING  (½ credit) This course will first focus on creating substantial mathematical models to solve real world problems. It will be a project-oriented course with problems taken from a wide variety of fields including science, history, economics, and mathematics. A major focus will be participating in an international modeling competition in which teams will be presented with a problem and given 36 hours to produce a solution. Prerequisite: Completion or concurrent enrollment in AP Calculus AB. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

2160  HONORS ADVANCED GEOMETRY  (½ credit) This course will explore two major areas of Geometry. The first unit will explore fractal Geometry and the Geometry of the Mandelbrot and Julia sets. Complex numbers and their applications will play an important role in this class. We will explore both the order and chaos in these fascinating objects. In the second unit, we will build and examine regular and semi-regular polyhedra and polytopes, the name for four-dimensional structures. We will see how the fourth dimension is used in math, art, and literature and build several 4-D polytopes, including one that consists of 120 regular dodecahedrons. Prerequisite: Completion or concurrent enrollment in AP Calculus AB. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
3281 MANDARIN CHINESE II (1 credit) This course continues building on the students’ previous Chinese knowledge by introducing new vocabulary, characters, grammar and usage. Students will continue to develop their skills of listening, speaking, reading and writing through various interactive games, language lab activities, real life simulation and projects. The course will further emphasize Chinese pronunciation, the Chinese character writing system, sentence structures and composition, and enhance computer skills with Chinese programs. Students are required to write about 140 characters by memory. Moreover, students are required to comprehend and produce short essays with a high degree of accuracy. The cultural components of this course focus on the geography of China, traditional festivals and leisure activities, as well as Chinese food and dining etiquette. **Prerequisite: Mandarin Chinese I.**

3285 HONORS MANDARIN CHINESE II (1 credit) This is an advanced course that expands knowledge of the Chinese language and civilization learned in previous years. It provides more extensive development and practice in listening, speaking, reading, and writing and growing awareness of Chinese culture. Vocabulary and grammar learned in previous years are reviewed, expanded, and refined. The course will introduce more than 500 new words and phrases. Students are required to memorize at least 220 characters. Topics covered at this level include school life, shopping, transportation, dating, and travel. Students will be engaged in a variety of learning activities such as interactive games, language lab, real life simulation, projects, and video conferences with native speakers. Students are required to compose correct sentences and perform them with high quality. By the end of the year, students are expected to be able to handle a variety of basic communicative tasks and social situations, and write short messages, postcards, simple letters, and notes. Moreover, the course will introduce the usage of a dictionary and
enhance computer skills with Chinese programs. 

Prerequisite: Mandarin Chinese I. Your current teacher's recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3282  MANDARIN CHINESE III  (1 credit) This level III course introduces more than 500 words and phrases. Students will continue to develop basic skills and proficiency in listening, speaking, reading and writing through various interactive games, real-life simulation, cultural projects, and video projects. The course will focus on more sophisticated pronunciation and grammar rules of Mandarin Chinese. Students are required to compose correct sentences and perform them in high quality. At the end of the semester, students should be able to write invitation letters, notes, and postcards. Moreover, the course will enhance computer skills with typing Chinese characters correctly. Chinese culture topics such as Chinese medicine, Chinese painting, famous attractions etc. are incorporated into the curriculum. 

Prerequisite: Mandarin Chinese II. Your current teacher's recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3286  HONORS MANDARIN CHINESE III  (1 credit) This is an advanced course that expands knowledge of the Chinese language and civilization learned in previous years. It provides more extensive development and practice in listening, speaking, reading, writing, and awareness of the Chinese culture. This course introduces more than 500 words and phrases. The topics of this level include weather, dining, asking for directions, dating, sports, and many more. Students will study these topics through interactive games, language lab activities, authentic materials, various projects and interactions with native speakers. Students are required to comprehend conversations and narratives on given topics, read and write paragraphs containing the characters required in the textbook, initiate and carry on spontaneous dialogues to exchange information and express opinions, tell stories based on pictures that reflect familiar daily contexts. Moreover, the course will focus on more sophisticated pronunciation and grammar rules of Mandarin Chinese. 

Prerequisite: Honors Mandarin Chinese II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3283  MANDARIN CHINESE IV  (1 credit) This level IV course builds on language skills developed in previous Chinese courses. It introduces more than 440 words and phrases, and 140 characters. The topics include holiday activities, school events, social life, environmental issues and so on. Students will review and continue to develop basic skills and proficiency in listening, speaking, reading and writing through various projects. Elements of syntax, grammar and other language structures are studied more carefully. Chinese civilization is also studied in more detail. Students are required to use the target language in the classroom; they are also encouraged to use Chinese beyond the school setting. At the end of the course, students should be able to describe various events, express personal opinions on different topics, and be proficient in using Chinese idioms. 

Prerequisite: Mandarin Chinese III. Your current teacher's recommendation is required. The Department Chair will determine final approval for enrollment in this course.
3287  HONORS MANDARIN CHINESE IV (1 credit) This is an advanced Pre-AP course to prepare students for the AP Chinese Language & Culture exam. It expands knowledge of the Chinese language and civilization learned in previous years. It aims to develop a higher language proficiency in interpersonal, interpretive, and presentational skills. More than 600 words and phrases will be introduced this year. The topics of this level include parents and children, environmental protection, making plans for a trip, computers and cell phones, and many more. Students will study these topics through student-centered classes, language lab activities, authentic materials, various projects and interactions with native speakers. Students are required to comprehend conversations and narratives, read and write essays containing the characters and the key structures required in the textbook, conduct spontaneous dialogue, and present on given topics. Moreover, the course will focus on more sophisticated pronunciation and grammar rules of Mandarin Chinese. Prerequisite: Honors Mandarin Chinese III. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3288  HONORS MANDARIN CHINESE V (1 credit) Honors Chinese V is designed for students who have completed Chinese IV and who wish to continue their language studies. The course includes a wider range of vocabulary, phrases, and popular expressions. Students will hold descriptive and detailed conversations, express their opinions on topical issues, and communicate articulately in a variety of real life situations. Topics at this level include future careers, geographical locations, historical events, love and marriage, and city and country life. Students will continue to develop skills and proficiency in listening, speaking, reading, and writing through various projects. Elements of syntax, grammar, and other language structures are studied more carefully. Cultural topics such as Chinese paintings, calligraphy, Taichi, Fengshui, and Beijing opera will be introduced at a more in-depth level. Prerequisite: Mandarin Chinese IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3284  AP CHINESE LANGUAGE AND CULTURE (1 credit) This elective course is designed for students who wish to prepare for the Advanced Placement Chinese Language and Culture Exam, i.e., a level comparable to second year (or equivalent) college/university courses in Mandarin Chinese. The course focuses on language proficiency while dealing with level and age appropriate content such as global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students will practice all aspects of the five micro-skills of listening, speaking, reading, writing and typing. The expectation is that all communication in the classroom takes place in the target language. By the end of the year, students will be able to understand different types of the spoken language (dialogue, lectures, news, etc.); to talk about daily topics with a partner and describe events appropriately; to write journals with a logical flow, appropriate grammar and comprehensive vocabulary. Prerequisite: Honors Mandarin Chinese IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
**FRENCH**

**3202 FRENCH I** (1 credit) First-Year French is a course designed for students beginning their study of French. In this course, students will acquire the necessary listening, speaking, reading, and writing skills to facilitate basic communication in a variety of social and cultural contexts. By the end of the year, students should be able to use complete sentences in speaking and writing to describe themselves, others, and the world in which we live, to express likes and dislikes, and to narrate past, present, and future experiences, all in a variety of thematic contexts such as family, school, friends, travel, etc. Students should also be able to read and to respond to a range of cultural artifacts related to the themes covered during the year. Additionally, this course will familiarize students with France as a society and culture, as well as the more populous and influential Francophone countries throughout the world.

**3205 FRENCH II** (1 credit) French II is a continuation of the proficiency-based program begun in the seventh grade or from the Upper School French I class. Emphasis is placed on listening comprehension, oral communication, reading, and writing. Students at this level express themselves with more confidence as they strive to improve their level of accuracy through class role-play activities and language lab activities. They learn the basic grammar concepts, verb tenses and vocabulary needed for more advanced written and oral expression. In the unique context of the Immeuble, students will adopt a virtual French identity and live the academic year as this character, interacting with their neighbors in the apartment building as a college student in Aix-en-Provence. Students will enjoy such adventures as furnishing their apartment, finding a pet, buying a car, going on a blind date, maintaining their apartment, cooking for and dressing up for a Mardi Gras party and solving a murder or kidnapping in the building. A French correspondent will provide us with authentic cultural reading materials and videos while serving as the Immeuble’s concierge, communicating with the class in French through videos and written posts on Schoology. Each student will also focus on the traditions and customs of a particular region of France, which they present to the class. Prerequisite: French I. Your current teacher's recommendation is required. The Department Chair will determine final approval for enrollment in this course.
3266 HONORS FRENCH II (1 credit) Students in this class will complete the second year curriculum as well as learn supplementary vocabulary, advanced grammar concepts and additional verb tenses. The approach will emphasize oral proficiency skills both in class and during weekly language lab sessions. In the unique context of the Immeuble, students will adopt a virtual French identity and live the academic year as this character, interacting with their neighbors in the apartment building as college students in Aix-en-Provence. Students will enjoy such adventures as furnishing their apartment, finding a pet, buying a car, going on a blind date, maintaining their apartment, preparing and presenting a regional specialty at a Mardi Gras party and solving a murder or kidnapping in the building. A French correspondent who lives in Aix-en-Provence will provide us with authentic cultural reading materials and videos while serving as the Immeuble’s concierge. She will communicate directly with students in French through videos and written discussions in Schoology. Throughout the second semester students will engage in a research project using the “Genius Hour” approach of pursuing their own interests within the parameters of the assignment. Prerequisite: French I. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3207 FRENCH III (1 credit) In French III, students will continue to perfect their language skills in reading, writing, listening, and speaking. The year will begin with a review of present and past tense verb conjugations and implementation. The students will then learn to form and use the remaining tenses of the indicative mood (future, future perfect, conditional, and past conditional). Although review and expansion of other grammatical concepts will take place, this is definitely the year of the verb! Each unit is presented in a thematic approach, including topics such as personal relationships, life in the city, the world of media, and the environment. A short film accompanies each unit, providing an opportunity to study the language in a cultural context relative to that particular theme. The students will discuss in both written and oral format the events of the film and their observations about the various cultural elements presented. Most films include an unsuspected twist at the end making them all the more fun to watch! The course is supplemented with podcasts, short texts, and realia in order to further the students’ exposure and understanding of the French and Francophone cultures. Prerequisite: French II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3268 HONORS FRENCH III (1 credit) This course offers an intensive study of French grammar, vocabulary, and culture. Most major grammar points and verb tenses are completed at this level. Students are expected to master more sophisticated vocabulary in both oral and written expression. Each unit is presented in a thematic approach, including topics such as personal relationships, life in the city, the world of media, and the environment. A short film accompanies each unit, providing an opportunity to study the language in a cultural context relative to that particular theme. The students will discuss in both written and oral format the events of the film and their observations about the various cultural elements presented. Most films include an unsuspected twist at the
end making them all the more fun to watch! The students will further their exposure and understanding of the French and Francophone cultures through selected podcasts and readings, including literary texts, news articles, and various forms of realia. Prerequisite: Honors French II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3210 FRENCH IV (1 credit) French Language and Culture through Cinema is the fourth-year course designed to develop students’ spoken and written communication through a cinematic exploration of French and Francophone language and culture. Films chosen for their rich thematic and cultural content will be studied from a variety of cultural perspectives, giving students the opportunity to express themselves on and through different points of view in role play, oral exposés, essays, and creative writing, among other communicative activities. Opportunities to engage with the films will be facilitated by a thorough review of grammar, giving students the structures necessary to speak and write with increasing sophistication. By the end of the course, students should be able to speak and write fluidly on a wide array of topics and themes presented through the films. They should also be able to assess films critically as works of cultural significance and to articulate their understanding of individual films’ meaning as it pertains to their own experience in the world. Prerequisite: French III. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3211 HONORS FRENCH IV (1 credit) French Language and Culture through Verbal, Visual, and Virtual Media is the fourth-year honors course designed to guide students toward increasingly abstract and sophisticated uses of language in preparation for the AP Language and Culture course. Students will encounter, interact with, and react to a variety of French and Francophone perspectives and themes presented in verbal, visual, and virtual media (personal accounts, audio recordings, short stories, poems, plays, songs, as well as paintings, films, print and digital media culled from a range of authentic sources). In the spring semester, students will also read one major prose work (such as Camus’s L’Étranger, Duras’s Moderato cantabile, or Nothomb’s La Métaphysique des tubes). Throughout the year, students will compile a digital portfolio culturel that will document independent work on the various studied themes. Prerequisite: Honors French III. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3213 HONORS FRENCH V (1 credit) This Honors elective is designed for seniors who wish to continue advanced language studies, perfect their communication skills, and learn more about the French and Francophone cultures. Students will read and discuss news articles, literary texts and various forms of realia. Video-clips and films will also be presented and discussed. Each student is expected to maintain a photo-journal throughout the year. This exercise will strengthen writing skills as well the ability to observe subtle changes in the world around us. It will also lead to a greater understanding of the final segment of course study, “French Impressionism: The Artists and their Work.” Prerequisite:
French IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3214 AP FRENCH LANGUAGE AND CULTURE (1 credit) This elective course is designed for seniors who wish to prepare for the Advanced Placement Language and Culture Examination. It will incorporate interdisciplinary topics and feature the following themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students will demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources. They will also be expected to demonstrate their proficiency in spoken and written Presentational Communication. We will incorporate a variety of authentic audio and video recordings as well as newspaper articles and literary texts. Prerequisite: Honors French IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

LATIN

Latin is only offered at the Honors level in the Upper School. Students enrolled in any Honors Latin section will require his or her current teacher’s recommendation in order to advance. The Department Chair will determine final approval for enrollment in any Honors Latin course.

3274 HONORS LATIN II (1 credit) This course is a continuation of Latin I and emphasizes increasing competence in reading Latin, along with further work in both grammar and vocabulary. These skills will be used to read and discuss longer Latin texts requiring familiarity with the primary tenets of grammar, rather than mere recall of vocabulary. A general survey of the major figures of Roman literature is presented, and students begin to read both adapted and original passages from such Latin authors as Livy, Eutropius, Pliny, et al. The study of both English and Romance-Language words derived from Latin, with a particular focus on bases and prefixes, is an integral component of the course. Students will also choose an aspect of Roman history and/or culture to research in depth. Students in this Honors course are expected both to become conversant with all of the grammatical and morphological features of Latin and to develop a solid proficiency in their ability to read original Latin works. Prerequisite: Latin I. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3276 HONORS LATIN III (1 credit) After a thorough review of Latin syntax, this Honors course will focus on reading-comprehension skills. Course readings include a variety of authors, such as Caesar, Cicero, Livy, Pliny, Tacitus, Eutropius, Vergil, et al. Prerequisite: Honors Latin II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
3277 HONORS LATIN IV (1 credit) This class, prefatory to the AP-level course, will begin with a thorough review of Latin syntax. It will thereupon launch into the reading of Latin poetry, examining selections from Ovid’s *Amores* and *Metamorphoses*, Catullus’ *Carmina*, Horace’s *Odes*, and Vergil’s *Aeneid*. It will feature an advanced study of figures of speech, lyric meters, poetic vocabulary, and derivatives. Emphasis will fall on both literal translation and on essays analyzing poetic themes and authors’ stylistic devices. **Prerequisite: Honors Latin III. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.**

3249 AP LATIN (1 credit) This class focuses on two masterpieces of world literature: Vergil’s *Aeneid* and Caesar’s *Gallic War*. As in all courses at this level, the objective is to progress in reading, translating, understanding, analyzing, and interpreting Latin in the original. Drawing upon both knowledge of syntax and previous experience with similar texts, students will determine appropriate vocabulary meanings in context and recognize the sense of grammatical structures - all with the goal of achieving comprehension. Students will exhibit a thorough knowledge of Latin vocabulary and syntax, prosody, major themes, and the overall context (historical, social, cultural, and political) of Vergil’s and Caesar’s works. The literary influence of Vergil and Caesar, both in their own time and in subsequent generations, will also be explored. An advanced knowledge of Latin vocabulary and forms will be required in preparation for the Advanced Placement exam. Ample review, including the use of old AP tests, National Latin Exams, and sight passages will be incorporated in the course throughout the year. The class is aligned with the College Board’s “Advanced Placement Latin: Vergil/Caesar syllabus.” **Prerequisite: Honors Latin IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.**

**SPANISH**

3224 SPANISH I (1 credit) An introductory course for students beginning the study of the Spanish language, this course emphasizes the four communicative skills of listening, reading, writing, and speaking. Essential vocabulary and grammar structures are presented through the exclusive use of the target language by both the teacher and the students. An online homework, audio, and video program accompany the textbook to provide extra practice for listening, reading, and writing. Students will work both independently and in group activities to role play situations, work in the language lab and learn to perform a variety of language functions such as asking questions, describing situations, expressing opinions and defending them. Students will learn how to read passages in Spanish and write paragraphs. Cultural topics of both Spain and Latin America will also be introduced and discussed.

3227 SPANISH II (1 credit) This course builds upon the foundation from the first year level and more verb tenses, grammatical structures, cultural units, and a greater base of vocabulary are introduced. An online homework, audio, and video program accompany
the textbook to provide extra practice for listening, reading, and writing. To demonstrate their knowledge, students will do various in-class projects that will show their use of the language in real contexts, will use the virtual language lab to practice speaking and listening, and will write journal entries. Students will also be introduced to culture in a variety of ways (music, readings, countries). Short literary pieces are introduced at this level. Students are expected to speak in Spanish at all times. Prerequisite: Spanish I. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3228  **HONORS SPANISH II** (1 credit) Students in this class will complete the second year curriculum as well as supplementary vocabulary, advanced grammar concepts and additional verb tenses. Students will be evaluated on a regular basis on both course content as well as skill building. Students must be self-motivated and interested in studying the Spanish language in a faced-paced environment taught exclusively in Spanish. The course incorporates Spanish and Latin-American culture through readings and presentations, and is complemented by short works of fiction from Spanish-speaking countries. Challenging listening, speaking, reading and writing activities are included, and the textbook is supplemented with online audio, video and practice activities. Students are expected to communicate in Spanish at all times. Prerequisite: Spanish I. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3230  **SPANISH III** (1 credit) At the Spanish III level, students continue to hone their grammar skills through review of major concepts along with increased detail and difficulty. By the end of the course students are expected to proficiently navigate the preterite and the imperfect, familiar and formal commands, the future tense, and the basic uses of the present subjunctive. Thematic vocabulary topics are more sophisticated and continue to build on the themes and concepts of Level II. Continued emphasis is placed on the four skills of listening, speaking, reading and writing. Cultural knowledge is enhanced through the use of readings (both fiction and non-fiction), music and realia from a wide variety of Spanish-speaking countries including Spain and Latin America. Prerequisite: Spanish II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
3232  HONORS SPANISH III  (1 credit) Honors Spanish III continues to develop all four language skills (reading, writing, speaking and listening comprehension) in preparation for Honors Spanish IV and AP Spanish Language. Students will read short fiction and non-fiction texts. Students will do a variety of writing-related activities from peer-editing and formal compositions to free writing. Student devices and textbook content will be used to improve listening comprehension as well as to develop speaking proficiency. By the end of the year, students will be able to conjugate Spanish verbs proficiently in the present, preterite, imperfect, present subjunctive, future, conditional, and the present and past perfect tenses. Students will also proficiently use these verb tenses in context and will understand use of the subjunctive in noun clauses, adjective clauses, and adverbial clauses. Other structural content includes object pronouns, commands, and negative and indefinite words. The vocabulary themes are more sophisticated than Spanish I or II and include topics such as community service, the media, the environment, as well as science and technology. Cultural awareness will be incorporated throughout the year both through textbook content and timely cultural lessons. Beyond preparation for the higher levels of Spanish, the main goal of the class is to create opportunities for students to use the language in meaningful ways. Prerequisite: Honors Spanish II. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3234  SPANISH IV  (1 credit) The level IV program emphasizes an expansion and refinement in proficiency in the four major skills of listening, speaking, reading, and writing. Students begin to master the essential grammar structures in the target language and to expand their vocabulary, while applying both in authentic communicative activities. As a means to improve students’ cultural and linguistic competence, important global issues such as immigration, social justice, human rights and the environment are presented, and students will be given frequent opportunities to read, research, watch films and discuss these topics in the target language. Students will be expected to be active participants in class discussions, while also applying their knowledge of grammar and vocabulary to these cultural topics through journal writing, compositions, oral presentations, and videos. Prerequisite: Spanish III. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3235  HONORS SPANISH IV  (1 credit) This elective course is designed for those who wish to continue intensive Spanish language studies. Equal emphasis is placed on all skills: oral communication, literary and non-literary reading, advanced composition writing, and listening comprehension at a native level. Students add substantially to their grammatical base with exposure to the nuances of advanced Spanish grammar, and are expected to master a significant amount of new vocabulary. Authentic readings and auditory materials focus on various aspects of Spain and Latin America including: history, culture, literature, art, music, and current events. Requirements for this class that are not included in the regular Spanish IV course are: frequent formal compositions, pronunciation evaluations, improvisational dialogue exams, and the ability to correctly
utilize advanced grammar and vocabulary within a wide variety of contexts in preparation for the AP Spanish Language class. Students must attend some type of activity connected to the Spanish/Hispanic culture. (Teachers will provide a list of activities throughout the year.) Prerequisite: Honors Spanish IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3236 HONORS SPANISH V (1 credit) This Honors elective course is designed for seniors who wish to continue advanced language studies, perfect their communication skills, and learn more about Latin American and Spanish cultures. The course presents a broad overview of the Spanish language, including studies of art, music, history and politics sparked by films, documentaries, or current events. Students will use these topics as a springboard to produce papers and oral presentations. The structure of this course is different from previous years. There is a significant speaking and listening component to the course, practiced through group projects, Socratic seminars, and situational dialogues. The class is conducted in Spanish and will include an extensive grammar review. Prerequisite: Spanish IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

3238 AP SPANISH LANGUAGE (1 credit) This elective course is designed for seniors who wish to prepare for the Advanced Placement Spanish Language Exam. It will incorporate interdisciplinary topics and feature the following themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students will demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources. They will also be expected to demonstrate their proficiency in spoken and written Presentational Communication. We will incorporate a variety of authentic audio and video recordings as well as newspaper articles and literary texts. Prerequisite: Honors Spanish IV. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
REQUIRED COURSES IN HISTORY AND SOCIAL SCIENCES:

4317  WORLD HISTORY: RISE OF CIVILIZATION TO WORLD WAR I (1 credit) This requirement for ninth graders provides an introduction to historical thinking in the context of world history. During the first semester areas of study will include: the foundations of Ancient and Medieval History, the Renaissance, the Reformation, and the Age of Exploration. During the second semester areas of study will include: the rise of the Muslim Empires, the emergence of East Asia, the ages of Absolutism, Enlightenment and Revolutions and World War I. While focusing on the political, economic, social and intellectual developments in Europe, Asia, and Africa, students will continue to develop critical thinking, writing, and research skills.

4318  CONTEMPORARY WORLD HISTORY: 1919 TO PRESENT (½ credit) This is a required course for all students during their Sophomore year. It will concentrate on 20th century world history and focus on such topics as World War II, the rise of Communism, the rise of Fascism, the Holocaust, the Cold War, Decolonization, and tensions in the Middle East. In addition to the 20th century, students will be required to engage with current events on a weekly basis and will continue to develop critical thinking, writing, and research skills in preparation for their junior year courses. Students may request a particular semester; however, placement may be in either semester. Offered both semesters.

4309  COMPARATIVE WORLD RELIGION (½ credit) This course introduces students to the academic study of religion and surveys various topics within the historical, literary, and philosophical traditions of the world’s major religions. It emphasizes the reading of sacred texts and other critical primary source material, including portions of the Hebrew Bible and the New Testament. This course meets for one semester, fulfills the religion requirement, and may be taken in 10th, 11th, or 12th grade. Students may request a particular semester; however, placement may be in either semester. Offered both semesters.

4315  UNITED STATES HISTORY SURVEY (1 credit) This course fulfills the U.S. History requirement and is normally taken during the junior year. Key areas of study include: Colonial America, the Revolutionary War, the framing of the Constitution, the Jeffersonian and Jacksonian eras, the Civil War, Reconstruction, the Gilded Age, America during World War I and II, and the Cold War. Current events also are incorporated during the year. Throughout the course, students will hone essential competencies such as: primary source analysis, research skills, effective historical writing, and public speaking. Students develop their skills through a variety of assignments including in-class essays, document-based questions, project-based learning, and daily class discussion. Students will complete a research-based essay to conclude the fall semester and sit for a final exam in the spring.
**4316  HONORS UNITED STATES HISTORY SURVEY** (1 credit) This course fulfills the U.S. History requirement and is normally taken during the junior year. This course is an in-depth, analytical survey of the social, political, economic, cultural, and intellectual history of the United States from the settlement of North America to the present. Throughout the course, students will hone essential competencies such as: primary source analysis, research skills, effective historical writing, and public speaking. This course will aid preparation for the Advanced Placement exam for students interested in that option. After some initial smaller research projects, each student will complete an in-depth research project based on his/her own interests that relates to U.S. History. *Your Contemporary World History teacher's recommendation is required. The Department Chair will determine final approval for enrollment in this course."

**ELECTIVE COURSES IN HISTORY AND SOCIAL SCIENCES:**

**4314  A HISTORY OF ENGLAND, 1901-1936** (½ credit) This course will examine the history of England in the contexts of both domestic and international affairs between the years 1901 (the accession of Edward VII) and 1936 (the death of George V). The BBC series *Downton Abbey* would serve as the departure point for our inquiries into the salient issues and events of that era. Topics will include, but not be limited to: the sinking of the Titanic, the outbreak of the Great War and its effects on the home front, the women’s suffrage movement, the emergence of socialism, the question of Irish independence, the rise of new technologies into daily life (electricity, phone, car, etc.), and the dismantling of the traditional class system. This subject matter will further allow the consideration of related philosophical questions: What is the relationship between fact and fiction? What role does the imagination play in historical study? Can drama or fiction or art convey Truth? Or, is Truth the dominion of the natural and social sciences alone? Does Art imitate Life or does Life imitate Art? (Oscar Wilde: definitely the latter!)
4321  HISTORY: MODERN DICTATORSHIPS  (½ credit)  This semester-length course will investigate modern day dictatorial regimes. It will examine the conditions that allow such regimes to rise and gain power, the methods in which they maintain power, and the legacies of such regimes. Through research and document-sourced readings, students will uncover parallels and commonalities among regimes across the globe. We will comb through first-hand accounts from victims, enforcers, and rulers to gain historical perspective of the time and place. Students should expect to work independently as well as collaboratively on various projects through the course of the semester. This course is open to sophomores, juniors, and seniors.

4331  HISTORY: THE RIVER CITY  (½ credit) Throughout different periods of history, Richmond tells a story that no other city in the country can claim. To engage students in this unique history, students will explore primary sources, visit points of interest, and work in collaboration with each other and academic contacts within our community. A major component of the course will involve each student engaging in original research and completing a publicly available digital history project equivalent in scope to a standard research seminar paper. In completing this project, students will uncover the hidden history of Richmond and create a tangible history of their city to share with the community.

4500  PHILOSOPHY: THE GOOD LIFE  (½ credit) This course will challenge you to wrestle with perplexing and relevant, contemporary philosophical problems. The ultimate objective is to prepare you for the consideration of what it might mean to live a good life. Identity, consciousness, free will, determinism, neurophysicalism, spirituality, virtue, and artificial intelligence are some of the topics that will occupy your thoughts as you carefully consider your own nature and that of the surrounding world. The course will begin with an introduction to logic and argument as a means of not only developing your ability to criticize argumentative writing but also as a primer in writing clear, sound philosophical arguments for yourself. Assignments in this course include brief critical reflections on the readings and videos, a short essay on your experience of free will, and the envisioning of a
future with artificially intelligent beings. This course of study offers nothing less than the chance to think the thoughts of some of the most influential philosophers on the mind, self, and happiness that the world has known: Aristotle, Descartes, James, Dewey, Nussbaum, and Searle to name some that are covered here. You will read excerpts from their writing while simultaneously following commentary from contemporary philosophers. You will emerge from this course of study more aware of who you are and what a meaningful life for you might be.

4329 HONORS HISTORY: AMERICA IN THE 1970s (½ credit) The 1970s are a misunderstood yet complicated and contradictory time period. The 1970s were not merely a decade of “bad hair, bad music, and bad clothes,” a time of orange shag carpets and polyester pantsuits. Set between the radical 60’s and conservative 80’s, the “Me Decade” witnessed a series of dramatic social, cultural, and political shifts. In this course, students examine significant political events: Watergate, Vietnam, and the Iranian Hostage Crisis. They investigate the rights revolution, gender politics, environmentalism, and the rise of the Christian right. The decade is filled with spectacular, controversial events: the Manson murders, the Patty Hearst kidnapping, and the Jim Jones cult. It’s a time of colorful characters: Richard Nixon, Muhammad Ali, and Angela Davis. The cultural changes, too, are fascinating. In the world of music, Americans observed the emergence of punk and of disco. In the realm of television, Americans watched All in the Family, The Mary Tyler Moore Show, Monday Night Football, Saturday Night Live, and Roots. And in film, they viewed The Godfather, Taxi Driver, Apocalypse Now, Rocky, and Star Wars. Students conduct oral histories of persons from the the time and compose reflections on cultural changes. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
4330 HONORS HISTORY: THE MIDDLE EAST (½ credit) In this semester-length Honors course, students will have the opportunity to explore fundamental historical, geographical, and socio-political forces that have shaped the region known today as the Middle East. More specifically, the class will focus on six primary factors: Islam, the Ottoman Empire, European colonialism, the foundation of Israel, oil, and the role of the United States of America. Primary emphasis will be placed on the region encircled by Egypt, Turkey, Iran, and Yemen. Daily class participation and a general understanding of current events are fundamental expectations of the class. Primary and secondary source readings will be assigned for homework and discussed in class. Students will regularly explore and analyze demographic, economic, and geographic data in the form of maps, charts, graphs, tables, and other visuals. Students should have a general interest in political science, history, and economics. Assessments will include: weekly news briefs on a particular country or subregion, daily class discussions, debates, in-class assessments, and a research project. Prerequisites: Completion of Course 4308 World History 3: 1919 to Present / Contemporary World History: 1919 to Present. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

4334 HONORS HISTORY: GENDER AND SOCIETY (½ credit) This course will consider the roles that gender and sex play in society at the local, national, and international levels. Students will be encouraged to confront their own stereotypes and perceptions of both genders, and we will all be challenged by new perspectives on femininity and masculinity in our community and around the world. We will explore the relationship between government and gender/sex, analyze how these issues affect the economy (and vice versa), and look at various social and artistic movements involving sex/gender, from the “Me Too” Movement, to what has been dubbed the “male crisis,” to the recent court cases involving transgender accommodations. Our objective will be to explore some of the existing gender stereotypes and generate a more thoughtful and comprehensive understanding of the way gender and sex impact and manipulate individuals and communities. This is a writing course, and it will culminate with a research project. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

4335 HONORS HISTORY: RACE, CULTURE, & SPORT (½ credit) Sports explain the contours of race, gender, and economic struggles in U.S. History; they reflect patterns and changes in American culture. Any scholar who probes into, for instance, the 1947 Major League baseball season, uncovers societal issues that cut deeper than the drama of individual athletic contests. Students of United States history are all familiar with the Jackie Robinson story, and how Robinson’s 1947 breaking of the color line was as powerful as the Montgomery Bus Boycott in launching the Civil Rights Movement. In this course, students examine how changes in American sports are connected to an evolving American society. They start the year by examining secondary treatments of the subject; they later study primary sources. As they reflect on popular figures like Jesse Owens, Muhammad Ali, and Mia Hamm, they contrast academic versions of history with popular versions: film, novels, and documentary histories. This course is writing course. Students expand and refine their writing skills as they produce compositions based on the course content. The latter part of this semester involves a project or paper based on original sources. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
4312  AP U.S. GOVERNMENT & POLITICS (½ credit) This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other sources to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in debates, discussions, presentations, and writing exercises that will require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. By the end of the course, students will have a strong understanding of how our government works and, thus, will be better informed citizens. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

4319  AP COMPARATIVE GOVERNMENT & POLITICS (½ credit) This course reflects a college level introductory course in Comparative Government & Politics. Many students take AP US Government & Politics, yet fewer take Comparative Government & Politics. By taking on this challenge, students will achieve a better understanding of their own political system by comparing it to others. Specifically, students will study China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. These six case studies will give students concrete examples of comparative political concepts. Examples of concepts include methodology, civil society, institutional structure, democratization, and globalization. Additionally, students will be required to engage regularly with current events. This course is of particular interest to students who have a love of current events or Model United Nations, and those who plan on majoring in fields related to political science or international relations. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

4332  AP MICROECONOMICS (½ credit) AP Microeconomics gives students a thorough understanding of economic principles that apply to individuals and their decision-making, both in their roles as consumers and producers. Microeconomics places primary emphasis on the nature and function of product markets, and includes the study of factor markets and the role government plays in promoting greater efficiency and equity. The object of this course is to help students understand the way in which firms and people interact with one another and to prepare them for the decisions they face as individuals in global market economies. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

4333  AP MACROECONOMICS (½ credit) AP Macroeconomics is about the behavior of economic systems at the national and international levels. Topics include the methodology of economics as a social science, supply and demand, definition and measurement of important macroeconomic variables and theoretical models of growth, inflation, interest rates, unemployment, business cycles, stabilization policy, exchange rates and the balance of payments. The object of this course is to provide students with a general introduction to the study of economics, and to equip them with a responsible, participating citizen’s knowledge of macroeconomic theory and policy. Prerequisite: AP Microeconomics. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
SCIENCE

All courses include laboratory work and may include summer reading.

REQUIRED COURSES IN SCIENCE:

5411 CHEMISTRY (1 credit) Why should you learn about Chemistry? Why is petroleum so essential to our everyday lives? Where do the raw materials to make a car come from? What’s so important about water? These are a few of the questions you will be considering in this course. Through a broad overview of topics in the field, students will explore the uses and hazards of chemical processes in industry and manufacturing, energy production, health and medicine, and the environment. Inquiry-based projects and experiments will emphasize mathematical relationships and conceptual understanding of chemical processes.

5412 HONORS CHEMISTRY (1 credit) Why should you learn about Chemistry? What are polymers? What chemicals are in chocolate? Could carbon dioxide emissions cause Global Warming? Is a cheap alternative fuel possible? How can we keep our water sources safe to drink? These are a few of the questions that you will be considering in Honors Chemistry, a rigorous course designed for students who have shown intellectual and emotional maturity, as well as strong performance in middle school math and science courses. In examining a range of topics, instructors will place an equal emphasis on calculation, conceptual understanding, and experimental work. Teachers will also emphasize the roles that chemicals and chemistry play in contemporary life. The course involves interactive lectures, laboratory exercises and projects based on real life chemical issues and more traditional methods of assessment. Prerequisite: Admission into this course is by invitation only.
5420 BIOLOGY (1 credit) In this course, students will tackle such fascinating topics as: cellular organization; biological diversity; molecular structure in plant and animal systems; and interdependence in population genetics and ecosystems. Students will also examine genetic continuity and evolution. Students will refine their skills designing experiments and analyzing data. Students will prepare class presentations on related topics to bring a deeper understanding of such areas as forensics, anthropology, and bioinformatics. Prerequisite: Chemistry or Honors Chemistry.

5422 HONORS BIOLOGY (1 credit) This course will introduce students to the study of life using diverse learning strategies, including inquiry and case study methods, laboratory practice, experimental design and data analysis. The focus will be on the conceptual and molecular understanding of cellular processes and the themes connecting this broad and diverse field of study. Broad topics will include biochemistry, scientific methodology, molecular and cellular biology, evolution, and ecology. Students will be expected to complete assignments, such as projects and case studies outside of the classroom and take a greater responsibility for being independent and motivated members of a learning community with excellent study habits. Prerequisite: Chemistry or Honors Chemistry. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

The only students who are exempt from taking Physics are those who, by the end of Junior year, will have completed the math sequence of Algebra 1, Algebra 2, and Geometry only. These students may, of course, take Physics as juniors or as seniors pending a conversation with and the approval of their Sophomore year Science and Math teachers. All other students must take Physics or Honors Physics. Students may not bypass Physics or Honors Physics for an AP Science during Junior year. Students who wish to take an AP Science during Junior year must have completed or be concurrently enrolled in Physics or Honors Physics.

5430 PHYSICS (1 credit) «You can’t fully enjoy a game unless you know its rules. Whether it’s a ball game, computer game, or party game - if you don’t know the rules, it can be boring. You miss out on what others enjoy. In Physics, we begin by looking at some of nature’s most basic rules.» This is a quote by Paul Hewitt, the author of the popular textbook, Conceptual Physics. In this first course in Physics, with just a few laws, we will be able to tie together a wide variety of phenomena and see how there is physics behind everything. The course can be broken into three segments: Mechanics, Dynamics and Electricity & Magnetism. Mechanics explores how things move, including one-dimensional, two dimensional and projectile motion. Dynamics shows why things move; including Newton’s Laws of motion, circular motion, gravity and planetary motion. Electricity and Magnetism studies force fields, current, resistance, voltage, and the connection between magnetism and electricity. Laboratories occur regularly, and lab activities conducted during class reinforce the concepts and improve our reasoning skills. Prerequisites: Proficiency in Algebra and Geometry. The Department will place students in Physics or Honors Physics according to their math experience.
5432  HONORS PHYSICS  (1 credit) In Honors Physics, we study the basic rules of motion, electricity, and magnetism and learn how they affect the world around us. Because this is an Honors course, students should be independent learners, highly motivated, and have excellent study habits. Laboratories occur regularly, and lab activities conducted during class reinforce the concepts and improve students reasoning skills. Prerequisites: Completion or concurrent enrollment in Honors Pre-Calculus or an AP Calculus course. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course. The Department will place students in Physics or Honors Physics according to their math experience.

ELECTIVE COURSES IN SCIENCE:

5448  ORGANIC CHEMISTRY  (½ credit) How does aspirin work? Are artificial sweeteners bad for you? Is there an efficient way to recycle and reuse plastics? These are a few of the questions you will be considering in this course. Organic chemistry is the study of carbon containing molecules. Carbon is unique in that it can form chains and rings with other carbon atoms, and it is essential to life as it forms the backbone of DNA, RNA, sugars, lipids, and proteins. This course will cover nomenclature, reactions, and organic mechanisms through a variety of modalities including problem-solving, case studies, and laboratory investigations. This course may be helpful for those interested in medical, pharmaceutical, dental, veterinary, or nursing careers. Prerequisite: Chemistry or Honors Chemistry

5423  BIOLOGY II  (½ credit) Biology II is a semester course that delves deeper into real-world applications of biological sciences. Students will design and conduct experiments to explore concepts in agriculture and animal/plant sciences, neurobiology and behavior, as well as genetics and evolution. Project-based applications of biological content gives students opportunities to improve their scientific and interpersonal skill sets through a variety of hands-on, collaborative and inquiry-driven endeavors. Students will share their projects to students across the Collegiate community with engaging and interactive presentations. Prerequisites: Biology or Honors Biology.

5482  ECOLOGY  (½ credit) This active-learning science course examines ecological principles and processes through direct, student-driven observations in the field and through data analyses of these outdoor measurements. Students gain natural history knowledge of local plants, fungi and wildlife found in ecosystems such as: forests, wetlands and riparian (river/stream) systems. Regular field excursions complement efforts made on campus. The techniques students use to ask questions about our natural world are the same methods used by university scientists and wildlife managers. A REQUIRED CAMPING TRIP provides students with an important opportunity to observe wildlife through several long hikes, as well as work together in a community-living setting. Students finish the semester with a community service project that enhances Collegiate wildlife resources or ecosystem health. By the end of this course, students will have achieved a greater knowledge and awareness of the processes by which the natural world works and learn more intimately their own place in the natural world. Prerequisites: Biology or Honors Biology.
**5481  FORENSICS** (½ credit) This course will introduce students to Forensic Science, which applies the knowledge and technology of science to legal problems. The purpose of this one semester course is to provide students with a fundamental understanding of modern criminalistics and scientific processes related to this field of study through hands-on activities. Students will focus on basic concepts in this field, learn how to assess measurable evidence, create hypotheses, and make decisions based on facts. Laboratory investigations are an integral part of this course and include the use of scientific research, measurement, laboratory technologies, and safety procedures. Case studies, which include real life examples of criminal investigations, will be reviewed to apply concepts learned in class. *Prerequisites: Biology or Honors Biology.*

**5445  HUMAN ANATOMICAL SYSTEMS I** (½ credit) This course offers an introductory study of the human body and several systems. Students will begin with an introduction to anatomy, divisions, and anatomical terminology. The class will progress to study the following systems: integumentary (skin), musculoskeletal including the skeleton, cartilage, joints, and muscle, as well as the lymphatic, and endocrine systems. Conditions and diseases related to the specific systems will be discussed in synchronization with the system of focus. Concepts will be taught through lecture, inquiry, and by use of animal dissections and anatomical virtual reality. This course is intended for students with future interest in the health sciences and medical field. *Prerequisites: Biology or Honors Biology.*

**5446  HUMAN ANATOMICAL SYSTEMS II** (½ credit) This course offers a continued study of the human body and several systems. Students will pursue study of the following systems: nervous, cardiac, respiratory, digestive, urinary, and reproductive. Conditions and diseases related to the specific systems will be discussed in synchronization with the system of focus. Concepts will be taught through lecture, inquiry, and by use of animal dissections and anatomical virtual reality. This course is intended for students with future interest in the health sciences and medical field. Students may take this course without completion of Anatomy 1. *Prerequisites: Biology or Honors Biology.*

**5447  MARINE BIOLOGY** (½ credit) This course will introduce students to the study of marine organisms and their behaviors and interactions with the environment. The study of life in the sea combines chemical, geological, and physical oceanography so that students may best understand how the ocean’s ecosystems function. Marine Biology is the application of different specialties in biology and is not a separate discipline. The instructor will guide the course based upon four specialties: oceanography, marine ecology, the biology of invertebrates/fishes, and the analysis of ocean ecosystems and their conservation. Concepts will be taught through lecture, inquiry, dissection, and field trips. An Upper School student who shows interest in the life sciences, imagines a future career or study in biology, or a student that is simply interested in broadening their knowledge of the Earth’s biodiversity would find great interest and meaning in this course. *Prerequisites: Chemistry or Honors Chemistry; the course can be taken concurrently with Biology or Honors Biology.*
5435  PHYSICS II: LIGHT & SOUND  (½ credit)  This semester course aims to broaden and deepen students' understanding of how the universe works through the study of topics not covered in the first-year Physics course, at a mixed regular/honors level depending on the unit. The core of this course is centered on understanding electromagnetic radiation from both the classical and quantum perspective, and hence this course will give students a very solid introduction to quantum theory that will compliment that covered in AP Chemistry. In addition to the interactions of light with matter, we will look at wave motion in general and apply wave theory to sound, hearing, and musical instruments. Additionally, we will discover the physics of things like the eye, lasers, fiber optic cables, and rainbows. A student can elect to do a special project in an area of light or sound that s/he is especially interested in. Students who plan on taking the SAT II test in Physics should take this course. Prerequisites: Completion or concurrent enrollment in Physics or Honors Physics.

5449  EXPEDITIONS: ASTRONOMY & HISTORY  (½ credit) For thousands of years, we have been exploring humanity's relationship to the universe and our beliefs about the sky have guided our societies and cultures. Scientific discoveries and technological advancements have progressed our understanding of space; from Ptolemy to Kepler to the Hubble Space Telescope to the observations of planets around other stars. In this course, we will explore the progression of these astronomical discoveries and their impact on our world. Students will complete research reports and projects on astronomical progress through the centuries. This course can be taken for 0.5 credits as an elective in science or history, as determined by each student and it is open to all grade levels. There will be an evening field trip to an observatory in Virginia or West Virginia.

7003: STEAM COLLABORATORY: ENGINEERING & ROBOTICS  (½ credit)  In this Integrative STEAM course, students will engage in technological/engineering design based projects with an emphasis on engineering, robotics and the physical sciences in general. Computational approaches to these fields will also be explored (e.g., the Human Genome Project is a computational approach to biology and genetics). Examples of software we may use are Mathematica, MatLab, RStudio etc. Students will also use multiple operating systems and have the opportunity to use multiple programming languages. Engineering design graphics such as Autodesk Inventor will be used as well. In addition to exploring new content and relationships between various content areas, this course is intended to provide students an opportunity to function as a creative member of a design team and to develop skills relevant to problem solving, critical thinking and innovation.

Each semester course will consist of two concurrent components: A team project directed by the faculty team, and independent or small group projects directed by students. To satisfy requirements of the first component, students will work collaboratively with a faculty team on ongoing projects at Collegiate related to national and international competitions such as FIRST Robotics or Team America Rocketry Challenge. During this component, we will introduce basic engineering and design concepts and principles. We will also analyze and evaluate past years robots created by our robotics teams. To satisfy requirements of the second component, students will work independently (or in small
collaborative groups) on a project (or projects) of their own design intended to integrate content of other courses (Science, Mathematics and Arts & Humanities) in which they are currently or have previously been enrolled. In this component, students will be expected to produce one or more design products and give presentations periodically. Students may take both semesters of the course.

5418 AP CHEMISTRY (1 credit) How can you determine the formula of a new chemical you have made? What keeps your blood at the correct pH level? Why does iron rust but chromium does not? Students will explore the concepts and theories that control the substances of our world. AP Chemistry is a college-level laboratory science class based on the current national curriculum. Students will learn how to use probe-ware and instruments to record and analyze experimental data. Since problem solving requires a highly mathematical approach, preference will be given to those who are in or beyond Honors Pre-Calculus. All students enrolled must take the AP Chemistry Exam. Prerequisites: Chemistry or Honors Chemistry. Completion or concurrent enrollment in Physics or Honors Physics is preferred. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

5428 AP BIOLOGY (1 credit) In this course we will focus on such areas as: structure and function, genetic continuity, energy transfer, and regulation and interdependence in nature. Labs emphasize data collection and analysis and include the use of equipment. The Advanced Placement Biology course follows the national curriculum guide in content and laboratory work. Our survey of the broad field of modern Biology allows us the opportunity to bring a cohesive understanding of material as we prepare for the AP exam. AP Biology labs require skill with equipment, analytical explanations and data manipulations, including statistics. Certain areas of the content are selected for presentations that allow for a deeper understanding of selected areas. All students enrolled must take the AP Biology Exam. Prerequisites: Biology or Honors Biology. Completion or concurrent enrollment in Physics or Honors Physics is required. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.

5450 AP PHYSICS LEVEL C: MECHANICS (1 credit). The course will follow the national curriculum guide, while sprinkling in a few modern physics topics along the way. Specific topics include 3-dimensional vectors, kinematics, statics, dynamics including rotational dynamics, oscillatory systems, drag forces, gravity, Kepler’s Laws, linear and angular momenta, special and general relativity, an intro to nuclear and particle physics, and work, energy and power. Calculus skills include differentiation, integration, partial derivatives, and solving some 1st and 2nd order differential equations. Laboratory work will be incorporated. Compared to the first-year Physics course, the approach in this course is more mathematical and offers significantly more challenges in problem solving and derivation of formulae. All students enrolled must take the AP Physics C Exam in Mechanics. Prerequisite: Successful completion of Honors Physics (A- or above) and completion or concurrent enrollment in AP Calculus AB or BC. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
5451  AP PHYSICS LEVEL C: ELECTRICITY & MAGNETISM (1 credit). This C-level AP Physics course covers electricity and magnetism. The course will follow the national curriculum guide. Specific topics include magnetic and electric fields and forces, AC and DC circuits, capacitors, resistors and inductors, electromagnetic waves, and many laws in E&M, including those of Coulomb, Gauss, Ampere, Faraday, Maxwell, and Bio-Savart. Calculus skills include differentiation, integration, partial derivatives, and solving some 1st and 2nd order differential equations. Laboratory work will be incorporated. Compared to the first-year Physics course, the approach in this course is more mathematical and offers significantly more challenges in problem solving and derivation of formulae. This course uses the same textbook used for the mechanics AP-level course. All students enrolled must take the AP Physics C Exam in Electricity and Magnetism. Prerequisite: Successful completion of Honors Physics (A- or above), AND previous or concurrent enrollment in AP Mechanics, AND completion or concurrent enrollment in AP Calculus AB or BC. Your current teacher’s recommendation is also required. The Department Chair will determine final approval for enrollment in this course.

5439  AP ENVIRONMENTAL SCIENCE (1 credit) Is global warming real? How does access to fresh water in Africa and the Middle East threaten our national security? Is our computer technology causing cancer in Africa, India, and China? How is industrial growth changing the quality of life in developing countries? Will polar bears really be extinct in 100 years? Environmental Science AP will explore the intersection between science, government, economics, and society through this interdisciplinary college-level laboratory science class based on the national curriculum. Students will study natural trends and changes in the Earth’s global environment through laboratory exercises and group projects, as well as studying and debating controversial issues surrounding human exploration and use of natural resources. All students enrolled must take the AP Environmental Science Exam. Prerequisites: Chemistry and Biology or concurrent enrollment in Honors Biology. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
7002: AP COMPUTER SCIENCE PRINCIPLES (1 credit) Following the AP Computer Science Principles curriculum, this course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines. Students will work individually and collaboratively to solve problems and consider the importance of these problems and the societal and economic impacts on the world. This course will introduce students to fundamental topics that include abstraction, data analysis, data security and storage, computer hardware and machine-level representation of data, the development and analysis of algorithms, communication, the Internet and the global impact of computers on society. Students will create programs utilizing different data types, lists, mathematical and logical operations, iteration and decision structures, search and sort algorithms and the use of procedures and functions. Students will receive an AP score based on three assessments: an individual research project on a new technology innovation, a program demonstrating certain programming skills with video evidence of how the program runs, and a written exam. All students enrolled must take the AP Computer Science Principles Exam. This course will be open to students in grades 10-12. Prerequisites: Successful completion of either Honors Algebra 2 or PreCalculus. Your current teacher’s recommendation is required. The Department Chair will determine final approval for enrollment in this course.
SENIOR CAPSTONE

The capstone program brings to life students’ classroom learning in a real-world context.

Capstones in each division are guided by our school’s commitment to Responsible Citizenship. Responsible Citizenship at Collegiate empowers engaged, contributing citizens by nurturing students’ compassion, creativity and purpose.

The Capstone programs in the final year of each division embody this vision — creating space, opportunity, and challenge for our students to help prepare them for their futures. The Capstones at each division share some common elements and have some distinct developmentally appropriate components.

Common to Capstones at All Divisions
• Responsible Citizenship Focus
• Collaboration
• Leadership
• Design-Thinking
• Experiential
• Public Sharing

The themes of the Capstones at each level will also build upon each other.
Lower School (4th Grade): Envision Collegiate — focus on campus and Collegiate community
Middle School (8th Grade): Envision Richmond — focus on Richmond region
Upper School (12th Grade): Envision Your World — focus on student contribution and connection to world

Senior Year Capstone: Envision Your World

Each Capstone will have at its core an essential question or challenge, and will empower students to use their cumulative learning to engage with this challenge. Students will be able to choose from a variety of Capstone experiences each embedded in a one-semester course, each with a curricular focus on one or more of the pillars of Responsible Citizenship - Global Engagement, Inclusion, Economic Literacy, Entrepreneurship, Service Learning, Civic Engagement, Ethics and Sustainability. All senior Capstones emphasize collaborative leadership through partnerships beyond the Collegiate community. For Capstone placement, students rank preferences for all Capstones and submit an optional essay to demonstrate interest and commitment. While there are course-specific assessments rooted in a commitment to project-based learning, Capstones share assessments focused on Compassionate Leadership, Collaboration, Public Sharing and Responsible Citizenship.
4400  SENIOR CAPSTONE: MINDFUL LEADERSHIP - A FOUNDATION FOR SERVING (½ credit) How can the practice of mindfulness enhance emotional intelligence and leadership skills, while maximizing the ways in which we connect with others and positively impact our community and beyond?

Mindful Leadership will begin with a focus on the attitudes of mindfulness according to Jon Kabat-Zinn. Students will establish mindfulness practice as a foundation for sustainable mental well-being, elevated performance and enhanced clarity of individual values, goals and passions. The outward manifestation of this mindfulness practice is authentic leadership, and students will discover different leadership styles and qualities, discuss how teams best operate and the value of empathy, inclusion and non-judgment in a collaborative environment. In addition to learning about how teams best operate, we will learn about and discuss inclusion and the role of biases, empathy, ‘othering’ and non-judgment as it pertains to productively connecting with a diverse population of people. The Capstone will connect with, and learn from, various leaders and organizations that embody mindful leadership: Christopher Newport University Lacrosse, Patagonia, VCU Basketball, etc. Students will connect with community partners such as UP RVA, Lacrosse the Nations, the Chickahominy YMCA, or Excel to Excellence to understand challenges these entities are facing, utilize design thinking to develop a question to best address the issue, and then develop a tangible action plan to make a positive impact, big or small.

4401  SENIOR CAPSTONE: ETHICS AND THE ENGAGED CITIZEN (½ credit) How can we best engage in thoughtful civic discourse and dialogue around some of the most challenging issues facing our society today?

This Capstone pairs the study of ethics with a focus on developing skills of civil discourse and deliberative discussion so that students are better able to engage in their communities as informed, participating citizens. Citizenship requires engaging in the problems of the world, listening to the reasoning of others, and seeking to articulate what we ought to do so that we all may benefit. Pairing classical philosophical dilemmas about issues of political and economic justice with those found in the media, we’ll consider what is right and how we ought to live. Truth can be stranger than fiction, though, and so we’ll explore case studies ripped from the headlines, connect to partner organizations addressing ethics in the public sphere to consider modern problems in our personal and public lives, and consult the masters of ethical reasoning to root our practice, and compete to focus on making moral choices in a complex world. This class prepares students for Collegiate’s Ethics Bowl, and the winning team will compete in the Virginia High School Ethics Bowl, which all students will organize and lead as the culminating event of the capstone. Because students apply their skills of civil discourse and dialogue in the Collegiate Ethics Bowl, they refine skills of respectful, deliberative argumentation in a community dedicated to preparing the next generation of dynamic, creative thinkers.
**4403  SENIOR CAPSTONE: GLOBAL PUBLIC HEALTH** (½ credit) In an increasingly globalized world, how should we best address public health for human populations given their unique cultural, economic, environmental and political situations?

The main mission of public health is to promote global health, eradicate diseases, and, in turn, protect human populations around the globe. Given this goal, what should we do? How might we effectively and ethically approach the grand problems of caring for a growing global population within their local contexts? This capstone will explore the role of social, cultural, economic, environmental and political factors as it relates to access to healthcare and quality of life. Students will seek to understand the unique challenges affecting citizens across multiple regions, both domestically and internationally, to study the impact of globalization on state of wellness and the spread of disease and to develop a mindset for seizing opportunities for innovative approaches for care. Learning will transcend from mere case study to experiential through a commitment to building partnerships with organizations working in developing and developed communities, internationally and locally.

**4404  SENIOR CAPSTONE: THE RIVER CITY** (½ credit) What is the relationship between the James River and Richmond, in the past and in the present, and how might it help shape our city’s future?

In this capstone, Richmond is our second classroom: through experiential education and meaningful civic engagement both in the city and along the James River Park System, students will explore how the economic, political, and cultural landscape - historically and presently - is inextricably linked with the environmental landscape and health of the James, the city and the citizenry. How has the James River connected and separated Richmonders to each other and the world historically, and how has that impacted the natural and manmade Richmond of today, and how will we shape our city of tomorrow? We’ll consider how the changing demographics of our region present challenges and chances for connection. Students will learn principles and skills associated with “Leave
No Trace” wilderness navigation and exploration, partnering with organizations committed to responsible city development while honoring our unique past in order to consider how we should shape our city in the future.

4405 SENIOR CAPSTONE: INTERNATIONAL EMERGING LEADERS: GLOBAL CONFERENCE (½ credit) How can a truly global collaboration challenge me to grow as a leader, and how will these skills prepare me for an engaged future?

The International Emerging Leaders Conference focuses on The Global Economy and the Environment, and students from around the world gather to work collaboratively, hear from prominent scholars and business leaders on this topic, and design innovative solutions. More than 40 students and their accompanying teachers, from many of our partner schools all over the world – China, Ghana, India, Italy, Kazakhstan, Malaysia, Mexico, Morocco, South Africa, and Spain – gather for 8 days on Collegiate’s campus, off campus in Richmond visiting innovative programs at universities and nonprofit sites in Virginia, as well as two days in Washington, D.C. Students will hear from prominent scholars and global business leaders, develop and share their ideas, experiences and solutions, in a setting of respect and collaborative learning. Student delegates also take part in DesignPitch, an innovative program, open to the Collegiate community and the public, that allows the student teams to practice their social entrepreneurial pitches in real time – sharing the solutions and designs their global teams have developed to positively impact a particular environmental problem. The conference also includes programs designed to help delegates share and learn about each other’s culture and traditions, and share with students throughout the Collegiate community. This Capstone will ask students to explore the various nations represented at the conference and their relationships with the United States, develop cross-cultural communication and civil discourse skills, and prepare for both the academic and creative aspects of the conference in early fall. After IELC, students in the Capstone will relay the skills developed during the Conference into critically examining the broader context of international relations and current events from around the globe as well as their local communities.
4406  SENIOR CAPSTONE: TEDxYOUTH@RVA (½ credit) What are the “ideas worth spreading” that matter to Richmond’s youth?

What if you joined a group of students who listen to your ideas, even the crazy ones? What if you had the opportunity to build skills as a curator, event manager, media producer, designer, or marketing director? And what if you had the chance to create a community event filled with new voices, unexpected performances, and playfulness? Then you’d be in this Capstone to create a TEDxYouth event. You’ve probably heard of TED, a gathering for the world’s thinkers and doers to share ideas. TEDxYouth has the same spirit, but it’s planned entirely by students who believe in ideas worth spreading.

To plan a day like this, you’ll learn about the greater Richmond community—what’s happening, who’s out there, and what kind of music and noise are they making. You’ll discover people who dream big or think about wild ideas; people who find small ways to make a difference in the lives of others; maybe even people who fail big and learn from that failure. The event will be held in November, and although it will have a local focus, there will be TEDxYouth events around the world on that same day. This Capstone will also build a creative partnerships with students from all over the city. This kind of collaboration is a rare opportunity to build relationships, foster community, and develop a dedicated team—one committed to making the views and talents of Richmond students defy boundaries.

4407  SENIOR CAPSTONE: INTERNATIONAL EMERGING LEADERS: ASIA (½ credit) What is the future of U.S.-China relations?

The International Emerging Leaders: Asia Capstone, which takes place during the spring semester, will engage in a comprehensive collaboration with Beijing New Oriental Foreign Language School at Yangzhou, our partner school in China. The Capstone will focus on examining the economic ties between the U.S. and China and explore current political, cultural, and ethical issues arising from an in-depth study of this topic through discussion, film, and a series of guest speakers. The Delegation from Yangzhou will spend a week around the Chinese New Year on Collegiate’s campus, visiting classes and experiencing school life. During their stay, Capstone students and guests will use design thinking to create meaningful solutions to problems identified during a panel discussion with U.S.- China business experts. In addition, Collegiate students will prepare for a week-long immersion trip to China in late March designed to challenge students with the nuance and complexity of experiencing China first hand. This course includes a reciprocal homestay in Richmond and Yangzhou. Hosting enriches the cultural experience for both Collegiate student and partner school guest. 

There is an additional cost for this Capstone to subsidize expense of travel Visa and flight. Should an opportunity be financially prohibitive, there may be limited financial assistance available. If you do not currently receive any financial assistance for tuition, completion of a financial assistance application will be required. Please contact Erica Coffey or Debbie Clabo for information.
4408  SENIOR CAPSTONE: INTERNATIONAL EMERGING LEADERS: AMERICAS  
(½ credit) How can cross-cultural collaboration with Mexican and Central-American communities build personal growth and understanding across difference?

The International Emerging Leaders: Americas Capstone, which takes place during the spring semester, focuses on the United States and Central America. The students will engage in an in-depth exploration of Mexico and neighboring Central American countries, as they prepare to represent Collegiate at the International Youth Dialogue hosted by Colegio Carol Baur in Mexico. This Capstone involves an eight-day commitment in Mexico to attend the International Youth Dialogue held at our partner school. Colegio Carol Baur’s Youth Dialogue operates as a Model UN conference. While no Model UN experience is required for this course, students with this interest are well-suited for this Capstone. This program will focus on an in-depth study of human rights through sharing informed opinions on some of the region’s and the world’s most pressing challenges and working together to form resolutions through discussion and collaboration. The second half of the semester will focus locally on Richmond in partnership with the Sacred Heart Center, an organization dedicated to helping the Latinx community. Throughout this program students will focus on cross-cultural communication and leadership skills. There is an additional cost for this Capstone to subsidize the travel expense. Should an opportunity be financially prohibitive, there may be limited financial assistance available. If you do not currently receive any financial assistance for tuition, completion of a financial assistance application will be required. Please contact Erica Coffey or Debbie Clabo for information.

4409  SENIOR CAPSTONE: CREATEATHON ON CAMPUS  (½ credit) How can creativity and strategic thinking help Richmond area nonprofits succeed?

In this Capstone, students will enter the world of advertising, communication, and art direction by working with nonprofit organizations in the Greater Richmond area. Nonprofits often begin small, but they have bold ideas and a commitment to promote good in the community. Students, working in teams, will be paired with a nonprofit to enhance the organization’s impact through effective marketing. Marketing can make all the difference in the success of a nonprofit; it’s how an organization tells its story to potential clients, volunteers, and donors. However, many nonprofits don’t have the personnel or money to create marketing campaigns, and that’s what this Capstone is designed to accomplish.
Student teams will develop a strong relationship with a nonprofit: spend time off-campus with the organization, research the market segment in which the nonprofit operates, employ design thinking to understand the needs of the nonprofit, and develop a marketing strategy and produce deliverables for the client. At the center of the Capstone will be a daylong event, CreateAthon OnCampus, which will bring all participants (students, nonprofit directors, volunteer professional designers, copywriters, and brand managers) together for an intensive, strategic, and creative session to generate ideas for the marketing campaign. This Capstone provides a unique opportunity for students to develop strategic thinking and creative problem solving skills while utilizing strengths and interests in design, communication and business. Students can expect to build their skills in collaboration and communication and gain valuable and practical experience in working for good in our community.

**4410 SENIOR CAPSTONE: TECHNO-HUMANISM: MIND, BRAIN & MACHINE**

(½ credit) How might technology shape human existence in the future?

“Technology is a branch of moral philosophy, not of science,” wrote American social critic Paul Goodman in 1969. 50 years later, we will consider how technological innovation intersects with disciplines as varied as engineering, neuroscience, physics, biology, philosophy of mind and ethics. This research will enable an understanding of the current state of techno-human development and facilitate a vision for the consequences of future evolution. How will humans respond to and organize cultural institutions, governmental systems, and personal identity? What impact will virtual reality, genetic engineering, the internet of things, and artificial intelligence have with regard to human flourishing? Students will work independently and collaboratively to research the central issues and develop a culminating, publicly exhibited, project (that forecasts the future of techno-humanism) through the design thinking process. Students will also stage a symposium on these issues at Collegiate by extending invitations to other Richmond area schools; we will coordinate guest lecturers and demonstrations as well as curate student presentations on relevant topics.

**4411 SENIOR CAPSTONE: SUSTAINABLE SOLUTIONS TO THE FUTURE OF FOOD**

(½ credit) How can we ensure that people have access to safe, healthy, affordable food in a way that can be both environmentally and economically sustainable?

In order to consider how we might feed over 9 billion people by 2050, this Capstone considers what the future of food might be. First, we start with the contents of the food on our plates, we’ll work backwards to understand its origin and effects and how the food system has developed up until this point. What are the implications for local and global economies, workers, the environment, animals, our health and the health care system? What responsibility, if any, do consumers have to “vote with their dollars” to change it, and what should be the government’s role in our food system? Is environmental sustainability compatible with economic sustainability? We’ll optimize learning in and outside of the classroom with guest speakers on campus and with service learning in partnership with organizations dealing with issues related to food insecurity and sustainability. Students will learn the principles of design thinking in order to address local challenges in Richmond. This Capstone dives deeply into sustainability and civic engagement with a service learning component.
VISUAL ARTS

2-D MEDIA:

6605 DIGITAL MEDIA ARTS I (½ credit) Digital Media Arts I is a general introduction to making art with computer technology. This course will explore the development of graphic design projects with the use of the Adobe Creative Suite and other software. Students will study color theory, typography, image manipulation and formal composition. Projects will range from the design of postage stamps to logos to product advertisements to digital artist prints.

6609 DIGITAL MEDIA ARTS II (½ credit) This is a semester-length advanced graphic art course. Projects in this course are designed around your ability to employ a creative design process. Overall the process is simple: define problems/opportunities, produce designs/expressions, reflect-on/integrate outcomes. In doing so, we will explore the development of graphic design projects with the use of the Adobe Creative Suite and other applications where necessary. Part of the term will be dedicated to working with local businesses in developing branding materials and logos while part of the term will afford the time to develop your own self-directed series of artworks. Students will have the opportunity to partner with RVA Works entrepreneurship students in developing logos for their new ventures. This class will also support local non-profit businesses in partnership with students from another Collegiate course entitled CreateAthon. CreateAthon is a course that will strategize and develop marketing and promotional campaigns for local Richmond non-profit businesses. Digital Media II students will work with CreateAthon students to design and develop the actual graphics, imagery, and layouts for publication. Prerequisite: Digital Media Arts I.
**DRAWING I** (½ credit) In this semester-length class you will learn basic drawing skills that will allow you to render faithfully what you see in front of you. You will also explore the more abstract side of drawing, ascertaining the visual design elements that underscore the most powerful pieces. Finally, you will learn how to express symbolically your unique perspective of the world within and around you. This class gives you an exposure to a variety of materials including pencil, colored pencil, charcoal, pastels, water media and collage. All work will be done on paper, derived from still-lifes.

**DRAWING II** (½ credit) This semester class, which builds on the rudimentary drawing skills you have learned in Drawing I, will enable you to create work that is accurate, meaningful and genuine. You will continue to explore the visual principles derived from still-lifes while focusing more specifically on realistic depiction (it looks like what it is) and figurative content. Towards these ends, you will draw from a live, clothed model and create three different self-portraits. This class will teach you to draw in ways most view as masterful and impressive. Prerequisite: Drawing I.

**PAINTING I** (½ credit) This class is intended to be an introduction to acrylic paint as a process, technique and content. Specific topics covered include paint handling and brush technique, mark-making, color theory, the difference and relationship between drawing and painting, and the genres of still life, abstraction and symbolic self-portraiture as they apply to the paint medium. It also examines specific artists’ work as a springboard to most of the projects covered. As this class is only one semester, its pictorial language is directed to the recognizable (though non-figurative) aspects of the world. Students will be finding ways to express ideas they have through painting objects, colors and textures that might stand for themselves.

**PAINTING II** (½ credit) This class is intended to extend the technical knowledge gained in Painting I by applying it to more figurative subject matter. In this way, it is the painting equivalent of Drawing 2. Students initially revisit the still life genre, but will quickly move to their peers’ faces and their own face as content. Self-portraiture is a recurring theme and content in the class. Students will also paint from a live model and from photographs throughout the semester so that they are ultimately are able to depict realistic, figurative form in a variety of color palettes and relationships. Prerequisite: Painting I.

**FUNDAMENTALS OF PHOTOGRAPHY** (½ credit) This course is designed for those who are interested in learning photography, and in improving their visual communication skills. Students will learn the fundamentals of the medium, from basic camera operation and processing techniques to the rules of composition. Through class projects, students will gain a solid understanding of various photographic techniques and learn to use those techniques effectively to express their personal visual ideas. The class will explore both darkroom and digital photography to gain a full understanding of photography. During the semester, the class will move back and forth from darkroom to digital photography. Students will learn how to make prints in the darkroom, as
well as manipulate their images in Photoshop. Class critiques and the study of master photographers’ work will help promote discriminating technical and artistic judgment. Students will be loaned film cameras for the class, and some digital cameras will be available for the class.

6615 INTERMEDIATE PHOTOGRAPHY (½ credit) A continuation of Fundamentals of Photography, this course enables students to develop their visual strengths in photography as they sharpen their technical skills. Each class project is designed to target a specific photographic issue of either technical or expressionistic importance. Class projects will consist of both film and digitally based themes. Students will explore various creative darkroom techniques, as well as Photoshop techniques, in order to best express their ideas. Students will also continue to develop their analytical skills through class critiques and the study of master photographers. Prerequisite: Fundamentals of Photography.

6616 HONORS PHOTOGRAPHY (½ credit) This course is for serious photography students interested in refining their craft and personal vision. Having completed both Fundamental and Intermediate level photography courses, each student is expected to produce a body of work that demonstrates both mature technical skills and individual expression. Advanced lighting techniques will be introduced and explored throughout the year. A large portion of the course will be devoted to the student defining his or her own personal vision, and developing a final portfolio. Each student is expected to become proficient in advanced darkroom or Photoshop techniques. Prerequisite: Intermediate Photography.
6623 PRINTMAKING (½ credit) In Printmaking, students will learn the ancient art of making prints through various processes. We will create prints from natural materials, hand-carve wooden panels, etch metal plates, cut designs on wood with the laser cutter, and screen print designs on t-shirts. We will print by hand and with a press. Water-based and oil-based processes will be employed.

3-D MEDIA:

6636 ARCHITECTURE: RESIDENTIAL DESIGN (½ credit) This course is designed around the development of original residential building designs and a creative design process. We will study principles of design, consider the work of well-regarded architects, frame a wall and understand the necessity of sustainable design and construction. We will develop designs in Google Sketchup—inclusive of a site plan and work toward the development of a scale model of the designs. You will work individually and in teams at various times.

6638 ARCHITECTURE: COMMERCIAL DESIGN (½ credit) This course is designed around the development of original commercial building designs and a creative design process. We will study principles of design, consider the work of well-regarded architects, and understand the necessity of sustainable design and construction. We will develop designs in Google Sketchup—inclusive of a site plan and work toward the development of a scale model of the designs. You will work individually and in teams at various times. Prerequisite: Architecture: Residential Design.
6627  CERAMICS I (½ credit) This class is devoted entirely to working with clay and will include work on the potter’s wheel, hand building techniques, and ceramic sculpture. A variety of approaches to glazes and other surface decoration will enrich student work.

6634  CERAMICS II (½ credit) This class, which builds on the lessons of Ceramics I, offers students the opportunities to refine their throwing and handbuilding skills. This course includes both teacher-directed and student-directed projects. Museums, galleries, books and films will supplement class work. Prerequisite: Ceramics I.

6639  CERAMICS III (½ credit) This class, which builds on the lessons of Ceramics II, offers students the opportunities to further refine their throwing and handbuilding skills. This course includes both teacher-directed and student-directed projects. Museums, galleries, books and films will supplement class work. This class may be repeated by students who wish to further refine their skills and conceptual understanding of ceramics. Prerequisite: Ceramics II.

6601  FINE CRAFT FURNITURE I (½ credit) This semester-length class is designed for the aspiring woodworker who hopes to combine refined skills with personal expression. After safety lessons, students are immediately immersed in a world of bronze planes, bench chisels, Japanese saws, rasps, squares and marking gauges. Student projects will be determined by class size and individual student’s prior experience. Throughout the fall, students will be exposed to the full furniture-making process including design, drawing, hand tool use, traditional joinery, and other resources. Students will be instructed on the safe use of several larger power tools that are located on site. Two near-campus field trips to a fully equipped woodworking shop will reveal the full panoply of power tools available as one might continue this practice. Properties of wood and environmentally sound methods are covered, and all come away with a primer on various furniture styles. The emphasis in this course will be on hand skills and on work that can be traced to the maker, the hand, the eye and the heart. This is a class for the student interested in learning how to create detailed and finely crafted woodwork while further developing his or her personal aesthetic.

6603  FINE CRAFT FURNITURE II (½ credit) This second semester class is available to any student who has completed Fine Craft Furniture I or who has completed one Middle School woodworking class, plus has secured Department Chair approval. As part of the upward spiral of learning, each student will design and build an original piece that draws upon methodology or information learned in this spring class. Students will handle and work with an array of beautiful woods from around the world. Options include rosewood from Central America, teak from the Far East, bubinga from Africa, and claro walnut from the western United States. The importance of the Forest Stewardship Council certification for hardwoods is stressed (the FSC is currently the only third-party certification program recognized for credit in the U.S. Green Building Council’s LEED green building program.) Classroom instruction covers carving, lamination, adhesives, hand shaping of moldings, and form bending, which are all techniques that encourage woodworking as art and sculpture. Each student will become proficient with the various sharpening techniques required to maintain sharp edges on straight and curved edge tools, thereby deriving the greatest effectiveness from the block planes, shoulder planes, gouges, dovetail saws, and
laminated Japanese chisels used daily. Four guest lecturers will share interdisciplinary relationships with music, history, science, and mathematics, and one field trip to a professional turner’s woodworking shop will demonstrate additional options for design presented by the lathe. This is a class for the student with prior experience who is interested in expanding horizons. **Prerequisite: Fine Craft Furniture I.**

**6626 SCULPTURE** (½ credit) Sculpture I is a general introduction to the practice of sculpture. Students will develop an understanding of formal characteristics of sculpture and participate in discussions of the historical progression of sculpture practice. Students will develop sculptures across a range of different processes and materials: plastiline modeling, plaster and wax casting, and aluminum wire modeling, balsa wood constructions and mixed media constructions. The mixed media project will require the incorporation of one element either printed on the MakerBot or cut with the laser cutter.

**6628 SCULPTURE II** (½ credit) In Sculpture II, students will develop their sculpting abilities by learning to use various wood carving tools, wood joining processes as well as the plaster mold making process. Projects will include a relief woodcarving, an abstract wood construction, a mixed media construction, and a ceramic slip casting. The wood construction project will require the incorporation of at least one element cut with the laser cutter and the mixed media construction project will require the incorporation of at least one object printed on the MakerBot. **Prerequisite: Sculpture I.**

**MIXED MEDIA:**

**6621 ART & TEXT** (½ credit) This semester class is an art credit with English overlap, drawing upon the known language of words as a prompt for visual expression. This class will ask students to examine design as the new core communicator in society. Likewise, it will expose them to technology as an art medium, as well as to more traditional media like painting, drawing and collage. As words are the impetus for each project, exposure to the literary genres of poetry and memoir writing will also occur, but more vitally, students’ personal relationship to words/language as a whole will be the chief catalyst to their creative expression. With the larger world increasingly fixated on the relationship between text and image, this class ultimately asks students to consider more concretely: Who am I? And how can I see/say my ideas best?

**6622 DESIGN FOR PUBLICATION: TORCH YEARBOOK** (½ credit) This semester course is designed to introduce the principles and production skills needed for students to document a year in the life of Collegiate through graphic design, photography, and copywriting for the school’s yearbook, *Torch*. Students are introduced to the basic principles of publication production; areas of emphasis include graphic design, event photography and photo management, interviewing, copywriting, organizational and management skills. The class works collaboratively to produce a 320-page full color publication while maintaining deadlines and working within a budget, and then manages distribution during post-production. Post-production class time will study best practices and trends in student and professional publications, partnering with professional artists, writers and journalists when possible.
An editorial board of highly dedicated and advanced students supervises the creative and practical aspects of the publication by providing mentorship and accountability for their peers, working with the faculty adviser to make decisions on the content, coverage, and treatment of all stories and photographs to the published, and so student leaders develop strong project management skills. Students repeating the course are eligible for editorial positions, and honors status may be awarded to upperclassmen holding board positions upon approval.

6604 FOUNDATIONS OF CREATIVITY (½ credit) Foundations of Creativity is a course that will challenge you to stretch the boundaries of your creative abilities and your understanding of visual art. Each unit in the course offers you the chance to create images and objects as you experiment with traditional art forms like drawing, design, and clay modeling as well as more contemporary forms of artistic expression like sound design and video art. A primary goal of the course is to develop an understanding of how similar creativity is across many different forms of art and innovation as a means of enhancing your creative abilities as a visual artist: we will analyze creativity in literature, visual art, dance choreography, architecture, product design and science. We will also look at what neuroscientists, psychologists and philosophers have to say about the topic, and you will decide for yourself if a computer or a duck can be creative in producing a picture. You will emerge from this course of study with an ability to see the world in unconventional ways, enhanced physical skills in art making, and confidence (even fearlessness) in taking creative risks.

6620 THE HISTORY AND PHILOSOPHY OF ART: 1945 TO THE PRESENT (½ credit) In The History and Philosophy of Art, students will study the development of western visual art from the 20th century into the 21st century. To set the stage for our overall focus, we will begin by exploring the development of late modernist abstraction from post-impressionism to cubism, neoplasticism, and abstract expressionism. We will study the transition after World War II from Rauschenberg’s work to the Pop Art movement, after which we will study the rise of minimalism and conceptual art as the postmodern era gains full swing. We will study the development of feminist art, post-colonial art, and the growing multiculturalism in art practice that gained great attention at the close of the 20th century. In addition to looking at artworks produced during these periods, we will study the writings of philosophers. We will engage in a full study of how the nature and definition of art changed during this time period. We will touch on theories of beauty, creativity, interpretation, evaluation, and ontology. Students will write papers, make presentations, and write criticism; they will complete this course with a solid understanding of how visual communication in our own time came to be as it is. This course is only available to Juniors and Seniors.

6630 HONORS STUDIO ART & PORTFOLIO (1 credit) This year-long course is for the serious art student. It offers the opportunity to develop both a greater proficiency in a chosen medium while allowing you the chance to truly articulate what your work is about. Projects are both assigned and self-directed and emphasize the conceptual even more than the technical. Critical thinking through writing and formal critique is a significant part of this class. The year culminates with each student presenting a one-person exhibition alongside his peers. You may elect to pursue an AP art portfolio but it is not required. Prerequisite: Approval of the Department Chair. This class is for seniors only.
PERFORMING ARTS

6644 ACTING I (½ credit) Acting I is a hands-on, experiential course that introduces beginning performers to the fundamentals of acting. With a focus on the development of the physical, vocal and improvisational skills required to create believable characters, Acting I explores the work of the actor through exercise, creative play, script analysis, and scene work and emphasizes the importance of self-knowledge, imagination and creative impulse.

6646 ACTING II (½ credit) With a continued emphasis on developing self-confidence and self-awareness for the performer, Acting II offers the Intermediate acting student the opportunity for a more in-depth study of the acting process. The class will continue work on voice, improvisation and concentration through ongoing and more intensive scene study. Prerequisite: Acting I or permission of instructor.

6662 ACTING III (½ credit) Acting III offers the more advanced acting student a chance to further their study of the acting process. While continuing the physical, vocal and improvisational work begun in Acting I and II, Acting III also examines different theatrical styles by exploring the techniques and skills used by actors in period and non-realistic plays through ongoing and intensive scene study. Prerequisite: Acting II or permission of instructor.

6631 TECHNICAL THEATER (½ credit) Theater technicians are the invisible heroes behind the scenes of any production. In this one semester course, students will explore the world behind the curtain and work hands-on with Collegiate’s main-stage theatrical productions, learning how to design and create sound, lights, special effects, scenery and props.
6650 THEATER PRODUCTION AND DESIGN (½ credit) How does a theatrical production move from script to stage, and what makes theater successfully come to life? Theater Production explores the collaborative art of theater from every angle and examines the diverse and sometimes-conflicting jobs, roles and needs of the many artists involved in creating, producing and maintaining a live theatrical performance. Theater history, script analysis, stagecraft, design and performance all come together as we explore the process of creating theater from first thought to final strike. This course is designed for anyone with an interest in theater, from the beginning theater student to the most advanced.

6652 HONORS THEATER (1 credit) In collaboration with the instructor, advanced theater students will design a year-long course of study focusing on one of the following areas: acting, directing, playwriting, theatrical design or technical theater. This specialized course carries a rigorous workload that includes reading and reporting on one play each week, studying different theatrical styles, traditions and theorists in-depth, and preparing a final research project that will culminate in a public performance. Eligible students must have completed four semesters of any combination of the following courses: Acting I-III, Tech Theater, Theater Ensemble, or Theater Production. By audition/permission of the instructor only.
6674 DANCE TECHNIQUE (½ credit) This course is offered to students with all levels of dance experience and will focus on Modern Dance technique, while incorporating Hip-Hop, Jazz, and Ballet. Throughout the semester, students will strive to better their technique, strength, flexibility, and versatility through various warm-ups, across the floor exercises, and center combinations. Not only will students receive individual feedback on these skills on a daily basis, they will also be formally assessed in a final in-class showing. In addition, students will learn and apply dance vocabulary, improve their analytical skills, and enhance their ability to communicate in a thoughtful manner. **Offered only in the fall semester.**

6675 DANCE PERFORMANCE (½ credit) This course is offered to students who have completed a semester of Dance Technique. Dance Performance is a semester-long course that continues to build on dance technique, with a significant focus on performance through learning and rehearsing faculty choreography for the Collegiate Dance Concert at the end of the year. In addition to working on technique and furthering their analytical and communication skills, students will be exposed to the larger dance world through researching dance companies. **Offered only in the spring semester. Prerequisite: Dance Technique.**

6676 THE DANCE COMPANY (1 credit) This course is offered to students who have completed a semester of Dance Technique and are ready to work at a more advanced level. Students who register for this course will be required to take a placement class, a one-time assessment of a dancer’s skill, in the spring of the previous school year, and will be placed in the appropriate level for their growth and development as a dancer. Students in The Dance Company will have the opportunity to greatly improve their analytical and artistic skills in this year-long course. In addition, students will work in groups to choreograph dance pieces for the Student Dance Concert and learn and rehearse faculty and guest choreography for the Collegiate Dance Concert at the end of the year. This year-long program allows the more experienced and dedicated students the time to create, rehearse, receive and apply feedback, and technically grow as dancers and dance artists overall. **Prerequisites: Dance Technique and placement class. Recommended: Dance Performance.**
6677 THE HONORS DANCE COMPANY (1 credit) This honors course is offered in conjunction with the highest level of the The Dance Company and is available to seniors who are selected by dance department faculty. Students must fill out an application including a written essay illustrating their desire and qualifications for selection, a video of a one minute, self-choreographed solo and two teacher references. In addition, students who register for this course will be required to take a placement class, a one-time assessment of a dancer's skill, in the spring of the previous school year, and must be placed in the highest level of the The Dance Company. Honors students will be expected to participate in both the Student Dance Concert and the Collegiate Dance Concert, and choreograph and produce the Honors Dance Concert. This course is geared toward students with strong choreographic ambition and aspirations to self-produce a concert. **Prerequisites: Dance Technique, at least one year of The Dance Company, and placement class.**

6679 COLLEGIATE CAMERATA (AUDITIONED) (1 credit) Collegiate Camerata is a full year chorus which is auditioned from the membership of Collegiate Chorus. The students of Camerata are considered among to be some of the best voices to sing in the Collegiate Choral Community, and are prepared for the rigor and hard work required for the task. Members of the Collegiate Camerata are required to participate in the Collegiate Chorus as well. Please note that some out-of-school rehearsal may be necessary, both individually and as a group. Since the focus of this course is performing, attendance at all events is mandatory. Any student in grade 9-12 wanting to be a member of Camerata should sign up for Course #6680: Collegiate Chorus. Auditions for selection into Camerata will be held during the first week of school. This year-long course meets four days a week.

6680 COLLEGIATE CHORUS (NON-AUDITIONED) (½ credit) The Collegiate Chorus is open to any student who would like to sing in an ensemble. No prior experience is necessary, and no audition is required. Repertoire includes jazz, musical theatre, and acceptable arrangements of popular songs. As the focus of this course is performing, attendance at all events is mandatory. This is a year-long course that meets two class periods a week; students will have a study hall the other two periods during the week.

6682 ORCHESTRA (½ credit) This course is offered to string and wind students who have achieved intermediate or advanced proficiency levels on their individual instruments. Students will explore a variety of musical styles including Baroque, Classical, Romantic, Contemporary, and Pop, while developing advanced level ensemble skills. String players will focus on larger ensemble arrangements in addition to the Orchestra literature. The Orchestra will represent the school as a performing ensemble for numerous occasions within and outside the school community. This year-long course meets two class periods a week; students will have a study hall the other two periods during the week.
6683 ORCHESTRA (1 credit) This course is offered to string and wind students who have achieved intermediate or advanced proficiency levels on their individual instruments. Students will explore a variety of musical styles including Baroque, Classical, Romantic, Contemporary, and Pop, while developing advanced level ensemble skills. The Orchestra will represent the school as a performing ensemble for numerous occasions within and outside the school community. This year-long course meets four class periods a week.

6684 ORCHESTRA/CHORUS (1 credit) This course is offered to students who want to participate with the Collegiate Chorus and who have achieved intermediate or advanced proficiency levels on their individual instruments. See course descriptions for 6680 & 6682 above for further explanation of each. This year-long course meets four class periods a week.

6686 JAZZ BAND/ORCHESTRA (1 credit) This course is offered to wind, keyboard, strings, and percussion students who have achieved intermediate or advanced proficiency levels on their individual instruments. Students will study basic improvisation and jazz performance styles as well as fundamentals of rhythm, harmony, melody, tone production, intonation, articulation, and playing by ear. The Jazz Band performs at school functions and has many opportunities to perform for the larger community outside of school. This year-long course meets four class periods a week.
6691 **GUITAR ENSEMBLE** (½ credit) This course is open to all students of beginning, intermediate and advanced levels of proficiency. Students will rehearse for three class periods and may use two class periods during the week for a study hall. The primary goal of this course is to learn how to listen and interact musically within a group. Musical styles studied include Classical, Jazz, Rock and Pop. Improvisational techniques are integrated into the appropriate guitar literature. Students will have an opportunity to perform in an annual guitar concert in the spring. This year-long course meets two class periods a week; students will have a study hall the other two periods during the week.

6694 **PRIVATE LESSONS** (¼ credit per year) Private lessons are offered in piano, voice, guitar, and all string, wind, percussion and brass instruments, upon availability. Curriculum includes theory, technique, and repertoire from Baroque, Classical, Romantic and Contemporary periods. Upper School students taking private lessons for credit must either perform a solo in a student recital or ensemble performance or present two pieces before a faculty jury. In addition to registering for credit to receive private lessons, you must also register online in order to receive a teacher assignment. You can do this by visiting the «Arts» page on the school website or sending an email to Mrs. Tuttle.

6696 **HONORS MUSIC** (CHORAL or INSTRUMENTAL) (1 credit) This course is open to Junior or Senior vocal or instrumental students planning to enroll in a choral and/or instrumental performing group five class periods per week all year. To receive Honors credit, students will practice a minimum of three hours per week outside of class, attend and evaluate two college-level or professional concerts, and be able to demonstrate proficiency of major and other appropriate scales. This course requires the permission of the instructor.
HEALTH and WELLNESS
& DRIVER EDUCATION

HEALTH AND WELLNESS REQUIREMENT: All students are required to take a total of two semesters of Health and Wellness either during one semester in the ninth grade and one semester in the tenth grade or both semesters in the ninth grade. The two required one-semester courses are HEALTH AND WELLNESS (H&W) I and II. Students may request a particular semester for H&W I; however, placement may be in either. Students will be placed in H&W II according to their birth dates.

7800 HEALTH AND WELLNESS I (½ credit) GIRLS NINTH GRADE This semester course is required of all ninth grade girls and includes units on Human Sexuality, Substance Use/Abuse, certification in CPR and Community First Aid, and Mindfulness. This course may be taken in either the fall or the spring of the ninth grade year.

7803 HEALTH AND WELLNESS I (½ credit) BOYS NINTH GRADE This semester course is required of all ninth grade boys and includes units on Human Sexuality, Substance Use/Abuse, certification in CPR and Community First Aid, and Mindfulness. This course may be taken in either the fall or the spring of the ninth grade year.

7806 HEALTH AND WELLNESS II, NINTH (½ credit) COED NINTH GRADE This required co-educational course is offered during the spring only to those ninth graders with birthdays before September 1, 2004. Units include Classroom Driver Education, Fitness and Nutrition, and Digital Citizenship.

7807 HEALTH AND WELLNESS II, TENTH (½ credit) This required co-educational course is offered during the fall and spring semesters. Units include Classroom Driver Education, Fitness and Nutrition, and Digital Citizenship. Any student who completes a driver’s education program off-campus will be placed in a study hall for the first nine weeks and will then rejoin the class to complete the Fitness and Nutrition and Digital Citizenship portion of the curriculum. Students are placed in H&W II according to their birth dates.

DRIVER EDUCATION There are four components of Driver Education mandated by the state of VA:

1) obtain a learner’s permit from the DMV, allowable at fifteen years and six months; 2) complete 36 periods of classroom coursework 3) drive 45 supervised hours (15 hours at night), and 4) complete 14 sessions of Behind-The-Wheel training;*

*2) BEHIND-THE-WHEEL DRIVER EDUCATION
There are a number of Behind the Wheel companies in the Richmond area. The students can be scheduled during a study hall or lunch period, and the fourteen lessons of the state requirement should be completed before the student’s eligibility date to obtain his/her 120-day temporary license. Questions may be directed to Mark Palyo at mpalyo@collegiate-va.org or at 740-5319.

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INDEPENDENT STUDY

Definition of Independent Study:

Occasionally a student will exhaust the curricular offerings in a given discipline or will wish to pursue an academic interest that falls outside of the curriculum. In these cases, the student may propose to conduct an independent study for credit. Such studies must be academic in nature and may include research, writing, reading, intensive study in a performing or visual art and other similar endeavors. Performance and skill refinement uncoupled from academic coursework with a Collegiate faculty member falls outside of the parameters of an independent study at Collegiate.

Course Credit and Reporting:

Independent studies are semester-long .25 or .5 credit courses conducted during the school year and are reflected on a student’s transcript with the course title “Independent Study” followed by the department sponsoring the study (e.g., “Independent Study: History). No additional titling, leveling, or credentialing is appended. Independent studies may not count toward graduation requirements, nor can they count toward a student’s total required number of classes in a given semester.

Proposal Process:

Students are encouraged to apply for independent study approval by the end of the semester that precedes the one for which the study is proposed; however, should circumstances necessitate, students may apply as late as two weeks after the start of the semester for which the study is proposed. The department chairs body will consider the proposal and will approve or deny the student’s enrollment in the study.

Proposal Content:

An independent study proposal must contain the following elements:

- a completed cover sheet;
- a timeline that specifies when student-faculty sponsor meetings will occur and how they will be used;
- a description of the skills that the study will cultivate;
- a description of the product that the student will create;
- a description of the methods that the student will use to create this product;
- a description of how the study will be assessed and assigned a grade;
- a list of scholarly sources that the student will use while engaged in the project.
Final Presentation:

At the conclusion of the semester in which the independent study takes place, the student must make a final presentation to the department chairs in which s/he:

• presents the final product;
• explains the methods used in creating the product;
• reflects upon how the study cultivated the skills that the student identified in the proposal;
• discusses any ways in which the actual study diverged from the planned study;
• presents a final list of scholarly sources used while engaged in the study.

The sponsoring faculty member will determine the final grade; however, if the department chairs do not feel that the final presentation and/or product demonstrate learning, mastery, or growth at a level commensurate with the originally approved proposal, they may deny credit for the study.

Faculty Sponsor Responsibilities:

Faculty who agree to sponsor students in independent studies agree to:

• review the proposal prior to its submission to ensure its adherence to the guidelines detailed above;
• meet with the student according to the schedule outlined in the proposal;
• prepare grade reports and compose a narrative comment according to the standard grade reporting schedule at Collegiate;
• attend the final presentation the student makes to the department chair body.

Students interested in pursuing an Independent Study should initiate the process with the Assistant Head of the Upper School.