Greensboro Day School
Upper School Program of Study
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2020-2021 Upper School
Academic Regulations and Program of Study

The 2020-2021 Program of Study and the Upper School Handbook (located on the GDS website) contain all policies and guidelines regarding Greensboro Day School and Upper School programs and procedures.

1. **Departmental Graduation Requirements**

A minimum of 21 credits are required for graduation and must include the following:

<table>
<thead>
<tr>
<th>Department</th>
<th>Credits</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>English 9, plus 1.0 credit in English each year for grades 10-12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>Algebra I, Geometry, and Algebra II</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>3 credits</td>
<td>Global Perspectives, U.S. History, and 1.0 credit from any History and Social Science courses in grades 10-12</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>Physics, Chemistry, and Biology</td>
</tr>
<tr>
<td>World Languages</td>
<td>3 credits</td>
<td>At least 3.0 credits of the same language in the Upper School</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
<td>Any two 0.5 credit courses in grades 9-12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
<td>Health and Wellness (0.5 credit required in 9th grade) and one additional PE class</td>
</tr>
<tr>
<td>Senior Internship/Capstone Project</td>
<td>No credit</td>
<td>All Upper School students must complete a Senior Internship and Capstone Project Presentation</td>
</tr>
<tr>
<td>Electives</td>
<td>3 credits</td>
<td>Any combination of 3.0 credits in grades 9-12. Elective courses are available in all departments.</td>
</tr>
</tbody>
</table>

**These requirements may only be modified based upon educational testing and in consultation with the Upper School administration.**

2. **Departmental Course Placements**

Many departments make specific course placements for students in their particular discipline area for the coming year. Placements for non-required courses represent the current teacher’s and/or the department's best judgment about the most appropriate course for the student. The student, with guidance from his/her advisor and parents, must decide how the individual course placements fit with the student’s overall academic plans and must consider the total workload in order to arrive at an appropriate set of courses to enter on the Course Request Form. When a student wishes to take a course which differs from the placement, the advisor will indicate the reason for the change on the Course Request Worksheet. If the request is to take a more advanced course than the placement indicates, the student must complete a Petition for Course Placement Form and attach it to the Course Request Worksheet. Department chairs will respond to all petitions by mid-May.

3. **Course-Load Regulations**

The standard course-load expectation is six courses per semester. Students enrolled in multiple lab periods may take a reduced load of five courses with advisor approval.
4. **Schedule Change Procedures**

a) **Drop-Add Period** - Students may drop or add courses during the first four class days of a course. Students must confer with all teachers involved in any schedule change and complete the Drop/Add Form. This formality is intended to ensure that students are properly advised when making course changes and are aware of assignments in courses they are joining.

b) **Changing Courses After the Add/Drop Period** - Students in an Advanced or AP section of a course may change levels of that course at any time up until the midpoint of the course. This change requires the approval of the teacher, parent, advisor, and the Academic Dean; additionally, students in grades 11-12 require the approval of their college counselor. The transcript will show the student as having enrolled in the new course only if the student changes courses before the end of the first semester. If a student changes courses in this manner after the end of the first semester, the transcript will show the student as having been enrolled in both courses.

c) **Withdrawals** - In some circumstances, a student taking six courses may withdraw from a course after the Drop/Add period with approval from the Academic Dean or Upper School Director. The course title will remain on the student's transcript for that semester, and the action will be recorded as W/P if the student is passing at the time of withdrawal, or W/F if the student is not passing. A student who withdraws from a yearlong course in the second semester will receive a numeric grade for the first semester, a W/P or W/F for the Spring, and no final grade or credit.

5. **Course Credit, Grade Average Computation, and Honors Standing**

Students earn one-half credit for each semester course and one credit for each year course passed with a final grade of 60 or better. The maximum grade recorded is 100 and the minimum grade recorded is 50.

Both weighted and unweighted cumulative averages are calculated at the end of the school year and are printed on transcripts. Only graded courses taken for credit at GDS are included in the cumulative average. The weighted average is computed by adding five points for courses designated advanced (ADV) and ten points for those designated AP (Advanced Placement) or post-AP to the final course average. Averages are rounded to the nearest whole number.

Unweighted semester averages are used for honors calculations and are computed by including all graded courses taken for credit at GDS during the semester. Semester averages are rounded to the nearest whole number. Students earn Honor Roll standing with a semester average of 85-89. Students earn Head's List standing with a semester average of 90 or higher.

Credit courses taken and passed during the summer at GDS are recorded on the transcript as part of the following Fall semester record, and the grades are calculated into the student’s GPA for that academic year. Credits obtained at other institutions during the summer or the school year are recorded with final grades on the GDS transcript, but are not included in the GPA calculation.

6. **AP Courses and Exams**

Students who take AP courses are required to take the national AP exam which is administered during the Spring semester.

7. **Directed Studies**

A student designs a Directed Study in collaboration with an Upper School teacher who has agreed to serve as the student’s mentor. Typically a directed study builds upon the applicant’s previous program of study and represents a
course that does not exist in the Upper School curriculum. A Directed Study cannot be used to fulfill a graduation requirement unless specific circumstances have been approved. To request a Directed Study, students must complete a Directed Study Request Form and submit it with the required attachment and signatures to the registrar. Forms must be submitted by June 1 for a Fall semester course, and by December 1 for a Spring semester course.

8. **On-Campus Internships**

Greensboro Day School students may apply, through the On-Campus Internship Form, to earn a half credit in a semester-long internship with on-campus departments, such as the Communications and Marketing department or the GDS Help Desk. All on-campus internships are tailored to the interests of the individual student, the learning opportunities available on campus, and the needs of the particular department with which the student will be working.

9. **Winter Term**

The Winter Term is an innovative program held in the Upper School in January prior to the start of the Spring semester. Students enroll either in one day-long course or in two half-day courses for the Winter Term. One day-long course is worth 0.5 credits, and each half-day course is worth 0.25 credits. All Winter Term final grades are factored into a student’s regular GPA. By participating in those Winter Term courses, our students will be able to explore their passions, discover new interests, increase their level of civic engagement, deepen their academic competencies, and, most importantly, feed their imaginations.

Winter Term courses will also be an attractive addition to every student’s GDS transcript. Several college admission officers were consulted during the development stage of the Winter Term. Unanimously, the admission counselors were excited about our Winter Term. Furthermore, they were impressed that our courses are substantive and accelerated enough to count for academic credit, whereas many other schools with similar mini-terms do not award academic credit. Winter Term courses offer colleges the opportunity to see our students achieve success in an authentic, multifaceted, and collaborative learning environment.

Winter Term courses are published in their own Winter Term Course Catalog during the Fall semester.

10. **Summer Term**

Students at Greensboro Day School have the opportunity to earn half or full credits during a Summer Term. Summer Term courses run for either three or six weeks outside of the regular session. All Summer Term final grades are factored into a student’s regular GPA.

Summer Term courses are published in their own Summer Term Course Catalog during the Spring semester.

11. **Global Online Academy**

Greensboro Day School is a proud member of the Global Online Academy (GOA), a consortium of leading schools across the country and worldwide. It is the mission of GOA to reimagine learning to empower students and educators to thrive in a globally networked society. The consortium was founded in 2011, and Greensboro Day School joined in 2019.

Students may enroll in over 50 different innovative and challenging online courses offered by GOA. All GOA courses are weighted as Advanced (ADV). Each course is taught by a teacher at one of GOA’s member schools. Students wishing to apply for approval to take a GOA course must complete the Global Online Academy Student Application before course registration. A full list of GOA course offerings may be found on p.43.
12. **Other Online Courses**

Greensboro Day School further extends the school’s course offerings and enhances the flexibility of our program to meet individual student’s needs through online courses. Through its affiliation with the Virtual Independent Schools Network (VISNet), GDS has access to an array of high quality online courses through Fuel Education® and other carefully vetted course providers. Most of these courses are entirely self-paced, and the student works independently through a carefully planned sequence of lessons, assignments, quizzes, tests and projects.

**To succeed in online courses such as these, a student must be a motivated, self-disciplined, independent learner. For this reason, approval for a student to take an online course involves the student's advisor and parents assessing and endorsing the student's readiness to manage independent learning.**

While there is a fully credentialed teacher managing each course, there is generally no required live meeting time. The teacher is available through email, a message board, weekly virtual office hours and phone, but the student must initiate the contact. GDS provides a mentor who monitors the student’s progress and serves as liaison to the course provider and the teacher, but the mentor is not expected to be a supplemental teacher or tutor for the course. For many courses the student’s advisor and parents receive weekly reports of the student’s progress via an automated reporting system.

A list of courses available through Fuel Education® can be found at [https://www.fueleducation.com/curriculum/subject](https://www.fueleducation.com/curriculum/subject). Before approving an online course for enrollment by a student, one or more faculty members review the syllabus to determine if the course meets GDS standards for breadth and depth of coverage and rigor of assessment of skills and content.

Students may request to take an online course using the Online Course Approval/Enrollment Form if

1) GDS offers the course only as an online course (as indicated in the Upper School Program of Study),
2) insufficient enrollment in a course offered by GDS has caused the school to cancel the course,
3) a schedule conflict prevents the student from taking the course offered by GDS, or
4) the course is not offered by GDS, and the student makes a strong case for needing the course.

Students will not be permitted to take a course online if the same course is offered by GDS except in the rare circumstance that a schedule conflict prevents the student from taking a course that is considered essential for that student during the specified school year, as authorized by the Upper School Director.

Approval of the request will be based on the merits of the student’s rationale and the readiness of the student to manage responsibly an independent learning arrangement as determined by the student’s advisor. If the requested course is an Advanced Placement course, the student must also obtain the approval of the department chair of the appropriate department.

GDS will issue credit for a successfully completed, pre-approved online course. For year-long courses the student must pass both semesters to earn the credit. The final grade will be determined by the GDS mentor based on the final report which the course provider sends to GDS. The course will be listed on the student’s transcript, and the grade will be included in the student’s year and cumulative averages.

There is a supplemental fee of approximately $425 per semester per course to cover the cost of the enrollment and the school’s mentoring of the student during the course. That fee may be reduced or waived by the school in situations 1 and 2 above. If a student drops or fails an online course, any costs incurred by the school will be charged to the student's account.
13. **Enrollment in Semester Schools**

GDS recognizes the significant personal and academic growth opportunities that students can gain from enrollment in experiential learning programs that take a student away from GDS for one semester, typically during the tenth or eleventh grades. These programs provide unique educational opportunities for motivated students who are interested in stretching their educational experience, combining a strong college-preparatory academic program with a special experiential focus. Information about these programs can be found at the Semester Schools Network website ([www.semesterschools.net](http://www.semesterschools.net)). Interested students should speak with their advisors.

GDS has a special relationship with one particular program, the Outdoor Academy (OA) ([www.enf.org/outdoor-academy](http://www.enf.org/outdoor-academy)), a semester school for sophomores located at Eagle’s Nest Camp near Brevard, NC. As one of the six founding member schools of OA, GDS has had students enrolled there since its inception in 1995, and OA reserves two spaces for qualified GDS students each year.

Students who are considering such a program should begin a thoughtful planning process at least one year in advance, meeting with their advisor to discuss the merits of the particular program and its potential impact on their academic planning at GDS. To support GDS students’ participation in approved semester programs and to help reduce families’ tuition obligations, GDS offers four merit scholarships annually, each of which covers 70% of a student’s GDS tuition for the semester that he or she is away from GDS. To be considered for a merit scholarship the student must notify GDS no later than January 15 of the year before he or she wants to attend the program using the *Off-Campus Program Approval form* (available from the GDS registrar). This form requires endorsement by the student’s parents, advisor, and Upper School director. Merit scholarship awards will be announced on or before April 15.

Upon successful completion of the semester school’s program, the student’s academic record from the semester school will be recorded on the student’s GDS transcript. Grades earned for courses taken at other institutions are not included in the student’s year and cumulative averages.
The English Department believes that in order to truly fulfill the school’s mission of becoming “constructive contributors” to the world, students must possess a broad range of communication and thinking skills. Our teaching is grounded in the reading and study of literary works that have broad cultural, intellectual, and artistic value. At the same time, we support students in realizing their own abilities to craft language in ways that reflect their visions of the world and the world they hope to create. Whenever possible, we encourage students to employ multi-disciplinary, multicultural approaches to their reading of texts, and to explore the potential for new genres and new media to express their ideas.

All Upper School students must take English each year they are enrolled in the Upper School. All English courses contain significant writing experiences in order to help students become more effective communicators.

**English 9: The Quest**

This course focuses thematically on the quest through literary analysis and personal reflection. The curriculum introduces freshmen of all skill levels to the essential demands of reading, writing, and thinking at a high level. Students are engaged in grammar and vocabulary study, and the practice of a variety of writing modes, featuring the personal essay, literary analysis, poetry and fiction, and research-based persuasive writing. Throughout the year, students study numerous literary genres, such as non-fiction, poetry, short fiction, drama, and the novel. Representative authors include Twain, Shakespeare, and Ovid.

**English 9: The Quest (ADV)**

This course focuses thematically on the quest through literary analysis and personal reflection. While the thematic focus is the same as the standard freshman English course, this course proceeds at a faster pace and includes additional and more challenging reading and writing assignments. This course expects that students who enroll will already possess strong reading comprehension as well as writing skills. The curriculum focuses on the essential demands of reading, writing, and thinking at an advanced level. Students are engaged in grammar and vocabulary study and the practice of a variety of writing modes, featuring the personal essay, literary analysis, poetry and fiction, and research-based persuasive writing. Throughout the year, students study numerous literary genres, such as non-fiction, poetry, short fiction, drama, and the novel. Representative authors include Hosseini, Shakespeare, and Ovid.

*Prerequisite:* Departmental placement. The departmental placement will consider a variety of criteria including grades in eighth-grade English, standardized test scores, teacher comments, and the student’s ability to work well independently on major writing projects.

**English 10: Global Voices and Ideas**

This course looks at the role of community through the eyes of both the insider and outsider. Building on the skills acquired in English 9, students focus on reading comprehension and interpretation of theme. With an emphasis on multicultural perspectives, students expand their ability to engage and respond thoughtfully to a wide variety of literary genres through close literary and cultural analysis. Along with reading skills, students work on building writing skills that include analytical, creative, research-based and persuasive writing. Students experience a wide range of genres that include fiction, nonfiction, poetry, short stories and essays, drama and the
novel. The course includes vocabulary development in preparation for the PSAT. Representative authors include Salinger, Gordimer, Shakespeare, Marquez, Tracy Chevalier, and Christina Baker Kline. Required course for all 10th graders; English 10: Global Voices and Ideas (ADV) may be substituted.

**Prerequisite:** English 9

**English 10: Global Voices and Ideas (ADV)**

While similar in objectives and scope to The Individual in Community, this course proceeds at a faster pace and includes more challenging reading assignments with a greater emphasis on critical thinking and literary analysis as preparation for the Advanced Placement English Language course. Students will hone their skills of close reading and explication, while considering each work within a range of cultural and historical contexts. Representative authors include Homer, Sappho, Plato, Aeschylus, Goethe, Camus, Plath, and Soyinka.

**Prerequisite:** 93 or higher in English 9, or 80 or higher in English 9 ADV

**English 11: American Voices and Ideas**

This course focuses thematically on the American experience, the American character, and American values in the context of a year-long survey of American literature and nonfiction texts. The course continues to build upon the essential communication skills of reading, speaking, and writing while moving students toward a more sophisticated, collegiate-level of composition and literary analysis. The course also includes vocabulary-building, grammar review, and preparation for the PSAT and SAT tests. Throughout the year, students use a variety of writing modes, including close textual literary analysis, cultural analysis of text, the personal essay, creative writing, and research-based persuasive writing. Representative writers include Arthur Miller, Thoreau, Emerson, Whitman, Twain, Stanton, Fitzgerald, Hansberry, Langston Hughes, Hemingway, Chopin, Bradbury, and Ayn Rand.

**Prerequisite:** English 10

**English 11: American Literature (ADV)**

This course will be similar in content to the standard American Voices course but will also include a number of pre-AP elements to prepare some students for taking an AP English course their senior year. The course will expect a higher level of reading and processing, and thus will cover more texts as well as the pre-AP skill development.

**Prerequisite:** 80 or higher in English 10 ADV, or 93 or higher in English 10.

**English Language (AP)**

This course focuses thematically on the American experience in the context of a yearlong survey of American literary ideas, along with an examination of social justice issues present in American culture throughout various time periods. To prepare students for the College Board’s AP English Language and Composition exam, the course focuses on rhetorical analysis of texts with a goal of understanding and explaining how language works, and how to create powerful messages. Throughout the year, students employ a variety of writing modes, featuring close textual literary analysis, evaluative argumentation, free writing, persuasive writing, and the public presentation of research-based writing. Students entering this course should have a proven track record as an academically successful student in English, and should have demonstrated a strong interest in sophisticated literary analysis. Representative authors include Twain, Fitzgerald, O’Brien, Wright, Walls, and Pausch.

**Prerequisite:** 93 or higher in English 10 ADV or English 11 ADV, 500 or higher on verbal PSAT or SAT
English Literature (AP)  
This course is a selection of Western literature designed to prepare students for college-level English and the College Board’s AP English Literature and Composition exam. We explore genres such as the epic, tragedy, science fiction, and satire, as well as a broad range of poetic traditions. All works are considered, first and foremost, through close readings of their dynamics, and psychological and philosophical underpinnings. Readings range from the ancient to the modern, including writers such as Shakespeare, Stevenson, Homer, Huxley, and Voltaire. Students will write complex critical papers including a number of in-class essays and practice AP-style assessments regularly.

Prerequisite: 80 or higher in English Language AP or English 11 ADV, with a 500 or higher on verbal PSAT or SAT.

Semester Elective Courses
Students may choose the following English courses as electives. For seniors, these courses may be taken to fulfill the 12th grade English requirement.

Senior Literature I: Special Topics  
Semester 1  .5 credit
Students in this course will continue to refine the communication skills they have been building in previous courses in order to be successful in college English and writing courses. The specific literary works studied will depend on instructor preference. The course will be discussion focused and may include presentations, projects, and essays.

Prerequisite: English 11

Senior Literature II: Special Topics  
Semester 2  .5 credit
This course, which may be taken as a follow-up to Senior Literature I or as a stand-alone elective, will explore a variety of literary genres, including essays, poems, novels, and plays. Selections will span multiple continents, and representative authors may include Ibsen, Chekhov, Soyinka, Golding, and Atwood. As with Senior Literature I, the course will be discussion based and may also include independent reading and project options.

Prerequisite: English 11

Stereotypes in Literature (ADV)  
Semester 1  .5 credit
This course will focus on stereotypes, primarily those of race, ethnicity, and gender, found in literature. From classic fairy tales to modern works, literature is a powerful tool used to establish and reinforce these categorical assumptions of character. The purpose of this course is to examine the language used in establishing stereotypes and work towards understanding the impact it has on our own perceptions and personal interactions. We will explore how literature can shape views of culture, politics, and societies. Students will read sociological and psychological writings, as well as analyze selections from popular children’s literature, poetry, short stories, and media resources. Writings and readings will include a look at the importance of popular culture in altering public perception. Representative authors might include Moore, Stevenson, Faulkner, O’Connor, Morrison, and non-fiction writings on a variety of topics. The class will be discussion based with multiple analytical, creative, and personal essays along with an ongoing culminating project as a means of assessment.

Prerequisite: 93 or higher in English 10 or 11, or 80 or higher in English 10 ADV or English 11 ADV, or completion of English Language AP
Holocaust Literature and Film (ADV) Semester 2 .5 credit
This course is a study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, films, and children's literature. Students will study the origins and development of the Holocaust and its political, cultural, economic, and social implications through the lenses of a variety of writers and directors. Among the topics to be covered: bearing witness and survivor testimony; the shaping of collective memory; the second generation; Holocaust education and children's literature; gender and the Holocaust; fantasy and humor in literary responses to catastrophe. We will also dive into the analysis of the human psyche in order to discuss how most people succumb to the pressures of a group setting and commit actions they would never do of their own volition. Some representative writers might include Iturbe, Rajchman, Browning, and Laskier.

Prerequisite: 93 or higher in English 10 or 11, or 80 or higher in English 10 ADV or English 11 ADV, or completion of English Language AP

Imaginative Composition Semester 2 .5 credit
This course will focus on the various elements of craft—image, voice, character, setting, and story—from a multi-genre perspective. Students will understand the creative elements shared by all forms of imaginative writing before individually discovering essays, fiction, poetry, and drama. With an emphasis on technique, experimentation, development, and revision, this course will inspire a sense of zeal and adventure in writing. Students will read and study models, mold their own pieces, rework and remold them, and help their imaginations grow through this creative process.

Prerequisite: English 9

Utopian and Dystopian Literature (ADV) Semester 1 .5 credit
What makes a society the stuff of dreams or nightmares? Throughout history, writers have explored the concept of a "utopia" or perfect society. At the same time, many writers have also shown how societies that aspire toward perfection can be deeply flawed, resulting in dysfunction and despair. How characters cope with these settings creates compelling conflicts. Students in this course will explore examples from a number of different time periods and authors, and look at historical attempts by citizens to create utopian communities. Finally, students will have a chance to think about and define their ideal society or community.

Prerequisite: English 9; 93 or higher in most recent standard English course, or 80 or higher in most recent ADV English course, or completion of any AP English course

Literary Villains (ADV) Semester 1 .5 credit
For centuries, the concept of the villain has been a staple of great literature and art. Villains can represent unimaginable evil or flaws and weaknesses common to all humans. This course will explore a number of famous literary villains in both literature and film, and include analysis of how and why readers respond to them in a certain manner. This course offers a strong cross section of literature from the British and American tradition, and also utilizes contemporary film as an additional way to engage students. Representative authors include Kesey, Shakespeare, Orwell, Bradbury, Hawthorne, Euripides, Shelley, and Stoker. This course is not offered in 2020-21.

Prerequisite: English 9; 93 or higher in most recent standard English course, or 80 or higher in most recent ADV English course, or completion of any AP English course
Mathematics Department

*Student achievement, not grade level, determines progress through the mathematics curriculum.*

The Mathematics Department cultivates a framework within which students view and explain the world. By participating in activities that require them to use increasingly complex mathematical processes and skills, students will grow in their ability to solve real world problems. The development of critical thinking and logical reasoning skills allows GDS students to evaluate information and to make good decisions, which are hallmarks of constructive contributors in the 21st century.

Based on their background and achievement in Middle School mathematics courses, ninth graders typically enter the Upper School mathematics sequence at Algebra I, Geometry, or Geometry (ADV). Teachers make annual course placements for the following school year for each student based on

- Final average
- Standardized test results
- Numeracy skills
- Abstract reasoning
- Problem solving ability
- Habits of learning: persistence in understanding and solving problems, facility to diagnose and correct errors, capacity to maintain focus, consistent and thorough preparation outside of the classroom, organized and clear documentation skills, ability to self-advocate, and minimal reliance on outside help to achieve success

With a placement from the department, qualified students may enter the advanced mathematics curriculum at any point up through Precalculus/Trigonometry. Additional summer study will be necessary to prepare a student to join the advanced curriculum.

Occasionally it will be appropriate for a student to consider doubling-up in math in order to accelerate through the sequence. With departmental permission, Geometry and Algebra II may be taken concurrently. Although Algebra II completes the GDS graduation requirement, students are expected to take mathematics every year.

Courses labeled AP are college-level courses, which follow the College Board’s Advanced Placement curricula. The department recommends that all students who take AP Statistics also complete a semester of Introduction to Calculus (ADV) in order to be prepared properly for their next math course in college.

Important Note: The University of North Carolina system requires one year of mathematics beyond Algebra II for students seeking admission to any of its undergraduate campuses.

See Appendix A for Upper School Math Sequence chart.

### Algebra I

**Year** 1.0 credit

Algebra I is the foundation for all higher level math courses. It generalizes and translates arithmetic properties and operations into the language and notation of algebra. Students will solve linear, absolute value, and quadratic equations, as well as linear, combined, and absolute value inequalities. Students will also understand rules for working with exponents, factoring polynomials, performing operations on rational algebraic expressions as well as studying linear equations and graphs in the coordinate plane and performing operations on irrational expressions.
Students will be introduced to more formal mathematical notation and will continue to work on good documentation skills.

Text: Teacher provided materials

Geometry

Geometry is a course in which students refine their reasoning skills and learn basic rules of logical inference. With an introductory approach to proof, concepts from Euclidean geometry are explored. Students learn properties and applications of parallel lines, triangles, right-triangle trigonometry, polygons, circles, area, volume, transformations, and coordinate geometry. Throughout the course students will review and reinforce their algebra skills.

Prerequisite: Algebra with a final average of 70 or higher. Students with Algebra I grades in the D range will need to take the second semester of Algebra I in addition to the year of Geometry.


Geometry (ADV)

Advanced Geometry is intended for students who have a strong mastery of the concepts and skills from Algebra I and with good intuitive ability in spatial reasoning and problem solving. It follows the curriculum of Geometry but is extended in depth, accelerated in pace and is much more rigorous in its treatment of deductive reasoning and proofs. Through a more formal treatment of proofs, students learn to make logically sound mathematical arguments that are used in future advanced math courses.

Prerequisite: Advanced Algebra I in 8th grade or Algebra I in 8th grade with Instructor approval


Algebra II

This course reviews and extends Algebra I skills and techniques for solving linear, quadratic, radical and polynomial equations, inequalities, and manipulating algebraic expressions. Applications of linear and quadratic equations are also covered. Function notation, vocabulary, and analysis of graphs are emphasized. Additional topics include the complex number system, matrices, linear programming, linear regression and exponential and logarithmic functions. Graphing calculator skills are developed.

Prerequisite: A final grade of 70 or higher in Algebra I and Geometry. Rising tenth graders may take this course simultaneously with Geometry based on a final average of 93 or better in Algebra I.


Algebra II (ADV)

Algebra II (ADV) is a fast-paced, challenging course for students with strong mastery of concepts and skills from Algebra I and Geometry. It covers the curriculum of Algebra II including function notation, analysis of graphs, matrices, and exponential and logarithmic functions in greater depth, faster, and with more applications. Additional units include an introduction to solving polynomial equations and graphing them and modeling data from real world situations using linear and quadratic regression. If time permits, sequences and series will be studied. A graphing calculator will be used to reinforce specific concepts and for validation.

Prerequisite: A final average of 80 or better in Advanced Geometry or 93 or better in Geometry with Instructor approval

Text: Teacher provided materials
Algebra III/Trigonometry

This course is designed for seniors who need to reinforce and extend Algebra II skills and techniques including solving equations and inequalities, graphs of functions, polynomials, complex numbers, systems of equations, matrices, and exponents and logarithms. Recognizing and applying correct problem solving techniques are stressed. Second semester moves from the study of triangle trigonometry to the study of circular functions and their graphs. Students make use of a graphing calculator.

Prerequisite: Algebra II

Precalculus/Trigonometry

This course extends and applies the concepts and skills learned in Geometry and Algebra II. The first semester focuses on families of functions including polynomial, exponential, logarithmic, and radical. The second semester focuses on trigonometry, and moves from the application of right triangle trigonometry into the study of periodic functions including their graphs, trigonometric formulas, identities and solving equations. Additional units include counting theory and sequences and series. If time permits, students will learn how to graph and manipulate equations of conic sections. Over the course of the year, the students solve problems using a wide variety of methods including analytical, graphical, numerical, and verbal solutions. Students make use of a graphing calculator.

Prerequisite: A final average of 73 or higher in Algebra II
Text: Teacher provided materials

Precalculus/Trigonometry (ADV)

This is a rigorous course that provides preparation needed for Calculus AB/BC (AP) and/or Statistics (AP). It follows a similar curriculum as Precalculus/Trigonometry but with a deeper and richer emphasis on depth, analysis of structures, and mathematical reasoning abilities. Additional topics include the study of combinatorics, probability, polar and parametric equations, rational functions and their graphs. The semester concludes with the study of limits and derivatives.

Prerequisite: A final average of 80 or higher in Algebra II (ADV) or 95 or better in Algebra II with instructor approval
Text: Teacher provided materials

Introduction to Calculus (ADV)

Introduction to Calculus is the senior math course that follows Precalculus. This one-semester course provides a rigorous review of precalculus topics as a preparation for calculus. Students will explore the following topics with a greater degree of depth, detail, and interconnectedness that is more advanced than in previous courses: piecewise functions, polynomial functions, rational functions, exponential functions, logarithmic functions, and trigonometric functions. Emphasis is placed upon an instructional and assessment approach that is cumulative in nature. The semester concludes with an introduction to the theory of limits and elementary derivatives.

Prerequisite: Precalculus/Trigonometry
Text: Teacher provided materials

Introduction to Statistics (ADV)

The curriculum covers topics that are normally taught in a one-semester statistics course. This includes a study of categorical and quantitative variables, displaying data, measures of central tendency, normal models, bivariate data, linear regression, and probability. Students will collect and analyze data in a mathematical and meaningful way. The course will make extensive use of the statistical features of the graphing calculator.
Prerequisite: Precalculus; 12th graders who receive departmental permission may take this course concurrently with Precalculus

Text: Teacher provided materials

**Statistics (AP)**

Year 1.0 credit

This elective course follows the Advanced Placement syllabus; it is equivalent to one full semester of a college-level, introductory, non-calculus based course in statistics. The course is built around four main topics as outlined by the College Board: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. The graphing calculator is used extensively in organizing and analyzing data. Students will be expected to collect data and present their findings.

Prerequisite: Algebra II (ADV) or Precalculus with a final average of 90 or higher and a verbal PSAT score of 550 or better.


**Calculus AB (AP)**

Year 1.0 credit

This course follows the Advanced Placement “AB” syllabus. It is equivalent to a rigorous first semester college calculus course. With the limit as the foundation, students study both differential and integral calculus of algebraic and transcendental functions. Various techniques of differentiation and integration are explored and mastered. Real world applications of both processes are applied to related rates and optimization problems, differential equations, finding the area under a curve, accumulating a rate of change as well as other problem situations. The class meets two additional periods per week.

Prerequisite: Final average of 80 or higher in Precalculus (ADV), or average of 95 or higher in Precalculus


**Calculus BC (AP)**

Year 1.0 credit

Calculus BC follows the Advanced Placement "BC" syllabus and covers all the material of the AB curriculum in the first semester. It is equivalent to a full year of college calculus. Additional topics covered are more methods of integration, modeling population growth with logistics curves, improper integrals, sequences, series and power series, and applications of the derivative and integral with polar and parametric equations, vectors, and conic sections. The class meets two additional periods per week.

Prerequisite: Final average of 93 or better in Precalculus (ADV)


**Post AP Mathematics Opportunities**

Year 1 credit

Students who have taken AP Statistics and BC Calculus before their senior year should meet with their advisor and the Math Department Chair to discuss a program that will meet their needs.
History and Social Sciences Department

The History and Social Sciences Department teaches the reading, writing, oral, and analytical skills necessary for students to become constructive contributors to the world. In balancing the acquisition of these skills with the historical content used to refine them, the department seeks across its curriculum to examine global issues and cross-cultural perspectives. To achieve these goals, department courses teach students to work collaboratively, develop evidence-supported arguments, self-assess regularly, communicate clearly orally and in writing, critically and accurately analyze primary and secondary source material, and use technology to facilitate learning. Having completed this course of study, students will be able to engage confidently in college-level coursework and to think critically about global issues.

Students must earn 3.0 credits in the History and Social Sciences Department in order to graduate. Of those credits, two must be earned in grades 9 and 11 (Global Perspectives, and United States History or AP United States History respectively). The remaining credit may be earned through World History or AP World History (grade 10), or any combination of elective offerings in grades 10, 11, or 12.

Global Perspectives

This course is a graduation requirement that must be taken by all ninth graders. Global Perspectives uses a thematic approach in order to introduce ninth grade students to history in the Upper School. This course focuses on world history beginning with pre-civilization and continuing through 1450 CE, but also uses contemporary issues as a springboard to recognize common trends throughout history, to develop the foundational skills of a historian, and to help students understand their role in the global community. Global Perspectives addresses and exposes students in the skills needed in a standard or AP World History class. Specifically, this course develops skills in the areas of reading comprehension, assessing the relevance of information, analytical writing, note taking, annotation, and critical thinking. Special emphasis will be placed on public speaking and small-group collaboration.

United States History

United States History is designed to provide students with the analytic skills and factual knowledge necessary to think critically about issues in United States history. Students will learn to assess the relevance and reliability of information and sources, and to weigh the evidence and interpretations presented in both primary and secondary historical materials. Special emphasis is given to developing public speaking and historical writing skills necessary to arrive at and argue conclusions with ample supporting evidence. This course is designed to encourage students to reflect on the current social, political and economic climate through the study of America’s past. In addition to the core curriculum, students have multiple opportunities to pursue specific areas of interest through individual and small group projects. All students are required to take United States History or United States History (AP) for graduation.

Prerequisite: Grade 11

United States History (AP)

AP U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to think critically about issues in United States history. Students will learn to assess the relevance and reliability of primary and secondary sources, as well as to weigh the evidence and interpretations presented in an array of historical materials. Students, by practicing reading comprehension and analytical thinking, develop the written and oral skills necessary to arrive at and argue conclusions with ample supporting evidence, and to present reasons and evidence clearly and persuasively in the form of an analytical essay. This writing-intensive course, in meeting the standards of the College Board’s AP United States History curriculum, is designed to teach students the skills and knowledge...
typically covered in a year-long, college-level survey course in U.S. history. All students are required to take United States History or United States History AP as part of their graduation requirements.

**Prerequisite:** Grade 11; AP World History with a grade of 80 or higher, or World History with a final average of 93 or above

### History and Social Sciences Electives

**Applied Ethics**

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<th>Semester</th>
<th>.5 credit</th>
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Individual Ethics in Community is a semester course that provides students with essential tools for developing leadership skills and ethical literacy. The purpose of this course is to introduce students to the thoughtful study of values, ethics, and character. Students will understand the complex formation of identity, through the study of psychological and moral development, and ethical decision-making in the context of “right v. right.” In this course they will learn about the role of shared values in binding communities together, and why conflict in community exists even when values are shared. They will be introduced to schools of thought and philosophies of ethics that will help them untangle these true dilemmas, which are an inescapable part of their continued development as global citizens. Finally, these new ideas will be placed into the larger context of character. Being able to reason through complex ethical situations is important, but a full picture of character also includes feeling and action. Based on this description of character, students will explore the meaning of “integrity” and be encouraged to grow in the direction of integrated thought, feeling, and action. Students will be expected to participate in class discussions, text analysis, and regular written reflection. **This course is not offered in 2020-2021.**

**Prerequisite:** Grade 10-12

**Civics**

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<th>Year</th>
<th>1.0 credit</th>
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In this course, the Fall semester focuses on American government with an emphasis on its structure and institutions, the politics of elections and media literacy. The Spring semester covers economics and introduces microeconomics, macroeconomics and the theory of the firm. Subjects include supply and demand, pricing, consumer behavior, perfect competition, and the role of government in the economy. Critical reasoning skills are emphasized during the entire course as well as effective oral and written advocacy. Debates, student presentations and oral case study presentations are utilized throughout the year. Open discussion is encouraged, and current events play an important role.

**Prerequisite:** Grade 11 or 12

**Cold War Conflicts (ADV)**

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<th>Semester</th>
<th>.5 credit</th>
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This course closely examines the ideological, geopolitical, and military clashes in the era following the conclusion of World War II. Not simply an existential confrontation between the United States and the Soviet Union, other major topics will include the Korean and Vietnam Wars, Mao’s China, Castro’s Cuba, and the aftermath of Soviet disintegration. Through charting its origins, diplomacy, and threats of human extinction, students will be able to connect the legacy of the Cold War for contemporary world events. Students must have a 88 in a current standard history course or an 80 in a current History AP course to take this course. **This course is not offered in 2020-2021.**

**Prerequisite:** Grade 11 or 12, 90 or higher in most recent History and Social Sciences course, or 80 any History and Social Sciences AP course

**Contemporary Global Issues**

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<th>Semester</th>
<th>.5 credit</th>
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Each year, Contemporary Global Issues will explore topics that pervade global society within and beyond geopolitical borders. In looking at topics ranging from world religions, human geography and migration, conflict and refugees, and others, this course seeks to challenge our perceptions of the world, and hopes to help students gain perspective on the lives of people who experience the world differently than we do. Course expectations include willingness to engage in active class discussion, attention to and reading about current global events, group work in completing research projects and class presentations, and above all, an openness to diverse ideas and perspectives. 

This course is not offered in 2020-2021.

Prerequisite: Grade 11 or 12

Cultural Geography (ADV) 

Why do cultures vary from place to place? How do societies arise in different parts of the world and then interact with one another? Students in this course will receive an introduction to the study of cultural geography by exploring how humans have understood, used, and changed the surface of Earth. You’ll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. This field explores topics such as language, religion, population, economic activities, and other factors of human society, particularly as they relate to the space in which a people live and how they relate to other peoples and environments.

Prerequisite: Grade 10, 11, or 12, 88 or higher in most recent standard or 80 in most recent AP History and Social Sciences course.

European History (AP) 

AP European History introduces students to political, economic, religious, social, intellectual and artistic developments and trends in modern European history in the years from 1450 to the present. In addition to providing a basic narrative of events and movements, the goals of European History (AP) are to develop an understanding of some of the principle themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

Prerequisite: Grade 11 or 12, 93 or higher in most recent History and Social Sciences course, or 80 in most recent History and Social Sciences AP course.

Introduction to Sociology: Culture and Social Identity 

What is the impact on our society of sending women into combat? How do gun control laws shape our American culture? Does your social identity inform who you choose to eat lunch with during the school day? If you find these questions to be interesting and you are curious about how sociology offers you a framework for exploring these issues, then this is the course for you. Sociology studies the patterns of behavior, attitudes, and beliefs that emerge as groups of people interact. This social science course is organized around selected readings, films, and other resources that are expanded upon through interactive exercises and problem based learning. Students will explore sociological theories, the influence of culture on society, social interaction in the age of the internet, and social issues from gender to racism to crime to socioeconomics. Students will be expected to actively participate in class discussions, work in collaborative teams, and attend occasional off-campus events. This course is not offered in 2020-2021.

Prerequisite: Grade 11 or 12
Macro- and Micro-Economics (AP)  
Year 1 credit
This college-level introductory course includes macroeconomics and microeconomics. Students acquire a thorough understanding of the basic concepts and principles of economics that apply to the functions of individual decision makers as both producers and consumers of goods and services in a globalized economy. Course material will focus primarily on the nature of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Major themes include economic systems, goods and services, the nature and functions of product markets, factor markets, market failure and the role of government. By exploring current events and economic changes, students will be able to analyze personal economic decisions, market trends, and the politics of economics.

Prerequisite: AP United States History with a grade of 80 or higher, or United States History with a grade of 93 or higher
Pre- or Corequisite: Precalculus

Psychology (AP)  
Year 1.0 credit
Advanced Placement Psychology is an intensive year-long course that surveys the core principles of psychology as a scientific and a therapeutic discipline. The curriculum for this course, guided by the standards of the College Board course guide, models the skills and content of an introductory survey of psychology that a student would take in college. Topics include physiology, statistics, experimental design, personality theory, abnormal psychology and psychological disorders, and the interpretation of behavior and human development within the major schools of psychological thought. Summer preparatory work, assigned in advance by the teacher, in the areas of physiology and statistics will be required of all registrants.

Prerequisites: Grade 11 or 12, 93 or higher in most recent History and Social Sciences course, or completion of any History and Social Sciences AP course

United States Government and Politics (AP)  
Year 1.0 credit
This course is an analytical exploration into American government and politics. In addition to a general study of the concepts and structures of the government achieved through an in-depth exploration of the founding of the nation and the Constitution, this course will analyze and interpret U.S. government through case studies provided by political debates, Supreme Court cases, and current events. Topics covered in a typical introductory government or political science class at the college level, such as the separation of powers, political parties, interest groups, elections, and civil rights will allow for students to develop a deeper understanding of the Constitution and will increase student literacy in complex political issues.

Prerequisite: Grade 11 or 12, 93 or higher in most recent History and Social Sciences course, or 80 in any History and Social Sciences AP course.

World History  
Year 1.0 credit
This course examines the development of global processes from the year 1250 CE to the present. It will cover a wide range of topics such as Indo-European migrants, Ancient China, Ancient India, the Middle East, the Enlightenment, Sub-Saharan Africa and Meso/South American history. The course is designed to develop historical thinking skills, essay writing, document interpretation and analytical reading.

Prerequisite: Grade 10; Global Perspectives
**World History (AP)**

Year: 1.0 credit

AP World History examines the development of global processes from the year 1250 CE to the present. The class highlights five overall themes: interactions between humans and the environment; development and interaction of human cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course is designed to develop historical thinking skills, essay writing, document interpretation and analytical reading. The course emphasizes the development of historical thinking rather than collecting and memorizing events. A reading and writing-intensive course, the curriculum stresses careful and critical reading, note-taking and organization, and the development of analytical writing skills.

**Prerequisite:** Grade 10-12, 93 or higher in most recent History and Social Sciences course, or 80 in any History and Social Sciences AP course

**World Religions**

Semester: .5 credit

This course is a comparative study of the origins, beliefs, and practices of the world’s major religious traditions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and indigenous religious traditions (specifically Native American). A particular focus will be in defining “religion,” as well as the historic and contemporary interaction of religious traditions. **This course is not offered in 2020-2021.**

**Prerequisite:** Grade 10-12
Science Department

Science is an “evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge” in an effort to understand the natural world. The Science Department at GDS engages students in the process of science, preparing them to evaluate claims on the basis of evidence and make informed decisions such that they become constructive contributors in the 21st century.

The sequence of core science courses in the Upper School is designed to emphasize process and understanding; students take Physics in 9th grade, Chemistry in 10th grade, and Biology in 11th grade. This is an intentional reversal of the traditional sequence such that each course builds on concepts that are developed in the previous course. Modern biology requires an in-depth understanding of chemical processes. Chemical processes are understood through application of force, energy, and charge concepts. Physics begins by studying developmentally appropriate macroscopic phenomena, additionally providing application of topics being covered in students’ math courses.

With placement of the department, qualified students may enter the advanced science core sequence. In the advanced sequence students are expected to exhibit considerable independence, initiative, and motivation. Occasionally it will be appropriate for students to consider doubling-up in the science core to accelerate the sequence. Students may also move into an advanced course from a standard level course based upon demonstrated mastery.

The Science Department encourages all students to study science beyond the three-year graduation requirement. Advanced Placement (AP) courses in Physics, Chemistry, and Biology are offered for students who have performed very well in the advanced courses. Students taking an AP class are required to prepare for, and take, the corresponding national exam offered by the College Board in May. Additionally students may also choose from a slate of electives, detailed descriptions of which follow.

Physics

Physics I Year 1.0 credit
Physics I is a laboratory course which addresses basic topics of physics, including the metric system, motion, force and energy, electricity, and waves. While focusing on conceptual understanding, the course encourages a quantitative approach to the study of science. Lab exercises emphasize precise observation and careful measurement techniques, the techniques of graphing data, interpreting graphs and working with formulas.

Physics I (ADV) Year 1.0 credit
The advanced level of this course covers all of the topics and skills of Physics I in greater depth and at a faster pace, with substantially more emphasis on quantitative understanding and problem solving.

Prerequisite: Completion of Algebra I or Algebra I (ADV) and placement from the previous-year math and science teachers. This placement is based on a combination of information, including math and science course grades, established work habits and a science placement test.
Chemistry

Chemistry I  Year  1.0 credit
Students in this course study properties of matter, interactions and reactions, acids and bases, gas laws, stoichiometry of compounds and reactions, the development and uses of the periodic table, and nuclear reactions. The course includes lectures, demonstrations, lab exercises, model building and discussions of current chemistry-related issues and events. Problem solving, analytical thinking involving logic and common sense, and chemistry's relevance to everyday life are stressed.

Prerequisite: Physics I or Physics I (ADV)

Chemistry I (ADV)  Year  1.0 credit
Students in this course study properties and classifications of matter, atomic and electronic structures, nuclear reactions, the development and uses of the periodic table, chemical reactions, the stoichiometry of compounds and reactions, molecular structure and interactions, the behavior and description of gases, acids and bases, and other topics, e.g. an introduction to organic chemistry, as time permits. Many of these topics are covered in depth in order to connect the underlying principles to everyday phenomena. The course includes demonstrations, lab exercises, model building and discussions of current chemistry-related issues and events. Problem solving, analytical thinking involving logic and common sense, and chemistry's relevance to everyday life are stressed. A particular emphasis is placed on material that is needed for Biology I ADV.

Prerequisite: Final average of 80 or above in Physics I (ADV) or 93 or above in Physics I.
Pre- or Corequisite: Algebra II or Algebra II (ADV)

Biology

Biology I  Year  1.0 credit
This course is structured around an exploration of the characteristics of life on our planet. Students will look more in-depth into topics such as the nature of science and methods of scientific inquiry, classification, energy relationships, molecular biology, reproduction, genetics, adaptations and evolution, biogeochemical cycling, biodiversity and ecological principles. The course introduces and hones many lab skills and requires oral presentations, research projects, formal lab reports, a bioethics research paper, various building projects, as well as analysis of current events related to biology and the environment.

Prerequisite: Chemistry I or Chemistry I ADV

Biology I (ADV)  Year  1.0 credit
This is an accelerated version of Biology I with a stronger focus on quantitative lab experiences that illuminate the biochemical and cellular basis of living organisms. Writing and building assignments may have different rubric requirements as compared to Biology I, along with additional reading and project work. The course introduces some topics from the Advanced Placement curriculum.

Prerequisite: Final average of 80 or higher in Chemistry I (ADV) or 93 or higher in Chemistry I.
Advanced Placement (AP) Science Courses

**Biology (AP)**  
*Year* 1.0 credit  
This course prepares students for the national AP Biology exam, and *meets seven times per week*. The course builds on the concepts covered in Biology I ADV and adds many new topics, including cell-to-cell signaling, molecular genetics, regulatory mechanisms related to gene expression and cellular functioning, population dynamics, biochemistry, bioenergetics, and an exploration of the nervous, endocrine and immune systems. Statistical research concepts, such as the chi-squared test, Hardy-Weinberg equilibrium, solute potential and water potential are incorporated into the lab experiences. Several required inquiry-based labs and computer simulation labs supplement the lecture material. The course emphasizes experimental design, data display and analysis. At least one major research project is also integrated into this course.

*Prerequisite:* Final average of 93 or above in Biology I (ADV).

**Chemistry (AP)**  
*Year* 1.0 credit  
This course prepares students for the AP Chemistry exam and *meets seven times per week*. The course builds on the concepts, topics and laboratory work from Chemistry I (ADV). Additional topics include but are not limited to stoichiometry, thermochemistry, quantum theory, molecular structures and properties, reaction kinetics, gaseous equilibria, acid-base equilibria, coordination complexes, nuclear chemistry, and electrochemistry. Laboratory exercises include standard experiments as well as guided inquiry experiments. Students are required to write formal laboratory reports in a variety of formats, e.g. the communication format used in chemistry research journals as well as traditional reports. The two additional periods per week are used for labs, problem sessions, AP test reviews, and other activities as needed.

*Prerequisite:* Final average of 93 or above in Chemistry I (ADV).

**Physics C (Mechanics) (AP)**  
*Year* 1.0 credit  
This course prepares students for the AP Physics C exam in mechanics and *meets six times per week*. The course covers Newtonian mechanics in depth: kinematics, dynamics, energy, momentum, rotation, oscillations and gravity. Emphasis is on depth and unity of understanding, with orientation toward problem solving.

*Pre- or corequisite:* AP Calculus AB or BC

**Science Electives:**

**Anatomy & Physiology I (ADV)**  
*Semester 1* .5 credit  
Anatomy & Physiology 1 ADV is a semester course that provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. The course offers students an environment in which to probe topics such as homeostasis, anatomical and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, cytology, histology, and survey of the remarkable array of body systems that comprise the human body. Laboratory activities reinforce concepts and principles presented in the course. In this course we will cover the nervous, integumentary, skeletal, muscular, and circulatory systems.

*Prerequisite:* Chemistry or Chemistry (ADV)  
*Pre- or Corequisite:* Biology or Biology (ADV)
Anatomy & Physiology II (ADV)  
Semester 2  
.5 credit

Anatomy & Physiology II ADV is a semester course that provides students an opportunity to continue or begin to explore the intricate and sophisticated relationship between structure and function in the human body. Laboratory activities reinforce concepts and principles presented in the course. In this course we will cover the lymphatic, respiratory, endocrine, digestive, urinary and reproductive systems. Anatomy & Physiology I is not a prerequisite for this course.

Prerequisite: Chemistry or Chemistry (ADV)
Pre- or Corequisite: Biology or Biology (ADV)

Astronomy  
Semester  
.5 credit

What is our place in the Universe? The question is tackled at multiple levels, examining the structure of history of the earth, the solar system, the Milky Way galaxy and the universe as a whole. The course will explore current astronomical research including the Big Bang, black holes and the exoplanets. Students will be expected to attend nighttime sessions to observe through a telescope. Building a celestial sphere will be a major focus of the class along with many other hands-on activities. This course is not offered in 2020-2021.

Citizen Science  
Semester 2  
.5 credit

Citizen Science connects students to researchers across the fields of science, engaging students in the practice of authentic scientific inquiry both on and off campus in order to add to the body of scientific knowledge. In this course, students will learn about the foundations of citizen science, participate in a current research project, and present their work to the community.

Prerequisite: Grades 10-12

Engineering (ADV)  
Semester 1  
.5 credit

Engineering is the application of scientific knowledge in order to design things and processes that enhance people's lives. This course introduces students to the fundamental processes of engineering. Students will engage in a variety of short- and long-term projects that will require initiative and creativity. Principles of mechanical, electronic and software design will be learned in the context of real-world problem solving, specifically in the context of robotics.

Prerequisite: Physics I or Physics I (ADV), Geometry or Geometry (ADV)

Environmental Science (AP)  
Year  
1.0 credit

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Prerequisite: Final average of 80 or higher in Biology I (ADV) or 93 or higher in Biology I, OR final average of 93 or higher in Chemistry I (ADV) and co-enrollment in Biology I (ADV)
Biomechanics is based on the human body and the study of movement or kinesiology. To understand how we move, the students first study the muscular and skeletal anatomy. Students analyze many different athletic movements, examining the range of motion of the associated joints and identifying all of the muscles used to create movements. Students use video equipment to analyze and critique their own and others’ specific movements. They earn certification in Professional Level CPR.

**Prerequisite:** Health and Wellness

Sports Medicine is a beginning-level class in the study of sports medicine and athletic training. The student will become familiar with how to prevent, evaluate and treat injuries as they relate to athletics. Each student will learn taping techniques, advanced first aid, and have a required minimum after school participation in the student athletic training program. Students also earn certification in Professional Level CPR.

**Prerequisite:** Health and Wellness
The GDS World Languages Program enables students to develop the linguistic and cultural skill-sets necessary to communicate in a language other than English. We believe the study of another language is integral to realizing Greensboro Day School’s mission of developing the intellectual, ethical and interpersonal foundations students need to become constructive contributors to the world. Our students must:

- Become competent and engaged global citizens in the 21st Century
- Become comfortable interacting with members of diverse cultures
- Develop and refine skills in communication and cultural awareness
- Make connections and comparisons across disciplines and cultures while living in a community with people from different cultures

World languages teachers make annual placements for the following school year based on a student's body of work throughout the year as well as their study skills, classroom habits and performance on annual proficiency tests. Students are expected to meet the proficiency standards for their designated levels in the areas of interpersonal communication, presentational speaking, presentational writing, interpretive listening, interpretive reading, and cultural understanding.

Successful acquisition of a second language requires the ability and motivation to work independently, to demonstrate a strong work ethic, and a commitment to do the work required outside of class (at least 30 minutes daily). Students who wish to work at the Advanced (ADV) and Advanced Placement (AP) levels must have demonstrated ability and motivation to work independently as evidenced by their organizational abilities, study skills, and demonstrated proficiency in the areas of speaking, writing, listening and reading.

**Chinese**

**Chinese I**

Chinese I provides an overview of Chinese pinyin and the four tones of Standard Chinese, and focuses on building a strong linguistic foundation. Students are introduced to basic vocabulary and grammar through a close reading of authentic dialogues, and use what they learn to create their own short dialogues throughout the year. Units of study focus on school and home life to provide students practical and relevant language skills.

**Chinese II**

Chinese II continues to expand students’ vocabulary as well as their understanding of Chinese grammar through the reading and analysis of authentic dialogues. Students are introduced to a greater variety of situations and learn more complicated sentence structures that allow them to express more complex thoughts. By the end of the year, students are able to sustain basic conversations in Chinese over a range of different topics and have command of over 600 Chinese characters. This course is conducted primarily in Chinese.

**Prerequisite:** 70 or higher in Chinese I

**Chinese III**

Chinese III students continue to develop their skills in listening, speaking, reading, and writing. Students are expected to engage in daily conversation with more complex texts. Accurate punctuation, tones, and grammatical expressions continue to be primary focuses. Students will uncover the meaning of new words and sentence structures by analyzing contextual clues in the texts. Class discussions provide students with a meaningful way to
reinforce their language skills. In order to facilitate the study of the language, different aspects of Chinese culture and society will be introduced through research projects and multimedia programs.

**Prerequisite:** 70 or higher in Chinese II

**Chinese IV (ADV)**

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**Chinese IV (ADV)** challenges students to build their skills by introducing topics from students’ daily life conversation and various topics that relate to society, environment, economics, history, culture, and current events. Students are encouraged to engage in classroom activities that can advance their skills with conversation, discussion, and presentation. This course offers intensive study and practice in both writing and speaking.

**Prerequisite:** 70 or higher in Chinese III

**Chinese V (ADV)**

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**Chinese V (ADV)** is a pre-AP Chinese course. Students use the language skills of speaking, listening, writing, and reading to further their ability by exposing more complex texts on various topics that are similar to AP Chinese course study. This will advance students’ skills and prepare students to take AP Chinese Language and Culture if they choose to do so. The course focuses on the connection between language and culture to help students deepen their understanding and develop their proficiency. Students will carry on conversations in classroom discussions and presentations.

**Prerequisite:** 70 or higher in Chinese IV ADV

**Chinese Language and Culture (AP)**

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This course is designed to be comparable to college and university courses in Mandarin Chinese. These college courses deepen students’ immersion into the language and culture of the Chinese-speaking world. The course will provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

**Prerequisite:** 70 or higher in Chinese V ADV or teacher permission

**Latin**

**Latin I: Elementary Latin Grammar**

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**Latin I** introduces students to the Latin language and to Greco-Roman history and culture. Students will encounter all of the basics of Latin grammar, learn to translate short pieces of Latin prose, and find connections between Latin vocabulary words and their English derivatives. The course covers all tenses of the active voice and indicative mood, as well as the fundamentals of case usage. Due to the complexity of Latin morphology, grammar and syntax, students are expected to study and practice their Latin work for at least 15 minutes every night in addition to completing any regular Latin homework assignments. Historical and cultural study focuses on mythology, the beginnings of Rome, 5th century Athens, and Hellenization.

**Text:** *Ecce Romani I*
Latin II: Intermediate Latin Grammar (ADV)  
Year  
1.0 credit
Latin II students will encounter all major elements of Latin grammar and syntax, including the passive voice, participles, many types of dependent clauses, and several uses of the subjunctive mood. Students will also continue their study of Greco-Roman history and culture. In this class, students will encounter longer, connected passages of Latin process which are geared toward the reading of authentic Latin texts. Historical and cultural study focuses on Roman Republican history and the Punic Wars. Due to the complexity of Latin morphology, grammar and syntax, as well as the level of texts read by students in this class, this course is worth Advanced (ADV) credit.

Prerequisite: 70 or higher in Latin I  
Text: Ecce Romani II

Latin III: Introduction to Latin Literature (ADV)  
Year  
1.0 credit
Students will begin to read authentic Latin prose while studying the remaining elements of Latin grammar and syntax not covered in the two previous courses. This includes the remaining uses of the subjunctive mood, gerunds and gerundives, and conditional sentences. Texts include selections from Eutropius, Asconius, Cicero, Livy and Petronius. Historical and cultural study continues and focuses on the Imperial period.

Prerequisite: 70 or higher in Latin II ADV  
Text: Ecce Romani III

Latin Literature: The Age of Cicero (ADV)  
Year  
1.0 Credit
This course is devoted to studying the works of contemporary Latin authors with the orator and consul, Cicero. Students will read authentic Latin texts by Julius Caesar, Catullus, and Cicero. Historical and cultural study will focus on the collapse of the Roman Republic.

Prerequisite: 70 or higher in Latin III ADV

Latin Literature: The Augustan Age (ADV)  
Year  
1.0 Credit
This course focuses on the literature of Latin authors contemporary with the first Roman emperor, Octavian Augustus. Students will read authentic texts by Vergil, Ovid, and Livy, and will study the socio-political situation of the early Imperial period of Roman history. This course is not offered in 2020-2021.

Prerequisite: 70 or higher in Latin III ADV

Spanish

Spanish I  
Year  
1.0 credit
Spanish I enables students to build and practice basic reading, writing, listening, speaking, reading, and interpersonal communication skills in Spanish through a variety of activities, authentic cultural resources, and media. Students begin to explore Spanish-speaking cultures and learn to become culturally aware.
Spanish II

In Spanish II, students become proficient in differentiating between the indicative tenses. They also acquire and use commands. They are introduced to compositional writing through word study and the study of sentence structure. Students increase their level of reading comprehension through vocabulary acquisition and identification of grammatical concepts in short stories. Additionally, they use the language to research and present information about Spanish speaking cultures. Students develop their listening and speaking abilities through interpersonal and presentational and aural activities as this course is primarily conducted in Spanish.

Prerequisite: 70 or higher in Spanish I

Spanish III

Spanish III students reinforce and expand on the grammatical structures and vocabulary learned in Spanish I and II. In Spanish III, students work extensively with the subjunctive mood, and the more complex indicative tenses. Students will continue to improve their compositional writing through further vocabulary study, more complex sentence structures and essay writing. Students increase their level of reading comprehension through vocabulary acquisition and analysis of grammatical concepts in short stories and use the language to research and present information about Spanish-speaking cultures. Students will develop their listening and speaking abilities through interpersonal, presentational and aural activities as this course is primarily conducted in Spanish.

Prerequisite: 70 or higher in Spanish II

Spanish IV

Spanish IV presents a general overview of the grammatical structures learned in Spanish I-III, reinforcing and expanding the study of the subjunctive and imperative moods. These structures are explored through culturally based thematic units. Students are asked to use more complex grammatical structures in their compositional writing and presentations. They also complete semester long projects that highlight current news and cultural practice in Spanish speaking countries. Throughout the year, students learn more sophisticated vocabulary while continuing to improve their reading and listening comprehension skills. The course is conducted in Spanish.

Prerequisite: 70 or higher in Spanish III

Spanish IV (ADV)

Spanish IV (ADV) further develops the skills and knowledge acquired in Spanish III at an accelerated pace, and covers a considerable amount of new grammatical structures, sophisticated vocabulary, literary works and cultural thematic contexts. The course presents a general overview of the literature and art of Spanish-speaking countries in connection with the grammar and the thematic units. Students discuss and analyze global issues, especially those affecting Spanish-speaking countries. Students write essays reflecting their opinions and observations on such issues based on their research and perspective. The class is conducted in Spanish. This course requires a considerable amount of time dedicated to individual learning of vocabulary, researching and presenting social, economic, and cultural issues, and developing advanced writing skills. This course is conducted in Spanish.

Prerequisite: 90 or higher in Spanish III

Spanish V (ADV)

Spanish V (ADV) is considered to be the equivalent of a second year of a college language course. The main goal is to further develop all Spanish language skills to the point of mastering basic grammatical structures and a working knowledge of advanced grammatical concepts. These skills coupled with excellent reading, writing, speaking and listening skills are essential to succeed in this course. In accordance with the demands of the curriculum, a variety of
materials and activities in Spanish (oral exams, videos, interviews, presentations, etc.) are used to improve performance in the language. The class is conducted entirely in Spanish. Students are required to dedicate a significant amount of time outside of school, a minimum of thirty minutes every night, working independently on the acquisition of vocabulary, and the development of writing, speaking, reading and listening skills.

Prerequisite: 70 or higher in Spanish IV ADV
Text: Triángulo Aprobado Temas, AP Spanish and Una vez

Spanish Language and Culture (AP)  
Year 1.0 credit
Spanish Language and Culture (AP) is considered to be the equivalent of a third year of a college course. This course covers the curriculum required by the College Board which culminates with the National AP Spanish Language examination. The main goal is to further develop all language skills. Mastery of basic grammatical structures and good knowledge of advanced grammatical concepts, coupled with very good reading, writing, speaking and listening skills are essential to succeed in this course. In accordance with the AP Curriculum, a variety of materials and activities (oral exams, videos, interviews, etc.) are used to improve performance. The students are required to dedicate a significant amount of time outside of school working independently on the acquisition of vocabulary and the development of writing skills. This course is conducted in Spanish.

Prerequisite: 93 or higher in Spanish IV ADV or Spanish V ADV
Text: AP Spanish Language Preparing for the Language Examination and Triángulo Aprobado (AP)

Spanish Literature & Culture (AP)  
Year 1.0 credit
This course is an intense study and analysis of the literary genres of Latin America and Spain from medieval times to present day. The focus will not only be on covering all of the works included in the required reading list for AP Spanish Literature and Culture curriculum, but also the analysis of the connections that those works have with other human manifestations in art (music, painting, sculpture, etc.). The students are expected to be able to identify literary works and their authors from written and audio extracts and from interviews with the authors either in articles or in Podcasts. The literary works studied are complex and of mature content. The students are required to dedicate a significant amount of time outside of school, a minimum of thirty minutes every night, working independently on the acquisition of vocabulary and the development of writing, speaking, and listening and especially literary analysis skills. The course is conducted in Spanish.

Prerequisite: 80 or higher in Spanish Language and Culture AP, 93 or higher in Spanish V ADV
Text: Reflexiones: Introducción a la Literatura Hispánica

Latin-American and Peninsular Spanish Literature (ADV)  
Year 1.0 credit
This course, conducted in Spanish, prepares students for verbal and written analysis of literature of various genres and authors from Latin America and southern Spain. Emphasis is on comprehension of texts of moderate difficulty and mature content. Students critique and express their opinions and judgments in correct Spanish.

Prerequisite: Spanish V ADV or Spanish Language AP, with a final average of 80 or higher
Text: Reflexiones. Introducción a la Literatura Hispánica
Spanish Electives

**Spanish Conversation, Composition, and Culture**  
**Year**  
1.0 credit

Spanish Conversation, Composition, and Culture offers Spanish language learners the opportunity to expand their speaking and writing skills with a strong emphasis on Latin American and Spanish culture. Throughout this course students are engaged in the study of the following themes: the environment, social change, historical events, current events, and ethical dilemmas. Daily conversations will center on issues impacting Spanish-speaking communities, Latin American history, art, literature and prose. A great deal of leadership is required of students as they will not only facilitate a vast majority of class discussions. This course is conducted in Spanish.

*Prerequisite:* Grades 11-12, 70 or higher in Spanish III
Fine Arts Department

The academic courses in art, music, and drama at Greensboro Day School seek to prepare students who can understand the basic theory and history of each art form, develop skills in the discipline, and critically appreciate the arts. We strongly feel that a thorough grounding in the arts is an important part of what constitutes a well-rounded education. Arts education also helps students work collaboratively and creatively, which are also important 21st century skills. Students are required to complete a total of 1.0 credit (2 courses) in art, drama, or music.

Drama

Drama is a discipline that expands communication skills and enhances a student’s understanding of themselves as they work within an ensemble. The study of drama develops skills that are used in theatre, but not always taught in a focused way during play rehearsals. Among those skills are training in the Alexander Technique, mime, improvisation, acting methods such as Stanislavski and Meisner, sound, lighting, set construction, singing and dance technique, film acting, period acting, auditioning, cold readings, musical theatre, and the basics of design and direction. Students are not required to participate in the extracurricular theatre program (with the exception of Play Production), if they are involved in drama courses, but those courses will certainly enhance the skills that can be fully realized by participating in the extracurricular shows. Students in drama classes may be required either to see or work on some of the productions or concerts as a part of the course of study.

Play Production

Play Production should only be taken by students who intend to act or to take crew positions in the main extracurricular play (US Musical or US Drama) that semester. The course is not required of those who intend to be a part of the extracurricular program, but the course is offered to give students an opportunity to earn arts credit for the production work they do on extracurricular shows. Students who take this course will support the shows and become fully engaged in the process of working in the theatre and producing plays. Students will learn about auditions and the preproduction process, will work on rehearsals and shop calls, will be involved in stage management, and work on props, costumes, and publicity. After the US play is over, students will be involved in post-production and theatre maintenance, and also be called on to work during the concert season or on other GDS shows that are in production in the middle or lower schools. Students will be required to work on at least one other GDS concert or play after the mainstage show is over. Can be repeated for credit.

Beginning Acting

Beginning Acting is an introductory theatre course which primarily develops acting skills. It also gives students an overview of the craft of theatre. After learning to prepare auditions, students will be engaged in numerous acting exercises leading to oral interpretation and scene work. Topics will include mime, the Alexander Technique, improvisation, voice and diction, basic stagecraft and the Stanislavski acting method. Students enrolled in this course are required to attend the Upper School Musical.

Advanced Acting

Advanced Acting is an advanced drama course for students who have demonstrated a commitment to acting as a craft by their successful completion of Beginning Acting, or who have received the approval of the instructors. Advanced Acting involves a study of alternative acting methods, period acting, intensive work on voice (speaking, not singing), movement, scoring a role, character development, dialects and acting for the camera. This course is not offered in 2020-2021.

Prerequisite: Beginning Acting or instructor's permission
Cabaret/Show Choir

The Cabaret/Show Choir class provides students with opportunities for creative expression with an emphasis on vocal production, choreography and performance skills. Students are taught several large-group numbers, in collaboration with the Grimsley High School show choir, which includes music ranging from musical theatre to jazz, to pop/rock. The music is learned, memorized, and choreography is added. Students also work on performing solos or small group numbers (duets, trios, etc.). This is a performance-based class, therefore all performances and/or competitions are required, as well as additional rehearsals outside of class. All dates are given in advance of the drop/add period. This course may be repeated for credit. This course is not offered in 2020-2021.

Public Speaking

Public Speaking helps students develop and refine the skills needed for effective public speaking, such as speaking before assemblies, in committee meetings, or at public gatherings. Students will develop skills of effective speaking, speech organization, writing and delivery. Topics include impromptu, demonstration, informative and persuasive delivery techniques, critical listening skills, using visual aids, job interviews and resumes, and speaking on camera.

Theatre for Youth

This is a two-part theatre production and performance class. Students will spend the first part of the semester producing and rehearsing a piece of creative dramatic literature written for a young audience. The piece itself will be no longer than a class period (variable depending upon the changing schedule parameters). They will then tour and visit classes in the Lower School and Middle School to perform their piece - as well as perhaps travelling extracurricularly (as mentioned below). In the second part of the curriculum, after having learned from their production experience, students will devise, adapt, and workshop an original script based upon a topic chosen by the group. This script will then become the basis for production when next the course is offered. This course may be repeated for credit.

Music

The Music Department offers a wide range of opportunities for students in grades nine through twelve to develop musical skills and to provide an outlet for musical growth and self-expression. Each of our ensembles are designed to focus on individual student progress as well as the overall group experience. All music ensemble classes may be repeated for credit. Some courses may require an audition. Students must take 1.0 credit of any Arts classes to meet graduation requirements. Music students are strongly encouraged to continue in band, strings or choral music throughout Upper School.

Upper School Choir

Upper School Choir (“Noteworthy”) is a full year course open to students in grades nine through twelve. The primary focus of this class will be on the study of healthy, accurate, and expressive singing and vocal ensemble techniques. Students rehearse and perform a diversity of musical styles throughout the semester. This chorus performs for an end-of-semester concert and additional performances on and off campus. Participation in all concerts is required. This course may be repeated for credit.

Upper School Choir (ADV)

Advanced course credit is available to choral students who participate in extra performances and rehearsals, do research projects, and participate in Chorus for the entire year. This course may be repeated for credit, but with additional music theory and performance requirements added for additional semesters. There is required attire for all students in this course. Students who participate in Upper School Choir (ADV) will be required to participate in additional performance groups and engage in extra research. This course may be repeated for credit.

Prerequisite: Instructor approval, previous choral experience
Upper School Orchestra  
Semesters 1 and 2  
.5 credit
Orchestra is open to string students in grades 9–12. A wide variety of musical styles is explored, and a study of music theory and history is included in the curriculum. The focus of the class is on building ensemble and solo performance skills. Participation in all concerts is required. This class may be repeated for credit. Every Wednesday, in addition to D period, Orchestra students are required to attend String Essence for the full year from 3:15 – 4:00. Students may use “D” period on Tuesdays as an “Open Campus,” (or Lunch/Study Hall for freshmen), in order to encourage participation in the Chamber Music class offered during lunch. Upper School Orchestra is a semester course but participation for the full year is encouraged. This course may be repeated for credit.

Prerequisite: Instructor approval, proficiency with viola, violin, cello, or bass

Upper School Orchestra (ADV)  
Year  
1.0 credit
Advanced course credit is available to choral students who participate in extra performances and rehearsals, do research projects, and participate in Orchestra for the entire year. This course may be repeated for credit, but with additional music theory and performance requirements added for additional semesters of advanced credit. Please see the instructor for more information about String Essence requirements.

Students in Upper School Orchestra (ADV) are required to participate in additional performance groups and engage in extra research. This course may be repeated for credit.

Prerequisite: Instructor approval

Chamber Music  
Year  
.5 credit
This ensemble is open to students in grades 9 – 12 by audition only. Students will have two Chamber rehearsals weekly, plus String Essence after school on Wednesday to receive credit. This class is primarily open to string players, but students who play wind instruments may be considered with the permission of the instructor. Rehearsal times are scheduled so they do not conflict with any other classes or clubs, so this class may be added to a full course load. This class meets on Wednesdays and Thursdays from 3:10-4:05. This course may be repeated for credit.

Prerequisite: Instructor approval, two years of experience on violin, viola, cello, bass, or an approved wind instrument

Concert Band  
Semester 1 and 2  
.5 credit
Upper School Band is open to students in grades nine through twelve. The band plays a variety of music with an emphasis on ensemble performance skills. Each student is also expected to work toward improving their own instrumental technique and music reading skills. Students will learn concepts in music theory, music history, and critical listening skills for various types of music. Students are strongly encouraged to repeat the class for credit. Participation in all concerts is required. This course may be repeated for credit.

Prerequisite: two years experience on a band instrument

Concert Band (ADV)  
Year  
1.0 credit
Advanced course credit is available to choral students who participate in extra performances and rehearsals, do research projects, and participate in Concert Band for the entire year. This course may be repeated for credit, but with additional music theory and performance requirements added for additional semesters. Students in Concert Band (ADV) are required to participate in additional performance groups and engage in extra research. This course may be repeated for credit.

Prerequisite: Instructor approval
### Jazz Band

**Year:** .5 credit

The Upper School Jazz Band explores the styles and traditions of “big band” and small combo jazz. Students focus on performance and ensemble skills, reading and playing jazz rhythms, and basic jazz theory. Previous jazz experience is not required. Improvisation concepts are taught and encouraged. Jazz Band is open to students in grades nine through twelve, but advanced eighth graders may be invited. Instrumentation in the Jazz Band includes voice, trumpet, alto sax, tenor sax, baritone sax, trumpet, trombone, piano, guitar, bass guitar and drums. Space may be limited for voice and rhythm section instruments. Rehearsal times are scheduled so they do not conflict with any other classes or clubs, so this class may be added to a full course load. This class meets on Wednesdays and Thursdays from 3:10-4:05. *This course may be repeated for credit.*

**Prerequisite:** Instructor approval; two years experience on one of the instruments listed above

### Jazz Band (ADV)

**Year:** 1.0 credit

Students enrolled in Jazz Band may receive advanced credit by attending all jazz rehearsals each week plus one additional meeting, and any required performances. Additional work should be expected outside of class as well. Students will explore jazz theory and improvisational skills more thoroughly than can be done in the regular section of Jazz Band. This class will include learning to play and use various types of scales and modes, chord types, jazz nomenclature, form, piano keyboard basic skills, intervals, and various approaches to improvisation. All students will be expected to at least attempt improvisation and experimentation on their instrument. Drummers will be expected to learn most of the same jazz theory assignments, but will also focus on drumming patterns, styles, techniques and soloing. *This course may be repeated for credit.*

**Prerequisites:** Instructor approval

### Music Theory

**Year:** 1.0 credit

This course will provide students with an understanding and functional knowledge of the various elements of music. Students will identify elements, styles and uses of music in different cultures and historical periods. Students will analyze and interpret the elements through written, oral, or practical means. They will gain knowledge of basic compositional techniques including Notation/Meter, Melody, Harmonic structure, and Musical Forms. At the end of the course, students will be required to create their own composition using the knowledge and techniques gained throughout the year. Information taught in this course is representative of the AP Music Theory material.

**Corequisite:** any other music course

### Visual Arts

The Upper School Visual Arts Department at Greensboro Day School offers students in grades 9 through 12 opportunities to explore a wide variety of fine art experiences in the studio. All students have an opportunity to develop basic skills beginning with semester-long foundation classes in Art I, Photography I, Ceramics I and Computer Arts. These classes emphasize the elements of art and principles of design while exposing students to a variety of production processes and an overall awareness of each discipline, including history and current trends.

Advanced classes are offered in each discipline for the serious student-artist to develop his/her individuality and creativity. With the instructor’s approval, a student may progress to rigorous yearlong Advanced Placement classes in Drawing, 2D, or 3D Design, in which he/she develops a large body (portfolio) of work.
Fundamentals of Filmmaking  
**Semester 1  .5 credit**

Cross-listed with the Computer Science department; this course may be taken for Computer Science credit or Art credit

This course provides a basic understanding of computer video editing and digital camcorder operation. Students learn film and TV production terminology and practice good camera techniques. The main emphasis will be on recording and editing video projects using computers with the latest high-definition editing capabilities. Students will collaborate to write scripts and draw storyboards, and then shoot video clips using lighting, sound and picture composition skills. Video recordings will be edited into short movie projects and may be shown to the students to promote various school activities.

Computer Arts I  
**Semester 2  .5 credit**

Computer Arts I is a visual design course that introduces students to computer software programs such as Adobe Photoshop®. Basic use of scanners, printers, digital cameras, and computers will be explored as well as creative two and three-dimensional problem solving. Other topics include simple contemporary design issues, understanding design vocabulary, history of design, and visual communication as a tool in today’s society. Organized students who embrace creativity, enjoy taking artistic risks, and work well with deadlines will be most successful in the Computer Arts courses. A fee will be assessed for the cost of materials, and a sketchbook will be required of all students.

Art I: Visual Journaling  
**Semesters 1 and 2  .5 credit**

This hands-on introductory art course is designed to encourage creative interpretations of solutions to open-ended prompts. Starting with a blank journal and a variety of mixed media techniques, students will express their authentic and unique voices through writing and visual imagery. Students should have a willingness to try new things and to engage in activities that involve “head, heart, and hand” learning.

Art I: Drawing & Painting  
** Semester 1  .5 credit**

This course, recommended for the serious art student, involves a thorough investigation and application of the elements of art. Topics include the basics of color theory and the development of drawing and painting skills. Students are also exposed to a wide variety of production processes and media (charcoal, graphite, acrylic, watercolor, mixed media, etc.) Students may follow this course with Art I: Design, Art I: Visual Journaling, or Art II.

Art I: Design  
** Semester 2  .5 credit**

Art I: Design, recommended for the serious art student, offers an in-depth study of two-dimensional design principles in studio art. Basic drawing skills, properties of light and dark, and color theory are covered, as well as techniques for organizing artistic compositions using basic principles of design. Students are exposed to a wide variety of production processes and media (charcoal, graphite, acrylic, watercolor, mixed media, etc.) Students may follow this course with Art I: Drawing & Painting; or Art II.

Art II  
** Semester 1  .5 credit**

This studio art class is designed for students who are continuing their investigation of the Visual Arts. It offers students the opportunity to improve their observational drawing skills while exploring two-dimensional compositional design, painting, printmaking and mixed media. Students will participate in the critical process, and recognition of important figures and movements in art history will also play a role.

Prerequisite: Art I
Art III  Semester 2  .5 credit
This studio art class allows advanced art students to explore a more in-depth study of art elements and principles of design using a broad range of media. Students will work on collaborative and individual projects. Art’s role in culture and history, as well as the application of the critical process, are major components of this course.

Prerequisite: Art II, instructor’s permission

Ceramics I  Semesters 1 and 2  .5 credit
The Ceramics I course introduces students to the basic hand-building and wheel throwing techniques used for successfully working with clay. Each student can explore functional and sculptural methods with the goal being a greater understanding of design as it applies to three-dimensional forms. Proper use of tools and equipment will be stressed along with basic glazing and firing methods. History of ceramics is incorporated into lectures, assignments, and field trips. Observation, memory, and independent thinking are important components of this class.

Ceramics II  Semester 2  .5 credit
Ceramics II allows students to continue to develop basic skills learned in the introductory class while exploring more complex clay forms. This includes oval and square forms, learning to pull handles and work with a variety of lidded forms. The class also explores alternative firing and glazing techniques such as horsehair, slip resist, wax resist, majolica, wood-fired and low-fired techniques. Students are encouraged to develop a personal style while building a portfolio of work.

Prerequisite: Ceramics I or Instructor’s permission

Photography I  Semester 1  .5 credit
Photography I is an introductory course that includes 35mm (analog) camera operation, the history of photography, composition, shooting, and basic darkroom procedures. Some digital photography will be explored. The student must furnish an adjustable 35mm camera, a digital camera, film and paper. (Approximate cost of film and paper is $150 and are available in the Bengal Bookstore.)

Photography II  Semester 2  .5 credit
The intermediate level of Photography explores alternative photographic techniques and more in-depth principles of design. Students will learn digital manipulation on their own computers. Since both 35mm and digital photography are used, students must furnish an adjustable 35mm (analog) camera, a digital camera, film and paper.

Prerequisite: Photography I, instructor's permission

History of Art and Design  Semester 1  .5 credit
This course will provide students with an introduction to Western traditions of architecture, painting, sculpture, and photography from Prehistory to Postmodern. Students will examine the development of style and theme throughout art history by focusing on significant periods of art, the themes and purposes of art and design, the elements of art, and design principles. Students will also study artistic ideals and the impact they have had on modern Western European and American cultures through visual analysis and contextual information. Students will use comparative criticism to discuss and write about the aesthetics of art as they relate to the cultures.
**Advanced Placement (AP), Studio Art Electives**

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<tr>
<th>Course</th>
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<tr>
<td>Studio Art: Drawing (AP)</td>
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<tr>
<td>Studio Art: 2D Design (AP)</td>
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<td>Studio Art: 3D Design (AP)</td>
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The three Advanced Placement Studio Art courses are designed for students who are interested in developing a portfolio of work as outlined by the College Board. A materials fee is charged assessed for 3-D Design to cover the cost of the materials.

According to the College Board, the AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students are required to submit portfolios for evaluation at the end of the school year. The AP Program offers three portfolios: Drawing, 2-D Design, and 3D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods).

Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the Concentration section (Section II). In the Breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

*Prerequisite:* two years of studio art, instructor's permission.
Physical Education Department

The Physical Education department at Greensboro Day School strives to provide students with the tools necessary to live physically, mentally, socially and emotionally healthy lives. We believe that, in order for our students to become “constructive contributors to the world,” they must exhibit qualities of healthy living.

**Health and Wellness**  
Semesters 1 and 2  
.5 credit

Health and Wellness is required for all 9th grade students. This course is designed to take an in-depth look at the social, emotional, physical, intellectual, psychological, and spiritual aspects of personal health and well-being. Additionally, students will earn certification or recertification in CPR and First Aid.

**PE Semester Electives**

All students must take at least one of the following courses to meet their graduation requirement for physical education.

**Fitness for Life**  
Semester 1  
.5 credit

Fitness for Life is an approach to understanding the importance of health and fitness as it relates to the individual and society. The student will gain knowledge in health, fitness, nutrition, weight training, flexibility and trends & fads related to the fitness industry. The student will participate in a personal fitness project with emphasis based on needs identified through evaluation and testing. Students also earn certification in Professional Level CPR.

*Prerequisite:* Health and Wellness

**Personal Fitness**  
Semester 2  
.5 credit

Personal Fitness allows students to create and complete an individualized exercise plan based on their own interests and fitness goals. Students will learn proper form, techniques, various types of training, principles associated with fitness training, and nutrition. Various fitness testing methods will be used to track student’s individual progress throughout the semester. Students with an interest in improving their strength and conditioning are encouraged to enroll in this course. Students also earn certification in Professional Level CPR.

*Prerequisite:* Health and Wellness

**Human Performance & Biomechanics in Sport**  
Semesters 1 and 2  
.5 credit  
*Cross-listed with the Science department; this course may be taken for Science credit or Physical Education credit*

Learn to evaluate Human Performance as it relates to the physics of muscular and joint movement. Biomechanics of daily life and athletic performance will be evaluated in an effort to understand how we move. Students will study the muscular and skeletal anatomy and use the principles of physics to analyze athletic activities while noting range of motion of the associated joints and the muscles used to create movements. Students will use video equipment during analysis as they critique their own and others’ specific movements. They earn certification in Professional Level CPR.

*Prerequisite:* Health and Wellness
Sports Medicine

Semesters 1 and 2

.5 credit

Cross-listed with the Science department; this course may be taken for Science credit or Physical Education credit

Sports Medicine is a beginning-level class in the study of sports medicine and athletic training. The student will become familiar with how to prevent, evaluate and treat injuries as they relate to athletics. Each student will learn taping techniques, advanced first aid, and have a required minimum after school participation in the student athletic training program. Students also earn certification in Professional Level CPR.

Prerequisite: Health and Wellness

Yoga

Semester 1

.5 credit

Yoga is open to eligible students regardless of previous experience. Students will learn and practice postures and poses, breathing techniques and relaxation methods. Discussion topics throughout the Semester include: the history of yoga, fitness concepts, nutrition, self-reflection, goal setting and mindfulness. This class will be taught F period during the school day. Students will get their yoga mats 3 days a week, and will have discussions and activities in the classroom the other two days of the week. Benefits of a regular yoga practice include: improved strength, balance, focus and stress reduction. Students also earn certification in Professional Level CPR.

Prerequisite: Health and Wellness
**Fundamentals of Filmmaking**  
Semester 1  
.5 credit  
*Cross-listed with the Fine and Performing Arts department; this course may be taken for Computer Science credit or Art credit*

This course provides an introductory understanding of computer video editing and digital camcorder operation. Students learn film and TV production terminology and practice good camera techniques. The main emphasis will be on recording and editing video projects using computers with the latest high-definition editing capabilities. Students will collaborate to write scripts and draw storyboards, and then shoot video clips using lighting, sound and picture composition skills. Video recordings will be edited into short movie projects and may be shown to the students to promote various school activities.

**Introduction to Computer Programming**  
Semesters 1 and 2  
.5 credit

This course offers an introduction to programming using the Python programming language. No prior experience is needed. Students will be introduced to the fundamentals of computer science while learning the basics of writing computer code and developing strategies for analyzing problems and designing and testing efficient solutions. This course can serve as preparation an AP Computer Science course, or it can be taken as a one-time experience in programming.

**Computer Science A (AP) (Online course)**  
Year  
1.0 credit

This course is for students with a serious interest in computer programming. The course is taught in Java and assumes some previous experience with the language and with object-oriented design and the use of classes, which lie at the heart of the course. Students develop proficiency with the basic data-types, program design elements, and algorithms of computer science. Students learn advanced programming techniques, class construction, searching and sorting algorithms and advanced data structures. Students will design and implement solutions to problems in many application areas. Students are required to take the national AP Computer Science A exam.

*Prerequisite:* An introductory course in programming, or equivalent experience, and an approved Online Course Approval Form
## Entrepreneurship and Experiential Learning

### Entrepreneurial Problem Solving  
**Semester 1**  
**.5 credit**

This unique, experiential opportunity provides students with authentic fieldwork that will develop creative problem-solving skills necessary for life. The work will be directly assigned by local businesses or non-profit organizations. Students will work in project teams to solve problems presented by local CEOs, small business owners, and/or community leaders. Students will bring individual strengths (art, creative design, analytical skills, etc.) to their project team to ultimately propose and present a solution directly to the business/organization. The business/organization leader will assess each team’s solution and will provide each team with authentic feedback. Students will be required to collaborate and communicate with leaders outside of GDS, think creatively, and utilize problem-solving and critical thinking skills each day.

### Developing Global Competencies  
**Year**  
**.5 credit**

Offered in partnership with Wake Forest University, students in this course will explore American education culture and produce informative videos for use in Wake Forest University's Global Textbook program. The class teaches collaboration, research skills, and intercultural skills with an aim to expand students' perspectives on the world. This course meets throughout the school year but outside of the regular schedule of the day, and is worth a half-credit upon completion. All students interested in this course must submit a Developing Global Competency request form.

### On-Campus Internship  
**Semesters 1 and 2**  
**.5 credit**

This semester elective offers students an opportunity to develop real-world skills, work experience, and mentoring from professionals on the Greensboro Day School campus. Students may work with on-campus departments, such as the Communications and Marketing department, the division-level or administrative offices, or the GDS Technology Help Desk. All on-campus internships are tailored to the interests of the individual student, the learning opportunities available on campus, and the needs of the particular department with which the student will be working. All students interested in this opportunity must fill out the On-Campus Internship Form before course requests are due while working with the department in which they wish to work the following year. Internships are graded on a Pass/Fail basis.

### Social Entrepreneurship & Non-Profit Leadership  
**Semester 2**  
**.5 credit**

The course will engage students in entrepreneurial philanthropy. The culminating project will include a paired presentation to community leaders associated with local non-profits. This is a project-based course in which students create a viable non-profit from conception to launch or alternatively seek to solve a problem currently being experienced by a community based non-profit. The first 3 weeks of the course will provide students with an introduction to the local non-profit landscape and will include introductions to major players and a study of the field including digging into terms such as faith-based charities; social entrepreneurship, nonprofit and not for profit corporations; non-governmental organizations.
Global Online Academy

As a member of the Global Online Academy (GOA) consortium of schools, Greensboro Day School students may enroll in the following semester or year-long electives. All GOA courses grant advanced (ADV) credit and require approval from the GOA Site Director. GOA course offerings vary from year-to-year and semester-to-semester, and the on-campus Site Director has all information regarding specific offerings. Full descriptions of the following courses may be found at globalonlineacademy.org.

**Semester Courses**

- Abnormal Psychology
- Applying Philosophy to Global Issues
- Architecture
- Bioethics
- Business Problem Solving
- Climate Change and Global Inequality
- Computer Science I: Computational Thinking
- Computer Science II: Analyzing Data with Python
- Computer Science II: Game Design and Development
- Computer Science II: Java
- Creative Nonfiction Writing
- Cyber Security
- Data Visualization
- Digital Photography
- Entrepreneurship in a Global Context
- Fiction Writing
- Filmmaking
- Game Theory
- Gender and Society
- Genocide and Human Rights
- Global Health
- Graphic Design
- iOS App Design
- International Relations
- Introduction to Investments
- Introduction to Legal Thinking
- Introduction to Psychology
- Linear Algebra
- Macroeconomics
- Medical Problem Solving I and II
- Microeconomics
- Neuropsychology
- Number Theory
- Personal Finance
- Poetry Writing
- Positive Psychology
- Prisons and Criminal Law
- Problem Solving with Engineering and Design
- Race and Society
- Social Psychology
- 9/11 in a Global Context

**Year-long Courses**

- Arabic Language through Culture I, II, and III
- Japanese Language through Culture I, II, and III
- Multivariable Calculus
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English as a Second Language-ESL</strong></td>
<td>0</td>
<td>ESL is a non-credit course taken by students for whom English is a second language. The instructor works closely with each student to design a comprehensive program that meets his or her needs for English language development. The class also incorporates an exploration of United States culture and several public-speaking experiences for each student. Students continue in this course for as long as it is useful or necessary.</td>
</tr>
<tr>
<td><strong>Pep Band</strong></td>
<td>0</td>
<td>The Pep Band is open to students in grades eight through twelve, with at least one year experience on any band instrument, electric guitar, bass guitar or drums. This group plays mostly pop and rock music for the girls’ and boys’ home basketball games, pep rally and possibly for other activities. The Pep Band rehearses 4:15 – 5:00 on Wednesday afternoons from September through February. Exceptions are often made for students with sports commitments during the rehearsal time. Interested students are urged to see the director for questions or information. Spaces for rhythm instruments (guitar, bass and drums) are limited and auditions may be required. The Pep Band plays for most home basketball games.</td>
</tr>
<tr>
<td><strong>Yearbook</strong></td>
<td>1.0</td>
<td>Students will learn the basic elements of design, layout, and copy writing of a school publication using basic techniques of word processing and desktop publishing.</td>
</tr>
<tr>
<td><strong>Yearbook Editor (ADV)</strong></td>
<td>1.0</td>
<td>Students enrolled in this course have the same responsibilities as described for the standard Yearbook course, along with a leadership role in creating consensus, developing vision, project coaching, and team management.</td>
</tr>
<tr>
<td><strong>String Essence</strong></td>
<td>0</td>
<td>String Essence is a string orchestra open to GDS students and faculty. The group will include members of the Upper School Orchestra and the Chamber Music Class as a part of their course requirements. This performance oriented group meets each Wednesday afternoon from 3:10 to 4:05. We perform regularly during the year, presenting our own very popular “Dolce Desserts”, the winter and spring Upper School concerts, Fiddle Fusion, and all GDS ceremonies. The music is varied and ranges from an intermediate to advanced level. Students wishing to participate in the Greensboro Youth Orchestra or who are interested in auditioning for the North Carolina All State Orchestra are required by state rules to be a member in good standing, and receive credit for the Upper School Orchestra and/or Chamber Music Group. Please consult the director with inquiries about becoming a member.</td>
</tr>
</tbody>
</table>

*Prerequisite:* Instructor approval; two years experience on one of the instruments listed above

*Prerequisite:* Grades 10-12

*Prerequisite:* Grade 12; instructor approval; successful completion of Yearbook in 11th grade, and demonstration of commitment and work ethic during 11th grade.
Appendix A: Upper School Mathematics Sequence

Standard Sequence A  Standard Sequence B  Advanced

Preparatory courses taught in Middle School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Sequence A</th>
<th>Standard Sequence B</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>Pre-Algebra A</td>
<td>Pre-Algebra AB</td>
<td>Pre-Algebra AB</td>
</tr>
<tr>
<td>8th</td>
<td>Pre-Algebra B</td>
<td>Algebra I</td>
<td>Advanced Algebra I</td>
</tr>
</tbody>
</table>

Possible 9th Grade Courses:

- Algebra I
- Geometry
- Advanced Geometry

- (Advanced Algebra II)

Possible 10th Grade Courses:

- Geometry
- Algebra II
- Advanced Algebra II

- (Algebra II)
- (AP Statistics)

Possible 11th Grade Courses:

- Algebra II
- Precalculus
- Advanced Pre-Calculus

- Trig
- Trig

Possible 12th Grade Courses:

- Algebra III
- Precalculus
- Introduction to Calculus/Trig
- AP Statistics

- Trig
- Introduction to Statistics
- AB Calculus
- BC Calculus
Appendix B: Language Proficiency Levels

GDS world language courses have been correlated to the following proficiency levels set forth by the National Council on Teaching of Foreign Languages (ACTFL).

*Proficiency in listening and speaking are not assessed in Latin courses.

<table>
<thead>
<tr>
<th>Novice High</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking*</td>
<td>Students are able to communicate and make presentations using basic sentence structures on a variety of topics, and at times this speech will be memorized and/or rehearsed.</td>
</tr>
<tr>
<td>Writing*</td>
<td>Students are able to write brief compositions about everyday life using basic sentence structures.</td>
</tr>
<tr>
<td>Listening*</td>
<td>Students can understand basic words, phrases, and sentences that are related to everyday life, and can sometimes highlight main ideas from conversations that they hear.</td>
</tr>
<tr>
<td>Reading</td>
<td>Students can highlight the familiar vocabulary words, phrases and sentence structures from brief compositions that they have read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Low</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking*</td>
<td>Students are able to converse using basic sentence structures on a variety of topics. Students are able to partake in daily conversations by both asking and answering simple questions that have not been rehearsed. Students are also able to present information on familiar topics.</td>
</tr>
<tr>
<td>Writing</td>
<td>Students are able to write brief compositions using basic sentence structures.</td>
</tr>
<tr>
<td>Listening*</td>
<td>Students can understand the main ideas of brief conversations and presentations that they overhear.</td>
</tr>
<tr>
<td>Reading</td>
<td>Students can understand the main idea of brief passages and texts of topics that are familiar to them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Mid I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking*</td>
<td>Students are beginning to converse about familiar topics with more fluency and less hesitancy. Emerging conversations now use a variety of vocabulary and sentence structures, and presentations are beginning to include a broader range of topics with much more fluidity.</td>
</tr>
<tr>
<td>Writing</td>
<td>Students are beginning to write more in-depth compositions on a variety of topics. Students can write compositions with sentences that are connected and are beginning to develop a personal writing style.</td>
</tr>
<tr>
<td>Listening*</td>
<td>Students can understand the main ideas of messages, conversations and presentations that they hear on a variety of topics.</td>
</tr>
<tr>
<td>Reading</td>
<td>Students can understand the main idea of longer texts that relate to daily life, thematic units or their personal lives.</td>
</tr>
<tr>
<td>Level</td>
<td>Speaking*</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Intermediate Mid Low</strong></td>
<td>Students have mastered to converse about familiar topics with more fluency and less hesitancy. Emerging conversations now use a variety of vocabulary and sentence structures, and presentations are beginning to include a broad range of topics with fluidity and confidence.</td>
</tr>
<tr>
<td><strong>Intermediate Mid High</strong></td>
<td>Students feel at ease and are confident when conversing about familiar topics. Students are able to discuss events that have occurred over a period of time, can successfully describe people and places, and are to handle social interactions they encounter on a daily basis. Students can make presentations on a variety of topics that they have researched.</td>
</tr>
<tr>
<td><strong>Advanced Low</strong></td>
<td>Students are able to converse about both familiar and unfamiliar topics. Conversations are organized and detailed. Students can confidently respond to unexpected questions and/or response through the course of a conversation. Likewise, students can deliver organized, well-prepared, and well-researched presentations that are suitable for their target audience.</td>
</tr>
</tbody>
</table>