



ARCHER
THE ARCHER SCHOOL FOR GIRLS

2021-2022 COURSE CATALOG

Upper School



TABLE OF CONTENTS

Introduction

04	Archer's Mission
04	Upper School
	Graduation Requirements
05	Course Selection
05	Course Changes

Upper School Course of Study

13	English
17	History & Social Science
21	Mathematics
23	Computer Science
23	Science
28	World Languages
32	Arts
40	Fitness & Wellness
42	One Schoolhouse
45	Outdoor Education
	& Leadership Development
45	Service Learning



INTRODUCTION



ARCHER'S MISSION

The Archer School for Girls empowers young women to discover their passions and realize their true potential in an environment that is both ambitious and joyful.

- We sustain a collaborative, student-centered teaching and learning community that explores and contributes to the research on how girls learn and thrive.
- We engage girls in a purposeful, inquiry-driven curriculum that fosters critical thinking and life-long intellectual curiosity.
- We inspire girls to become confident, ethical leaders, strengthening their voices and capacity to contribute positively to their communities.
- We promote challenge-seeking, encourage creative risk-taking, and embrace each girl's unique possibility.
- We support girls to develop meaningful relationships in a diverse and inclusive community rooted in empathy, integrity, and responsibility.
- We graduate courageous, resilient young women who take responsibility for their own physical, financial, and emotional well-being.

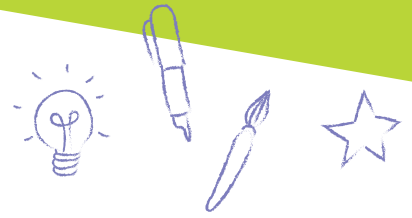
UPPER SCHOOL GRADUATION REQUIREMENTS

To graduate, all students in 9th through 12th grade must satisfactorily complete at least the minimum number of Archer courses indicated below. While in the Upper School, each student is strongly encouraged to take full advantage of the curriculum and to challenge herself academically by going beyond the stated minimums. All students must be enrolled in a minimum of five courses each semester.

- English - 4 years
- History/Social Sciences - 3 years, including United States History
- Mathematics - 3 years
- Science - 3 years, including Conceptual Physics, Chemistry, and Biology
- World Languages - 3 years
- Fitness & Wellness - 2 years
- Human Development - 4 years
- Elective Courses - 4 year-long courses including one year-long Arts course

The Course Catalog is subject to change by Archer at any time throughout the year, in the School's sole discretion and with or without notice. The School will strive to make reasonable efforts to inform students of any changes on a periodic basis.





COURSE SELECTION

Student schedules are designed from student-generated course requests submitted via the Archer website. All courses listed in the course catalogue are dependent upon sufficient enrollment and faculty availability.

Academic Advising conferences (between a student and her mentor) will be held in April of 2021.

Students interested in taking an honors or AP class during the 2021-2022 school year must follow the departmental process in Spring 2021. Students may not apply to take an honors or AP course after the appeal window in Spring 2021 has closed.

The Registrar builds student schedules over the summer based on requests submitted, and students will be notified when schedules are complete and available on Archer's website.

Registrar: Mindy Stone, mstone@archer.org

COURSE CHANGES

Schedule changes requested because of teacher preference are not entertained.

ADDING A CLASS – Add requests are only permitted during the first two rotations of the school year. During this period, the Registrar and the Upper School Director will be available to discuss requested changes as needed.

DROPPING A CLASS – Drop requests are only permitted during the first two rotations of the school year. During this period, the Registrar and the Upper School Director will be available to discuss requested changes as needed.

In special circumstances, as determined by the Division Director in her sole discretion, a student may be permitted to drop a full-year or a fall semester course without notation on the transcript if the request is made prior to the end of the first quarter. Any course dropped after the first quarter (done only in extraordinary circumstances) will be noted on the transcript as a "W" and a numeric grade at the time of withdrawal will be entered into the course gradebook. The same applies to a semester course dropped in the spring (usually the end of February).

LEVEL CHANGES – Level change requests (ex: changing from Honors U.S. History to U.S. History) are only permitted during the first two rotations of the school year and require the permission of the Upper School Director and the respective Department Chair. A level change into an AP/Honors section will only be considered if the student was pre-approved for that course in Spring 2021.

EXCEPTIONS

- Exceptions to the stated course load may be made by the Upper School Director.
- Scheduling conflicts will be handled on a case-by-case basis.

CORE COURSES

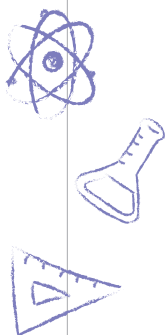
SUBJECT Years Required	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH 4 years	English 9: Literature in a Changing World	English 10: Exploring Western Identity*	English 11: Literature of the American Self AP English Language & Composition	AP English Literature: Great Books Senior English Seminars <i>Back to the Future*</i> <i>Crisis as Catalyst*</i> <i>Literature of Fantasy & Fairy Tale*</i>
HISTORY & SOCIAL SCIENCES 3 years	History 9: Understanding the Contemporary World	History 10: World History	History 11: U.S. History* AP Art History AP Human Geography History Seminars (semester courses) <i>Ethics & Social Justice*</i> <i>Gender Studies*</i> <i>Genocide & Justice*</i> <i>Voice of Democracy*</i>	AP Art History AP Human Geography History Seminars (semester courses) <i>Ethics & Social Justice*</i> <i>Gender Studies*</i> <i>Genocide & Justice*</i> <i>Voice of Democracy*</i>
MATH 3 years	Integrated Math II Integrated Math III*	Integrated Math III* Pre-Calculus*	Pre-Calculus* Calculus AP Calculus AB AP Calculus BC	Calculus AP Calculus AB AP Calculus BC Statistics

*Honors section available



CORE COURSES

SUBJECT Years Required	9th Grade	10th Grade	11th Grade	12th Grade
SCIENCE 3 years <i>(typical grade level shown, although all are available 9 - 12 if prerequisite met)</i>	Conceptual Physics*	Chemistry*	Biology* Computational Chemistry Honors Computational Physics Honors Research in Science Honors I Research in Engineering Honors I Systems Biology & Disease Sustainability	Biology* Computational Chemistry Honors Computational Physics Honors Research in Science Honors I Research in Engineering Honors I Research in Science Honors II Research in Engineering Honors II Systems Biology & Disease Sustainability
COMPUTER SCIENCE			Honors Computer Science 2B: Java Programming	Honors Computer Science 2B: Java Programming



*Honors section available



CORE COURSES

SUBJECT Years Required	9th Grade	10th Grade	11th Grade	12th Grade
WORLD LANGUAGES 3 years <i>(typical grade level shown, although all are available 9 - 12 if prerequisite met)</i>	Chinese 2 French 2 Spanish 1 Spanish 2*	Chinese 3 French 3* Spanish 2* Spanish 3*	Chinese 4 French 4* Spanish 3* Spanish 4*	AP French Language AP Spanish Language Senior Seminar Chinese* Senior Seminar French* Senior Seminar Spanish* Spanish 4*
FITNESS & WELLNESS 2 years	Fitness & Wellness 9	Fitness & Wellness 10		
HUMAN DEVELOPMENT 4 years	Human Development 9	Human Development 10	Human Development 11	Human Development 12

*Honors section available

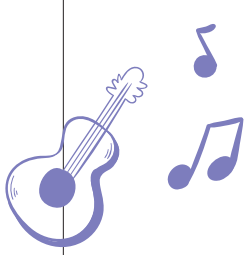


ELECTIVE COURSES

SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH	Creative Writing The 21st Century Journalist	Creative Writing Creative Writing: Advanced The 21st Century Journalist The 21st Century Journalist: Advanced	Creative Writing Creative Writing: Advanced The 21st Century Journalist The 21st Century Journalist: Advanced	Creative Writing Creative Writing: Advanced The 21st Century Journalist The 21st Century Journalist: Advanced
SCIENCE	Better Living through Engineering Integrated Robotics	Better Living through Engineering Integrated Robotics	Better Living through Engineering Integrated Robotics	Better Living through Engineering Integrated Robotics
COMPUTER SCIENCE	Computer Science 1: The Power of Python	Computer Science 1: The Power of Python	Computer Science 1: The Power of Python	Computer Science 1: The Power of Python



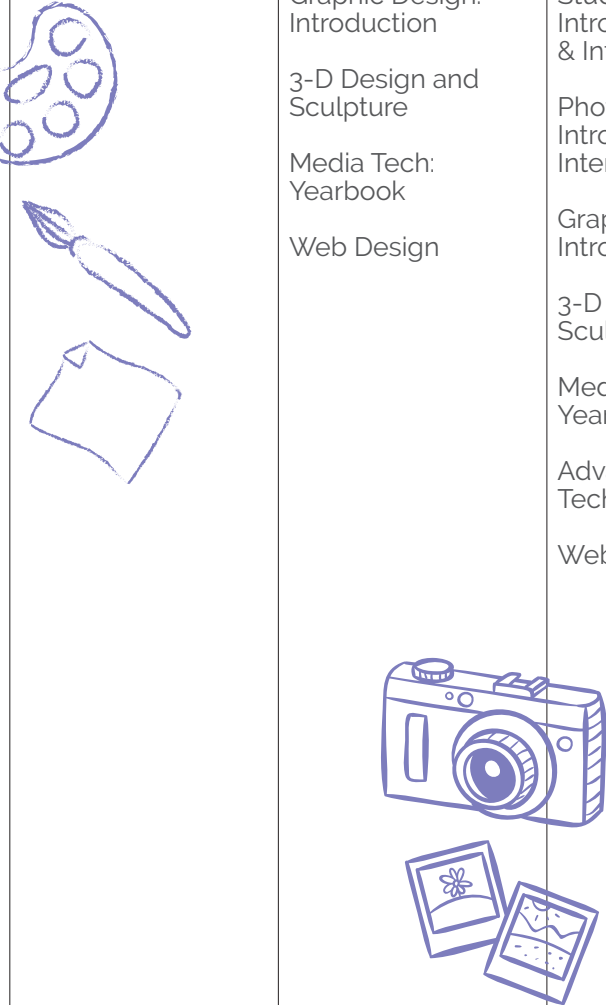
ELECTIVE COURSES



SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
PERFORMING ARTS	Dance Performance Company I	Dance Performance Company II	Advanced Study in Dance	Advanced Study in Dance
	Theatre Arts: Introduction to Theatre	Theatre Arts: Introduction to Theatre	Theatre Arts: Introduction to Theatre	Theatre Arts: Introduction to Theatre
	Music Styles and Composition: Introduction	Theatre Arts: Intermediate - Acting Technique	Theatre Arts: Intermediate - Acting Technique	Theatre Arts: Intermediate - Acting Technique
	Upper School Strings	Music Styles and Composition: Introduction & Advanced	Theatre Arts: Advanced - Archer Theatre Company	Theatre Arts: Advanced - Archer Theatre Company
		Upper School Strings	Advanced Study in Performing Arts	Advanced Study in Performing Arts
			Music Styles and Composition: Introduction & Advanced	Music Styles and Composition: Introduction & Advanced
			Upper School Strings	Upper School Strings

* An Upper School Dance Company Class satisfies the requirement for one fitness class.

ELECTIVE COURSES

SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
VISUAL & MEDIA ARTS 	Filmmaking: Introduction - The Moving Image Ceramics: Introduction Studio Art: Introduction Photography: Introduction Graphic Design: Introduction 3-D Design and Sculpture Media Tech: Yearbook Web Design	Filmmaking: Introduction - The Moving Image Filmmaking: Intermediate - Cinematic Storytelling Ceramics: Introduction & Intermediate Studio Art: Introduction & Intermediate Photography: Introduction & Intermediate Graphic Design: Introduction 3-D Design and Sculpture Media Tech: Yearbook Advanced Media Tech: Yearbook Web Design	Filmmaking: Introduction - The Moving Image Filmmaking: Intermediate - Cinematic Storytelling Filmmaking: Advanced - The Auteur Ceramics: Introduction, Intermediate, & Advanced Studio Art: Introduction & Intermediate Portfolio: Advanced Studio Art AP Studio Art: 2-D Design, 3-D Design, or Drawing Photography: Introduction, Intermediate, & Advanced AP Studio Art: 2-D Design (Photography Emphasis) Graphic Design: Introduction 3-D Design and Sculpture Advanced Study in Visual/Media Arts Media Tech: Yearbook Advanced Media Tech: Yearbook Web Design	Filmmaking: Introduction - The Moving Image Filmmaking: Intermediate - Cinematic Storytelling Filmmaking: Advanced - The Auteur Ceramics: Introduction, Intermediate, & Advanced Studio Art: Introduction & Intermediate Portfolio: Advanced Studio Art AP Studio Art: 2-D Design, 3-D Design, or Drawing Photography: Introduction, Intermediate, & Advanced AP Studio Art: 2-D Design (Photography Emphasis) Graphic Design: Introduction 3-D Design and Sculpture Advanced Study in Visual/Media Arts Media Tech: Yearbook Advanced Media Tech: Yearbook Web Design



UPPER SCHOOL COURSE OF STUDY



ENGLISH

C English 9: Literature in a Changing World

9

How do budding literary scholars cultivate understandings, identities, and affiliations that foster active participation in contemporary global society? Closely aligned with Understanding the Contemporary World, this course asks students to contextualize various works and explore how historical and cultural transitions, ideologies, and modes of thought shape an author's portrayal of his or her world. The syllabus is expansive, ranging from Shakespeare to popular television shows, promoting the understanding of classical archetypes and themes and how they have progressed over time. Socratic-based discussions and group projects reinforce skills necessary for successful communication, and students are encouraged to voice and develop strong opinions, take risks, offer insightful commentary, and construct thought-provoking analyses. Daily classwork incorporates close reading and writing into discussions that build understanding of literary technique. Vocabulary gleaned from the reading is used in class conversation and in context so that students' understanding goes beyond memorizing the definitions. In addition, students receive intensive writing instruction, practice revision, conference individually with the instructor, and review grammar and mechanics to hone their writing. Primarily, this course is intended to cultivate global perspectives to help students become more empathetic citizens of the world.

Core Course

Grade Level: 9

C English 10: Exploring Western Identity

10

How does our understanding of class, race, and gender enhance our critical evaluation of literature? Paired with the 10th grade history course Questioning the West, this course will see how Western thinking resonates within literary texts, and then flip that figurative coin to also examine the effects of Western ideologies themselves, both on members of Western cultures and on those considered "other" or "foreign" to a Western perspective. These explorations will lead to thought-provoking questions like: How do systems beyond our control determine our actions? How does the potential reality of socially constructed identity affect our ethical beliefs? How do various cultures reply to the terms and expectations of Western social structures? Such questions will shed light on our own individual identities and how they are shaped by class, race, and gender. To assist with such complex, critical thinking, students will undertake various writing assignments that will require them to explicate plays, poetry, and novels with close attention to diction, syntax, and thematic patterns. The course also challenges students to implement their critical understanding of technological resources, including how to locate effective online source material, how to use creative platforms to express their analytical perspectives, and how to collaborate well through a variety of digital tools. Potential texts include *Things Fall Apart*, *The Odyssey*, and *The Stranger*, among others.

Core Course

Grade Level: 10

C English 10 Honors: Exploring Western Identity

10

The Honors-level comparative literature course parallels the English 10 curriculum but asks students to read more widely and at an accelerated pace, taking on an additional major text and accompanying project per term. Added texts have included Hurston's *Their Eyes Were Watching God*, Woolf's *Between the Acts*, a film and media studies unit, and a significant personal memoir. Honors students also complement their study of core texts with supplemental readings of poetry, literary theory, and criticism. Analytical writing remains the focus of the course, and students develop original and arguable analyses that synthesize disparate materials, deliberately exercising advanced rhetorical skills.

Core Course

Grade Level: 10

Prerequisite: Placement Test, Writing Sample, and Department Approval

C English 11: Literature of the American Self

11

Walt Whitman's 1860 joyful poem celebrates the hardworking voices of the young country, saying, "I hear America singing." But whose songs are truly heard? In 1925, Langston Hughes replied, "I, too, sing America. // I am the darker brother." This junior English seminar introduces students to key authors, poets, and playwrights whose works capture the complexity of American identity and experience suggested by these two quotes. Texts reflect distinct eras and genres that overlap with the cultural studies of the U.S. History course and explore the American mythos—what it means to be "American" and how that definition has changed over time. Students build on their reading and writing skills to develop confident and insightful voices. Besides analytical writing and continued vocabulary building, students will visualize concepts of beauty and racial identity in *The Bluest Eye* through an art project, develop a TED Talk, and engage in script analysis, comparing Williams' original play with the 1951 film adaptation of *A Streetcar Named Desire*. Texts may include *The Great Gatsby*, *The Bluest Eye*, *A Streetcar Named Desire*, and short story, poetry, and nonfiction essay selections.

Core Course

Grade Level: 11

C AP English Language & Composition

11

While preparing students to take the Advanced Placement test in English Language and Composition, this course, centered on the American literary tradition, offers training in prose analysis as well as creative and argumentative writing. The crux of the course is an exploration of the relationship between the writer and the reader, considering those basic human desires to express, connect, and persuade. To do so, students look closely at varied writing styles and rhetorical choices. Central questions for exploration include: How do we ask dynamic questions and follow original paths of inquiry? What choices do writers make as they seek to construct meaning and influence the audience? How can we hone our personal voice and adjust our prose for varied purposes? Central thematic questions include: What tensions arise between the personal and the communal? How do power dynamics play out in society? Why do we perform? What do we perform? Who are we performing for? Some of the writers covered include Walt Whitman, F. Scott Fitzgerald, Ralph Ellison, Tennessee Williams, Margaret Atwood, W.E.B. Du Bois, Mary Oliver, Susan Sontag, Meena Alexander, Toni Morrison, and Jonathan Safran Foer. Reading assignments are substantial, as are written assignments, and lively student discussions further understanding and creative interpretation. Students enrolled in the class are required to take the AP exam.

Core Course

Grade Level: 11

Prerequisite: Placement Test, Writing Sample, and Department Approval

C AP English Literature: Great Books

12

What makes a book "great"? This course is an advanced class in literary analysis that explores the Western canon and deconstructs the concept of "classic literature." We focus on literary intertextuality; texts likely include *Hamlet*, *Pride and Prejudice*, *Their Eyes Were Watching God*, *1984*, *The Unbearable Lightness of Being*, and a heavy dose of American and British poetry. The class is discussion-based and centers around themes such as the nature of love and marriage, emerging identities, justice versus revenge, and otherness. Through close readings of writers' usage of diction, syntax, tone, figurative language, and literary devices, the course examines how meaning is crafted on a small scale. Students are given opportunities to respond creatively to literature, developing their own voices and styles. In short, we will read great books, explore their place in the Western canon, and write, write, write. As reading and writing assignments are longer and denser, students are expected to take an independent approach to their studies. Students enrolled in the class are required to take the Advanced Placement exam.

Core Course

Grade Level: 12

Prerequisite: Placement Test, Writing Sample, and Department Approval

SENIOR ENGLISH SEMINARS

C Back to the Future: Comparative Studies of Contemporary Literature & Film

12 "What can you do...against the lunatic who is more intelligent than yourself; who gives your arguments a fair hearing and simply persists in his lunacy?"

The quote above is from George Orwell's seminal novel *1984*, published seventy years ago. And yet, these words could easily be in reference to any number of figures dotting the contemporary landscape. Perhaps a cable news commentator. A particularly passionate Tweeter. Maybe an environmental activist, or even a world leader or two. This course explores the ongoing dialogue that exists between the writers, filmmakers, and musicians of yesteryear and today. We address many complex questions: how is art informed by our fears and anxieties? How does examining a novel or film through a specific theoretical lens enhance our understanding of a particular global issue? In what ways are aspects of today's pressing matters – the breakdown of civility, outrage culture, tribal politics, mass migration, climate change – written between the lines of Joan Didion's *Play It As It Lays*? Seen amidst the technologically-obsessed world of Spike Jonze's *Her*? Heard the moment Chuck D's baritone belts out the first verse of "Fight the Power" in Spike Lee's *Do the Right Thing*? In this course, students will examine prescient works from the 20th century as well as current texts and explore how they not only inform our present, but also give us a sense of what our future may or may not hold.

Core Course

Grade Level: 12

C Crisis as Catalyst: How We Survive & Thrive

12 "We carry our origins in our hearts wherever we may roam," writes Sri Lankan writer and activist Ru Freeman, but what happens when conflict in our birthplace or displacement from it scars our emotional landscape? Some say it is best to leave a past of loss behind, but novelist Kim Echlin urges us to revisit the past in order to "claim the present." This senior English seminar invites students to explore astonishing 20th and 21st century literature from around the globe in order to question how we arrive at hard-won personal peace despite - or because of - crisis. Central questions for exploration include: How do we decide what to embrace and what to surrender when nations are imagined communities of disparate peoples? How do we transcend dislocation and move toward arrival? How do we reconcile the memories of *before* with the buoyancy of *after*? How do we heal and rescue one another without forsaking our essential selves? Students will deepen their critical skills and develop creative projects surrounding an emerging definition of home and belonging. Key texts will include the most diverse voices from the Middle East, Africa, Latin America, Asia, and beyond such as *The Kite Runner* (Khaled Hosseini), *We Need New Names* (NoViolet Bulawayo), *Salt Houses* (Hala Alyan), *Ceremony* (Leslie Marmon Silko), and *The Disappeared* (Kim Echlin). In addition to fiction, the course draws on excerpts from memoirs such as *Little Princes: One Man's Promise to Bring Home the Lost Children of Nepal* (Conor Grennan) and *Black Dog of Fate: An American Son Uncovers His Armenian Past* (Peter Balakian) as well as historical films and selected poems from *Together in a Sudden Strangeness: America's Poets Respond to the Pandemic* (edited by Alice Quinn).

Core Course

Grade Level: 12



C

Literature of Fantasy & Fairy Tale

12

What happens to children when they read and immerse themselves in other worlds? How do fairy tales and the literature of fantasy convey truths about being human? This course will offer a rich environment to explore questions about adult and child psychology, the uses of story, and aspects of artistic and literary styles and traditions. An early focus will be on classic folklore and fairy tales from varied cultures, as well as Victorian England and literary fairy tales. The seminar will also explore the nature of fantasy and the relationship between the real and the fantastic, with forays into the genres of magical realism, surrealism, postmodernism, and the theory of the uncanny. Potential readings include *Alice's Adventures in Wonderland*, analyses by Bruno Bettelheim and Jack Zipes, *Paradise Lost*, stories by N.K Jemisin, and works by Robert Coover, J.M. Barrie, Salman Rushdie, Anne Sexton, Neil Gaiman, George MacDonald, Helen Oyeyemi, Guillermo del Toro, and Gabriel Garcia Marquez. The course includes substantial reading of published criticism. Some lenses through which we will examine the texts include postmodern, psychoanalytic, feminist, stylistic, historical, and cultural.

Core Course

Grade Level: 12

C

Senior English Seminar – Honors

12

Students taking one of the senior English seminars have the option to receive Honors credit for the course through participation in a self-directed, independent study project (one per semester) expanding on the seminar's texts and themes, which will be approved, monitored, and assessed by the teacher. This program involves extensive independent research, reading, writing, and presentation outside of regular course expectations; it allows students with a passion for literature to challenge themselves and explore their literary interests as English academics.

Core Course

Grade Level: 12

Prerequisite: Reflective Proposal, Writing Sample, and Department Approval

ENGLISH ELECTIVES

E

The 21st Century Journalist

9-12

This full-year elective is for students who love to explore the world around them, in school and in the larger global community. Students will explore the history of journalism in America and discuss the evolution of journalism during the 20th and 21st centuries, including exploring questions about journalistic ethics and the role of social media in an increasingly digital world. Students will write articles, conduct interviews, take pictures, and chase down those elusive leads as they maintain Archer's nationally award-winning digital news site, The Oracle. They will hone their interviewing skills, learn how to write from an objective, unbiased perspective, and ultimately synthesize complicated subject matter into an easy-to-read format. A variety of guest speakers and experts will work with the class throughout the year, and students will have opportunities to learn more about audio, video, and photojournalism. Students are challenged at their own level; as a result, those who have mastered basic skills have the opportunity to take on leadership editorial roles and increase their writing, photography, and editing.

Elective Course

Grade Level: 9 - 12



E The 21st Century Journalist: Advanced

10-12

This advanced class is open to students who have taken The 21st Century Journalist course and are ready for more challenges and responsibilities as class leaders and editors of the online news site, The Oracle. Students will build on previous skills and knowledge to demonstrate mastery of a variety of journalistic modes (news, features, opinion, sports, and entertainment writing, and basic photojournalism) and potentially attend an off-campus conference. As editors, students work with the instructor to lead activities, model journalistic writing, edit peers' work, and take a leadership role on the paper.

Elective Course

Grade Level: 10 - 12

Prerequisite: The 21st Century Journalist

E Creative Writing

9-12

This class focuses on poetry, fiction, personal narrative, and screenwriting, with an emphasis on developing a personal process and voice. Students in this course will embrace storytelling and play with language. Close readings of seminal works will be featured, and students will have an opportunity to apprentice their skills through imitation of masters. Students will workshop and become "editors" who sharpen their understandings of what constitutes good writing. Revisions follow, and at the end of each unit students gather their best work for a digital portfolio. Twice a year, students also solicit and edit work by their peers for submission to Pillars of Salt, the Upper School digital and print literary magazine.

Elective Course

Grade Level: 9 - 12

E Creative Writing: Advanced

10-12

This class is open to students who have taken the Creative Writing class and are ready for more challenges and responsibilities as class leaders and editors of the literary magazine, Pillars of Salt. Students will complete additional readings and assignments as well as attend some off-campus events and performances. As editors, students work with the instructor to lead activities, discussions, and workshops. Other duties include laying out and preparing the literary magazine.

Elective Course

Grade Level: 10 - 12

Prerequisite: Creative Writing

HISTORY & SOCIAL SCIENCE

C History 9: Understanding the Contemporary World

9

How do budding scholars and citizens cultivate understandings, identities, and affiliations that foster active participation in contemporary global society? This course trains students with the tools of the social sciences to answer questions facing the planet and its people today. Through political, social, and economic analysis of contemporary problems, students develop the ability to contextualize, analyze, and empathize. Emphasizing alignment with texts and themes studied in 9th grade English, students explore political philosophies, culture, religion, the environment, gender, race, and the media through a social justice lens that helps make sense of themselves and their world. Students continue to hone reading comprehension, analytical thinking, note-taking skills, evaluating sources, and critical media literacy skills. Special attention is given to current global issues where students recognize both the power of the individual and the importance of movements in creating social change within their local and global communities. Students will participate in service learning field trips through their coursework to discover their philanthropic passion and purpose. The course marks students' transition into the Upper School and young adulthood by focusing on the skills and knowledge of the social sciences that are necessary to participate actively as scholars and citizens.

Core Course

Grade Level: 9

C**History 10: World History**

10

The 10th grade World History course is one that looks critically at world history from the late 19th, 20th, and early 21st centuries. Using the Age of Industry as its starting point, the course is roughly split into two: for most of the first semester and for part of the second, students examine the causes and impacts of the major global events of the first half of the 20th century. This includes the rise of new ideologies, the two World Wars, and the origins of the Cold War. The program for the second semester includes four separate units of study on the history and experiences of specific global regions: Latin America, Asia, Africa, and the Middle East. One of the aims of the course is for students to reach an understanding of how the modern global order has been shaped and is the product of events and processes that took place in the recent past. Another of its goals is the furthering of Archer students' sense of global citizenship. In relation to this, the course aims to build on and to develop their understanding of the diverse nature of historical interpretation and the notion that history is told, taught, and seen from a variety of perspectives that often conflict with one another. For this reason, wherever possible, non-Western perspectives of the past are examined and incorporated into the learning process.

*Core Course**Grade Level: 10***C****History 11: United States History**

11

Does our national history suggest that the United States should respond vigorously to the civil war and humanitarian crisis in Syria, or that we should keep our distance? Does our national history suggest that the Black Lives Matter movement represents progress toward achieving greater racial justice, or the intractability of white supremacy? Does our national history suggest that our founding ideals are best achieved by a greater expansion of the social safety net or a reduction in government power? How one answers questions like these often depends on the broad story one tells about American history as a whole. Nations, like people, bind the events of their past together into narratives, and these narratives also shape how we see current events. But there is not just one national narrative. In this course, students will examine American history thematically and through the lens of national narratives. Students will compare and critique multiple narratives relating to American ideals, foreign policy, race, and other themes. In the process, students will develop a rich understanding not only of U.S. history, but also of the fault lines that animate political and cultural disagreements in our own time. The class will use a course reader in lieu of a textbook, and reading, thinking, research, and collaboration skills will receive special emphasis.

*Core Course**Grade Level: 11***C****History 11: United States History Honors**

11

This course uses the same thematic approach as its regular counterpart. However, honors students will undertake considerably more reading, especially of secondary sources; will be expected to master more content on their own so as to spend class time on analysis; and will pursue more independent research and writing projects. This course is also largely a Harkness-based class, placing the student-centered, student-led discussion at the heart of the course, and it requires that students closely read texts, analyze them independently, and come to class prepared to lead dialogues on texts and history.

*Core Course**Grade Level: 11**Prerequisite: Placement Review, Department Approval, and Student Statement of Interest*

C AP Art History

11-12

This is an intensive, year-long course that covers human art-making from prehistory through Postmodernism. The focus of the course is on understanding artworks in the context of the cultural and historical moment in which they were created. Who made the work and why? How was it originally intended to be used or experienced? What ideas does it convey to the viewer? Through this study, students also learn to distinguish the stylistic characteristics of the art and architecture of various periods and places. To further train students' powers of observation (and to inspire their curiosity), the course includes multiple field trips to see and experience works of art and architecture. Assessments emphasize multiple-choice and essay questions, a format geared to prepare students for AP testing, but also include short research projects and other types of assessment. Students enrolled in the class are required to take the AP exam.

Core Course

Grade Level: 11 & 12

Prerequisite: Placement Review, Department Approval, and Student Statement of Interest

C AP Human Geography

11-12

Offering a broad inquiry into current global conditions, this course seeks to widen students' worldview and help them understand the diverse array of cultural, economic, and political spaces that comprise the contemporary world. Because the geographic perspective intersects a range of disciplines, the course includes elements of history, economics, politics, anthropology, demographics, public policy, urban planning, and environmental studies. As an introduction to the social sciences, human geography draws not only on broad empirical knowledge but also on theories and models through which students analyze the world's peoples, states, and cultures. As a culminating history course, it focuses on current events and also explores the trends and patterns that may shape the world of the future. Students enrolled in the class are required to take the AP exam.

Core Course

Grade Level: 11 & 12

Prerequisite: Placement Review, Department Approval, and Student Statement of Interest

C HISTORY SEMINARS

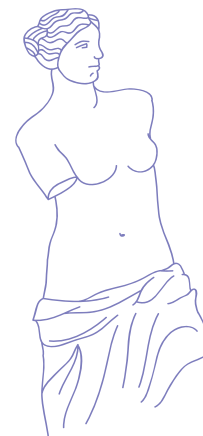
11-12

These focused classes are intended to serve as additions to our core history requirements or as a culmination of a student's broader study of the discipline. Student interest often determines particular units of study within these courses. Assessments include hands-on projects, traditional tests, research- and writing-based assignments, and non-traditional assignments to suit varied learning styles. Assignments also promote research, critical thinking, and writing skills that will prepare students to meet college expectations. All history seminars are one-semester courses.

Core Course

Grade Level: 11 & 12

These classes will generally be open to both 11th and 12th grade students, but priority will be given to 12th grade students. Honors credit will be available for qualified 12th grade students on the basis of a student statement of interest, placement assessment, and department approval.



Ethics & Social Justice

This one-semester course will provide a historical framework for approaching the complex ethical issues of today. Drawing upon the works of Aristotle, Bentham, Mill, Kant, Nozick, Rawls, and others, students will examine writings that have consciously and unconsciously shaped our beliefs on contemporary issues. They will analyze core texts to develop lenses through which to explore competing systems and models of justice. Issues discussed will include abortion, surrogacy, seat belt laws, affirmative action programs, capital punishment, stem-cell research, bioethics, reparations, assisted suicide, and many more. The complex issues of the 21st century require a nuanced understanding, and students need practice in open discourse to develop their world views and the skills of active citizenship. To foster critical thinking skills, students will learn how to analyze arguments in order to recognize underlying assumptions and logical fallacies. Student work will include traditional assessments, essays, roundtable discussions, debates, and presentations.

Gender Studies

What does it mean to be a feminist? This course will begin with a basic introduction to intersectional feminism through the development of a common lexicon. Using feminist themes and language as a framework, we will explore the broad concept of gender through disciplines like biology, politics, philosophy, history, and literature. This course will celebrate the critical developments of the Women's Movement in the United States while also critiquing the ways in which modern feminism has fallen short. Topics include the historically changing representation of women, the critical role women of color played in the fight for gender equality, the gender division of labor, and sexualities. Students will read *Hood Feminism: Notes from the Women a Movement Forgot* by Mikki Kendall as a springboard to discuss the importance of intersectionality within feminism. Each student will craft their own meaning of feminism and develop a critical perspective on the meaning and role of gender in our society.

Genocide & Justice

What exactly qualifies as genocide and why? How can it be prevented? What might forgiveness and justice look like after mass atrocity? In this course, we begin with the big concepts such as identity, race, the impact of bias, stereotypes, and persistent myths in society as well as their relation to the ever-changing "universe of obligation." We then take a comparative approach to genocide history with the definition of genocide as created by Raphael Lemkin and adopted by the United Nations. Using the Armenian Genocide and Holocaust of the Second World War, this serves as a basis to draw parallels to other genocides as well as multiple points of historical trauma such as enslavement, eugenics, and more. We culminate by examining examples of transitional and restorative justice as found in South Africa and Germany, and students will research and create their own proposed restorative justice or memorial plan around a topic of their choosing. Throughout our study, we will also learn about brave men and women who resisted extermination and stood up to help others. This course will engage students' hearts, minds, and tear ducts.

The Voice of Democracy

This one-semester course will analyze the complexity of our democratic system. Students will start by reviewing the U.S. Constitution and the foundations of the federal government. The course will focus on the critical developments in the election process throughout U.S. history, such as the 15th and 19th Amendments and the Voting Rights Act of 1965. Students will then examine the many systems and institutions that shape this process, paying particular attention to political parties, campaign tactics, gerrymandering, campaign finance systems, media and social media, interest groups, voter ID laws, and so on. Students will be challenged to answer fundamental questions, such as: Why hasn't a multi-party system arisen in the U.S., and could one work here? Why is there such low voter turnout in the U.S.? How is social media changing campaign communications? Using recent campaigns as case studies, students will analyze the impact of debates, campaign rallies, endorsement announcements, etc. as they investigate and assess our current system.

MATHEMATICS

A note about standard and honors courses

Honors mathematics courses are intended to provide students with a more challenging curriculum that develops deeper understanding than the standard course. While students are expected to take greater responsibility for their learning, they should also express an advanced level of interest in the subject matter. Honors courses will move at a faster pace and require deep understanding and quick recall of previous math topics. Assessments in honors courses often are calculator inactive (calculators will not be allowed), and honors students will have frequent assessments meant to assess depth of conceptual understanding and the ability to apply topics to new situations.

C Integrated Math II

9

This course advances students' understanding of functions by introducing them to the exponential and quadratic function families through visual and numerical patterning, comparing and building on their understanding of the linear function family from IM1. Students increase their toolbox of geometric vocabulary and algebraic fluency. During this course, students defend mathematical claims with evidence as they learn to structure triangle proofs on and off the coordinate plane. Students strengthen their algebraic fluency by learning operations with radicals, polynomials, and the properties of exponents.

Core Course

Grade Level: 9

Prerequisite: Integrated Math I or Algebra 1

C Integrated Math III: Standard and Honors

9-10

Students in IM3 will expand their library of functions as well as their knowledge of geometry on and off the coordinate grid. The course is founded on a deep dive into the quadratic function family and uses that as the basis to understand functions in the absolute value, square root, cubic, and cube root families. Students compare methods of graphing and solving within these families to their previous knowledge of the linear and exponential function families, as well as extending their understanding towards conic sections and rational functions. Students will extend their knowledge of coordinate geometry by studying quadrilaterals and circles; this study further develops informal and formal proofs of these geometric figures.

Core Course

Grade Level: 9 & 10

Prerequisite: Integrated Math II and Department Approval for Honors

C Pre-Calculus: Standard and Honors

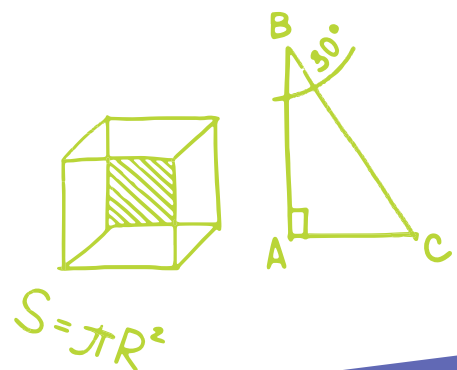
10-11

This course is the bridge between the study of algebra, geometry, and trigonometry to calculus. Students explore topics such as higher order polynomial, trigonometric, exponential, and logarithmic functions. Students learn to use the unit circle to see physical relationships in trigonometric functions. A graphing calculator is used regularly to investigate the graphical representation of functions. Real-life applications are incorporated to encourage students as lifelong learners of mathematics. In the Honors course, students are introduced to calculus concepts including limits and continuity.

Core Course

Grade Level: 10 & 11

Prerequisite: Integrated Math III and Department Approval for Honors



C**Calculus**

11-12

This course exposes students to the concepts and themes covered in a college calculus class. It covers many of the same material as the Advanced Placement course at a less-intensive pace. Calculus concepts are approached from a graphing, numerical, and algebraic perspective to allow students to interpret and verify conclusions. Topics include a review of limits, continuity, derivatives, related rates, optimization, anti-derivatives, and volumes of solids. Students develop the ability to create clear, succinct mathematical conclusions and to communicate their thinking. A main focus of the course is to expose students to real-world applications of calculus and its connections to other disciplines.

*Core Course**Grade Level: 11 & 12**Prerequisite: Pre-Calculus***C****AP Calculus AB**

11-12

This is a rigorous college-level course designed to prepare students for the Advanced Placement Calculus AB Exam. The course emphasizes a multidimensional method of study with concepts expressed graphically, numerically, analytically, and verbally. Topics include limits of functions, continuity as a property of functions, derivatives, techniques, and application of anti-differentiation and integrals. Throughout the year, students are exposed to a variety of real-world applications and explore new concepts within that framework. Students enrolled in the class are required to take the AP exam.

*Core Course**Grade Level: 11 & 12**Prerequisite: Pre-Calculus or Calculus, Qualifying Grades, and Department Approval***C****AP Calculus BC**

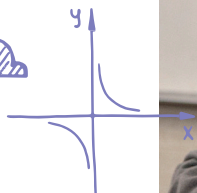
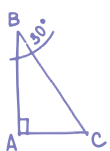
11-12

This course reviews and extends the topics that students first encountered in Calculus AB. Students learn advanced techniques and begin working with parametric, polar, and vector functions. Applications of integrals are studied and used to model physical, biological, and real-world economic scenarios. A significant portion of the course will consist of the study of sequences and series. As time allows, students may also be introduced to more advanced topics in 3-D geometry and multivariable calculus. Students enrolled in the class are expected to take the AP Calculus BC exam.

*Core Course**Grade Level: 11 & 12**Prerequisite: AP Calculus AB and Department Approval***C****Statistics**

12

This course will introduce students to the study of data. We will look at several ways to represent data, cover sampling and experimentation, and explore data patterns, inference, and probability of events. The course will analyze statistics as represented in the media and talk about the validity of conclusions drawn from that data. This course is ideal for those students who are interested in pursuing a career in the social sciences and students who are looking for a math class that has direct applications to real life.

*Core Course**Grade Level: 12**Prerequisite: Pre-Calculus*

$$\cos^2 \alpha + \sin^2 \alpha = 1$$



COMPUTER SCIENCE

E Computer Science 1: The Power of Python

9-12

Do you want to program BuzzFeed quizzes, analyze novels with code, or try out ethical hacking? Learn how to program in Python and explore different areas of computer science, such as web development, cybersecurity, data analysis, machine learning, and natural language processing. This course is ideal for students curious about computer science and its many applications in the modern world.

Elective Course

Grade Level: 9 - 12

C Honors Computer Science 2B: Java Programming

11-12

Advance your computer science skills by learning to code in the Java programming language. Students will use Java to create games with graphics, mobile apps for Android, and more. Along the way, students will learn object-oriented programming, a style of coding used in college computer science classes and the tech industry, and they will get experience working in teams to build software projects. This course is ideal for students with some coding experience who want to prepare for college-level computer science courses.

Core Course

Grade Level: 11 & 12

Prerequisites: Power of Python or Instructor Approval

SCIENCE

C Conceptual Physics and Honors Conceptual Physics

9

Why is the sky blue? How do images form in mirrors? How does the human eye form an image? How does the brain process images? How do forces change the motion of objects? How is energy transferred between systems?

In these physics courses, students will explore the world around them as scientists and answer these types of questions by conducting experiments, collecting data, and building their own evidence-based models. Students will keep a laboratory notebook where they will record data from experiments and construct written arguments on how the data leads to conclusions about the fundamental mechanisms by which the universe operates. Experimental work in this course will be highly collaborative, and students will be asked to trade ideas, reflect on their thinking, and the thinking of their classmates. During the course students will grow into working more independently, relying on conversations and experiments to develop ideas, rather than a lecture-driven classroom model.

Topics explored will include light behavior, image formation in mirrors and lenses, the motions of objects, the relationships between force and changes in motion, and the transfer and transformation of energy.

What is the difference between Conceptual Physics and Honors conceptual Physics?

The expectation of independent-work and critical-thinking will be significantly greater in Honors Physics. The Honors course moves at a faster pace and explores more topics. Additionally, more sophisticated mathematical models will be applied in the Honors course, and students who enroll should be very comfortable using algebra.

Core Course

Grade Level: 9

Prerequisite for the Honors Course Include: Placement Test, Student Interest Proposal, and Department Approval

C

Chemistry

10

This is a full-year, laboratory-based course in which students study the properties of matter using their prior knowledge of physics. Students also study basic and advanced concepts including atomic and molecular structure, periodic relationships, chemical formulas, reactions, molar quantities, properties and states of matter, bonding, thermochemistry, gas laws, equilibrium, and solutions. The ability to solve and discuss problems, both individually and in groups, is emphasized. Evaluations include projects, laboratory reports, tests, and quizzes. This class provides an active learning environment and hands-on experimentation to supplement learning. Students also explore real-life applications of chemistry through various interdisciplinary projects.

Core Course

Grade Level: 10

Prerequisite: Conceptual Physics

C

Chemistry Honors

10

This is an in-depth, laboratory-based course in which students integrate their prior knowledge of physics in learning about atomic and molecular structure, chemical bonding, conservation of matter, moles, gases and their properties, acids and bases, solutions, thermochemistry, kinetics, equilibrium, and oxidation-reduction. The course focuses on developing problem-solving skills from both a quantitative and a qualitative perspective. Students complete weekly lab activities and learn to critically analyze data and communicate results in formal lab reports. The ability to solve and discuss problems, both individually and in groups, is emphasized. Evaluations include projects, laboratory reports, tests, and quizzes. This class provides an active learning environment and hands-on experimentation to supplement learning. This course moves at a significantly faster pace, uses mathematics more extensively, and delves more deeply into each topic than the standard chemistry course.

Core Course

Grade Level: 10

Prerequisite: Conceptual Physics, Placement Test, Student Interest Proposal, and Department Approval



C

Biology

11-12

This is an inquiry-based laboratory course that builds upon the foundation of physics and chemistry, extending that learning and understanding to the unique properties of all living organisms. Students will identify intersection points where the sciences naturally meet, and see how science shapes and informs our everyday lives, from atoms to ecosystems. There is a strong emphasis on the development and engagement of scientific thinking and practices. Students will engage in effective data collection, mindfully record observations, logically communicate thinking, and design investigations. Throughout the year, students will use an interactive lab notebook as a tool to make their thinking visible by recording mathematical reasoning, drawing system-based models, and writing evidenced-based argumentation. The year will focus on an in-depth study of cells, ecology, DNA, genetics, evolution, and human body systems through the use of scientific practices and compelling natural phenomena.

Core Course

Grade Level: 11 & 12

Prerequisite: Chemistry



C

Biology Honors

11-12

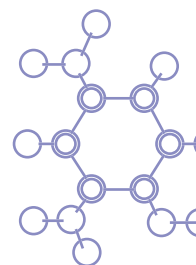
In Honors Biology, students will engage in the process of science and build upon the foundation of physics and chemistry to make sense of how the natural world works. Course units are designed around real-world biological phenomena that explore the connections across topics such as ecology, genetics, cellular biology, anatomy, and evolution. Throughout each coherent unit, students will be challenged to construct their own understanding of these biological phenomena and ideas by engaging in activities that involve figuring out rather than simply learning about (active learning rather than passive learning), student-driven questioning, collaborative problem-solving, higher-level critical thinking, and productive struggle. In order for students to

build their understanding of biological ideas, this inquiry-based course places a strong emphasis on scientific practice proficiency (asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, computational and mathematical thinking, constructing and supporting explanations with evidence, communicating clearly) throughout each unit.

Core Course

Grade Level: 11 & 12

Prerequisites: Chemistry, Placement Application and Assessment, Department Approval



C

Computational Chemistry Honors

11-12

This advanced chemistry course is designed to prepare students for the rigors of an introductory-level college science course. The course covers a wide range of topics often addressed in college-level general chemistry which may include atomic structure, stoichiometry, chemical reaction types, gas laws, chemical bonding, molecular geometry, properties of solutions, nuclear chemistry, kinetics, equilibrium, thermodynamics, organic chemistry, and electrochemistry. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas orally and in writing with clarity and logic. After the completion of this course, students will have the tools to explain and interpret chemical phenomena in the world around them.

Core Course

Grade Level: 11 & 12

Prerequisite: Chemistry and Department Approval

$$E = mc^2$$

C

Computational Physics Honors

11-12

This is the department's most advanced physics course and explores topics in velocity, acceleration, forces, energy, circular motion, gravitation and orbits, and electricity and magnetism. These topics are explored experimentally using computer-based measurement probes that facilitate the collection of highly accurate data, allowing students to derive the basic laws of motion, energy conservation, circular motion, and electric circuits from their own data analysis.

In the course students will keep a laboratory notebook to record data from their experiments and construct conclusions based on evidence-driven arguments. Students will also be asked to bring a spirit of independent learning to the course, where learning will be rooted in conversation and argumentation around experimental data, and subsequent problem solving, rather than a lecture-driven classroom model.

Core Course

Grade Level: 11 & 12

Prerequisite: Pre-Calculus, Chemistry, and Department Approval

C

Research in Science Honors I

11-12

Students in this project-based course will have the opportunity to utilize cutting-edge technology to design and implement an original scientific study with a focus on molecular biology, chemistry, or biochemistry. During the first semester, instruction will provide the background necessary to prepare students for their lab experiences; lab activities will teach students how to implement the technology; guest lectures from science professionals will give students perspectives on how and where the techniques and technologies can be applied in the field of science; and, students will learn to read scientific articles and conduct literature reviews. By the end of the first semester, students will formulate an original research proposal. During the second semester, students will utilize the learned skills to implement their original study, write a research paper describing their study, and present their findings to the community at the Student STEM Symposium.

Core Course

Grade Level: 11 & 12

Prerequisite: Biology, Placement Test, Student Interest Proposal, and Department Approval

C Research in Science Honors II

12

This course is a continuation of Research in Science Honors I and is designed for students who wish to continue work on their previous research project or design a new project for individual lab-based study in the areas of chemistry, biology, or biochemistry. Students in this advanced level course will take on greater independence in their research process and develop their leadership skills by serving as mentors to their peers in the first-year research level. Students will start the year by creating a new or refined, original research proposal, as well as developing and leading a laboratory lesson that teaches their peers important research skills and techniques. While they continue to make progress on their research and mentor their peers, students will also be able to work on submitting their previous research to science competitions of their choice. Finally, students will present their research at the Student STEM Symposium in the spring.

Core Course

Grade Level: 12

Prerequisite: Teacher Recommendation and Research in Science Honors I or Research in Engineering Honors I

C Research in Engineering Honors I

11-12

Students in this project-based course will design and undertake an original integrative engineering project or focused re-design project, or conduct experimental research into a mechanical, materials, or bioengineering problem. During the first semester, students will learn fundamental skills for defining engineering problems, managing complex projects, applying systematic problem-solving, and reading engineering journal articles. Using these skills, students will formulate a detailed plan for completing their project and acquiring any new technical skills required through individualized hands-on activities. During the second semester, students will use these skills to complete their project, deliver a functional prototype or experimental apparatus, and present their findings to the community at the Student STEM Symposium.

Core Course

Grade Level: 11 & 12

Prerequisite: Integrated Math III, Placement Test, Student Interest Proposal, and Department Approval

C Research in Engineering Honors II

12

This course is a continuation of Research in Engineering Honors I and is designed for students who wish to refine and expand their previous research project or undertake an ambitious new project. This course requires a deeper level of technical research and engineering practice commensurate with the skills developed in Research in Engineering Honors I or Honors Research in Science I. Students are required to present and showcase their projects at the Student STEM Symposium in the spring.

Core Course

Grade Level: 12

Prerequisite: Teacher Recommendation and Research in Science Honors I or Research in Engineering Honors I

C Systems Biology and Disease

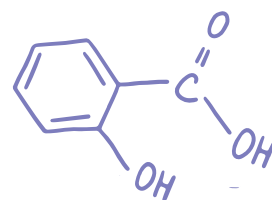
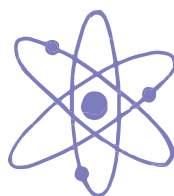
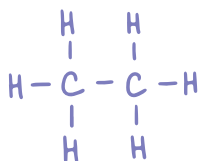
11-12

This is a year-long course that takes a systems-based approach to the study of human anatomy and physiology. Students will begin at the microscopic level with cells and make their way to tissues, organs, and finally organ systems in order to fully understand the human body. This course will include multiple organ and animal dissections as a means to learn body structure and function. Homeostatic imbalances will be investigated through laboratory activities, dissections, clinical case studies, and independent research projects as a means to learn body structure and function in health and disease.

Core Course

Grade Level: 11 & 12

Prerequisite: Chemistry and Biology



C Sustainability

11-12

What does it mean to be “sustainable?” This course will take a closer look at this question in hopes to inform and guide students to live and act in ways that foster social, economic, and environmental well-being. The year starts off with a deep dive into systems thinking and how the environment is interconnected into everything humans do. With this understanding, students will be able to take a more critical and informed look at local and national policies that affect the environment, how consumer habits affect the environment, and ultimately drive the change that’s needed in order to be a more sustainable society. Second semester focuses on systems that humans are inextricably linked to: cities, fashion, and food. Students will be immersed in real-world problems and be assigned the task to create sustainable solutions. Reading, intensive writing, experimentation, and design will be highlighted throughout the year to provide a well-rounded understanding of what it means to live and be sustainable.

Core Course

Grade Level: 11 & 12

Prerequisite: Chemistry and Biology

SCIENCE ELECTIVES

E Better Living through Engineering

9-12

In Better Living through Engineering we will learn and apply the core values and skills of ethical engineering to re-design products and processes to make them more equitable, inclusive and sustainable. We will build our skills in the first semester through a series of hands-on design projects focused on accessibility, empathy, efficiency and systems analysis. In the second semester we will undertake larger re-engineering projects to directly improve the lives of people in our community. Students may have the opportunity to present and showcase their projects at the Student STEM Symposium in the spring.

Elective Course

Grade Level: 9 - 12

Prerequisite or Corequisite: Integrated Math III

E Integrated Robotics

9-12

Robotics brings together computer programming, mechanical design, electrical engineering, and lots of fun. In this course, we’ll dive into the design of robotic systems, the physics of robot motion, the logic of robot control, and the sensors that let robots interact with us and their environment. Coursework will emphasize a systems engineering approach to solving complex problems through teamwork and interdisciplinary skill-building. No prior experience is required or expected. In the fall, students will grow their skills through focused lessons and hands-on challenges, and they will have the opportunity to participate in the regional FTC robotics league. In the spring, the class will undertake a major capstone project using robots to enhance our Archer community and may have the opportunity to present their work at the Student STEM Symposium.

Elective Course

Grade Level: 9 - 12

Prerequisite or Corequisite: Integrated Math II, No Other Experience Required

WORLD LANGUAGES

A note about standard and honors courses

World Language teachers set a high bar and push all students to excel in standard, Honors, and non-differentiated classes; however, the following expectations of students pursuing honors should be noted. Students will speak in the target language at all times and elaborate when possible, self-diagnose weaknesses in the four competency areas (reading, writing, listening, and speaking) and actively work to remedy these, seek challenges and deeper understanding on projects, homework, and writing tasks, go above and beyond expectations, seek opportunities to use language outside of class (listen, speak, and read independently) and bring outside resources back to class, and actively integrate skills and concepts from the current unit, previous unit, previous years, and outside study.

CHINESE

C Chinese 2

9

Students in this course are challenged to move beyond the basics of the language and realize their potential for advanced expression in Mandarin Chinese. Students learn to interpret more complex words and discover additional resources to improve writing skills and reading comprehension. At the end of Chinese 2, students are able to communicate about a variety of topics including shopping, weather, navigation, and personal interests. Authentic cultural texts and project-based assessments complement the curriculum.

Core Course

Grade Level: 9

Prerequisite: Chinese 1A & 1B, Chinese 1, or Recommendation of Department

C Chinese 3

10

This class is designed to give students the tools necessary to function in an integrated Mandarin language environment with an increased focus on listening and speaking. Students continue to deepen their understanding of character writing and the cultural aspects of Chinese-speaking communities through greater exposure to complex vocabulary and grammar. Students practice conversation and cultural etiquette and explore authentic cultural materials while being introduced to the fundamentals of Chinese essay composition and reading comprehension. Students will construct essays and other written work (dialogue, short plays, etc.), allowing them to demonstrate their skills in both written and spoken communication.

Core Course

Grade Level: 10

Prerequisite: Chinese 2

C Chinese 4

11

This class focuses on developing overall Chinese proficiency through continued training in reading, writing, speaking, and listening. Grammar review and vocabulary building are emphasized with a focus on community engagement, environmental topics, diet and health, and travel planning. With a variety of print and visual media, including daily Chinese publications, students will be exposed to various aspects of Chinese history, culture, and society. Several different literary genres will also be introduced and oral presentations in the target language are assigned on a regular basis.

Core Course

Grade Level: 11

Prerequisite: Chinese 3



C**Senior Seminar in Chinese**

11-12

This class provides deeper understanding and broader application of Chinese language and culture for advanced Chinese learners. This course focuses on applying Chinese language and cultural skills in real-world situations, and exploring a variety of topics in Chinese history, geography, music and arts, literature, daily life, and national and global issues. Students use teamwork, group online seminars, one-on-one conferences with the teacher, and a variety of engaging activities and experiential projects to meet individual needs. Students gain the high language proficiency and cultural competency to compare, examine, evaluate, and solve conflicts successfully.

*Core Course**Grade Level: 11 & 12**Prerequisite: Chinese 4***FRENCH****C****French 2**

9-12

Students in this course are challenged to move beyond the basics of the language and realize their potential for greater expression in French. Written and oral skills are significantly boosted this year. After a thorough review of basic language tools, the class introduces students to grammar required at the intermediate level of study including nuances of the past tense, in-depth study of object pronouns, and richer description of concrete and abstract ideas. Authentic cultural texts (poetry, music, and film) and project-based assessments complement the curriculum.

*Core Course**Grade Level: 9 - 12**Prerequisite: French 1***C****French 3: Standard and Honors**

9-12

At this level, students continue to improve their oral and written skills and to deepen their knowledge of the French and francophone culture. Great emphasis is placed on building reading skills and expanding vocabulary by introducing a variety of linguistically appropriate pieces. In addition, the class focuses on developing longer, more complex conversational exchanges in French. Throughout the course, students are given the opportunity to significantly expand their grammatical knowledge, particularly in the areas of past, future, and hypothetical narration. Authentic cultural texts (readings, music, film) and project-based assessments complement the curriculum.

*Core Course**Grade Level: 9 - 12**Prerequisite: French 2 and Recommendation of Department for Honors***C****French 4: Standard and Honors**

9-12

Students deepen their linguistic competence by speaking and writing in multiple tenses and moods while exploring the diversity of the French-speaking world. In addition to further expanding their vocabulary and facility with complex grammatical structures, students work to hone their intonation, phrasing, and diction. Students continue to improve their understanding of authentic contemporary texts and spoken language drawn from a variety of authentic sources such as magazines, newspapers, film shorts, and novels. In addition, weekly research assignments allow students to gather information about current events in the francophone world and then analyze and discuss with the class. Students are evaluated on their ability to synthesize their listening, speaking, reading, and writing skills.

*Core Course**Grade Level: 9 - 12**Prerequisite: French 3 and Recommendation of Department for Honors*

C AP French Language

12

Mediated exclusively through authentic resources destined for native French speakers, this course covers the equivalent of a third-year college course in Advanced French. Organized around six major themes of contemporary society, including global challenges, art and aesthetics, and family and community, the course emphasizes the use of French for active communication by synthesizing authentic sources of different media. In doing so, students refine their comprehension when listening and reading, and practice writing and speaking in both formal and informal modes. Throughout the year, students are trained to engage in complex expression using a range of vocabulary, sophisticated language structures, and multiple time references, and ultimately appreciate the nuances of French expression. Upon completion of this course, students are able to comprehend formal and informal spoken French, read French newspapers, magazines, and modern literature with ease, compose coherently and accurately on a wide range of factual and imaginative topics, and clearly and fluently express ideas. Students enrolled in this course are expected to participate entirely in French and are required to take the Advanced Placement exam.

Core Course

Grade Level: 12

Prerequisite: French 4 and Recommendation of Department

C Senior Seminar: French Language & Culture Through Cinema

12

This one-year survey course will allow students to enhance oral and written skills in French while increasing their familiarity with francophone cultures through their manifestation in cinema. Grammar and vocabulary exercises will be combined with oral discussion of cultural topics. Through writing compositions, creative writing, or research-based projects, students will explore representative aspects of a selection of cultural products. Certain songs and literary short stories from the French-speaking world will be reviewed in coordination with the films. The students will be able to connect the material in this course with other disciplines of their interest like English, arts, and history. The course will be conducted in French.

Core Course

Grade Level: 12

Prerequisite: French 4 and Recommendation of Department

SPANISH

C Spanish 1

9-12

Spanish 1 students build the skills to communicate in various real-life situations. By the end of the course, students will be able to convey detailed personal information regarding physical and personality descriptions, daily routines, likes and dislikes, family, home, sports, the doctor's office, shopping, and vacation. Students can also effectively ask and answer questions, engage in conversations, and perform prepared presentations. Students contextualize language by writing situational dialogues and by reading advertisements, articles, and other regalia. The class explores Spanish and Latin American cultures through festivals, skits, mixed media, role-plays, and storytelling.

Core Course

Grade Level: 9 - 12

C Spanish 2: Standard and Honors

9-12

Students in this course are challenged to move beyond the basics of the language and realize their potential for greater expression in a foreign language. Their written and oral skills are significantly boosted. After a thorough review of basic language tools, the class introduces students to grammar required for the intermediate level of study, including reflexive verbs, object pronouns, and the preterite and imperfect tenses. Authentic materials, novellas, and project-based assessments complement the curriculum.

Core Course

Grade Level: 9 - 12

Prerequisite: Spanish 1 and Recommendation of Department for Honors

C Spanish 3: Standard and Honors

9-12

Students in this course will continue to expand their grammatical knowledge of the language while improving their oral and written skills through regular practice. The introduction and integration of the subjunctive mood into students' grammatical toolkit will enable them to handle increasingly challenging assignments. Emphasis is placed on students' reading skills and expanding their vocabulary by introducing a variety of linguistically appropriate pieces, including at least one novella. In addition, the class focuses on developing longer, more complex conversational exchanges in Spanish. Authentic cultural texts (readings, music, film) and project-based assessments complement the curriculum.

Core Course

Grade Level: 9 - 12

Prerequisite: Spanish 2 and Recommendation of Department for Honors

C Spanish 4: Standard and Honors

9-12

Students deepen their linguistic competence by speaking and writing in multiple tenses and moods while exploring the diversity of the Spanish-speaking world. In addition to further expanding their vocabulary and facility with complex grammatical structures, students work to hone their intonation, phrasing, and diction. Students move beyond speaking about themselves and their own experiences to discussing a wide variety of cultural, socio-political, and environmental themes. Through authentic literary texts, music, and film, students develop insights into the complex history between the Indigenous, African, and European communities that led to today's rich culture of Spanish-speaking countries. Students continue to develop sensitivity to the cultural and linguistic heritage of other groups as they draw parallels to their own and prepare themselves to participate in a society characterized by linguistic and cultural diversity.

Core Course

Grade Level: 9 - 12

Prerequisite: Spanish 3 and Recommendation of Department for Honors

C AP Spanish Language

10-12

In this course, students are selected for their achievement in the prerequisite courses and work intensively on mastering the language. While an overall review of verb tenses and other grammatical nuances is interspersed throughout the course, students express themselves confidently in the past, present, future, and hypothetical tense. Literature and films increase exposure to colloquial usage and idioms to raise the level of sophistication of expression. Students respond to a variety of written cues in a range of formats including poetry, short original fiction, and the five-paragraph expository essay. While the focus of the class is personal expression, special attention is paid to the format of the AP exam, including in-class writing, multiple choice, fill-in-the-blank questions, and voice recordings. Students enrolled in this course are required to take the AP exam.

Core Course

Grade Level: 10 - 12

Prerequisite: Spanish 4 and Recommendation of Department

C Senior Seminar: Spanish Language & Culture Through Cinema

12

This one-year survey course will allow students to enhance oral and written skills in Spanish while increasing their familiarity with Hispanic cultures through their manifestation in cinema. Grammar and vocabulary exercises will be combined with oral discussion of cultural topics. Through writing compositions, creative writing, or research-based projects, students will explore representative aspects of a selection of cultural products. Certain songs and literary short stories from the Spanish-speaking world will be reviewed in coordination with the films. Students will be able to connect the material in this course with other disciplines of their interest like English, arts, and history. The course will be conducted in Spanish.

Core Course

Grade Level: 12

Prerequisite: Spanish 4

C Senior Seminar in World Languages - Honors

12

Students in World Languages Senior Seminars have the option to receive Honors credit for the course through participation in a self-directed, independent study project (one per semester) expanding on the seminar’s texts and themes, which will be approved, monitored, and assessed by the teacher. This program involves extensive independent research, reading in the target language, writing in both the target language and in English, and presentation outside of regular course expectations; it allows students with a passion for the literary, cultural, social, or historical aspects of language learning to challenge themselves and explore these interests as academics do in Spanish, French, and Chinese studies.

Core Course

Grade Level: 12

Prerequisite: Spanish 4 or 4H, French 4 or 4H, Chinese 4, Reflective Proposal, Writing Sample, and Department Approval

ARTS

PERFORMING ARTS

C Dance Performance Company I

9

Dance Company I is designed for the dedicated dancer who is interested in continuing to develop performance and choreography skills in different dance styles. Faculty and visiting guest artists teach technique classes in ballet, contemporary, hip hop, and jazz as well as create repertoire for the company. In-class journal writing, videos, and dance articles are components for developing creative and critical-thinking skills for exploring dance aesthetics, history, criticism, and production. Students are expected to perform in various dance presentations and the annual Night of Dance.

Fitness Course

Grade Level: 9

Prerequisite: Department Approval or Audition

C Dance Performance Company II

10

Dance Company 2 is designed for advanced dancers who are serious, motivated, and committed to developing technical, performance, and choreography skills. Faculty and guest choreographers will create repertoire for the company. In-class journal writing, videos, and dance articles are components for developing creative and critical-thinking skills for exploring dance aesthetics, history, criticism, and production. Students are expected to perform in various dance presentations and the annual Night of Dance.

Fitness Course

Grade Level: 10

Prerequisite: Department Approval or Audition

E Advanced Study in Dance

11-12

Advanced Study in Dance allows dedicated dance students to continue in Dance Company and expand their technical, performance, and choreography skills. Faculty and guest choreographers create repertoire for the company. In-class journal writing, videos, and dance articles are components for developing creative and critical-thinking skills for exploring dance aesthetics, history, criticism, and production. Students are expected to perform in various dance presentations and the annual Night of Dance.

Elective Course

Grade Level: 11 & 12

Prerequisite: Dance Performance Company I and II or Department Approval

E Theatre Arts: Introduction to Theatre

9-12

Intro to Theatre is a hands-on course where students learn to take risks, investigate many aspects of the theatre, and gain confidence in performing. Students will explore scene technique, monologue performance, playwriting, and devising original work. Students will also learn theatrical makeup techniques with professional guest artists. Ensemble building is at the heart of this course as performers learn improv comedy skills through theatre games.

Elective Course

Grade Level: 9 - 12

E Theatre Arts: Intermediate - Acting Technique

10-12

In Theatre Arts Intermediate, students will explore a variety of acting methods, text analysis, and audition techniques. Contemporary theatre, Shakespeare, and classical theatre will be examined through scene and monologue work. Students will collaborate focusing on the relationship between acting, playwriting, and directing. Students gain confidence and poise in their performing and develop the leadership and skills to direct and create their own work.

Elective Course

Grade Level: 10 - 12

Prerequisite: Intro to Theatre or Department Approval



E Theatre Arts: Advanced - Archer Theatre Company

11-12

Advanced Theatre is a student-led production company, commonly known as The Drama Queens. Using knowledge gathered in Introduction to Theatre, Intermediate Theatre, and school productions, students will produce and curate a season of productions and performances. During the first semester, students will perform in a series of showcases for the Archer community. Second semester will concentrate on rehearsal for a spring production.

Elective Course

Grade Level: 11 & 12

Prerequisite: Application or Department Approval

E Advanced Study in Performing Arts

11-12

Advanced Study in Performing Arts allows students the opportunity to pursue advanced work in the performing arts. Students must have completed all the available course options offered in the discipline and have permission of the instructor.

Elective Course

Grade Level: 11 & 12

Prerequisite: Application or Department Approval

E Music Styles and Composition: Introduction

9-12

Music Styles and Composition provides students the opportunity to develop their skill as a musician and unique musical style. Students will study song structure, chord progressions, melodic and harmonic writing while working both independently and collaboratively to produce original compositions. This course is designed for students who want to expand their musical language and skillset beyond their ensembles; student musicians from both choir and orchestra are encouraged to enroll.

Elective Course

Grade Level: 9 - 12

Corequisite: Choir, Orchestra, or Department Approval

E Music Styles and Composition: Advanced

10-12

Advanced Music Styles and Composition provides students the opportunity to further develop their compositional skills and repertoire by writing arrangements for ensembles on campus, as well as original individual and group compositions for organized performances. This will largely be a student-driven performance course that will focus on the artistic areas of composition while building on foundations of theory, writing, and technology skills. A multitude of live performances are required throughout the year, showcasing students' original works and collaborations.

Elective Course

Grade Level: 10 - 12

Prerequisite: Music Styles and Composition: Introduction or Department Approval

E Upper School Strings

9-12

Upper School Strings is an opportunity for dedicated musicians to pursue their passion beyond the co-curricular rehearsals. The course is designed to give students a solid foundation in orchestral excerpts, scales, thirds, and music theory. Proper playing technique, as well as ear training, are a constant focus. Students expand their repertoire and their performance skills, honing in on their orchestral playing. In addition, students develop analytical listening skills and are encouraged to explore their own musical interpretation of the music they are learning.

Elective Course

Grade Level: 9 - 12

Prerequisite: Audition or Department Approval

VISUAL AND MEDIA ARTS

E Filmmaking: Introduction - The Moving Image

9-12

Filmmaking: Introduction students will learn the essential skills necessary to make their creative inspiration come alive on screens big and small. Students will develop and produce original film ideas using the industry's standard methodology of pre-production, production, and post-production. They will learn core filmmaking concepts, including shot sizes and angles, deep and shallow depth of field, low-key/high-key lighting, cutting on action, cross-cutting, and the layering of multiple soundtracks. They will make personal, reflective pieces along with suspense, comedy, horror, and nonfiction films. Students will acquire a basic knowledge of film history and theory, analyzing numerous sequences and exploring the significance of the Auteur Theory.

Elective Course

Grade Level: 9 - 12

E Filmmaking: Intermediate - Cinematic Storytelling

10-12

Filmmaking: Intermediate offers students the opportunity to further express the creative cinematic voice they began to explore in Filmmaking: Introduction. Students will draw from a range of more complex resources, including a deeper awareness and understanding of film history and theory, a nuanced conception of the three-act structure, and an understanding of the "hero's journey" established in myth. Students will write in the industry's standard screenplay format. Technical skills acquired will include staging scenes according to the 180-degree rule, lens selection to vary focal length and aperture range, rack focus, and adjustment of frame rate and shutter angle. Students will practice post-production techniques including match cuts, color grading, music editing, and sound mixing.

Elective Course

Grade Level: 10 - 12

Prerequisite: Intro Film, Photo, Graphic Design, or Studio Art

E Filmmaking: Advanced - The Auteur

11-12

Filmmaking: Advanced encourages students to nurture their personal vision and create a body of work unified by unique content, style, and form. Students will delve deeply into screenwriting technique, innovative shot composition, advanced scene staging using multiple 180-degree lines, and dialogue editing techniques such as J-cuts and L-cuts. The film history and theory component will encompass key realist, formalist, and classicist film movements, modernist/postmodernist and contemporary approaches to film analysis and criticism, and the use of film as socially conscious activism. Students will apply these theoretical frameworks to their own filmmaking projects, creating work that embodies their distinct creative preferences and priorities.

Elective Course

Grade Levels: 11 & 12

Prerequisite: Intro and Intermediate Film or Department Approval

E Ceramics: Introduction

9-12

Ceramics: Introduction invites students to the art of clay. The class includes throwing on the wheel, hand-building and sculptural projects. Students master the basic cylinder form on the wheel and use their skills to create cups, vases, bowls, and other functional forms. Sculptural projects are pursued with hand-building techniques such as slabs and modeling. High fire clay and glazes allow the students to learn a variety of surface decoration and glazing techniques. Students learn to create personally expressive pieces and are encouraged to develop visual narratives both in the forms and surfaces of their projects.

Elective Course

Grade Level: 9 - 12

E Ceramics: Intermediate

10-12

Ceramics: Intermediate builds on the throwing, hand-building, and glazing skills introduced during Ceramics: Introduction. Students learn advanced and compound forms, such as lidded jars and teapot sets, on the potter's wheel. Working with stoneware clay and high fire glazes, students experiment with surface decoration and explore glazes in more depth, testing and using their own glaze combinations. Using a variety of hand-building techniques and wheel thrown forms, students explore sculpture.

Elective Course

Grade Level: 10 - 12

Prerequisite: Ceramics: Introduction

E Ceramics: Advanced

11-12

Advanced students continue their exploration of clay through both the potter's wheel and sculptural projects. Students are encouraged to pursue independent projects, applying their knowledge of materials and tools. Students are expected to develop their own design and glazing applications based on personal research. Studio maintenance, time management, and self/group critique are essential elements to the success of each individual student in this course.

Elective Course

Grade Level: 11 & 12

Prerequisite: Ceramics: Introduction and Ceramics: Intermediate

E Studio Art: Introduction

9-12

Students will work in a multitude of mediums including drawing, painting, printmaking, photography, video, collage, and sculpture. Students will create multimedia projects utilizing multiple skills. The class will work on observational drawing and begin to find ways of creating work that is based on their personal experiences and lives. The class will study both historically important works and movements as well as contemporary work and trends. In this Intro class, students will learn the basic foundations of art while also creating highly personal work based on their lives.

Elective Course

Grade Level: 9 - 12

E Studio Art: Intermediate

10-12

Serious art students are challenged to sharpen perceptual skills as they achieve excellence in image- and form-making. Course members will concentrate on accomplishing mastery in drawing, two-dimensional design, and painting techniques, as they explore new materials and develop a personal style. The sketchbook will serve as a visual journal for process work, expression and the formation of new ideas. Students will explore the work of contemporary and historic artists to influence and inspire their own development.

Elective Course

Grade Level: 10 - 12

Prerequisite: Studio Art: Introduction or Department Approval

E Portfolio: Advanced Studio Art

11-12

Portfolio is a high-level studio art course that provides students the opportunity to create a robust portfolio rooted in personal voice, quality, growth, and process. Drawing from a strong understanding of one's individual vision, advanced students apply design concepts, knowledge of art history, and material use to develop works in drawing, painting, two dimensional design, sculpture, video, and more. Students in this course join the AP students as a single cohort and learning community, providing valuable dialogue, critique, and exchange. Course members may also use the class to support the creation of an art portfolio for college application, and seniors will have the opportunity to form a senior show.

Elective Course

Grade Level: 11 & 12

Prerequisite: Studio Art: Intermediate or Department Approval

E AP Studio Art: 2-D Design, 3-D Design, or Drawing

11-12

AP Studio Art is a capstone studio art course that allows students to join an advanced cohort for serious art practice. With options for 2D Design, 3D Design, or Drawing, this class supports the development of a college-level portfolio for assessment. Through studio creation, mastery of design concepts, critique skills, writing and presentation, AP students assemble a body of artwork that demonstrates a high level of quality, depth and personal voice. Course members may also use the class to support the creation of an art portfolio for college application, and seniors will have the opportunity to form a senior show.

Core Course

Grade Level: 11 & 12

Prerequisite: Intro, Intermediate, or Advanced Arts Course or Department Approval

E Photography: Introduction

9-12

Photography: Introduction covers both analog (film) as well as digital processes of the medium of photography. Students will learn how to operate both a film 35mm SLR camera as well as a DSLR camera throughout the course. Within the film portion of the class, students will learn about film development and processing as well as wet darkroom black and white printing. The digital portion of the class will cover proper file management of images, scanning, retouching techniques, and various other tools within Adobe Lightroom and Photoshop. Concepts such as exposure settings, F-stops, shutter speeds, depth of field, and basic studio lighting will be covered. Together as a class we will learn about the importance of critique and utilize this within every project. Through a series of projects, students become familiar with various historic and contemporary photographers and the technical aspects of photography as their artistic expression is discovered.

Elective Course

Grade Level: 9 - 12

E Photography: Intermediate

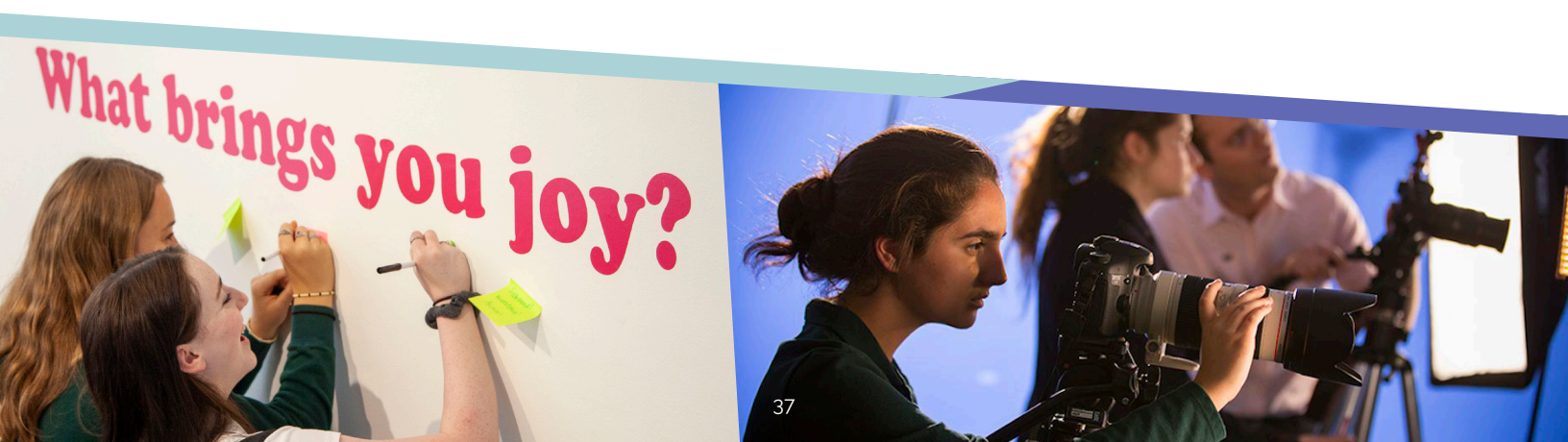
10-12

Through the investigation of both historical and contemporary photographers, Intermediate Photography students will find their creative voice through communicating their visual ideas. Within this class we will further explore 35mm SLR and DSLR cameras, refining our skills and learning about photography as a fine art. Within the film portion of the class, both traditional and some alternative processes will be covered, such as toning, solarization, polaroid transfers, and more. The digital portion of the class will deepen skills in proper file management of images, scanning, masking, and various other tools within Adobe Lightroom and Photoshop. Students will learn a more advanced approach to studio lighting, working to further their ideas within specific projects.

Elective Course

Grade Level: 10 - 12

Prerequisite: Photography: Introduction or Department Approval



E Photography: Advanced

11-12

In Photography: Advanced, students will deepen and refine their creative process. In addition to furthering their 35mm knowledge, students will learn medium format photography and have an introduction into large format photography. This class will explore both traditional and alternative means of the darkroom as well as advanced skills in Adobe Photoshop. Students are encouraged to take risks and experiment within their work while also exploring various methods for exhibition display and presentation. We will be studying a multitude of practices employed by contemporary photographers and incorporate these into projects completed in class. Students will have to think outside the box for this course, pushing the limit of what photography is capable of.

Elective Course

Grade Level: 11 & 12

Prerequisite: Photography: Intermediate or Department Approval

E AP Studio Art: 2-D Design (Photography Emphasis)

11-12

AP 2-D Art and Design (Photography Emphasis) is an introductory college-level two-dimensional design course specializing in Photography. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Seniors will also have the opportunity to create a senior show.

Core Course

Grade Level: 11 & 12

Prerequisite: Advanced Photography or Department Approval

E Graphic Design: Introduction

9-12

Graphic Design: Introduction investigates the essence of graphic design and its production tools, both digital and analog. The course embraces how graphic designers solve visual problems, organize space, and imbue their work with symbolic qualities. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Embracing all aspects of the design process, students will become literate in the principles of design, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation.

Elective Course

Grade Level: 9 - 12

E 3-D Design and Sculpture

9-12

3-D Design will introduce students to elements of contemporary sculpture and design, while investigating the concept of self and utilizing various forms of technology to create objects that reflect an artistic statement. This project-based course will allow students the opportunity to gain experience with emerging technologies including 3-D printing, the laser cutter, fabrication lab tools, and materials such as silicone, plaster, wood, and metal.

Elective Course

Grade Level: 9 - 12

E **Advanced Study in Visual/Media Arts**

11-12

The Advanced Study in Visual/Media Arts allows a student the opportunity to pursue advanced artistic work. Students must have completed all of the available options already offered in the medium and have permission from the instructor.

Elective Course

Grade Level: 11 & 12

Prerequisite: Application and Department Approval

E **Media Tech: Yearbook**

9-12

Curious, creative, and dedicated students who are or would like to be intimately involved in their school community are perfect fits for this full-year elective. Staff members take and edit photographs, write text, conduct interviews, and design page layouts to document student life in the annual yearbook. Two publishing programs (InDesign and Photoshop) are used to create the book and Google Docs are utilized to track pages, assignments, and tribute contributions. Students will work both individually and as a team to meet deadlines and make sure that as much of the school culture as possible is depicted in the final product. Students are challenged at their own level; as a result, those who have mastered basic skills have the opportunity to take on leadership roles and increase their writing, design work, and editing.

Elective Course

Grade Level: 9 - 12

E **Advanced Media Tech: Yearbook**

10-12

This full-year elective is for committed, experienced Yearbook members. The primary focuses of this course are implementing the Yearbook's theme, creating the book's "ladder," scheduling photo shoots and interviews, as well as directing and honing other members' input. Working closely with the section editors and faculty advisors, the course requires editors to mentor new students, teaching them page design, manipulation of digital images, use of color and fonts, layouts, writing and creating, and selling the ever-important tributes section of the book. The course requires some Saturday meetings and attendance at a three to four-day summer camp.

Elective Course

Grade Level: 10 - 12

Prerequisite: Media Tech: Yearbook and Department Approval

E **Web Design**

9-12

Learn 21st century tools and timeless design principles to make beautiful, modern websites. Students will plan and design effective websites and code them with HTML and CSS. As the course progresses, they will enhance their sites with various page layout techniques, text formatting, graphics, images, multimedia, and interactive features with the programming language JavaScript. Students will learn to express themselves through the medium of code and explore how to have a social impact through coding and the internet. No coding experience required.

Elective Course

Grade Level: 9 - 12

FITNESS & WELLNESS

The Upper School Fitness and Wellness curriculum challenges students to pursue their personal fitness goals through physical activities and sports experiences. The emphasis in the Upper School program is to move students toward personal fitness for lifelong health and wellness.

Students may be exempt from Fitness and Wellness class during their season of play on a Junior Varsity or Varsity athletic team. Students may also receive fitness credit by participating in the Upper School Dance classes (see the Dance section for course descriptions). Students in Upper School fitness will participate in the following classes during their upper school fitness experience: Yoga, Fitness Training, Sports & Games, and Self Defense.

Yoga

Students in this section will be guided through a variety of active postures designed to develop strength and flexibility, as well as passive, restorative postures that encourage stress reduction. By linking physical postures with breath and awareness, students will deliberately explore the mind-body connection. Classes will involve a combination of detailed alignment instruction, partner work, breathing technique, and exploratory movement, as students work to cultivate a healthy body and quiet mind.

Fitness Training

Students will spend the majority of class time in the fitness room and will be introduced to the basics of circuit training and weight training. Students will learn proper form and technique for resistance training as well as how to use cardio machines including treadmills, elliptical machines, and stationary bikes. The skeletal and muscular systems will be discussed as they relate to movement and exercise in both weight training and cardiovascular activities. In this course, the students will also spend part of their time participating in general sports games as well as yoga and kickboxing.

Sports & Games

In this section, students will spend the majority of their class time outside playing traditional and non-traditional games such as flag football, Ultimate Frisbee, basketball, soccer, floor hockey, golf, softball, and volleyball. This class will be less focused on skill development than the Middle School sports sections. It will be more focused on playing actual games and developing a positive attitude around lifelong fitness and physical activity. During this section, students will also spend a portion of each class focusing on improving cardiovascular and muscular strength.

Self Defense

Students in the 10th grade fitness class complete a unit of self-defense taught by IMPACT Personal Safety instructors. The emphasis is placed on how to defend, not how to fight. The unit begins by students learning about potentially unsafe situations and how to identify and avoid them. Safety skills using observation, intuition, and communication are the initial focus. Only after learning these safety skills are the students taught multiple ways to protect themselves from physical harm.

C**Human Development 9****9**

9th grade is a year of transition, emerging autonomy, and understanding of self. Students face challenges academically, socially, physically, and emotionally. Students learn skills to help manage and reduce stress by learning and practicing various mindfulness techniques. Drug education is also a major focus which helps girls further understand the issues surrounding legal and illegal drugs, their effects on the body, and how to make informed decisions. Human sexuality and sex education are addressed in the context of personal hygiene, sexually transmitted infections, different forms of birth control, consent, and intimacy. Discussions focus on emotional intimacy, gender identity, body image, healthy and unhealthy relationships, and informed decision making.

Core Course

Grade Level: 9

C**Human Development 10****10**

10th grade is a year of increased autonomy and responsibility. This class will use Council as the primary method to explore topics like conflict resolution, change and stressful situations, friendship and love, sexuality, and body image. Students will participate in a rape prevention workshop as well as a drug education seminar as it relates to strategies of care for self and for others. The conflict resolution portion of the class will be covered over several classes in the first semester and will include training in mediation, origins of conflict and peace, and peer presentation styles. Learning will include understanding conflict as a transformative process and how to support individuality in a community of differences. This class and training is a prerequisite for the Peer Leadership Program in 11th and 12th grade. The Peer Leadership program will work closely with class deans to provide peer guidance for Middle School.

Core Course

Grade Level: 10

C**Human Development 11****11**

11th grade is a year where many new life skills are put to the test. The theme of the fall semester is control, which includes work around managing anxiety and stress, as well as mindfulness and navigating healthy relationships. Other topics include drug education, dealing with peer pressure, and financial literacy. As self-reflection is key to effective college research and planning, the class will use interactive exercises to learn and process information about the upcoming college process. Topics will include research tools in the college process, developing a personalized standardized testing plan, presenting oneself in the application, and writing an authentic college essay. In addition, this process can often be a stressful one; topics of time and energy management, clear communication, and self-care will be covered.

Core Course

Grade Level: 11

C**Human Development 12****12**

12th grade marks the transition from high school to college, increased independence, rites of passage, and the culmination of the students' education at Archer. In the fall, students will have workshop time in order to complete college applications and stay on track with the process. As the year continues, students will reflect back on the community in which they have evolved and grown over the past four or more years. They will revisit topics of human sexuality, healthy relationships, and taking care of themselves physically and psychologically as they move into the college culture. Topics will include campus safety, roommates, stress management, money management, dating/party safety, and dealing with transitions. Saying goodbye is an important rite of passage in the transition from high school to college.

Core Course

Grade Level: 12

INDEPENDENT STUDY

E

11-12

The Independent Study Program provides motivated students in 11th and 12th grade the opportunity to pursue a course of study in addition to their required curricula and in accordance with their unique interests. Studies may involve a broad range of subject matter and are purposefully open to a wide array of options. Primarily, interested students should expect to assume responsibility for organizing and completing material comparable in scope and depth to a single, year-long core class. This program is an added requirement to a student's schedule; it is not a substitute for a requirement, and students must plan their time accordingly throughout the year. To assist them, each Independent Study must involve a faculty advisor to guide the student in reaching her goals over the course of the year. All Independent Study courses must also involve research integrated into critical writing, though the length and scope of those requirements may vary.

Elective Course

Grade Level: 11 & 12

Prerequisite: Application and Approval from the Upper School Director

ONE SCHOOLHOUSE

Course Information and Tuition Policy

Archer partners with One Schoolhouse (OSH), a consortium of outstanding schools that have joined together to offer exemplary online courses. OSH offers small classes that allow their students an opportunity to connect and collaborate in order to solve problems creatively. The partnership with OSH allows Archer students to have access to an expansive curriculum, exposure to blended learning, and the chance to connect with students from around the country.

Before registering for an OSH course, you should be aware of the following information:

- OSH courses have 20 or fewer students in them, and thus have space limitations.
- Students will have a period in their schedule for their OSH course, and it is the student's responsibility to independently manage her coursework and use her time effectively and responsibly.
- OSH courses follow a slightly different calendar than Archer courses:
 - The fall term begins after Labor Day and ends before Winter Break.
 - Students are assigned a Winter Project, to be completed over Winter Break.
 - The spring term begins mid-January and is completed before AP exams begin in May.
 - OSH does not have Thanksgiving or Spring Breaks, and students will have OSH assignments during these Archer holidays.
- These courses are best suited for students who are good self-motivators, self-advocates, and work well independently.
- If the class is an AP course, students are expected to take the AP exam in accordance with Archer's AP policies.
- Admittance to OSH courses will be determined by the Upper School Director based upon the student's application, work habits, and feedback from current faculty.

Archer's requirements and tuition policy for OSH course enrollment:

With Archer approval – **tuition covered**

- Seniors who apply to take an OSH class as part of their standard five core classes and are accepted will be able to take the course covered through their Archer tuition. This does not apply to courses that are also offered at Archer.
- Seniors who are unable to take a required course due to scheduling conflicts will be able to take the course covered through their Archer tuition.
- In both cases the grade will be marked on the student's Archer transcript as an OSH course.

With Archer approval – **tuition not covered**

- Any student who chooses to take an OSH course that is offered at Archer as an on-campus course.
- 10th and 11th grade students who apply to take an OSH class and are accepted may take the course and have the grade marked on Archer's transcript as an OSH course. Flexible Tuition assistance is not available for 10th and 11th grade students who take an OSH course.
- 12th grade students who apply to take an OSH course as a sixth core class and are approved may take the course and have the grade marked on the student's transcript as an OSH course. 12th grade students receiving Flexible Tuition will receive the same percentage of their financial award toward the OSH tuition.
- 12th grade students who register for an OSH class as a fifth core class after Monday, May 3, 2021.
- Summer courses through One Schoolhouse are not paid for by Archer.

One Schoolhouse Withdrawal Policy

1. Any student may withdraw from an OSH course before the course begins without approval from the Upper School Director, unless the course is fulfilling an Archer graduation requirement (which requires approval).
2. After the course begins, students wishing to withdraw from the course must have approval from the Upper School Director. Students who withdraw from an OSH course after the OSH-published add/drop date will have the course listed with a "W" (withdraw) on their transcript.
3. If a student is approved to withdraw after the course start date and Archer has covered the tuition, the family will be charged the tuition according to OSH's tuition refund policy.

A separate course enrollment form must be submitted with a student's course of study in order to enroll in an OSH course. This is available from the OSH Coordinator and the Upper School Desk.

OSH course descriptions can be found at www.oneschoolhouse.org.



ONE SCHOOLHOUSE COURSE CATALOG: 2021-2022

Summer 2021 (Tuition not covered by Archer)	2021-2022
Activism Seminar Algebra I Algebra II AP Computer Science Principles Calculus Geometry Physics Pre-Calculus Psychology US History World Religions	Abnormal Psychology Advanced Topics in Chemistry: Applications of Biochemistry, Organic Chemistry, and Environmental Chemistry American Sign Language (ASL) - Beginning I American Sign Language (ASL) - Beginning II Anatomy and Kinesiology Art History Artificial Intelligence Astronomy Black Identity in the United States Business & Economics Calculus Chinese - Levels 1-5 Civics & Politics Climate Change Criminal Justice Reform Engineering Forensic Science French - Levels 1-5 Gender & Sexual Identity in the United States Global Health Happiness! The Psychology of What Makes Life Worth Living Independent Study Introduction to Computer Science Latin - Levels 1-5 Latino/a/x Identity in the United States Linear Algebra Marine Science Multivariable Calculus & Differential Equations Neuroscience Psychology Social Entrepreneurship Spanish - Advanced (Spanish 5) Statistics
2021-2022 (AP Courses)	
AP Art History AP Calculus AB AP Calculus BC AP Chemistry AP Chinese Language & Culture AP Chinese Language & Culture - Heritage Speakers AP Computer Science A AP Computer Science Principles AP English Literature & Composition AP Environmental Science AP European History AP French Language & Culture AP Human Geography AP Latin AP Macroeconomics AP Microeconomics AP Music Theory AP Physics 1 AP Physics 2 AP Physics C: Mechanics & AP Physics C: Electricity and Magnetism AP Psychology AP Spanish Language & Culture AP Spanish Literature & Culture AP Statistics AP U.S. Gov & Politics (Sem. 1) and AP Comparative Gov & Politics (Sem. 2) AP World History: Modern	

OUTDOOR EDUCATION & LEADERSHIP DEVELOPMENT

Archer's Outdoor Education & Leadership Development program supports the School's mission by offering opportunities for students to embrace possibility, seek challenges, and take healthy risks. The essential components of the program are Fall Outing and the Arrow Week Expeditions with the National Outdoor Leadership School.

Arrow Week

Arrow Week is an outdoor experience that promotes self-discovery and personal growth for students in 7th, 9th, and 11th grade. Courses serve to enhance the curriculum by providing students with opportunities to learn valuable skills outside of the classroom. Through participation in outdoor education trips, students will:

- Learn how to assume leadership in cooperative group settings
- Discover personal strengths and overcome challenges
- Deepen their awareness for sustainability through experiential learning of the natural environment
- Enhance their ability to reflect and grow as critical thinkers
- Transfer knowledge and skills from the backcountry to their lives at home and in the classroom

SERVICE LEARNING

The mission of Archer's Service Learning program is to inspire students to find their passion and purpose as citizens of the world. Beginning in 9th grade, students will actively engage in researching and defining their roles as agents of social change in their history curriculum. At the end of this year, students will create their own mission statement and plan of action to guide them throughout their Upper School experience. Archer will continue to provide opportunities for students to perform community service through school-wide projects and after school activities. Students are encouraged to explore the meaning of their service experiences during group discussions in advisory and class meetings. Overall, the program empowers students to enact social change within their local and global communities.

- 9th Grade: Guided exploration and creation of service goals/mission.
- 10th Grade: Continued documentation/evaluation of created service goals/mission.
Possibility for Bronze Recognition through completion of Online Portfolio.
- 11th Grade: Continued work on service project.
Possibility for Bronze Recognition through completion of Online Portfolio or Silver Recognition through participation in Service Symposium.
- 12th Grade: Continuation and completion of service project.
Possibility for Bronze Recognition through completion of Online Service Portfolio; Silver Recognition through participation in Service Symposium; or Gold Recognition through Service Capstone Leadership Project.

