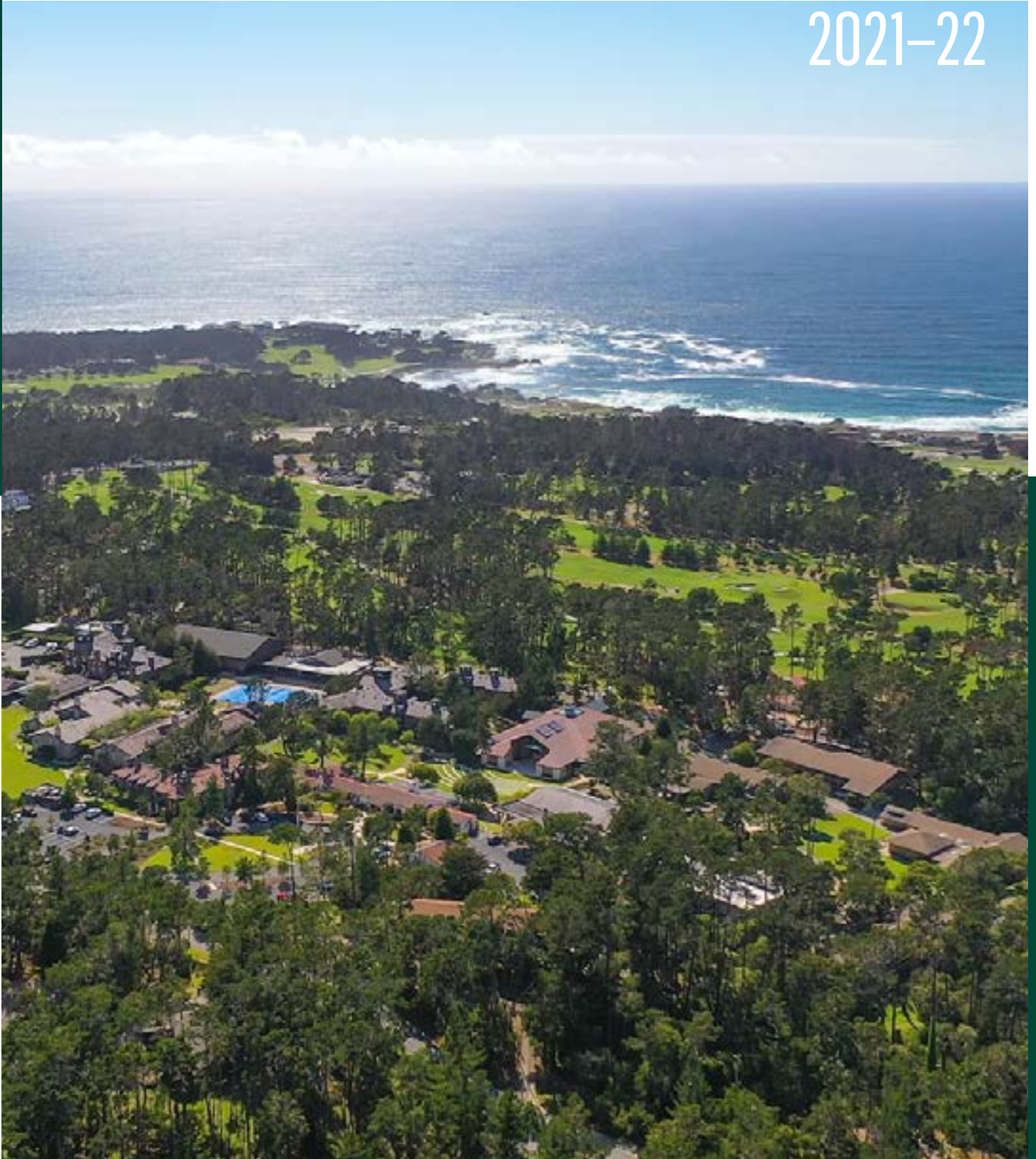


# STEVENSON CURRICULUM GUIDE

2021-22





# CURRICULUM GUIDE

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## SCHOOL MISSION

Stevenson School has long been committed to three aims:

- to prepare students for success in school and life beyond school;
- to foster their passion for learning and achievement;
- to help them shape a joyful life.

## COURSE SELECTION GOALS

Careful attention to the process of selecting courses is an important way that the Stevenson faculty fulfill all three aims of the school's mission. We have designed a process that encourages conversation between students and many of the adults in their lives: parents, teachers, department heads, advisors, and the registrar. In order to achieve our aims, we give consideration to the student's academic interests, past experience, and non-academic commitments and interests, to craft a balanced life for the coming year that includes the greatest possible opportunities for learning, health, and engagement in the community.

## COURSE SELECTION CONTACTS

Please see the [Academic Counseling Staff](#) page for a full list of those involved in academic counseling. If you are not certain who is the best person to approach with your question, reach out to the registrar, Mrs. Liz O'Hara, at [lohara@stevensonschool.org](mailto:lohara@stevensonschool.org).

## DAILY SCHEDULE

Information about the upper division daily schedule, including a graphic breakdown of all eight days, is available [here](#) on the Stevenson School website.

*Personalized schedules for individual students will be available approximately a week before the start of school.*



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# COURSE SELECTION CALENDAR

## RETURNING STUDENTS RISING TO GRADES 10, 11, AND 12

<b>Mid-February</b>	Students and parents receive communication from the registrar with information about the course request process.
<b>Week of February 22</b>	Teachers share information with their classes about course options in their department for the coming school year.
<b>Week of March 1</b>	Departments share information about course offerings with which the students might not yet be familiar.
<b>Week of March 8</b>	Students meet with their advisors individually to review the courses approved for them and make selections.
<b>Late March, April, and Early May</b>	Department heads work with the registrar and faculty to review students' selections. The head of the upper division completes the academic course load review.
<b>Late May</b>	Students and parents receive an approved course list from the registrar.
<b>Approximately one week before classes begin</b>	Students and parents receive information about viewing the student's schedule. The schedule will include class periods, teachers, and the name of the advisor.

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## NEW STUDENTS AND STUDENTS RISING TO GRADE 9

The dates below are for those new students who enroll in early March. Those enrolling later will accomplish the same steps but at later dates.

<b>Mid-March</b>	Students and parents receive communication from the registrar with information about the course request process. The student works with their parents or guardians to complete the course request form online. This form serves as a starting point for discussion with the registrar regarding course selections.
<b>Early May</b>	Students enrolling from another school complete placement exercises to assist in course placement. Each such student does a mathematics placement, and those wishing to start in level 2 or higher of a world language do a placement in that language.
<b>May</b>	Department heads work with the registrar and the faculty to review the requests in light of the student's file and the placement exercises.
<b>Late May</b>	Students and parents receive an approved course list from the registrar.
<b>Approximately one week before classes begin</b>	Students and parents receive information about viewing the student's schedule. The schedule will include class periods, teachers, and the name of the advisor.

# DIPLOMA REQUIREMENTS

To qualify for a diploma, students must be currently enrolled and in good standing in the school, and must satisfy the various departmental requirements regarding level of study and proficiency.

Teachers, advisors, and the registrar will work with students to make sure that they will meet Stevenson diploma requirements and complete a challenging, comprehensive course of study that complements their interests and talents.

Students should have:

- completed four or more years of high school
- earned 20 full course credits, where:
  - Yearlong course = 1 credit
  - Semester-long course = 0.5 credit
  - Trimester-long course (earned before Fall 2019) = 0.33 credit
- participated in after-school activities each season
- earned a cumulative GPA of 2.0 or higher
- spent their 12th grade year on campus

# SUBJECT REQUIREMENTS

To qualify for a diploma, students should have grades of D- or better in:

Department	Requirement	Notes
<a href="#">Arts</a>	One credit	Those applying to UC or Cal State colleges must choose both semesters in the same discipline (music, radio, theater, or visual arts).
<a href="#">English</a>	Four credits	English must be taken at Stevenson each semester.
<a href="#">History</a>	Three credits	The requirement includes one year of US History.
<a href="#">Mathematics</a>	Three credits	Those applying to UC or Cal State colleges must have a year of geometry, or the equivalent in integrated courses.
<a href="#">Science</a>	Three credits	
<a href="#">World Languages</a>	Level 3	Students entering Stevenson in Grade 11 or Grade 12 who are not on track to complete a level 3 world language course by the end of Grade 12 will be asked to fulfill the requirement as best they can, which may mean completing only level 1 or level 2 of a world language. Students with language-based learning disabilities may have this requirement waived but still need to meet the overall credit requirement.

# COURSE MAP 2021–22

Department	Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Arts</b> One year. Those applying to UC or Cal State college must choose both semesters in the same discipline (music, radio, theater, or visual arts).</p>	<p>MUSIC—Chorus, Advanced Choir, Guitar 1, Rock Band, Songwriting &amp; Music Production, String Orchestra, Symphonic Band, AP Music Theory</p> <p>RADIO &amp; MEDIA ARTS—Intro Radio &amp; Media, Advanced Radio &amp; Media</p> <p>THEATER—Principles of Acting, Improv, Acting for the Camera, Advanced Acting</p> <p>VISUAL ARTS—Ceramics, Drawing &amp; 2D Design, Filmmaking, Photography—Ceramics 1, Ceramics 2, Art 1: Drawing &amp; 2D, Art 2: Drawing &amp; 2D, Art 2: Architecture, Digital Art &amp; Photography 1, Digital Art and Photography 2, AP Art: Drawing &amp; 2D, Making Movies 1, Advanced Making Movies, Darkroom Photo 1, Darkroom Photo 2, AP Photography</p> <p>MUSIC LESSONS—Instrumental or Vocal Music Lessons (do not fulfill the arts requirement)</p>			
<p><b>English</b> Four years. English must be taken at Stevenson during every semester.</p>	<p>ENGLISH 1—Introduction to Literary Studies</p> <p>JOURNALISM—Newspaper or Yearbook (these courses do not fulfill the English requirement)</p>	<p>ENGLISH 2/ENGLISH 2 HONORS—Language and Power</p> <p>JOURNALISM—Newspaper or Yearbook (these courses do not fulfill the English requirement)</p>	<p>ENGLISH 3/ENGLISH 3 HONORS—Voices of American Literature</p> <p>JOURNALISM—Newspaper or Yearbook (these courses do not fulfill the English requirement)</p>	<p>SEMESTER ENGLISH COURSES/AP ENGLISH</p> <p>JOURNALISM—Newspaper or Yearbook (these courses do not fulfill the English requirement)</p>
<p><b>History</b> Three years, including one year of US History.</p>	<p>INTRODUCTION TO HISTORICAL STUDIES</p>	<p>THE MODERN WORLD</p> <p>AP WORLD HISTORY</p>	<p>US HISTORY</p> <p>AP US HISTORY</p> <p>AP ART HISTORY</p>	<p>STATE OF THE WORLD</p> <p>SEMESTER HISTORY COURSES</p> <p>AP ECONOMICS</p> <p>AP ART HISTORY</p>
<p><b>Mathematics</b> Three years.</p>	<p><a href="#">See math course sequence for guidance.</a></p>			
<p><b>Science</b> Three years</p>	<p>PRINCIPLES OF SCIENTIFIC INQUIRY</p> <p>COMPUTER SCIENCE COURSES (these do not fulfill the science requirement)—</p> <p>INTRODUCTION TO COMPUTER SCIENCE, PROGRAMMING METHODOLOGY</p>	<p>SCIENCE 2</p> <p>SCIENCE 2 HONORS</p> <p>COMPUTER SCIENCE COURSES (these do not fulfill the science requirement)—</p> <p>INTRODUCTION TO COMPUTER SCIENCE, PROGRAMMING METHODOLOGY</p>	<p>SEMESTER SCIENCE COURSES</p> <p>INTRO TO ENGINEERING DESIGN</p> <p>INTRO TO MECHATRONICS ENGINEERING</p> <p>PHYSICS HONORS</p> <p>AP BIOLOGY</p> <p>AP CHEMISTRY</p> <p>AP ENVIRONMENTAL SCIENCE</p> <p>AP PHYSICS C</p> <p>COMPUTER SCIENCE COURSES (these do not fulfill the science requirement)—</p> <p>INTRODUCTION TO COMPUTER SCIENCE, PROGRAMMING METHODOLOGY</p>	
<p><b>World Languages</b></p>	<p>FRENCH 1–4, JAPANESE 1–4, LATIN 1–4, SPANISH 1–5</p> <p>*Honors courses are offered at levels 2-3, and AP courses at level 4 in each language.</p> <p>*Chinese courses are offered only to students who took Chinese at Stevenson in 2020-2021.</p>			

Course offerings are sometimes adjusted based on student needs brought to light by the registration process. Under-enrolled courses may be closed or postponed to a future year.

Revised 2/8/2021

# ENROLLMENT & COURSE LOAD REQUIREMENTS

Students must meet these course requirements:

- **Five or six courses each semester.** While a student may petition for a seventh, no student may take eight courses in a given semester (please see [Academic Course Load Review](#) below).
- **English each semester.**
- **No more than three honors/AP courses in a semester.** While a student may petition for a fourth, no student may petition for five (please see [Academic Course Load Review](#) below).
- **Grade 9 students participate in Community Forum during some of their open study periods.**  
Community Forum is designed to help grade 9 students with the transition to high school at Stevenson. The dean of students and the director of community education guide a carefully selected group of senior leaders, who facilitate the curriculum for the freshmen. With a focus on healthy relationships and values-based decision making, students discuss topics such as drug and alcohol use and avoidance, time management, peer pressure, community standards, ethics, boundaries, and sexuality. Much of the focus is on developing intra- and interpersonal skills by teaching effective communication and creating a space where students can explore their habits, choices and aspirations in a safe, respectful, and trusting environment. These lessons lead to a clear understanding of how to engage in community and build the foundation for ninth graders to become effective citizens and leaders.

## PLACEMENT IN COURSES

Placement in a course is determined by the department head in consultation with the classroom teacher following placement requirements detailed in links from each department's course listing below. These guidelines are also communicated to new students by the registrar and to returning students by their classroom teacher.

## HONORS & AP COURSES

Honors and AP courses are more challenging than regular courses, to the extent that Stevenson limits the number of honors and AP courses that a student may take at a time. Students are not required to take any honors or AP courses at Stevenson.

Students taking an AP course are generally expected to take the AP exam or submit the AP portfolio in May. Students are not permitted to take an AP exam at Stevenson if they are not enrolled in that AP course.

# ACADEMIC LOAD REVIEW

If a student wishes to take more than six courses or more than three honors/AP level courses, the student must petition the head of the upper division for approval before the next year's academic schedule is constructed. The petition consists of a written statement from the student stating the rationale behind their request. The head of the upper division will solicit the opinion of the student's advisor, contact the current teacher if indicated, and consult with the associate head of the upper division and the registrar before deciding whether to approve the petition. In reviewing each petition, the head of the upper division considers the student's academic record, the work each proposed course requires, and the student's anticipated extracurricular obligations.

Stevenson does not support students wishing to prepare independently for AP exams during the school year. We strongly discourage this practice as it distracts students from full engagement with their Stevenson curriculum. We do not register students for AP exams other than those associated with courses taken during the school year. Exceptions to this policy may be made in exceptional circumstances after a review of a student petition by the head of the upper division. A petition will be denied if it is felt that the student's request is deemed excessive, unrealistic, or unhealthy.

Approval of a petition does not constitute a requirement that a student take all of the requested courses or AP exams. It is also possible that even if the petition is approved, not all of the requested courses will actually fit into the schedule. Thus, an approval is not a guarantee that the student will be able to take all of the courses.

# COURSE SCHEDULING

The registrar builds the master schedule and assigns students to course sections during the summer. *The complexities of scheduling make it impossible to guarantee that every student will be able to take all requested classes.* When conflicts arise, courses required for the diploma are given first priority. Further priority is given as the student requests during the course selection process. While most students are able to take all requested courses, the registrar will make adjustments for some students while building the schedule. These adjustments can include choosing a replacement for a semester course that does not fit or dropping a course that is not needed to fulfill a requirement. Students and parents will be made aware of any potential adjustments in midsummer when the bookstore opens. This leaves time for students to explore other options with the registrar.

# COURSE AVAILABILITY

The information resulting from the course selection process is compiled for the creation of the master academic schedule by the registrar. Course offerings are sometimes adjusted based on student needs brought to light by the registration process. Under-enrolled courses may be closed or postponed to a future year.



# SUMMER COURSES

Students interested in taking courses outside of Stevenson should consult with the registrar, Mrs. Liz O'Hara ([lohara@stevensonschool.org](mailto:lohara@stevensonschool.org)). Stevenson supports summer study for three purposes.

## ACCELERATION

Each academic department has its own policies regarding course acceleration. Students who wish to take a summer course in order to accelerate through a department's sequence of study must first inform the registrar and receive advance approval from the appropriate department head and the head of the upper division.

## CREDIT RECOVERY

Students seeking to recover credits lost to course failures or withdrawals should consult with the registrar before proceeding to enroll in summer programs at other institutions or online.

## ENRICHMENT

Students often choose to take courses at other schools during the summer for their own enrichment.

If a student is successful in a summer course taken for a grade and credit at an accredited school, Stevenson will include a note on the student's transcript indicating the title of the course, the school at which it was taken, and the grade and credit earned.

Note that the successful completion of summer courses taken elsewhere does not count as Stevenson course credit and cannot replace a low grade in a Stevenson course. However, these courses can count for placement. Students taking a summer course are still expected to take a full academic load during the school year.

# ADDING OR DROPPING COURSES

Requests for adding or dropping courses should be addressed to the registrar. All changes must abide by the diploma and enrollment requirements and the departmental placement requirements. These requirements are described elsewhere in this document.

During the summer, students may freely add, drop, and change courses by contacting the registrar. Once classes have started, students must also seek permission from the appropriate faculty member(s) when requesting an add or drop. The registrar facilitates the process of seeking permission. After the start of classes students may request an add, drop, or course change by completing a form on their Pirate Page.

Semester electives in English, history, math, science, and world languages are capped. Students will be asked to rank their preferences in the spring and will be placed with consideration to those choices and other scheduling constraints. Once placements are made, students may request a change and will be granted this change if the class has not reached its capacity. If a class is full, students will be placed on a waitlist. **For semester electives in English (called English 4), the waitlist closes and choices are finalized the day before the first day of classes.** For all classes other than English 4, students may request to **change subjects or add a course until the Friday after transition reports are released.**

**To drop a course or change levels within a subject the deadline is the Friday following Family Weekend.** This deadline allows for discussion during Family Weekend conferences. A change in level might entail moving between an honors or AP level class and a regular class or changing levels of a world language. **After this deadline, the next opportunity for students to change levels will be the end of the fall semester**, and there is no opportunity to change levels during the spring semester of a yearlong course (unless you successfully complete a Petition of Exceptional Change of Course schedule—see below).

**For semester courses in the spring, students may request to add, drop, or make a change by the end of the second 8-day cycle of the spring.**

A course dropped during a semester prior to these course change deadlines does not appear on the transcript for that semester. Additionally, in the case of exceptional circumstances (such as medical leave or personal crisis), students may complete a Petition for Exceptional Change of Course Schedule on their Pirate Page to drop a class and remove it from their transcript. Approval of such a petition is granted by the head of the upper division.

A table of deadlines for adding, dropping, or changing courses appears below.

Desired Change	Deadline for Change
Add or change a fall semester English 4 course	The day before the first day of classes, Tuesday September 7, 2021
Add or change any course other than fall semester English 4 course, including changing from one subject to a different subject	Friday after fall transition reports are released, Friday October 8, 2021
Drop any course or change to a different level of the same subject, if you want the change to take effect during the fall semester	Friday after Family Weekend, Friday October 29, 2021
Petition for an Exceptional Change in the fall	On approval of a Petition for Exceptional Change of Course Schedule
Add, drop, or change a course for the spring semester (you may not join the spring semester of a yearlong course unless you are doing so as part of a change to a different level of a subject you have been taking)	Last day of the fall semester, Thursday January 27, 2022
Add, drop, or change a spring-only semester course other than English 4	End of the second 8-day cycle of the spring semester, Wednesday February 23, 2022
Petition for an Exceptional Change in the spring	On approval of a Petition for Exceptional Change of Course Schedule

## OTHER SCHEDULE CHANGES

The registrar may not consider requests to change from one section to another within the same course to seek or avoid a particular teacher or a particular period.

# COURSE LISTINGS BY DEPARTMENT

Course listings include information about the type, availability, schedule, and special notes if needed.

Course offerings are sometimes adjusted based on student needs brought to light by the registration process. Under-enrolled courses may be closed or postponed to a future year.

## **TYPES OF COURSES**



Honors courses are courses with Honors or AP in the title.



Pass/F courses are courses for which a Pass or F grade is given. These include Music Lessons, Learning Strategies, and Skills for Academic Success.

## **AVAILABILITY**

Courses may have placement requirements or be restricted to students of certain grades.

## **SCHEDULE**

All classes meet every other school day for the full year unless otherwise indicated.

## **SPECIAL NOTES**

Some courses have special considerations.

## **AP COURSES**

Students in an AP course are expected to submit the AP exam or portfolio for that course. The student will be responsible for the fee which the College Board charges.



# ARTS DEPARTMENT

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## PLACEMENT REQUIREMENTS

Placement into upper level and AP Arts courses is granted based on a review of the student's work. For returning students the review is conducted by the current arts teacher. For new students the review is done by the department head or the appropriate teacher, with the support of the registrar. The review might include a conversation between the student and teacher, a review of a portfolio of the student's work, or an audition.

All placements are subject to review by the head of the department.



# COURSES OFFERED

## DANCE

DANCE  
(AFTERNOON PROGRAM)

## MUSIC

CHORUS  
ADVANCED CHOIR  
GUITAR 1  
ROCK BAND  
SONGWRITING &  
MUSIC PRODUCTION  
STRING ORCHESTRA  
SYMPHONIC BAND  
H AP MUSIC THEORY  
PF INSTRUMENTAL OR  
VOCAL MUSIC  
LESSONS

## THEATER

PRINCIPLES OF ACTING  
IMPROV  
ACTING FOR THE  
CAMERA  
ADVANCED ACTING  
THEATER  
PRODUCTIONS  
(AFTERNOON PROGRAM)

## RADIO & MEDIA ARTS

INTRODUCTORY  
RADIO & MEDIA  
ADVANCED  
RADIO & MEDIA

## VISUAL ARTS

CERAMICS (1, 2)  
ART 1: DRAWING & 2D  
ART 2: DRAWING & 2D  
ART 2: ARCHITECTURE  
DIGITAL ART &  
PHOTOGRAPHY (1, 2)  
H AP STUDIO ART:  
DRAWING & 2D DESIGN

MAKING MOVIES 1  
ADVANCED MAKING  
MOVIES  
DARKROOM  
PHOTOGRAPHY (1, 2)  
H AP STUDIO ART:  
PHOTOGRAPHY

# ARTS COURSE DESCRIPTIONS

## DANCE (AFTERNOON PROGRAM)

Dance instruction is offered as part of our afternoon program in our beautiful dance studio. We provide genre-specific, professional dance instructors for students interested in ballet, pointe, contemporary, jazz, and hip hop. Dancers of all levels are welcome, from the beginner to the most accomplished and ambitious dancer. Students have the opportunity to perform in front of the school community during performances and assemblies.

## MUSIC COURSES

### CHORUS

**AVAILABLE TO:** *all students*

Open to students of all grade levels, without audition or experience, this large choir is designed to provide all singers with the knowledge and skills required to enjoy success as a member of a choral ensemble. Performing a variety of musical styles, students in Chorus will be presented with the basic music theory and sight-reading skills necessary to become confident, well-rounded singers. In addition to class periods, the commitment for this course includes concerts in the winter and spring. The dates of the concerts will be shared with students during the first week of class.

## ADVANCED CHOIR

**AVAILABLE TO:** *all qualified students, see placement requirements above*

Advanced Choir is an ensemble designed to give experienced choral singers the opportunity to improve their skills while working on challenging choral literature in a broad range of styles including pop and jazz. To be eligible for this ensemble, singers must have been a member of the Chorus, or a similar ensemble, for at least a year, or demonstrate their abilities in an audition. Over the course of the year, students will be introduced to basic music theory, ear training, and sight singing, and they will concentrate heavily on technique-oriented singing. Students in this ensemble will have the opportunity to audition for several honor choirs, which serve to broaden the horizons of their musical experiences. Each year, approximately 20 Stevenson singers are accepted into state and regional honor choirs. In addition to class periods, the commitment for this course includes concerts in the winter and spring. The dates of the concerts will be shared with students during the first week of class.

## GUITAR 1

**AVAILABLE TO:** *all students with very little or no prior experience with the guitar*

**SCHEDULE:** *one semester*

**SPECIAL NOTES:** *This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the music discipline.*

This beginning guitar course is open to students with little or no previous experience on the guitar. Throughout the year, students will learn a variety of songs, selected from multiple styles, to bolster the development of basic chord knowledge and coordination between hands, as well as basic chord progressions and finger-picking techniques. Additionally, students will learn to play the ukulele as part of this course. Basic music theory will be introduced as it relates to the guitar, and students will learn to read guitar tablature, which is widely used in professional musical settings. Students will have several opportunities to perform in class, both solo and with others, and will learn valuable skills to aid in coping with the natural anxiety associated with performing on any instrument.

*Students are responsible for providing a guitar. An entry-level Yamaha can range from \$150 - \$300. The school also rents guitars to students.*

## ROCK BAND

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** *This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the music discipline.*

The major emphasis of this course is to develop student achievement through the exploration of a modern band ensemble that utilizes popular music as its central canon. Rock Band teaches students to perform the music they know and love, and to compose and improvise in a collaborative setting. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, indie, and other contemporary styles as they emerge. The course will introduce the skills necessary to perform on electric guitar, acoustic guitar, electric bass, keyboard, drums and vocals. An overview of the historical and social context of various popular music genres will be discussed and demonstrated through multimedia student presentations and guest speakers. The course will foster peer to peer development in the band setting, while encouraging the band to perform cohesively as a single unit. Students in Rock Band will also be introduced to the art of songwriting, both individually and collaboratively.

## SONGWRITING & MUSIC PRODUCTION

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** *This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the music discipline.*

This course is designed to give students a chance to explore songwriting and music production. The ability to sing, play guitar and/or piano are not required but will greatly aid the songwriting process. Using the computer as a virtual recording studio, students will combine software-based sound production with recorded audio from their compositions. Over the course of the year, students will complete at least three songs, in a variety of genres, and perform them at a showcase in the spring term as well as record their compositions. Students will develop skills in working with software along with songwriting techniques. They will be introduced to basic digital audio theory and microphone placement techniques, as well as develop skills in hard-disk recording and editing with Logic, Garage Band, and other multi-track audio software. Students will collaborate as songwriters and sound engineers in the process of composing music.

## STRING ORCHESTRA

**AVAILABLE TO:** all students

String Orchestra is a year-long course devoted to the study of music written and arranged for standard orchestral string instruments (violin, viola, cello, and string bass). Students of varying levels of ability and experience are invited to participate, but are expected to have a firm grasp of basic playing fundamentals and the technical demands of their instrument, as well as the facility to read standard music notation with at least moderate fluency. Students will study musical repertoire representing various styles, historical periods, and traditions, and they will also work in chamber music ensembles. Attendance at all concert performances is mandatory.

# ARTS COURSE DESCRIPTIONS

## SYMPHONIC BAND

**AVAILABLE TO:** *all students*

Symphonic Band is a year-long course devoted to the study of music written and arranged for wind and percussion instruments. Students of varying levels of ability and experience are invited to participate, but are expected to have a firm grasp of basic playing fundamentals and the technical demands of their instrument, as well as the facility to read standard music notation with at least moderate fluency. Students will study concert band literature representing various styles, historical periods, and traditions, and they will also work in chamber music ensembles. Attendance at all concert performances is mandatory.

## AP MUSIC THEORY

**TYPE:** *honors* **H**

**AVAILABLE TO:** *all qualified Grade 11 and 12 students, see placement requirements above*

This course is offered to students in grades eleven and twelve who demonstrate basic music theory knowledge on an entrance exam, and an upper intermediate level of skill in instrumental or vocal music. The curriculum is designed to encompass a wide range of musical study with emphasis on the fundamentals of theory, music handwriting skills, form analysis, ear training, rhythmic and melodic dictation, and basic melodic and harmonic composition.

## INSTRUMENTAL OR VOCAL MUSIC LESSONS

**TYPE:** *Pass/Fail* **PF**

**AVAILABLE TO:** *all students*

**SCHEDULE:** *decided after the start of school in collaboration with the director of music*

**SPECIAL NOTES:** *This course does not count towards the diploma requirement for the Arts department, nor towards the "f" arts admissions requirement for the UC and Cal State schools.*

Regularly scheduled private lessons are arranged by the director of music. These are taken on a Pass/F basis, and do not fulfill our Arts requirement.

## RADIO & MEDIA ARTS COURSES

### INTRODUCTORY RADIO & MEDIA

**AVAILABLE TO:** *all students*

Introductory Radio & Media presents foundations in media communications, including radio broadcasting and digital media. Students are taught and practice on-air speaking standards and learn to manipulate digital editing software and physical production equipment toward the eventual goal of operating the radio station. Students learn to conduct interviews, write and produce on-air shows and digital media stories for the local community. Students gain real world radio experience in the school's fully equipped KSPB 91.9 FM radio station.

### ADVANCED RADIO & MEDIA

**AVAILABLE TO:** *all qualified students, see placement requirements above*

Advanced Radio & Media is a yearlong course in which students are further trained toward the goal of radio station management and broadcast media production. Beyond their continued practice of on-air presence and speaking, students develop strong research, writing, reporting and storytelling skills that are appropriate to professional expectations in broadcasting and podcasting. Responsibilities include operating the school's fully equipped, federally licensed KSPB 91.9 FM radio station.



## THEATER COURSES

### PRINCIPLES OF ACTING

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the theater discipline. Alternatively, students engaged in two seasons of theater productions in a year are eligible to petition for a semester's grade and credit in the theater arts which, in conjunction with this course, would fulfill both Stevenson's one-year arts requirement and the "f" arts requirement for the UC and Cal State schools.

In one semester, students with absolutely no experience in acting become actors!

Learn how to build self-confidence in public speaking, collaborate with others, play games that develop your imagination and creativity, and explore voice and speech exercises that make it easier for you to express yourself. Students perform many different character types through role-playing, monologues, and scene work from contemporary plays. Come join in the fun of the theater arts—it starts right here in this class!

### IMPROV

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the theater discipline. Alternatively, students engaged in two seasons of theater productions in a year are eligible to petition for a semester's grade and credit in the theater arts which, in conjunction with this course, would fulfill both Stevenson's one-year arts requirement and the "f" arts requirement for the UC and Cal State schools.

Do you like playing games, laughing, and making others laugh? Ever seen Saturday Night Live? Whose Line is it Anyway? Ever write or perform a comedy sketch...or have an idea for one that you kept secret? Want to learn how NOT to get nervous in front of groups of people? You need to be in this class!

"Improv," or improvisation, is just a way of saying "make it up right here, right now!" (just with people watching you). It's a form of 'live' theatre in which the plot, characters, dialogue, and story are made up in the moment. You will be empowered. Your self-confidence will soar! You are going to get much better at public speaking, active listening, collaborating in groups, and physical awareness.

Open to ALL students — if you have zero experience, or you are involved in theater or film on a regular basis come join the fun(ny)!

### ACTING FOR THE CAMERA

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the theater discipline. Alternatively, students engaged in two seasons of theater productions in a year are eligible to petition for a semester's grade and credit in the theater arts which, in conjunction with this course, would fulfill both Stevenson's one-year arts requirement and the "f" arts requirement for the UC and Cal State schools.

Have you ever wanted to be in a movie, television series, or commercial? Or direct one? This is the class for you! Whether you're a new actor with a dream to be on screen, or a stage actor longing to transition to on-camera work, there are specific skills you will need to apply for the camera. Learn how the raising of an eyebrow can tell a story. And on the other side of the camera, discover how to communicate with the actor while maintaining your vision as a movie-maker. This class is designed to help you build a base of solid fundamentals in both acting and camera technique.

# ARTS COURSE DESCRIPTIONS

## ADVANCED ACTING

**AVAILABLE TO:** all qualified students, see placement requirements above

After becoming actors in Principles of Acting, students will grow into exhilarating and polished performers in Advanced Acting! Become an integral part of the Stevenson theater program by learning to create authentic characters in your own unique voice. Further your acting skills with the masters. Explore what is meant by “the method.” Let the practices of Konstantin Stanislavski, Sanford Meisner, and Robert Cohen guide you. See how their techniques apply to the different styles of drama, including Greek tragedy, Shakespeare, Restoration/Comedy of Manners, and Contemporary. Through various games, exercises, voice and speech work, you will continue to develop your actor’s creative imagination. The stage at Keck awaits you!

## THEATER PRODUCTIONS (AFTERNOON PROGRAM)

The afternoon Theater program meets the school’s afternoon commitment requirement and consists of three major productions each year: the fall play, the winter musical, and, depending on the year, a spring play and/or senior showcase. While these productions are ambitious and reinforce the curriculum taught in the acting classes, any student wanting to act is welcome and encouraged to audition. Theater Tech offers students a first-hand opportunity to practice logistic and production-related aspects of a performance: sound, lighting, set design and set construction. Students can participate in Theater and/or Theater Tech in any (or all) of the three sports seasons. Productions typically feature five performances (on consecutive weekends), before school and local community audiences in the school’s Keck Auditorium.

## VISUAL ARTS COURSES

### CERAMICS 1

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson’s diploma requirement. To fulfill the “f” arts admissions requirement for the UC and Cal State schools, the second course should also be in the visual arts discipline.

This course introduces fundamental techniques behind ceramics and clay sculpture, including the potter’s wheel, glazing, firing, chemical properties and recycling of clay, and the process of bringing a piece from concept to completion.

Students have studio time, along with teacher demonstrations, to practice and develop technical skills to grow their creative expression. Through class critiques, students evaluate their work and analyze the work of others. Students create a portfolio of finished work.

### CERAMICS 2

**AVAILABLE TO:** all qualified students, see placement requirements above

In this advanced class, students expand on foundational skills acquired in Ceramics 1, honing technical skills on the potter’s wheel and in advanced hand-building. Students develop their own creative style and showcase work with refined craftsmanship. Students work to create higher quality through advanced concepts, including pottery surface decoration with colored slips, sgraffito, textural application, and underglazes. Students create a portfolio of work and practice utilizing art vocabulary in group critiques, where they study, evaluate and interpret their own and others’ work.

## DRAWING & 2D DESIGN COURSES

### ART 1: DRAWING & 2D

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson’s diploma requirement. To fulfill the “f” arts admissions requirement for the UC and Cal State schools, the second course should also be in the visual arts discipline.

This beginning art class exposes students to the fundamentals of art. Students discover and explore the elements of art, the principles of design and the foundations of art history. Exploration in figure drawing, observational rendering, linear perspective and color theory are starting points for the student’s creativity. Through class critiques students evaluate their own work and analyze the work of others.

## ART 2: DRAWING & 2D

**AVAILABLE TO:** all qualified students, see placement requirements above

This hands-on studio class is for students interested in building advanced proficiency in drawing and painting as well as developing an individual aesthetic and conceptual understanding of art making. Technical focus is placed on observational work, including traditional easel painting and drawing of classic motifs, such as still life, portraiture, and landscape. Mixed media projects explore contemporary real-world applications of art-making, including art as community building and collaboration, art as expression, art as communication and activism, art as documentation and preservation, and art as function. Students build portfolios and have opportunities to engage in public installations of their work. Hands-on class projects are supplemented with an introduction to art history movements and the exploration of diverse image-making artists across the globe.

## ART 2: ARCHITECTURE

**AVAILABLE TO:** all qualified students, see placement requirements above

Through exploration and application of design techniques, students embrace the practice of architecture to develop awareness of this impactful aspect of our everyday lives. Students indulge in creative play with concept development, as they probe creative design as a potential college-level pursuit or career path. Students practice perspective drawing and apply the design process, from ideation thumbnails to drafting digital plans and hand-building models. Students consider the history of architecture and current innovations in environmentally conscientious planning. When possible, students take field trips that highlight homes and building projects in our area.

## DIGITAL ART & PHOTOGRAPHY 1

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the visual arts discipline.

Students embrace the computer and the camera as their primary art tools in this introduction to digital photography and design, featuring Adobe Creative Suite® software program. Projects are designed to feature a complementary mix of teacher demonstrations with student collaboration and self-guided tutorials. Students develop a comfort level with using software (especially Photoshop® and Lightroom®), DSLR cameras, and color printers, as they manipulate digital photographs and learn the fundamentals of creative design. Students will learn how to direct, shoot, and edit using professional equipment and techniques. Ownership of an iPhone or equivalent with a fully functional camera is required. In addition, a digital SLR camera is recommended (the Canon EOS Rebel T6i at about \$500 is one good choice).

## DIGITAL ART & PHOTOGRAPHY 2

**AVAILABLE TO:** all qualified students, see placement requirements above

Students in Digital Art & Photo 2 may choose their focus: motion graphics & animation, or photography and photo manipulation. Motion graphics & animation students develop skills on state-of-the-art iMac computers as well as their own laptops equipped with the latest Adobe Creative Suite software programs. Drawing tablets with stylus pens are provided. Students will learn how to rig characters and animals in the first semester and later learn how to model in 3D. Photography & photo manipulation students will explore Lightroom and Photoshop to manipulate their images. Students spend a considerable amount of time viewing and discussing image quality and editing techniques. Local field trips will add a valuable inspiration to student photographers and opportunities to explore nearby beautiful locations they might not otherwise find. Ownership of an iPhone or equivalent with a fully functional camera is required. In addition, a digital SLR camera is recommended (the Canon EOS Rebel T6i at about \$500 is one good choice).

# ARTS COURSE DESCRIPTIONS

## AP STUDIO ART: DRAWING & 2D DESIGN

TYPE: *honors* **H**

**AVAILABLE TO:** *all qualified Grade 10, 11, and 12 students, see placement requirements above*

A select group of students, chosen by the faculty for their demonstrated excellence in studio art, motivation and potential, prepare a portfolio for submission to the College Board in the spring. There is the potential for receiving college credit. This course is rigorous and is for committed art students, many of whom are considering college programs for study in a range of disciplines that may extend beyond drawing and painting—such as filmmaking, fashion, industrial design, and architecture. Working independently under faculty guidance, students are expected to produce a majority of work outside of class and they have access to the art studios during weekends and after school. Students create 20 total works to meet the AP portfolio requirements.

## FILMMAKING COURSES

### MAKING MOVIES 1

**AVAILABLE TO:** *all qualified students, see placement requirements above*

**SCHEDULE:** *one semester*

**SPECIAL NOTES:** *This semester-long course has a year-long option.*

In this course, students learn how to create their own films, starting with bite-sized, attainable goals like 15 second movies without dialogue, as well as reports that can be transferred to their other courses. Students explore all the components of short documentary and narrative films—from concept development to post-production—and develop competence to create their own projects from start to finish. Students learn strategies for creating compelling stories, and they screen films to study techniques and styles of noted filmmakers. Students work collaboratively to practice script writing; storyboarding; set, sound and lighting design; cinematography; directing; camera operation; and editing. Students try their hand at producing their own short documentary film. Ownership of an iPhone or equivalent with a fully functional camera is required. In addition, a digital SLR camera is recommended (the Canon EOS Rebel T6i at about \$500 is one good choice).

## ADVANCED MAKING MOVIES

**AVAILABLE TO:** *all qualified students, see placement requirements above*

Advanced Making Movies continues the process of developing documentary and narrative films initiated in Making Movies 1. This exceptionally fun class also helps students interested in pursuing filmmaking at the college and beyond. The course challenges students to work as a team to create projects, with an eye to potential submission to student film competitions, as well as for admission to competitive summer and college programs. After one year of Advanced Making Movies, students may choose to take the course again and focus on independently driven projects. For this course, students must demonstrate: (1) familiarity or proficiency in elements of movie production, including camera operation, editing software, and writing; and (2) an ability to work both independently and as a member of a crew. Summer program or other work before this class is highly recommended. An interview with the teaching faculty during course registration is required for entry, including the sharing of portfolio work. Ownership of an iPhone or equivalent with a fully functional camera is required. In addition, a digital SLR camera is recommended (the Canon EOS Rebel T6i at about \$500 is one good choice).

## PHOTOGRAPHY COURSES

### DARKROOM PHOTOGRAPHY 1

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** *This semester-long course must be paired with another arts course before graduation in order to fulfill Stevenson's diploma requirement. To fulfill the "f" arts admissions requirement for the UC and Cal State schools, the second course should also be in the visual arts discipline.*

Students establish a foundation in working with 35mm film, gaining confidence in manual camera operation, changing film to reels, and darkroom developing and printing. In addition, students learn early alternative process techniques including building their own Camera Obscura, cyanotypes, and anthotypes. Hands-on class projects are supplemented with an introduction to the history of photography and the exploration of diverse image-making artists across the globe. The class culminates in an exhibition of student work.

### DIGITAL ART & PHOTOGRAPHY 1

(See above in the Drawing & 2D Design section)

### DARKROOM PHOTOGRAPHY 2

**AVAILABLE TO:** all qualified students, see placement requirements above

This is a second year program that features assignments designed to develop a sophisticated eye for seeing photographic imagery. In addition to gaining more control in 35mm film, advanced darkroom techniques are explored including solarization, Van Dyke Brown Printing, working with medium and large format film as well as scanning and editing digital negatives. Students organize a cohesive portfolio based on individual aesthetics with opportunities to exhibit work throughout the year.

### DIGITAL ART & PHOTOGRAPHY 2

(See above in the Drawing & 2D Design section)

### AP STUDIO ART: PHOTOGRAPHY

**TYPE:** honors **H**

**AVAILABLE TO:** qualified Grade 11 and 12 students, see placement requirements above

Students develop a portfolio of work which, when completed and reproduced in digital form, will be submitted to the College Board. Students learn to practice independently beyond the classroom schedule, to have refined criteria for evaluating their work, and to aspire to the level of photographic expertise and sophistication of students enrolled in the first year of an art college curriculum. The course provides a format for serious photography students who wish to explore their potential for self-expression and technical development in the visual arts through the exploration of analog and digital photography. Assignments are designed to elicit both a wide variety of technical experimentation and photographic themes as well as to explore a single concept in-depth for the sustained investigation segment of the AP portfolio. Hands-on studio projects are interspersed with exploring diverse photographic techniques, and the work of practicing photographers across time and genres.



# ENGLISH DEPARTMENT

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## PLACEMENT REQUIREMENTS

The placement process for new students is different from that for returning students. Please review the placement requirements for the appropriate group at the links below.

[English Placement Requirements for New Students](#)

[English Placement Requirements for Returning Students](#)

All placements are subject to review by the head of the department.



# COURSES OFFERED

GRADE  
9

ENGLISH 1:  
INTRODUCTION TO  
LITERARY STUDIES

GRADE  
10

H

ENGLISH 2/  
ENGLISH 2 HONORS:  
LANGUAGE & POWER

GRADE  
11

H

ENGLISH 3/  
ENGLISH 3 HONORS:  
VOICES OF AMERICAN  
LITERATURE

GRADE  
12

ENGLISH 4:  
SEMESTER SENIOR  
ENGLISH COURSES

APOCALYPSE, NOW WHAT?

THE ART OF THE ESSAY

THE CONTEMPORARY  
SHORT STORY

DEFIANT DICKENS

THE GOTHIC  
IMAGINATION

ICONIC NOVELLAS:  
LESS IS MORE

REVOLUTIONARY  
AUSTEN

READING DISNEY

H

AP ENGLISH

ELECTIVES

JOURNALISM:  
NEWSPAPER

JOURNALISM:  
YEARBOOK

# ENGLISH COURSE DESCRIPTIONS

## ENGLISH 1: INTRODUCTION TO LITERARY STUDIES

**AVAILABLE TO:** *Grade 9 students, required for those students*

As students begin to navigate Stevenson’s Pebble Beach campus, they will investigate the relationship between identity and place through the reading and writing they encounter in English 1. This seminar-style course exposes students to a variety of genres, perspectives and voices that form a foundation for the work they will engage in throughout their time in the English classroom. While written efforts focus on literary analysis, students also explore their narrative and creative voice, acquiring competence in grammar and an enriched vocabulary in the process. Students also learn the skills of engaging in class discussions, as they practice articulating their ideas and listening and responding to their peers. We begin the year with short reading and writing endeavors as we build foundational skills, and we move to longer assignments in the spring semester. Our readings include contemporary essays, short works of fiction, poetry, drama, and either a novel or a memoir.

## ENGLISH 2 / ENGLISH 2 HONORS: LANGUAGE & POWER

**TYPE:** *honors available* **H**

**AVAILABLE TO:** *Grade 10 students, required for those students, for honors see placement requirements link above*

Chinua Achebe, the Nigerian novelist and essayist, has voiced his appreciation for the African proverb that states, “Until the lion has its own historian, the story of the hunt will always glorify the hunter.” English 2 is a world literature course, with an emphasis on British literature, and the course’s texts help students consider the power of language and storytelling—and how individuals with a voice shape communities and cultures. Students are challenged in both class discussions and in their writing to analyze language at the figurative level, specifically in relation to how words and phrases reveal power or powerlessness. While writing in English 2 begins with a review of the fundamentals of the paragraph, composition progresses to the analytical essay and includes opportunities for personal and creative writing. Students explore a variety of genres, including novels, plays, poetry, short fiction, and graphic novels by authors including Chimamanda Ngozi Adiche, Mary Shelley, Zora Neale Hurston, Chinua Achebe, Sophocles, and Shakespeare. Students who place into English 2 Honors are equipped with comparatively advanced skills in literary analysis and a clear commitment to their English coursework, such that they can manage heftier assignments at a swifter pace.

## ENGLISH 3 / ENGLISH 3 HONORS: VOICES OF AMERICAN LITERATURE

**TYPE:** *honors available* **H**

**AVAILABLE TO:** *Grade 11 students, required for those students, for honors see placement requirements link above*

This course explores the chronological sweep of American literature from the Puritans to the present, with a focus on the independent voices who created an imaginative new literary terrain in response to the developing nation. Students trace themes of identity, difference, faith, nature, and the American dream by reading closely, writing frequently, and sharing ideas with one another in our discussion-oriented setting. Readings draw from a diverse range of authors of renown and significance—such as Whitman, Fitzgerald, and Morrison—and course concepts resonate with the junior-year US History curriculum. Students will also study multimedia sources, including cartoons, music, and film. By examining America’s literary past, students will gain a deeper understanding of American culture and society today. Students who place into English 3 Honors are equipped with comparatively advanced skills in literary analysis and a clear commitment to their English coursework, such that they can manage heftier assignments at a swifter pace.



## ENGLISH 4: SEMESTER SENIOR ENGLISH COURSES

**AVAILABLE TO:** Grade 12 students

**SCHEDULE:** each meets during a single semester

The Semester Senior English course offerings can change from year to year. The registrar will work with seniors to request particular semester senior English courses in May of Grade 11.

### APOCALYPSE, NOW WHAT?

Illness, war, and climate change have ravaged society, government, and culture—no more laws, only individual ethics. Survival rests on having both faith in and suspicion of mankind. In our texts, characters navigate a displaced world, confront new challenges that threaten their survival, and strive for normalcy in their lives; some even find happiness and new hope in the future. As we consider what it means to survive, we will also examine the role of nostalgia and collective memory in creating and rebuilding society. Students will try their hand at writing their own apocalyptic or dystopian fiction and produce analytical pieces examining both the texts and films they encounter. Readings may include Emily St. John Mandel's *Station Eleven*, Cormac McCarthy's *The Road*, Margaret Atwood's *Oryx and Crake*, and a selection of short fiction, as well as literary and social criticism.

### THE ART OF THE ESSAY

A lasting and relevant art form, the essay endures as a popular and useful genre of writing, executed by students, academics, writers, journalists, and politicians all over the world. Due to many essays' relative short length and topicality, it may become the type of writing you read—and compose—the most in your adult life. By applying simple concepts of observation, reason and common sense, or intellect, essayists make illuminating discoveries and explore disparate topics, examining them from myriad angles to see what they might uncover and hoping to open readers' minds to new ways of thinking about themselves and the world. In this course, students will learn about various types of essays—personal, political, and opinion—how to read them well, and how essayists use particular forms of argumentation, as well as rhetorical skills, to effectively persuade. Students will also learn how to compose a well-crafted personal essay for college applications. The course culminates in students writing an opinion essay on a topic of their own choosing, which will be considered for publication in *Tusitala*, the school's newspaper. Teacher-selected readings will complement assigned readings from *The Seagull Reader: Essays, They Say I Say with Readings*, Chimamanda Ngozi Adichie's *We Should All Be Feminists*, and Marina Keegan's *The Opposite of Loneliness*.

### DEFIANT DICKENS

Explore a century's most popular, wealthy and prolific author. Focusing first on Charles Dickens' early treatment of marginalized members of English society in his seminal work, *The Adventures of Oliver Twist*, we will examine the works of the world's most popular author in his time. We will read the transformational novels of Victorian society, presenting in all its complexity a world sometimes at war with itself, with the distinct vantage point that Dickens both explored and exploited.

# ENGLISH COURSE DESCRIPTIONS

## THE CONTEMPORARY SHORT STORY

This course allows students to get curious about how stories get written—and about how to engage their own experience and imagination to create original fiction. By examining a range of short stories—from Hemingway to ZZ Packer—we study and apply salient lessons of craft to our own writing. The first two-thirds of the course revolves around writing exercises, assigned readings, and discussions about how an author's choices affect the reader experience of a story. In the final weeks, students experience a classic writing workshop in which they write their own short stories and serve as editors of their peers' writing.

## ICONIC NOVELLAS: LESS IS MORE

The British author Ian McEwan wrote that “the novella is the perfect form of prose fiction...long enough for a reader to inhabit a world or a consciousness and be kept there, short enough to be read in a sitting or two and for the whole structure to be held in mind at first encounter...” He also noted that “to sit with a novella is analogous to watching a play or a longish movie.” In this class, we will read iconic novellas from the 20th and 21st centuries and examine their adaptation to the screen. We will focus specifically on how authors structure and execute this particular form, create plot and subplot, develop character and convey theme(s) in a relatively short amount of space. Additionally, we will examine the transition of the novella to screenplay and eventually to film, seeing how the screenwriters and directors construct their adaptations. In-class and evening screenings of the films will occur. Readings have included Stephen King's *The Body* and *Rita Hayworth and the Shawshank Redemption*, Truman Capote's *Breakfast at Tiffany's*, Steve Martin's *Shopgirl*, Norman Maclean's *A River Runs Through It*, and Mohsin Hamid's *The Reluctant Fundamentalist*.

## THE GOTHIC IMAGINATION

Gothic literature delights readers through its tantalizing combination of suspense, secrecy, the supernatural, and—sometimes—romance. In this course we will trace the development of gothic fiction from its origins in eighteenth-century England to present-day expressions of the macabre on the large and small screens. Students will explore the ways in which frightful stories often reveal the underlying fears and anxieties of an era, from the concerns about reverse colonization in Victorian England to the ways in which slavery and Native American removal haunt the literature of the United States. Readings will include Walpole's *Castle of Otranto*, Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, Stoker's *Dracula*, and short stories by Edgar Allan Poe, Arthur Conan Doyle, Charlotte Perkins Gilman, Angela Carter, and Carmen Maria Machado. The course culminates in an examination of the many strains of a more contemporary gothic style in Lynch's *Twin Peaks*, Peele's *Get Out*, and Childish Gambino's “This is America.”

## POLITICS, POETRY & PROFILES: *The New Yorker* MAGAZINE

Students will delve into each week's edition of *The New Yorker*, which has arguably established itself as the nation's preeminent weekly magazine for arts and politics. By examining the various modes of writing that appear in the magazine (satire; poetry; fiction, political essay; book, film and restaurant reviews; personal essay; and more), the course develops students' own writing skills by inviting imitations of the magazine's best writers. We will bring in additional media sources for comparison as we work to understand current events, further developing our cultural awareness and media literacy. Our reading and writing will support the important process of identifying, supporting and expressing our individual opinions, and then working earnestly to understand the different viewpoints both within and outside the walls of our classroom. Our culminating project is a perennial favorite: students conduct interviews of an individual who intrigues them and then produce their own *New Yorker*-style profile.

## READING DISNEY

Most of us encounter the stories and characters of the Disney empire as children. But where does Disney get those stories, and what do the “Disney versions” teach us? In this course, we will investigate Disney’s powerful role in shaping the many worlds—physical, social, emotional, commercial—that we inhabit daily. To chart this ever-expanding cultural geography, we will draw from a variety of readings: literary sources (including Hans Christian Andersen’s “The Snow Queen”, Rudyard Kipling’s *The Jungle Book*, the sixth-century *Ballad of Mulan*, and versions of “Snow White” and “Beauty and the Beast” from all over the world), Disney’s feature-length films, essays in literary criticism, media literacy, and critical theory, and discussions of the architecture and design of the theme parks. Frameworks from cultural studies and film studies will challenge us as we advance our own critical perspectives on Disney’s representations of nature, race, gender, love, violence, progress, individualism, family, and nation. By the end of the semester, students will have developed a sophisticated understanding of the multiple, often surprising ways in which Disney is “part of your world.”

## REVOLUTIONARY AUSTEN

We will undertake close reading and textual analysis of two major novels of the early 19th century by Jane Austen, the author whose works revolutionized English literature. In order to explore ways to fully incorporate secondary sources and research into college level compositions and essays, we will read supplementary works to contrast the satiric, conservative writings of the late 18th century, which celebrated the “Age of Reason” to the revolutionary works of Jane Austen—revolutionary in their reference to the wider world of turmoil, revolution, and romanticism that defined the early 19th century and revolutionary in the place of authority and power granted women as it never had been before in literature written in English. Not witty romances, but great works of enduring meaning for anyone who is concerned about questions of individualism, independence, freedom, democracy, and the birth of a feminist perspective, reading Austen’s work is reading the most influential literature of the most revolutionary period in modern Western history.

## AP ENGLISH

TYPE: *honors* **H**

**AVAILABLE TO:** *Grade 12 students, see placement requirements link above*

AP English provides an introductory college-level course to students ready for advanced literary analysis. The syllabus both acquaints students with some of the major texts in the Western tradition and exposes them to a rich sampling of literary genres. The course promotes critical thinking and lucid, persuasive, and forceful writing. This course emphasizes the analytical essay based on the concept of the “close reading.” A high degree of responsibility for class participation and independent learning is fostered by requiring students to lead discussions, to make presentations, and to complete a reading journal in a thoughtful and thorough manner. Students are prepared for the Advanced Placement Examination in May and for successfully meeting the writing and thinking expectations of the most rigorous colleges. Last year’s syllabus included *Song of Solomon*, *The UnAmericans*, *Gilead*, *Heart of Darkness*, *Seize the Day*, *Dubliners*, *Equus*, *Winesburg, Ohio*, *No Exit*, *Twelfth Night*, and a rich sampling of poetry.

# ENGLISH COURSE DESCRIPTIONS

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## JOURNALISM: NEWSPAPER

**AVAILABLE TO:** all students

**SPECIAL NOTES:** *This course does not count towards the diploma requirement for the English department.*

This course explores the craft of journalism in a practical, hands-on setting by publishing the school newspaper every three to four weeks while also working on a variety of exercises in journalistic practice. Students incorporate lessons on the practice of print and photographic storytelling as they conceive and create stories that reflect the student experience. Students create the entire paper; they brainstorm to assemble a story list, assign stories, plan interviews, arrange for photos and graphics, write and edit news and feature articles, and design and lay out each issue. Students gain professional-level experience in reporting as well as employing the tools used to produce modern print and online journalism. Students particularly interested in video reporting or photography can work to flesh out our social media presence.

## JOURNALISM: YEARBOOK

**AVAILABLE TO:** all students

**SPECIAL NOTES:** *This course does not count towards the diploma requirement for the English department.*

*Spyglass*, the school yearbook, is produced once a year and documents Stevenson's many activities and sports that take place throughout the school year. Yearbook students learn to write copy, design layouts, and take photographs, thus taking an active role in recording the Stevenson student experience for that year. The yearbook, a full color, hardbound book, is traditionally released at the end of the school year.





# HISTORY DEPARTMENT

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## PLACEMENT REQUIREMENTS

The placement process for new students is different from that for returning students. Please review the placement requirements for the appropriate group at the links below.

[History Placement Requirements for New Students](#)

[History Placement Requirements for Returning Students](#)

All placements are subject to review by the head of the department.



# COURSES OFFERED

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**GRADE 9**

INTRODUCTION TO HISTORICAL STUDIES

**GRADE 10**

THE MODERN WORLD

H AP WORLD HISTORY

**GRADE 11**

H US HISTORY

H AP US HISTORY

H AP ART HISTORY

**GRADE 12**

H AP US HISTORY

H AP ART HISTORY

ECONOMICS

H AP ECONOMICS

STATE OF THE WORLD

**SUMMER**

STEVENSON SUMMER US HISTORY

# HISTORY COURSE DESCRIPTIONS

## INTRODUCTION TO HISTORICAL STUDIES

**AVAILABLE TO:** *Grade 9 students, required for those students*

Knowledge of the past allows us to best understand the present, to understand the motivations of our forebears, and to consider our own beliefs and positions on issues that shape our lives. In order to make sense of the historical grounding of contemporary global complexity and diversity, this introductory inquiry-based history course explores the interconnections of four broad themes that fundamentally shape the present: identity and belonging; migration; power, authority, and resistance; and war and reconciliation. Each unit emphasizes multiple perspectives and a range of diverse voices that encourage students to explore and discover multiple historical narratives and gain a richer, more nuanced understanding of history. Through individual and collaborative work, students begin to develop and apply the foundational skills employed by historians—active, close reading and evaluation of primary and secondary sources, crafting critical questions, contextualization, and both expository and analytical argumentative writing grounded in evidence.

## THE MODERN WORLD

**AVAILABLE TO:** *Grade 10 students*

The modern world, loosely defined as the last four centuries, from the global Renaissance to the present, has been defined by massive transformation—social and political upheaval and revolution, industrialization, urbanization, global exchange and conflict, migration, and imperialism and colonization. This course combines a chronological and thematic approach to explore the historical roots of modernity. In endeavoring to consider the dynamic changes that modernity brings, students critically examine diverse perspectives—including people of color, young people, and women—as well as multiple points of view—oppression as well as resistance, emigration as well as immigration, the enslaved as well as the enslavers. This course challenges students to think historically, objectively, and globally, to evaluate historical sources, and to grapple with a variety of complex textual, visual, and physical materials to explore the modernization of the world and its role in shaping our contemporary world.

## AP WORLD HISTORY

**TYPE:** *honors* **H**

**AVAILABLE TO:** *qualified Grade 10 students, see placement requirements link above*

In this fact-paced course, students learn to identify long-term historical themes and patterns, while developing fluency in cross-cultural comparison through a survey of global history from the 13th century to the present. While emphasis is placed on chronology, this course also underscores themes that reverberate throughout the broad temporal scope of modern world history, including human interaction with the environment, migration, systems of governance and politics, social interaction and organization, and technology and innovation. Students develop scholarly habits of mind and the skills of a historian including cross-cultural comparison, contextualization, critical comparison of multiple points of view and competing interpretations of events, understanding and rigorous analysis of textual and visual evidence, and the development of uniform methods of historical analysis and writing.



## US HISTORY / AP US HISTORY

TYPE: *honors available* **H**

**AVAILABLE TO:** *Grade 11 students, Grade 12 students in special cases, for honors see placement requirements link above*

In this survey course, students investigate significant events, individuals, and processes in United States history from the 15th century to the present. While organized chronologically, this course also focuses on several themes that reverberate throughout the American experience: American and national identity; labor—both free and enslaved; migration and settlement; politics and power; and geography and the environment. Throughout the year, course concepts resonate with literary analysis and cultural themes discussed in English 3 and English 3 Honors. Students learn to focus their analysis of vital social, cultural, political, and economic moments in history by examining how these shape our perspective on current social, economic, and political issues. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. In addition, students examine competing historical interpretations, emphasizing the idea that history’s meaning constantly evolves. Students in US History further personalize the course with several research-based individual and group projects that aim to create historical grounding for our contemporary world. Students qualifying for the AP US History course will be asked to bring rigorous attention to content comprehension, historical analysis, discussion, and specific written skills. It is a demanding course that seeks to prepare motivated students for the AP exam at the end of the school year.

## AP ART HISTORY

TYPE: *honors* **H**

**AVAILABLE TO:** *qualified Grade 11 and Grade 12 students, see placement requirements link above*

Creative expression is at the heart of what it means to be human. To better understand the human experience across space and through time, this course surveys global history from prehistory to the present through a diverse collection of works of art. Students cultivate their understanding of art within its broader historical context and gain fluency in a specific vocabulary of art analysis as they explore concepts of culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques of art making. Immersing themselves in the diverse cultural productions of societies from Africa, the Pacific, the Americas, Asia, and Europe, students explore how and why works of art function for those who create them, use them, and view them. They consider such issues as patronage, sex and gender, politics, religion, class, ethnicity, artistic intention, and audience as they grow their skills in art historical analysis. Extensive readings, discussion of visual sources, independent research, frequent assessments, and field trips to local museums help hone students’ ability to synthesize sophisticated visual, written and verbal material to prepare for the AP examination.

## STATE OF THE WORLD

**AVAILABLE TO:** *Grade 12 students*

This seminar and project-based course gives students a chance to deeply explore the cultural, political, economic, and social trends that define the 21st century. Students emerge from the class as informed global citizens able to engage the world they will face after graduation. Guided by the issues relevant in the moment, topics vary with the headlines, but prominent themes include politics, war, and social upheaval, contemporary art, film, music, and popular culture. In State of the World, students learn to critically engage with and challenge their own cultural perspectives through a variety of group projects that are led and overseen by students. In addition to refining distinctly historical skills, students develop and practice skills essential to their lives beyond Stevenon, including presenting their work, offering and receiving critique, and publishing research findings as an online magazine-style journal, a film, or other media creation.

# HISTORY COURSE DESCRIPTIONS

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## HISTORY 4: SEMESTER SENIOR HISTORY COURSES

**AVAILABLE TO:** *Grade 12 students*

**SCHEDULE:** *each meets during a single semester*

The Semester Senior History course offerings can change from year to year. The registrar will work with seniors to request particular semester senior history courses in May of Grade 11.

## ECONOMICS

In this broad survey of economics, students learn foundational economic concepts, microeconomics, macroeconomics, global/international economics, and personal financial management. Students also engage in a range of projects in order to study, analyze, and dissect contemporary trends in American business, society, and politics from an economic perspective. Students develop analytical and comprehension skills to establish a basic understanding of the complex financial and economic world in which we live.

## ETHICS

Philosophy helps develop one's moral imagination in ways necessary to meet contemporary challenges and opportunities concerning the promotion of the global common good. This proposed class on ethics will proceed with the assumption that philosophical claims—e.g., about human nature, our sociality, and its normative implications—are constantly being made throughout our world, and that it's the task of the student of philosophy to uncover and examine such claims. As such, this course attempts to promote ethical reasoning and reflection, in order to help prepare students to become responsible global citizens. This can be problematic insofar as students' limited experiences of the world, along with inherent psychological limitations, make it difficult for them to envision the global implications of their actions and decisions. Philosophical reflection helps in this respect since it has, almost since its inception, encouraged students to expand these limits in order to consider as nearly as possible the global (or even universal) implications of ideas and actions. The whole point of philosophy, on this view at least, is to consider things as much as possible in terms of their relations to everything else and to allow such considerations to challenge one's preconceived notions of common sense and social custom. Through both reading great works in the history of philosophy and an emphasis on critical, open-ended discussion, this course will attempt to develop students' moral imaginations by encouraging them genuinely to consider multiple, often contradictory views and to examine their own most deeply held beliefs.

## REBELS, RADICALS, AND REVOLUTIONARIES

Political extremism has always lurked on the edges of society, but what happens when the fringe becomes the mainstream? In this class, we will explore the radicalized forces of political change and violent insurrection throughout modern history. From the rioting rebels of Colonial America to the communist upwelling throughout Europe and Asia, our thematic approach will search for common threads, trends, and clues that will attempt to illuminate a better understanding of radicalism in the 21st Century. We will dive deep into historical events, but also explore the current revolutionary streams that have rattled America and beyond. You will hone your analytical skills while learning simple and effective writing strategies to better navigate the depth and breadth of future college courses. Discussion, curiosity, fascinating reads, and groundbreaking films – it's all happening in *Rebels, Radicals, and Revolutionaries*.

## AP ECONOMICS

TYPE: honors **H**

**AVAILABLE TO:** qualified Grade 12 students

AP Economics is a year-long course that focuses on how economic decisions are made within national economic systems as a whole. This course covers the major topics of contemporary macroeconomic thought, including economic fundamentals, fiscal and monetary policy, long-term economic growth, and international trade. To expose students to real world economic applications, students collaborate in small groups to study and develop solutions to several contemporary economic challenges, including in the areas of housing, water, food, and energy. This course is designed to expose students to the intellectual environment and demands of a college level course. The course's content, material, and expectations are high, and aim to prepare students for the AP Macroeconomics examination.

## STEVENSON SUMMER US HISTORY

TYPE: summer

**AVAILABLE TO:** high school students who have completed Grade 10

**SCHEDULE:** three hours a day, five days a week for six weeks in the summer

**SPECIAL NOTES:** Students taking this course are still expected to take a full load of courses in the following year. Students attending Summer US History in person are responsible for providing their own housing.

Stevenson's Summer US history course offers an intensive immersion in the political, social, and cultural currents of the United States from the colonial era to the present. The class incorporates lecture, discussion, formal debate, group and individual research, film, and historical documentaries. Taught chronologically beginning with European upheaval in the 15th century, students also explore and examine themes that reverberate throughout the nation's history—immigration and colonization; conceptions of freedom and slavery; individual, group, and civil rights; diversity; the size and role of government; and the concept of American identity. For more information and an application see the [Summer US History webpage](#).



# MATHEMATICS DEPARTMENT

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## PLACEMENT REQUIREMENTS

The placement process for new students is different from that for returning students. Please review the placement requirements for the appropriate group at the links below.

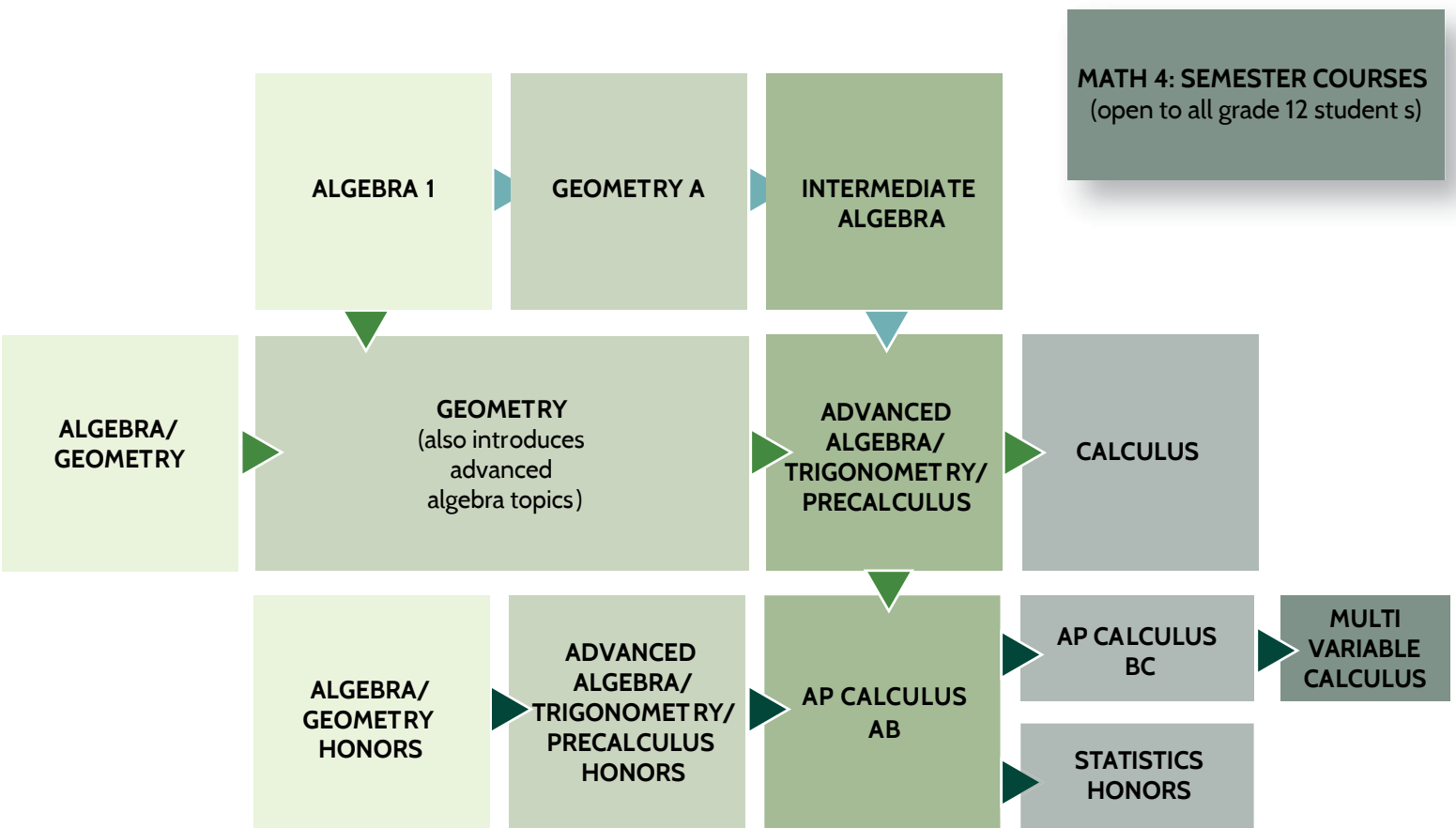
[Math Placement Requirements for New Students](#)

[Math Placement Requirements for Returning Students](#)

All placements are subject to review by the head of the department.



# COURSES OFFERED—MATH PATH



# MATHEMATICS COURSE DESCRIPTIONS

## ALGEBRA 1

**AVAILABLE TO:** Grade 9 students, see placement requirements link above

Algebra 1 introduces fundamental algebraic concepts and is designed to solidify foundational mathematical skills. In this student-centered, collaborative classroom we work on the board and in groups, and students learn techniques and strategies that will be used throughout their mathematical progression at Stevenson. Students develop a strong foundation in algebraic topics such as probability, linear functions, exponents and radicals, quadratic functions, factoring polynomials, and inequalities. They utilize problem-solving skills to solve math puzzles such as Sudoku and Ken-Ken and also use their skills to solve everyday questions such as how much tax will be charged on items purchased at a store, or how much an item will cost after a certain percentage discount. Each student will be assessed throughout the year to determine which math course will be the best fit in Grade 10.

## ALGEBRA/GEOMETRY

**AVAILABLE TO:** qualified Grade 9 students, see placement requirements link above

In this course, students develop a strong foundation in algebraic topics such as probability, linear functions, exponents and radicals, quadratic functions, factoring polynomials, and inequalities. They learn and practice new skills in collaboration with their peers and are pushed to connect the material to the world as they know it. Students model the flight path of Angry Birds with quadratic functions, and build paper helicopters and then utilize a linear regression to predict flight times from the second story of the school. We approach the teaching of geometry topics with an eye for opportunities to integrate algebraic skills; for example, they might need to first apply a geometric theorem such as the sum of the angles in a triangle to produce a quadratic formula to be solved, then decide whether one, both, or none of the resulting solutions makes sense. Students will engage with hands-on technology such as Desmos and Geogebra, all while receiving ample feedback and opportunities for practice on individual whiteboards. This rigorous course emphasizes skill-building and the development of a positive mindset for lifelong learning in mathematics and beyond.

## ALGEBRA/GEOMETRY HONORS

**TYPE:** honors **H**

**AVAILABLE TO:** qualified Grade 9 students, see placement requirements link above

This course is the first in the honors sequence for highly motivated students who wish to complete a typical three-year mathematics curriculum in two years. Students develop a strong foundation in topics covered in both algebra and geometry while having their knowledge enhanced with additional problem sets that focus on more advanced concepts designed to provide a challenge for even the strongest students. Using mathematical puzzles and abstract concepts, students learn by exploration and collaboration, and complete an intensive review of algebra in the fall semester. During the spring semester, students complete a comprehensive study of the topics covered in our non-honors Geometry course, while introducing advanced algebra topics. This fast-paced course prepares students for Advanced Algebra with Trigonometry and Pre-Calculus Honors (AATPH).

## GEOMETRY A

**AVAILABLE TO:** *Grade 10 and above students, see placement requirements link above*

In this course students continue to strengthen their understanding of the fundamentals of elementary algebra with an intensive review of algebraic topics before beginning their formal study of geometry. Students learn in a supportive environment that enables them to learn at an appropriate instructional pace. The skills developed in this course help to prepare students for courses in advanced algebra. Students in Geometry A are usually placed into Intermediate Algebra or Advanced Algebra / Trigonometry / Precalculus.

## GEOMETRY (ALSO INTRODUCES ADVANCED ALGEBRA TOPICS)

**AVAILABLE TO:** *qualified Grade 10 and above students, see placement requirements link above*

In this comprehensive geometry course, students develop spatial and deductive reasoning skills through an exploration of 2D and 3D shapes, congruent and similar figures, formal geometric vocabulary, basic structuring of mathematical proofs, and trigonometric identities. All geometric topics are discussed with a connection to the coordinate plane, strengthening students' algebraic skills and preparing them for future courses in Advanced Algebra and Precalculus. Students learn in collaboration with their peers and have ample opportunity for hands-on practice and feedback. In addition to a rigorous study of Euclidean Geometry, they spend time designing castles in Tinkercad, estimating heights of trees using shadows, and engaging in scavenger hunts of quadrilaterals on campus, strengthening their understanding of geometry through real-life applications of the material. Students in Geometry usually continue on to take Advanced Algebra / Trigonometry / Precalculus (AATP).

## ADVANCED ALGEBRA / TRIGONOMETRY / PRECALCULUS HONORS (AATPH)

TYPE: *honors*



**AVAILABLE TO:** *qualified students, see placement requirements link above*

Students successfully completing Algebra/Geometry Honors are well prepared to take this course and thus complete three years of material in two years. As the title indicates, this course covers advanced algebra, trigonometry and the concepts found in a traditional precalculus course. The course broadens and deepens advanced algebra concepts such as quadratic functions, polynomial functions, exponential and logarithmic functions, conic sections, and systems of linear and nonlinear equations. Students continue working on supplemental problem sets to enhance problem-solving skills, and we introduce non-traditional topics such as number system conversion. The course concludes with a detailed study of trigonometry including graphs, trigonometric equations and trigonometric identities. Graphing calculators and technology are integrated into the curriculum through projects and discussions of real-world problems, such as modeling population change. Throughout the year, students collaborate in an environment that encourages participation from all. Students who complete this course usually go on to take AP Calculus AB or Calculus.

# MATHEMATICS COURSE DESCRIPTIONS

## INTERMEDIATE ALGEBRA

**AVAILABLE TO:** *Grade 11 students, see placement requirements link above*

In this course, students will learn not only about algebra, but also how to use algebra to describe and make predictions about authentic situations. The text used for this course contains data that describe hundreds of real-life questions. While working with data, students are able to make connections to foundational mathematical concepts and how mathematics impacts their daily lives. For example, in one project students collect data and then use linear regression to explain the relationships within the data, making predictions about what results they might have achieved had they collected more data. Students also embark upon other exploratory topics and learn to leverage different types of technology, most notably Desmos and graphing calculators, in their pursuit of becoming better problem solvers. Students in this course usually go on to Advanced Algebra / Trigonometry / Precalculus (AATP) or Math 4: Semester Senior Mathematics Courses.

## ADVANCED ALGEBRA / TRIGONOMETRY / PRECALCULUS (AATP)

**AVAILABLE TO:** *qualified students, see placement requirements link above*

As the title indicates, this course covers all techniques, methods, and concepts usually covered in an algebra and trigonometry course, as well as the concepts presented in a traditional precalculus course. During the fall semester, students in AATP are introduced to advanced algebra concepts such as quadratic functions, polynomial functions, exponential and logarithmic functions, and systems of linear and nonlinear equation systems. The second half of the year features a detailed study of trigonometry including graphs, trigonometric equations and trigonometric identities. Throughout the year, students expand their knowledge of algebra and geometry and become familiar with concepts that they will encounter in calculus in a dynamic, interactive learning environment. Students in this course usually go on to take Calculus.

## CALCULUS

**AVAILABLE TO:** *qualified students, see placement requirements link above*

This course introduces students to the elements of differential and integral calculus with an emphasis on building upon and subsequently mastering skills learned in prior math courses. Students will use limits in their study of differential calculus and do a thorough examination of the tangent line problem. Students will apply differentiation techniques such as power, chain, product, and quotient rules. Once the techniques are mastered, students will apply their knowledge to authentic problems involving optimization. They will also explore applications of integral calculus, which include calculating the area under a curve and the fundamental theorem of calculus. This comprehensive course prepares graduating seniors for college-level mathematics courses and grade 11 students for AP Calculus AB.

## AP CALCULUS AB

**TYPE:** *honors* **H**

**AVAILABLE TO:** *qualified students, see placement requirements link above*

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems. This comprehensive course requires students to use definitions and theorems to build arguments and justify conclusions. Students learn to solve problems expressed graphically, numerically, analytically and verbally to build a deeper understanding of the presented topics. Students use online resources such as Desmos and the AP Classroom along with graphing calculators to enhance their knowledge of the concepts while preparing for the AP exam in May, and the possibility of taking AP Calculus BC the following year.



## AP CALCULUS BC

TYPE: honors **H**

**AVAILABLE TO:** *qualified students, see placement requirements link above*

This fast-paced college-level course covers the topics presented in AP Calculus AB in greater depth, as well as infinite series, including the Taylor series. Students also investigate functions defined by polar and parametric equations and vectors. They use topics such as the logistic growth model and related rates to apply their work to real world situations. Using calculus, they are able to calculate the carrying capacity of a pack of wolves, or how fast the volume of a balloon is changing when inflated or deflated. Students use online resources such as Desmos and the AP Classroom along with graphing calculators to enhance their knowledge of the concepts while preparing for the AP Exam.

## MULTIVARIABLE CALCULUS

**AVAILABLE TO:** *qualified students, see placement requirements link above*

Multivariable Calculus is reserved for students who have completed AP Calculus BC. In colleges this course is commonly called Calculus III, and it expands the calculus concepts to multiple variables, and to multiple dimensions. The first part of the course introduces vector calculus basics such as the definition of a vector, its magnitude and direction, dot and cross products, and their geometrical interpretation. These concepts are then applied to 3-dimensional shapes, including lines, planes, and quadrics (ellipsoids, spheres, cones, paraboloids etc.). The second phase of the course focuses on calculus concepts with multiple variables to calculate arc length, surface area and volume by using line, double and triple integrals in Cartesian, polar, cylindrical and spherical coordinate systems. The course concludes by making connections to real-life problems such as Green's, Divergence, and Stokes' Theorems.

## STATISTICS HONORS

TYPE: honors **H**

**AVAILABLE TO:** *qualified students, see placement requirements link above*

Statistics Honors is available to students who have completed AP Calculus AB. Statistics is a growing field of study that has applications in many industries and academic fields such as psychology, life sciences, economics, astronomy, finance, sports and more. Paying close attention to local, national and global events, this honors course introduces students to the descriptive and inferential statistical methods that allow them to be competent consumers and handlers of data. Throughout the year students will explore several statistical themes such as producing data with experimental design, exploring data with descriptive statistics, anticipating patterns using probability, and learning about a population from sample data using statistical inference. Students will engage with these concepts through activities, simulations, projects, current events, and real-world data sets. Also, they will develop familiarity with technological tools that will help them access, display, analyze and interpret data. Deep engagement in the coursework will help students to further develop their problem-solving, critical thinking, and communication skills, as well as prepare them for further studies and applications of statistics at the university level.

# MATHEMATICS COURSE DESCRIPTIONS

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## MATH 4: SEMESTER SENIOR MATHEMATICS COURSES

**AVAILABLE TO:** *Grade 12 students*

**SCHEDULE:** *each meets during a single semester.*

The Semester Senior Mathematics course offerings can change from year to year. The registrar will work with seniors to request particular semester senior math courses in May of Grade 11.

## PERSONAL FINANCE

This semester course gives students the opportunity to learn about essential elements of personal finance that they are likely to encounter as young adults both during and after college. Students learn about interest, the present and future value of money, debt, basic banking, investing, loans, retirement savings, insurance, and taxes. Throughout this course, students explore the nature of growth and decay, and compound interest. Overall, the course focuses on solving math problems related to financial literacy, providing students with the basic knowledge and tools they will need to apply their problem-solving abilities to their financial life. Throughout the course, students will engage in budgeting and stock investing simulations using an online application called Personal Finance Lab.

## STATISTICS

This introductory statistics course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data, as well as provide them with opportunities to apply what they have learned to real data sets. Students will develop statistical strategies from a wide variety of sources including experiments, sample surveys and other observational studies. Students will study probability and simulation to aid in their understanding of statistics and to aid in constructing models of chance. Also, students will study the properties of sampling distributions in order to construct confidence intervals and carry out hypothesis tests. Throughout the course, students will use technological tools such as graphing calculators, and spreadsheets to organize, display and analyze data. This course helps prepare students for an introductory course in statistics at the college level, and helps them become discerning consumers of data.





# SCIENCE DEPARTMENT

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## PLACEMENT REQUIREMENTS

The placement process for new students is different from that for returning students. Please review the placement requirements for the appropriate group at the links below.

[Science Placement Requirements for New Students](#)

[Science Placement Requirements for Returning Students](#)

All placements are subject to review by the head of the department.



# COURSES OFFERED

**GRADE  
9**

**PRINCIPLES OF  
SCIENTIFIC INQUIRY**

**ELECTIVES**

**ENGINEERING AND  
COMPUTER SCIENCE:**

**INTRODUCTION TO  
ENGINEERING DESIGN**

**INTRODUCTION TO  
MECHATRONICS ENGINEERING**

**INTRODUCTION TO  
COMPUTER SCIENCE**

**PROGRAMMING  
METHODOLOGY**

**GRADE  
10**

**H SCIENCE 2/  
SCIENCE 2 HONORS**

**GRADES  
11 & 12**

## **SEMESTER SCIENCE COURSES**

**BIOLOGY:  
BRAINS AND BEHAVIOR\***

**CHEMISTRY: EXPERIMENTAL  
CHEMISTRY\***

**BIOLOGY:  
EVOLUTIONARY BIOLOGY\***

**PHYSICS:  
FIELD ASTRONOMY**

**BIOLOGY:  
INFECTIOUS DISEASE  
AND PUBLIC HEALTH\***

**PHYSICS:  
MECHANICS & KINEMATICS\***

**BIOLOGY: HUMAN  
ANATOMY AND PHYSIOLOGY\***

**PHYSICS:  
FORCES & ENERGY\***

**BIOLOGY:  
MARINE SCIENCE**

**BIOLOGY: ORNITHOLOGY,  
BIRD NERDS 101**

**BIOLOGY:  
SPORTS MEDICINE**

**H PHYSICS HONORS**

**H AP BIOLOGY**

**H AP CHEMISTRY**

**H AP PHYSICS C**

**H AP  
ENVIRONMENTAL  
SCIENCE**

*\* Semester courses marked with an asterisk, if successfully completed, can serve as a booster class to help students qualify for the corresponding AP class if they had not otherwise met its prerequisites*

# SCIENCE COURSE DESCRIPTIONS

## PRINCIPLES OF SCIENTIFIC INQUIRY

**AVAILABLE TO:** Grade 9 students, required for those students

Relying on the motto of the Royal Society of London, Nulius in verba (“take no one’s word for it”), we emphasize that science is an experiential endeavor. How do we know what we know? This class lays the foundation of expectations and approach to the science learning experience that permeates all aspects of the Stevenson science curriculum. Through an integrated science curriculum, foundational topics in physics, chemistry, biology and environmental science are woven into an interdisciplinary study of core scientific concepts. We take advantage of our local marine environment, the world renowned Monterey Bay Marine Sanctuary, the Monterey pine forest, and the classroom to solidify practices of scientific measurement, data organization, and analysis. Emphasis is placed on the interconnectedness of all major branches of science necessary for fully analyzing any scientific phenomena, and students develop the knowledge and skills to prepare them for upper-level courses. A significant portion of the second semester is organized around varied capstone projects, designed by students with coaching from instructors and outside experts, to hone the skills that make scientists expert critical thinkers. During this research experience, students learn to back up their scientific reasoning with carefully collected evidence. The year culminates in Grade 9 Science Night in May, where students present their research to peers, teachers and parents.

## SCIENCE 2 / SCIENCE 2 HONORS

**TYPE:** honors available **H**

**AVAILABLE TO:** Grade 10 students, required for those students

The natural world depends on the flow of energy and the transformation of matter. How does that reveal itself in how mountains form, the greenhouse effect, wave propagation, and in how humans use energy for transportation? Building on the skills of inquiry and scientific method emphasized in the Grade 9 Principles of Scientific Inquiry course, students explore thematic topics in chemistry, physics, and biology. Foundational scientific concepts are presented in the context of everyday phenomena and observable examples from the world around us. We start with the theme of mountaineering, where students learn about plate tectonics, atmospheric dynamics, gas laws, and investigate why the human body cannot survive at high elevation. In the second thematic unit students come back to sea level, exploring the theme of waves, focusing on the energy of sound and light, then shifting to examining the fundamentals of chemical reactions and the chemistry of ocean water. Students will also investigate our local environment and issues facing marine life, from ocean acidification to plastic pollution. The concluding unit focuses on engines and the mechanics of transportation. Students learn about rocketry, the physics of motion and propulsion, gravity, and orbital mechanics. Students complete their experience with work on a collaborative project to simulate a mission to Mars. Throughout the course, students conduct formal laboratory investigations and activities in class, and engage in research projects.

The honors sections follows the same sequence, but requires deeper analysis of chemistry and physics, including computational problems in areas of stoichiometry, titration and gravitational forces. Placement in Science 2 Honors is determined by the Principles of Scientific Inquiry instructors and the science department head.

## SEMESTER SCIENCE COURSES

**AVAILABLE TO:** Grade 11 and 12 students

**SCHEDULE:** each meets during a single semester.

The Semester Science course offerings can change from year to year. The registrar works with students to request particular semester science courses in May.

*\* Semester courses marked with an asterisk, if successfully completed, can serve as a booster class to help students qualify for the corresponding AP class if they had not otherwise met its prerequisites.*

## BIOLOGY: BRAINS AND BEHAVIOR \*

How do organisms take in information about their environment, make sense of it and respond in a way that helps them survive and thrive? How do animals learn from their experiences, and how did these systems evolve over the course of hundreds of millions of years? In this course, we will study the neurobiology of a wide range of animals, from the nervous system of the lowly worm to the most complex system of them all, the human brain. We will learn how we see, smell, feel and hear, and how the brain instantly integrates all this information to guide our behavior. How, for example, does a signal from your eyes get to your hands quickly enough for you to catch a rapidly moving ball? Why do some things taste bad? We will also research the consequences of damage to specific regions of the brain, and how the brain compensates and recovers. Is it true that some people can smell colors? What happens if you disconnect the two sides of the brain? How can you be unable to learn any new information, yet still be able to learn to play the piano? Throughout the course, we will consider the contributions of influential neuroscientists, psychologists and ethologists such as Pavlov, Hebb, Skinner, Lorenz, and Sacks, and investigate how our understanding of learning and the brain evolved over the past two hundred years.

## BIOLOGY: EVOLUTIONARY BIOLOGY \*

How did we get from a primordial mixture of chemicals, 4.5 billion years ago, to the rich diversity of life present on earth today? How are new species formed? What do we know about the molecular mechanisms that underpin evolution? How have changes in the environment driven some organisms to incredible success, and others to extinction? How have humans evolved since we first appeared in North Africa some 300,000 years ago, and are we still evolving? We will consider the various theories of how life on earth came to be, focusing on the work of Charles Darwin and the neo-Darwinian scientists inspired by his theory of evolution. This course integrates biochemistry, molecular genetics, anatomy, physiology, animal behavior, botany and environmental science in a broad introduction to the vast field of evolutionary biology.

## BIOLOGY: INFECTIOUS DISEASE AND PUBLIC HEALTH \*

This course weaves together immunology, pathology, and epidemiology to explore the human body, public health, and what makes us sick. We will explore the human immune system, the ways it can malfunction, and learn how vaccines boost immune response. This course will explore pathogens and pandemics that have shaped human evolution and history, ranging from *Plasmodium* parasites (malaria) to coronavirus disease (COVID-19). We will also take a look at how humans have shaped pathogen evolution, such as the rapid rise of multi-drug resistant bacteria. Students will research communicable diseases and noncommunicable diseases, and explore how these can be prevented in order to improve public health. In the laboratory, students will perform blood-typing tests to explore the function of antibodies and use models to explore the origin and function of CRISPR/Cas9 gene editing. A main focus of this course will be the COVID-19 pandemic, the origin and spread of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), and measures that may prevent future global pandemics.

## BIOLOGY: HUMAN ANATOMY AND PHYSIOLOGY \*

The human body is an extraordinary collection of organ systems that enable us to do amazing things. How do these systems work and how are they interconnected? What happens if the systems break down or get damaged? This course is a laboratory-based elective in which students investigate the structure and function of the human body. Students explore each organ system on the cellular, tissue, and organ level, then investigate how they integrate and function together. They also explore health topics associated with each organ system, such as how dietary choices affect the digestive system, and substances of abuse and addiction impact the nervous system. Dissection of a fetal pig and other appropriate organs complement our coursework.

# SCIENCE COURSE DESCRIPTIONS

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## BIOLOGY: MARINE SCIENCE

This class provides students with an introduction to marine life, and the principles of marine geology and physical and chemical oceanography that influences the distribution of that life. The course begins with a review of the basic concepts of waves, tides, and currents in preparation for a survey of the living organisms found in the world's oceans. Monterey Bay, being our home, is the focal point of our studies. The bay is an outstanding backdrop for the course curriculum as it is diverse both geologically and biologically. We take full advantage of our proximity to the ocean by taking numerous field trips to the local rocky intertidal ecosystem, bird colonies, sea otter rafts, seal and sea lion haul-outs, and to the Monterey Bay Aquarium. Topics of current interest including global warming, depleted fisheries, coral bleaching, coastal erosion, and plastic pollution are presented throughout the course. Upon completing the course students are expected to be able to recognize the dominant rocky intertidal invertebrates and algae as well as the most common marine mammals in our local ecosystem and describe the threats to ecosystem balance.

## BIOLOGY: ORNITHOLOGY, BIRD NERDS 101

Bird diversity abounds on campus and by our nearby shore. What behaviors can be uncovered about our campus-resident crows? How do survival strategies differ between birds of the forest compared to the coast? In this course, students will participate in place-based bird studies which will include monitoring of resident bird boxes constructed here on campus. Frequent field trips to local birding hot spots, accompanied by local experts, will reveal the rich diversity of bird life that calls coastal California its home. Classes and labs will further investigate bird morphology, ecology, behavior and identity.

## BIOLOGY: SPORTS MEDICINE

Sports Medicine gives students a fundamental understanding of a range of musculoskeletal and neurological injuries. In this laboratory-based class, students will learn basic regional anatomy, the evaluation process, and acute care and rehabilitation skills for a variety of common injuries associated with sports participation.

Students will gain thorough understanding of traumatic brain injuries and will be able to assess the severity of concussions, manage acute injuries and make informed decisions on appropriate return to sports participation. We will also investigate techniques for athletic performance improvement and preventative treatments.



## CHEMISTRY: EXPERIMENTAL CHEMISTRY

Labs, labs, labs! Get deep into hands-on learning through an immersion in experiments in chemistry. After conducting a series of labs on topics including rates of chemical reactions, thermochemistry, equilibrium studies and more, students will be presented with experimental problems for which they will design their own lab procedures to gather appropriate data. Foundational concepts covered in this class will help to prepare the successful student for enrollment in AP Chemistry in their senior year.

## PHYSICS: FIELD ASTRONOMY

Field Astronomy examines both the dynamics of planetary systems and the life and death of stars. The course will examine the history of the heliocentric and geocentric models of our solar system, Kepler's laws of planetary motion, Newton's Law of universal gravitation and the theory behind solar system dynamics. Starting with our sun, the course will examine the formation of stars and their possible fates. Special attention will be paid to the nature of light and the use of spectroscopy to measure characteristics of stars outside our solar system and determine stellar classification characteristics. Laboratory work will include observations of planets, moons, asteroids, and comets as well as classifications of stellar clusters, nebulae and supernova remnants and the observations of other galaxies. Students will incorporate the basics in celestial mapping and telescope use in laboratory work. The course includes a weekly two-hour evening lab, as well as a two-night sky observing trip away from campus.

## PHYSICS: MECHANICS AND KINEMATICS \*

Does learning how things move, fly and spin get your creative juices flowing?

This physics class takes a close look at the wonders of the mechanical world around us. Students will roll things down ramps, shoot projectiles through the air and build simple machines, as well as discover why things fall and why they orbit. This course will help establish a knowledge and skills foundation for students seeking to take advanced courses in physics. Topics examined will include Newtonian mechanics, projectile motion, energy, work, simple machines, rotational mechanics, buoyancy and gravity and orbital mechanics.

# SCIENCE COURSE DESCRIPTIONS

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## PHYSICS: FORCES AND ENERGY \*

The world around us offers exposure to everyday phenomena that are often considered mysterious. We will answer some questions like: Why do things float? How come sound can travel through water? What the heck is light? How does electricity actually work? Why does leaving the refrigerator door open make your kitchen warmer? How do you make a nuclear bomb? We will finish by looking into the way that modern physics is changing our understanding of what we think of as the “real” world, including topics of thermodynamics, sound, light, electricity and Einstein’s theories of relativity. This course will also provide a foundation for students seeking to take advanced courses in physics.

## PHYSICS HONORS

TYPE: *honors* **H**

**AVAILABLE TO:** *qualified Grade 11 and 12 students, see placement requirements link above*

Students taking this algebra-based course master the vocabulary and concepts of physics in a discussion/demonstration/laboratory format. In a curriculum that covers a broad spectrum of material, students learn the following: mechanics, properties of matter, heat and thermodynamics, wave motion (including sound and light), electricity and magnetism, and atomic and nuclear physics. The use of trigonometry and a more extensive laboratory experience make Physics Honors comparable to a non-calculus college-level survey course.

## AP BIOLOGY

TYPE: *honors* **H**

**AVAILABLE TO:** *qualified Grade 11 and 12 students, see placement requirements link above*

AP Biology covers fundamental elements of the biological sciences and also seeks to develop an enduring conceptual understanding of the major themes of biology: evolution, energy transformations, and molecular biology, DNA and information storage and retrieval, and the interaction of biological systems. Students learn about the integrity of living systems and the application of chemical and physical principles of life. Students also explore the historical perspective of recent major developments in biology. Laboratory activities hone analytical skills and foster an appreciation of scientific experimentation.

## AP CHEMISTRY

TYPE: honors **H**

**AVAILABLE TO:** *qualified Grade 11 and 12 students, see placement requirements link above*

Using a curriculum which has been approved by the College Board, this course emphasizes inquiry and a student-centered approach to learning complex phenomena about the behavior of matter and the changes they undergo. After a review of foundational chemistry, students master the following topics: electron structure of atoms, quantitative analysis, thermodynamics, kinetics, and gas laws. Acid-base reactions are also studied in depth and provide a framework for sophisticated quantitative analysis of equilibrium systems. Through extensive lab work, students intentionally build skills of inquiry by developing their own protocols. Students will be prepared for the AP Chemistry exam, and will be prepared to enter college-level programs with confidence in their skills and knowledge.

## AP PHYSICS C

TYPE: honors **H**

**AVAILABLE TO:** *qualified Grade 11 and 12 students, see placement requirements link above*

This course is designed to follow either Physics or Physics Honors. It emphasizes mathematical analysis and features a calculus-level treatment of mechanics, electricity, and magnetism. Students learn to understand and interpret physical information in a verbal, mathematical, and graphic context. The weekly laboratory sessions require that the student become familiar with physics laboratory equipment and be able to design basic experiments.

## AP ENVIRONMENTAL SCIENCE

TYPE: honors **H**

**AVAILABLE TO:** *qualified Grade 11 and 12 students, see placement requirements link above*

This course, the equivalent of a first-semester college-level environmental science course, covers the scientific principles of ecology, chemistry, and statistics that are used to understand how the systems of the Earth are interrelated. Emphasis is placed on how science deals with the environmental issues facing our world and the many possible solutions to these problems. At the same time, the course aims to provide the social, political, and ethical framework in which environmental decision making occurs. Students receive preparation for the AP Exam in Environmental Science.

# SCIENCE COURSE DESCRIPTIONS

## ENGINEERING AND COMPUTER SCIENCE

### ENGINEERING

#### INTRODUCTION TO ENGINEERING DESIGN

**AVAILABLE TO:** qualified Grade 11 and 12 students, see placement requirements link above

**SPECIAL NOTES:** This course does not count towards the diploma requirement for the Science department. Students taking this course must have successfully completed three years of traditional science or simultaneously be enrolled in a year of traditional science.

This is a course that helps students understand the engineering design process, as well as how prototypes are used to give engineers the ability to explore design alternatives, test theories, and confirm performance. Students will be engaged in stimulating and collaborative hands-on problem-solving activities for the purpose of experiencing how engineers and technicians use a combination of mathematics, science, technology, and prototyping to discover solutions to problems they encounter. In addition to building on their creative and critical thinking skills as young engineers, students in this class will learn how to use Fusion 360 (3D computer aided design tool by Autodesk) as a digital design tool, along with 3D printers, to produce prototypes.

### INTRODUCTION TO MECHATRONICS ENGINEERING

**AVAILABLE TO:** all qualified students, see placement requirements link above

**SPECIAL NOTES:** This course does not count towards the diploma requirement for the Science department. Students taking this course must have successfully completed three years of traditional science or simultaneously be enrolled in a year of traditional science.

Mechatronics is the union of electrical, mechanical, and computer engineering, and includes robotics. This course uses design and discovery surrounding mechatronics to expose students to various engineering disciplines and prepare them for introductory college-level engineering coursework, such as physical computing/coding with applied mathematics, control theory and 3D modelling. Students will engage in intriguing and challenging hands-on projects involving these topics to further develop important problem-solving and critical-thinking skills that are necessary to be an effective engineer. Projects include using an 8-LED display for sensor input and a game, designing an RGB lamp, programming an autonomous robot, and designing and building an underwater robot. While no prior programming experience is required, it is helpful. Honors level projects will be available to challenge the more advanced student.

## COMPUTER SCIENCE

### INTRODUCTION TO COMPUTER SCIENCE

**AVAILABLE TO:** all students

**SCHEDULE:** one semester

**SPECIAL NOTES:** This course does not count towards the diploma requirement for the Science department. Students taking this course must have successfully completed three years of traditional science or simultaneously be enrolled in a year of traditional science.

Introduction to computer science is designed for students with no assumed computer science background and requires no prior programming experience. In this introductory course, students develop problem-solving skills through the study of real-world examples, reflecting on various uses of technology upon the worlds around them. We explore core topics such as design thinking, computational thinking, artificial intelligence, and basic programming syntax. Throughout the course, students will be introduced to a foundational toolbox in Python, a versatile and powerful programming language widely applicable across many fields.

## PROGRAMMING METHODOLOGY

**AVAILABLE TO:** *all qualified students, see placement requirement link above*

**SCHEDULE:** *one semester*

**SPECIAL NOTES:** *This course does not count towards the diploma requirement for the Science department. Students taking this course must have successfully completed three years of traditional science or simultaneously be enrolled in a year of traditional science.*

Programming Methodology is a course designed for students who have a basic understanding of computer science and programming and want to further develop their programming skills. Through individual and group assignments, students will learn a number of important topics of basic programming in Python such as types, numbers, strings, functions, linear collections, dictionaries, logic, decomposition, good programming style, whole-program structure, text, file-processing, debugging, and performance. Students will creatively and collaboratively learn important core features of Python that will help them solve real programming problems. To engage students and reinforce learning, students will perform short programming exercises during class as they learn new topics.



# WORLD LANGUAGES DEPARTMENT

## **PLACEMENT REQUIREMENTS**

The placement process for new students is different from that for returning students. Please review the placement requirements for the appropriate group at the links below.

[World Languages Placement Requirements for New Students \(Descriptions of Placement Exercises\)](#)

[World Languages Placement Requirements for Returning Students](#)

All placements are subject to review by the head of the department.



# COURSES OFFERED

## CHINESE

- H INTERMEDIATE CHINESE 1
- H INTERMEDIATE CHINESE 2
- H ADVANCED CHINESE AND AP CHINESE LANGUAGE AND CULTURE

## FRENCH

- FRENCH 1
- H FRENCH 2/  
FRENCH 2 HONORS
- H FRENCH 3/  
FRENCH 3 HONORS
- H FRENCH 4/  
AP FRENCH  
LANGUAGE AND  
CULTURE

## JAPANESE

- JAPANESE 1
- H JAPANESE 2/  
JAPANESE 2 HONORS
- H JAPANESE 3/  
JAPANESE 3 HONORS
- H JAPANESE 4/  
AP JAPANESE  
LANGUAGE AND  
CULTURE

## LATIN

- LATIN 1
- H LATIN 2/  
LATIN 2 HONORS
- H LATIN 3/  
LATIN 3 HONORS
- H LATIN 4/  
AP LATIN

## SPANISH

- SPANISH 1
- H SPANISH 2/  
SPANISH 2 HONORS
- H SPANISH 3/  
SPANISH 3 HONORS
- H SPANISH 4/  
AP SPANISH  
LANGUAGE AND  
CULTURE
- SPANISH 5:  
SEMESTER  
SPANISH COURSES
- SURVEY OF  
HISPANIC CINEMA
- 20TH CENTURY  
SPAIN

# WORLD LANGUAGES COURSE DESCRIPTIONS

## CHINESE COURSES

(online asynchronous through One Schoolhouse)

Although we have discontinued our Chinese language offerings, we are pleased to be able to offer courses to students who took Chinese at Stevenson in 2020-2021. The courses will be offered online asynchronously through a collaboration with One Schoolhouse. Stevenson will pay for the course. Note that One Schoolhouse names their courses using the American Council on the Teaching of Foreign Languages standards. What will appear on Stevenson's transcript is a note giving the title of the course the student took at One Schoolhouse along with the grade and credits earned. We may work with students, families, and One Schoolhouse to adjust placement if necessary, as we do for students taking courses on campus at Stevenson.

## INTERMEDIATE CHINESE I

**AVAILABLE TO:** all qualified students, see placement requirements link above

**SCHEDULE:** year-long asynchronous online course through One Schoolhouse

Students develop their essential Chinese language skills while gaining a deeper understanding of Chinese culture through engaging with various audio, visual, textual materials and increasing authentic language application experience. The course is designed for students who have had at least two years of Chinese study, and takes them into structured communication through comprehensive skill-enhancement with abundant task-based practical grammatical structures and sentence patterns. Students engage in group work, online seminars, real-time speaking practice and personalized learning packets to improve constructive conversation skills in Chinese. Students are highly encouraged to enjoy applying Mandarin and to make productive mistakes within the course. *This course aligns with Cheng and Tsui Integrated Chinese Level I lessons 11 through 20.* By the end of this course, students will have a substantive vocabulary and tools for creating essays, composing songs and rhymes, discussing written and audio primary sources, and presenting speeches that are related to a wide variety of popular topics. The goal is to be able to function successfully in daily life in a Chinese-speaking world.

## INTERMEDIATE CHINESE II

**TYPE:** honors **H**

**AVAILABLE TO:** all qualified students, see placement requirements link above

**SCHEDULE:** year-long asynchronous online course through One Schoolhouse

Intermediate Chinese II is a rigorous class that prepares students for the AP® Chinese Language and Culture or Advanced Chinese course the following year. Students develop language competencies, while building proficiency in applying Mandarin in a variety of real-life situations. The course builds through unrehearsed listening and reading texts, engaging essays, authentic projects and virtual field trips. Classroom discussions and debates are added sequentially so that students develop both communication and language learning strategies. A variety of audio, visual, and textual materials are carefully selected based on the interests and preferences of the students, to reflect the diversity of students' lives, school experience, and personal/social issues. Students should be prepared for a range of collaborative and individual activities each week, including speaking in real time with each other and the instructor. Literature learning is embedded in each unit at this level, through which students gain a deeper understanding of the important role that idiom plays in Chinese language, and how to apply those idioms in communication. This course aligns with Cheng and Tsui Integrated Chinese Level II lessons 21 through 30. By the end of this course, students will be able to relate past, present, and future experiences to conduct complicated daily activities in Mandarin.



## ADVANCED CHINESE AND AP CHINESE LANGUAGE AND CULTURE

**TYPE:** honors **H**

**AVAILABLE TO:** all qualified students, see [placement requirements link above](#)

**SCHEDULE:** year-long asynchronous online course through One Schoolhouse

Advanced Chinese and AP Chinese Language and Culture is a combined course designed to provide deeper understanding and broader application into Chinese language and culture for intermediate Chinese learners. This course focuses on applying Chinese language and cultural skills in real-world problem situations, and experiencing 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-to-one extra help, 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. Students may select the AP® or Advanced Chinese track. AP® Chinese Language and Culture students are expected to delve deeper into the topics, take AP®-style assessments, and prepare for the AP® exam. Advanced Chinese is recommended for students who have completed four or more years of Chinese but do not want to prepare for the AP® exam.

## FRENCH COURSES FRENCH 1

**AVAILABLE TO:** all students

This first-year proficiency-based course introduces basic elements of francophone language and culture by way of a student-centered, communicative, and immersive classroom environment.

Students engage in regular study of introductory grammar topics including basic sentence structure, conjugation of verbs in the present, past and future tenses, adjective and adverb placement, as well as the beginning stages of more complex topics that they will master in their second year of language study. A large sample of vocabulary provides students with the building blocks to express themselves in a diverse array of everyday situations including introducing themselves, ordering in a restaurant, asking and answering basic questions, and explaining likes and dislikes. A strong emphasis is placed on pronunciation, listening and reading comprehension, as well as spoken and written production. By the end of the first year of language study, students are able to construct sentences, answer simple questions, and understand clear and slowly spoken French. Students can expect work to be based largely around the four language competencies: writing, reading, listening and speaking. Homework and assessments are designed to engage and motivate students to achieve a novice conversational level of French in their first year.

# WORLD LANGUAGES COURSE DESCRIPTIONS

## FRENCH 2 / FRENCH 2 HONORS

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

The second year of French language study is a continuation of French 1, adding the remaining spoken verb tenses as well as direct and indirect discourse and the conditional mood. Students improve upon their grammar and vocabulary through the explicit study of topics including irregular verb conjugations, prepositions, object pronouns, comparative and superlatives as well as a variety of useful expressions and idioms. The primary focus of the French 2 curriculum is to give students the tools and confidence to achieve fluency by the start of French 3. Students will read short stories from several sources as well as newspaper articles, poems, children’s stories, and tongue twisters. Students will watch movies throughout the year as well as several shorter pieces in the forms of news reports, TV shows, and clips from longer sources. The goal of the French 2 curriculum is to provide students with the remaining basis of grammar and vocabulary to allow them to succeed in a typical francophone environment. A continued focus will be placed on pronunciation, listening and reading comprehension, as well as spoken and written production. Students can expect work to be based largely around the four language competencies: writing, reading, listening and speaking. Students in the 2 Honors section will demonstrate the ability to organize and express individual and unique thoughts based on the tools they have acquired in class. The honors course will provide students with opportunities to complete extension work and to test their abilities and apply their knowledge to topics beyond the regular French 2 curriculum.

## FRENCH 3 / FRENCH 3 HONORS

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

The third year of French continues to foster students’ development in reading, writing, listening, and speaking the language. Throughout the year, students revisit important grammar and vocabulary from years 1-2 while also learning new concepts, including the subjunctive mood. Students apply their growing command of the language through daily partner and group speaking activities, personal and collaborative writing exercises, and engagement with authentic print, audio, and video sources. All the while, they produce their own authentic texts—travel brochures, short films, advertisements—that demonstrate their skill with the French language and their passion for the francophone world. Students read a sequence of several longer texts throughout the year including the novella *Le Petit Prince*. Students in the honors section read a more challenging slate of texts and engage in more rigorous cultural and grammatical study..

## FRENCH 4 / AP FRENCH LANGUAGE AND CULTURE

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

French 4 is a conversation and literature-based course intended for students who wish to apply the grammar they have learned in years 1 through 3 to more advanced conversation and deeper comprehension of advanced authentic reading sources. As such, this course emphasizes the interpersonal and interpretive modes of communication. Students study several longer works of literature throughout the year as well as a collection of short stories, newspaper articles, francophone films and series. Students also engage with theme-based units on such topics as food, religion, immigration, pop music, and childhood. These themes are reinforced through several authentic print, audio, and video sources. Regular study of pronunciation and advanced vocabulary/expressions round out students’ proficiency. In the AP section, the course is structured around the six major themes of the AP French Language and Culture examination: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and aesthetics and beauty. Students prepare for the AP exam, and most students elect to take the exam.

## JAPANESE COURSES

### JAPANESE 1

**AVAILABLE TO:** *all students*

This first-year course serves as an introduction to the study of both Japanese language and culture for students with no prior experience or a novice level of proficiency. An emphasis is placed on mastery of basic grammatical structures and elementary vocabulary as a preparation for further study at more advanced levels. By the end of the year, students are to master all 46 hiragana and 46 katakana characters with 35 kanji. They cannot only read or write on very familiar topics using a variety of words and phrases and expressions they practiced, but they can also present and communicate on very familiar topics such as their families and school activities. Students will be exposed to the Japanese language and culture through authentic cultural materials and an immersive and fun classroom environment.

### JAPANESE 2 / JAPANESE 2 HONORS

**TYPE:** *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

The second year seeks to build off the progress made in Japanese 1, and continues the study of basic grammar, verb forms, and everyday vocabulary through oral and written practice. Students will practice the various modes of communication as they explore more of the Japanese culture. An emphasis is placed on continuing to develop all language skills and to understand Japanese cultural elements. In Japanese 2, students will immerse themselves in the language, as they seek to improve upon the proficiency they have built in the first year. At the honors level, the focus shifts to the acquisition of grammar forms used in daily conversation as well as written work in an attempt to build a more sophisticated understanding of the language. The Japanese 2 students are to add about 120 kanji while Japanese 2 Honors students about 200 kanji to what they have mastered in the previous year.

### JAPANESE 3 / JAPANESE 3 HONORS

**TYPE:** *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

Japanese 3 continues to build upon the framework established in the first two years of study, as students work with more sophisticated grammar, verb forms, and more elaborate vocabulary and idiomatic expressions. The ultimate goal of this course is to continue to emphasize conversation with the hopes that students will not only improve their language skills but also become able to communicate with native speakers. At the honors level, students will be asked to express themselves in a variety of forms, both written and spoken, as they continue to improve their language proficiency at the ACTFL Intermediate-Low level for Japanese 3 and Intermediate-Mid for Japanese 3H. The Japanese 3 students are to add about 120 kanji while Japanese 3 Honors students add about 200 kanji to what they have mastered in the previous year.

# WORLD LANGUAGES COURSE DESCRIPTIONS

## JAPANESE 4 / AP JAPANESE LANGUAGE AND CULTURE

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

The fourth year of Japanese helps students strengthen their speaking and writing skills as well as their listening and reading comprehension. The course involves a variety of opportunities for both interpersonal and presentational communication, including frequent oral presentations, written reports, and class discussions. Classes are conducted principally in Japanese, emphasizing students' increasing ability to speak freely and accurately. An immersive environment is essential at this level of a student's language development, and students are encouraged to continue honing their language proficiency. The Japanese 4 students are to add about 120 kanji while Japanese AP students learn 40 more new kanji in the fall term and focus on reviewing the total of about 500 kanji in the spring term. At the AP level, students prepare for the AP Examination in May through a careful review of the AP curriculum and can reach the ACTFL Intermediate-High level or even higher for their proficiency in their four skills.

## LATIN COURSES

### LATIN 1

**AVAILABLE TO:** *all students*

First-year Latin introduces the fundamentals of the language and culture, with an emphasis on the acquisition of grammar and vocabulary necessary for reading original passages of Latin prose and poetry. This close reading instills an appreciation of Latin literature and Roman culture and a recognition of their influence on the literature and cultural patterns of modern society. Because the class stresses Latin's influence on English, students gain a heightened understanding of English vocabulary, grammar, and general linguistic skills. Throughout the course, students participate through a variety of independent and collaborative learning experiences.

### LATIN 2 / LATIN 2 HONORS

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

Latin 2 continues the study of grammar and vocabulary that initiated in year one. Readings from various Latin authors—including selections from Vergil, Julius Caesar, and Ovid—exemplify grammatical points and offer further cultural understanding and enrichment. Students also explore the ways in which Classical culture has persisted and influenced modern society, most notably through literature, art, and entertainment.

### LATIN 3 / LATIN 3 HONORS

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

After a comprehensive review, students gain the ability to read selected Latin literature, focusing largely on the writing of Caesar and Ovid, and explore the historical context of their works. Students will hone their analytical and creative skills over the course of the spring term through a variety of projects and assessments. The course pinpoints the transition from Republican to Imperial Rome and challenges students to consider their own notions of power, love, and transformation.

### LATIN 4 / AP LATIN

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

Students will read and explore extended passages from Caesar's *De Bello Gallico* (The Gallic War) and Vergil's *Aeneid*. Through translating and analyzing these authors, the class discusses the history and historiography of the late Republic and early Empire. Class projects range from music videos to analytical essays to Caesar's very own Instagram. In the AP section, students follow the AP curriculum and are prepared to take the examination in May. Through translating and analyzing these authors, the class discusses the history and historiography of the Late Republic and Early Empire. Class projects range from music videos to analytical essays to Caesar's very own Instagram. In the AP section, students follow the AP curriculum and are prepared to take the examination in May.

## SPANISH COURSES

### SPANISH 1

**AVAILABLE TO:** *all students*

Spanish I is intended for students with little to no previous experience with the Spanish language and a novice level of proficiency. This course lays the foundation for all future Spanish courses at Stevenson and offers an introduction to the skills of listening, speaking, reading, and writing in Spanish. Students are introduced to the Spanish-speaking world and are exposed to a variety of cultural elements including but not limited to dancing, singing, and cooking. An emphasis is placed on building fundamental language-learning techniques and cultivating a genuine curiosity for the language and culture of Spanish-speaking countries. In order to build both oral and written proficiency, the classroom is an immersive environment in which priority is given to communication and the practical application of the language. This course represents the first step in a student's language learning adventure and seeks to cultivate a community of life-long language learners.

### SPANISH 2 / SPANISH 2 HONORS

**TYPE:** *honors available* **H**

**AVAILABLE TO:** *all students*

Spanish 2 is focused on building upon the language skills learned in year one. With continued work to build proficiency in listening, speaking, reading and writing, students are immersed in the language through culturally relevant and authentic materials. Classroom activities are designed to push students out of their comfort zone, explore cultures far different from their own, and ultimately nurture an appreciation for the world around them. Grammar plays a central component to Spanish 2; however, the main focus of the class is to create opportunities for students to hear, respond to, and interact with the language. Activities are student centered and communicative in nature, all in an effort to foster a commitment and desire to learn and improve. Students who demonstrate greater proficiency can be placed into Spanish 2 Honors, which is a faster-paced and more immersive environment. The Spanish 2 Honors course focuses more on literacy through reading stories and novels designed for language learners. Both Spanish 2 and 2 Honors courses invite students to immerse themselves into the Spanish language on the path towards discovering the joy of life-long language learning.

### SPANISH 3 / SPANISH 3 HONORS

**TYPE:** *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

Spanish 3 is an opportunity for students to put into practice and reinforce the oral and written communication skills they have honed in years one and two, while broadening their understanding of the Spanish speaking world through an ever increasing immersive classroom. Students are asked to engage in daily conversation, debate a variety of topics, and conduct extensive research on a Spanish-speaking country of their choice. Spanish 3 aims to offer students a deeper understanding of grammatical structures and idiomatic expressions through collaborative projects and presentations that simulate real-life applications of the language. With a focus on proficiency, this course is ultimately an exploration of identity both for students' daily life on campus and the world as a whole. In the Honors section, students will engage with a variety of authentic texts, push themselves to engage in higher level thinking in the target language, and make progress towards an intermediate proficiency level.

# WORLD LANGUAGES COURSE DESCRIPTIONS

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## SPANISH 4 / AP SPANISH LANGUAGE AND CULTURE

TYPE: *honors available* **H**

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

In Spanish 4, students are invited to apply their Spanish language knowledge in an immersive setting. Assignments and activities are designed to push students toward advanced proficiency in reading, writing, speaking, and listening activities. Grammar is seldom explicitly taught, rather analyzed contextually. Students navigate the language within the context of real world applications like debate, discussion and reflection of current events, culture and experiences of native Spanish speakers. A major component of the course is a project in which all students are tasked with a deep dive into an immersive and communicative experience in an area of their choosing. Past projects have included an economic analysis of the situation in Venezuela, a rating of the authenticity of local Mexican restaurants, a study of the challenges of coffee farming in Bolivia, among others. In all, students complete Spanish 4 with a broader view of the world around them and a greater comfort communicating in speaking and writing. In the AP Spanish Language and Culture course, students work their way through the AP curriculum and hone their proficiency in listening, reading, writing and speaking through a variety of activities and creative projects. This course is an exploration of the world (exclusively taught in Spanish), and provides students an opportunity to critically analyze and question the world in which they live, while also preparing for the AP examination.

## SPANISH 5: SEMESTER SPANISH COURSES

**AVAILABLE TO:** *all qualified students, see placement requirements link above*

**SCHEDULE:** *each meets during a single semester*

The Semester Spanish course offerings can change from year to year. The registrar will work with students to request particular semester Spanish courses in May.

Spanish 5 represents the culmination of a student's Spanish adventure at Stevenson. These courses are taught exclusively in the target language and focus heavily on culture in the Spanish-speaking world.

## SURVEY OF HISPANIC CINEMA

Over the course of the semester, students will center their attention on a variety of Spanish-language films chosen for their cultural and historical importance. Students will analyze the cinematic production of Spain and Latin America, as well as the socio-historical contexts that inspired these images. We will explore such topics as regional and national identity, gender roles, immigration, and war. Students will be asked to engage thoughtfully with a variety of source material, and will participate in discussions surrounding the themes and events represented on screen.

## 20TH CENTURY SPAIN

In 1898, Spain lost its final two colonies, thus beginning a tumultuous century in the history of Spanish civilization. The division caused by the fall of an empire led to a Civil War, a 40-year military dictatorship, an eventual transition towards democracy, and a cultural reimagination. This course will take an in-depth look at the social, political, and economic forces at play during the 20th century in Spain. In addition, we will look at the many ways in which the aforementioned divisions have influenced modern-day Spanish politics and culture. Students will be asked to engage with a variety of authentic materials in order to better understand the complicated landscape of Spain's recent history. Through analysis of historical accounts, we will understand the origins of these societal and political divisions, while also exploring the artistic and cultural artefacts born out of these conflicts.

# ACADEMIC SUPPORT COURSES

## SKILLS FOR ACADEMIC SUCCESS

TYPE: *Pass/F* **PF**

**AVAILABLE TO:** *Grade 9 students*

**SPECIAL NOTES:** *This course does not count towards any diploma requirement. Final placement in Skills for Academic Success is at the discretion of the staff of the Learning Center.*

Skills for Academic Success offers academic support as well as structure around assignment completion for students who may need these services. The class meets four times during the eight day schedule cycle. One class meeting will focus solely on practicing a skill such as organizing, note-taking, assignment prioritizing, strategic test-taking, and utilizing assistive technology. One class meeting will include a one-to-one check in with the student and teacher. The remaining two class meetings will focus on individual or collaborative assignment work. The goal of this class is to serve Grade 9 students who are in need of more structure throughout the week and who are still developing executive functioning skills. Students will be required to bring their binder, planner, and computer to each class. Cell phones will be collected at the beginning of every class.

## LEARNING STRATEGIES

TYPE: *Pass/F* **PF**

**AVAILABLE TO:** *all students*

Schedule: decided after the start of school in collaboration with members of the Learning Center

Special notes: This course does not count towards any diploma requirement.

In Learning Strategies, students meet one-to-one with a member of the Learning Center every week to gain effective skills such as note-taking and test-taking strategies, organizational techniques and ways to utilize assistive technology. Students learn about their strengths and needs as learners, how to communicate with classroom teachers, how to effectively allocate time and energy, and how to thrive using sustainable and empowering techniques. The goal of this course is to build essential academic skills and establish resources needed to be successful Stevenson students.



# ACADEMIC COUNSELING STAFF

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Stevenson believes accountability, independence and good communication are critical components of an exceptional education and are the building blocks for becoming a successful adult. We hope students will embrace this philosophy and take charge of all communication about their academic paths, or at least be involved in that communication. There are many people available to communicate with and support students as they select courses for the coming school year.

## REGISTRAR

The registrar has a broad knowledge of the school's offerings and of factors that students should take into account when choosing courses at Stevenson, and welcomes conversations about course selection. She maintains a perspective on the whole of a student's academic life at school. In addition, she oversees class scheduling and graduation requirements. Students are encouraged to speak with the registrar about any questions involving course planning. The registrar is Mrs. Liz O'Hara, and she can be reached at [lohara@stevensonschool.org](mailto:lohara@stevensonschool.org).

## ADVISORS

For returning students, advisors have more personal relationships with the students and families than the registrar does, if less knowledge of the big picture of Stevenson's course offerings and requirements. They are a valuable resource for students wishing to discuss which of several options to choose.

## FACULTY

Teachers are the experts in the demands and natures of the courses they teach. For returning students, teachers also have an extensive knowledge of each student's interests and abilities in their departments. They are the first point of contact for returning students during the course selection process, and an excellent resource throughout. Teachers may be involved in course placement for new students if there are questions with which the registrar needs assistance.

## ACADEMIC DEPARTMENT HEADS

Academic department heads are the individuals with the best sense of the demands and flow of the courses in their departments. They are ultimately responsible for all course placement in their departments.

## HEAD OF THE UPPER DIVISION

In cases of appeal of a course placement the ultimate decision resides with Dr. Dan Griffiths, head of the upper division, who can be reached at [dgriffiths@stevensonschool.org](mailto:dgriffiths@stevensonschool.org).

## DIRECTOR OF COLLEGE COUNSELING AND COLLEGE COUNSELORS

The college counselors, under the guidance of the director of college counseling, work with students in many ways, including discussing the appropriateness of their course selections for their college goals. Rising seniors work with the college counselor assigned to them. Students other than seniors who have questions should address them to the director of college counseling, Ms. Martha Allen, who can be reached at [mallen@stevensonschool.org](mailto:mallen@stevensonschool.org).

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