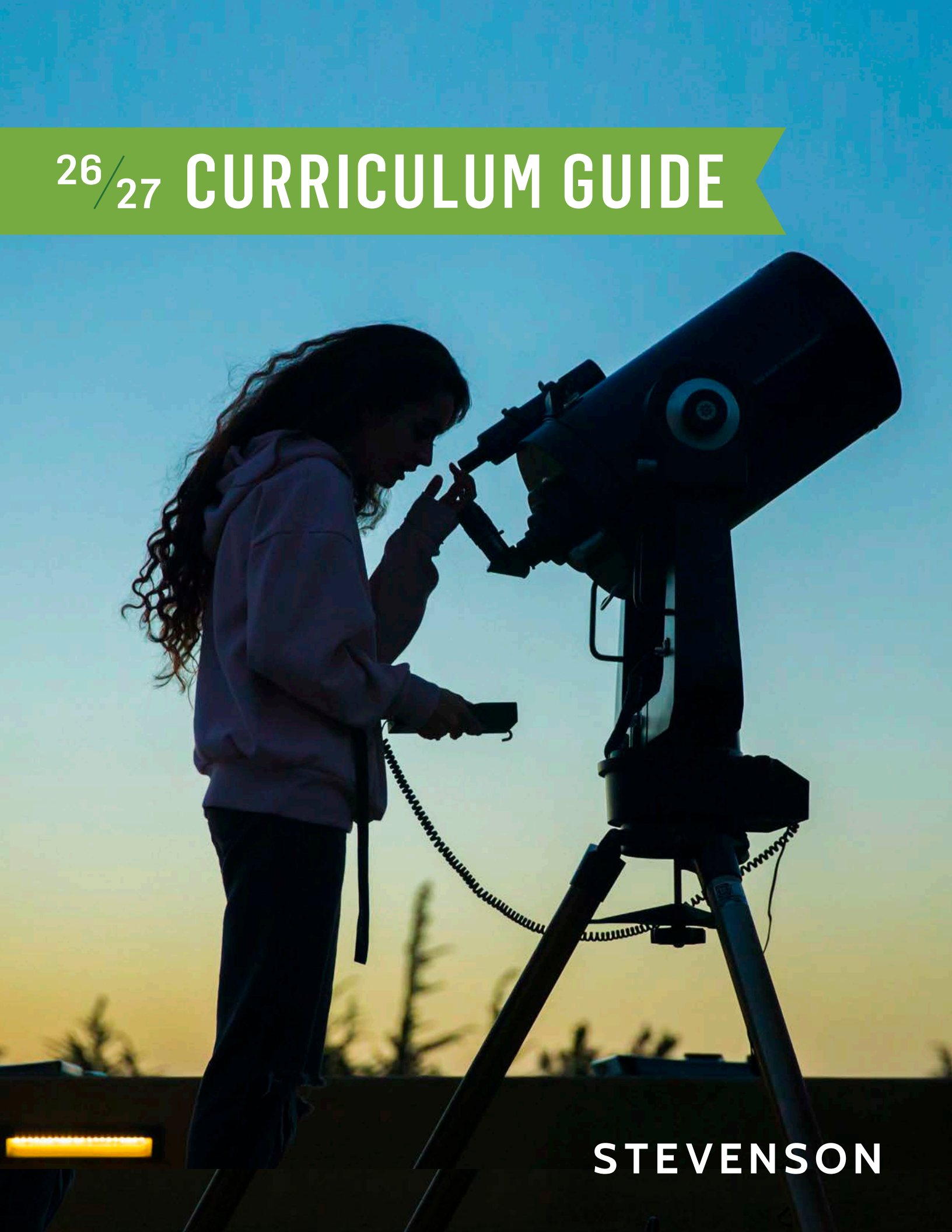
26/27 CURRICULUM GUIDE



STEVENSON

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SCHOOL MISSION

Stevenson School has long been committed to a mission described by three central aims:

To prepare students for success in school and their lives 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, college counselors 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.

DAILY SCHEDULE

The Upper Division schedule was intentionally designed and implemented in 2019 after 18 months of research and collaboration among faculty, department heads, and the Upper Division leadership team. This schedule format allows us to optimize all that we know about adolescent learning and better attend to our students' well-being. Some key features of our schedule are as follows:

- The school day starts at 8:30 a.m., which better aligns with adolescent sleep schedules.
- Classes meet for 70 minutes, with four classes per day. Longer class periods allow for greater depth of study, time for a variety of activities in a single class, and the opportunity to reflect and review at the end of each lesson.
- There are no direct transitions from one class to another. Research shows that a significant amount of instructional time is lost when students have to adjust to a new class immediately after leaving a different subject. An absence of direct transitions also eliminates time lost to designated "passing periods."
- Classes meet every other day to facilitate balance. On average, students have three classes per day and subsequently have three homework assignments per night.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
PERIOD 1	A 8:30–9:40	B 8:30–9:40	C 8:30–9:40	D 8:30–9:40	E 8:30–9:40	F 8:30–9:40	G 8:30–9:40	H 8:30–9:40
	Community Time 9:40–10:25	Community Time 9:40–10:25	Community Time 9:40–10:25	Community Time 9:40–10:25	Community Time 9:40–10:25	Community Time 9:40–10:25	Community Time 9:40–10:25	Community Time 9:40–10:25
PERIOD 2	C 10:25–11:35	D 10:25–11:35	E 10:25–11:35	F 10:25–11:35	G 10:25–11:35	H 10:25–11:35	A 10:25–11:35	B 10:25–11:35
	Lunch 11:35–12:20	Lunch 11:35–12:20	Lunch 11:35–12:20	Lunch 11:35–12:20	Lunch 11:35–12:20	Lunch 11:35–12:20	Lunch 11:35–12:20	Lunch 11:35–12:20
PERIOD 3	E 12:20–1:30	F 12:20–1:30	G 12:20–1:30	H 12:20–1:30	A 12:20–1:30	B 12:20–1:30	C 12:20–1:30	D 12:20–1:30
	Extra Help 1:30–1:55	Extra Help 1:30–1:55	Extra Help 1:30–1:55	Extra Help 1:30–1:55	Extra Help 1:30–1:55	Extra Help 1:30–1:55	Extra Help 1:30–1:55	Extra Help 1:30–1:55
PERIOD 4	G 1:55–3:05	H 1:55–3:05	A 1:55–3:05	B 1:55–3:05	C 1:55–3:05	D 1:55–3:05	E 1:55–3:05	F 1:55–3:05
	Co-Curriculars & Athletics	Co-Curriculars & Athletics	Co-Curriculars & Athletics	Co-Curriculars & Athletics	Co-Curriculars & Athletics	Co-Curriculars & Athletics	Co-Curriculars & Athletics	Co-Curriculars & Athletics

WEDNESDAYS LATE START

- **PERIOD 1** 8:50–10:00
- **Community Time** 10:00–10:45
- **PERIOD 2** 10:45–11:55
- **Lunch** 11:55–12:40
- **PERIOD 3** 12:40–1:50
- **5 Minute Break**
- **PERIOD 4** 1:55–3:05
- **Co-Curriculars & Athletics**

- The rotating, eight-day schedule results in classes meeting at different times and on different days each week. This eliminates the inequitable impact on certain classes of early athletics dismissals and a disproportionate number of Mondays and Fridays with no school (for national holidays, in-service days, etc.).
- The dedicated extra help period gives all students access to teachers, regardless of whether they have a free period that aligns with their teacher. This slot in the schedule can also be used for individual advisory meetings.
- Forty-five minutes each day are dedicated to non-academic, social-emotional, and community curriculum (e.g. advisory, assemblies, clubs, activities, senior forum).

Note that the schedule for this year may include minor updates.

COURSE SELECTION RESOURCES

Course Selection Support
Stevenson offers academic support and counseling services to help students and their families choose the learning path that is best for them. The School 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 the lead on communications throughout their academic journey. There are many people available to communicate with and support students as they select courses for the coming school year. If you are not certain who is the best person to approach with your question, reach out to your advisor.

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 oversees class scheduling and graduation requirements for each individual student. Students are encouraged to speak with the registrar about any questions involving course planning.

Advisors
Stevenson takes great care to match students thoughtfully with advisors, and they work hard to help students navigate their academic journeys. Your advisor is trained to guide you through the course counseling process.

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 case of appeal of a course placement, the application should be made to the head of the upper division.

Co-Directors of College Counseling and College Counselors
The college counselors, under the guidance of the co-directors of college counseling, work with students in many ways, including discussing the appropriateness of their course selections for their college goals. Our co-directors of college counseling are actively involved in the course counseling process, training advisors and leading grade-level meetings to support students in the course selection process. Rising Grade 12 students work closely with the college counselor assigned to them.

ENROLLMENT REQUIREMENTS

- **Five or six courses per semester.** While a student may petition for a seventh, no student may take eight courses in a given semester.
- **English each semester.**
- **No more than three honors/AP courses per semester.** While a student may petition for a fourth, no student may petition for five.
- **Support courses for grades 9 and 10.** Grade 9 students participate in Community Forum and either Skills for Academic Success or Collaborative Study Hall during some of their open study periods, and Grade 10 students participate in Health & Life during some of their open study periods.
- **Attendance at after-school co-curriculars.** Grade 9 and 10 students must attend four days a week for each season and one of those seasons must be a team sport/ activity. Grade 11 and 12 students must attend at least a two-day-a-week commitment each season.
- **X-term for grade 9, 10, and 11 students.** These students must successfully complete an X-term course in the spring.

GRADUATION REQUIREMENTS

https://connect.stevensonschool.org/www/documents/Registrar26-27/CourseMap2026.pdf

To qualify for graduation, 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 work with students to make sure they meet Stevenson's graduation 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
- Completed their required community service hours
- Beginning in 2024-25, Grade 9 and 10 students must complete 10 community service hours each year.
- Earned a cumulative GPA of 2.0 or higher
- Spent their Grade 12 year on campus

HONORS & AP COURSES

Stevenson offers a wide array of advanced academic studies. Honors and AP courses are more challenging than regular courses and have more homework. Students taking an AP course are 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.

To qualify for a diploma, students must successfully complete the following:

DEPARTMENT	REQUIREMENT	NOTES
Arts	One credit	Those applying to UC or Cal State colleges must choose two semesters in the same discipline (dance, music, radio, theater, or visual arts).
English	Four credits	English must be taken at Stevenson each semester.
History	Three credits	The requirement includes one year of US History.
Mathematics	Three credits	Those applying to UC or Cal State colleges must have a year of geometry, or the equivalent in integrated courses.
Science	Three credits	
World Languages	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.

ARTS

DANCE

- Introduction to Dance
- Exploration of Dance
- Dance – Afternoon Program

MUSIC

- Chorus
- Advanced Choir
- Guitar 1
- Guitar 2
- Introduction to Music Theory
- Rock Band
- Songwriting & Music Production
- String Orchestra
- Symphonic Band
- AP Music Theory
- Instrumental or Vocal Music Lessons

RADIO & MEDIA ARTS

- Introduction to Radio & Media Arts
- Advanced Radio & Media Arts

THEATER

- Introduction to Acting
- Acting for the Camera
- Comedy & Improv
- Advanced Acting
- Theater Productions – Afternoon Program

VISUAL ARTS

- Ceramics 1
- Advanced Ceramics
- AP Studio Art: Ceramics & 3D Design
- Creative Coding
- Drawing & Painting 1
- Advanced Drawing & Painting
- Architecture
- AP Studio Art: Drawing & 2D Design
- Making Movies 1
- Advanced Making Movies
- Newspaper
- Photography 1: Darkroom & Digital
- Advanced Photography: Darkroom & Digital
- AP Studio Art: Photography & 2D Design
- Yearbook

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

DANCE

Introduction to Dance

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation requirement. To fulfill the "F" arts admissions requirement for the UC and Cal State schools, the second course should also be in the Dance discipline.

Introduction to Dance is a semester class that will provide students with a basic knowledge in various aspects of dance as a performing art. The psychomotor aspect will focus on body alignment, dance technique, flexibility, execution, and recollection of short dance combinations. The cognitive aspect will cover dance history and culture. Dance as a language will be introduced through vocabulary that will help support the adventure of the different styles being taught. This class is designed to support beginning to experienced dancers. All levels are welcome. Students will experience historical and contemporary dance forms, such as ballet, jazz, contemporary, and hip-hop.

Exploration of Dance

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

Exploration of Dance is a year-long course devoted to the study of dance as a means to understand self and others, to communicate in dramatic form, and to gain an understanding of historical and artistic diversity through dance. Dance genres may include contemporary, world dance, hip-hop, jazz, and social dance. This course would work on the technical skills of dance and improvisational work in dance. Students will perform dances in different mediums such as the Winter Concert, Spring Dance Festival, and Spring Dance Concert. Students will also explore the choreographic process and learn how to design creative expressions. Student choreography participation will be encouraged, and opportunities to perform in versatile community performances will be offered. Attendance for all community and school concert performances is required.

Dance — Afternoon Program

TYPE, DURATION: After-school co-curricular, up to three seasons a year

AVAILABLE TO: All students

SPECIAL NOTES: Does not count toward the graduation requirement for the Arts department.

The Afternoon Dance Program meets the School's afternoon commitment requirement for interscholastic sports and includes several performance opportunities. After school dance offers students a wide range of dance styles ranging from ballet, ballet pointe, contemporary, jazz, musical theater, and hip-hop. Dancers of all levels are welcome, from the beginner to the most accomplished and ambitious dancer. The Afternoon Dance Program also offers an extended Dance Team Program, which gives dancers an opportunity to promote school spirit, provide entertainment at athletic events, and represent Stevenson at local community appearances. Dancers are placed at two levels for the dance team: our JV team and Varsity team. There are no auditions and placement is done by evaluation. The Dance Team also attends and participates in dance competitions, community performances, and Stevenson's Spring Dance Concert.

MUSIC

Chorus

TYPE, DURATION: Regular, Year

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

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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. 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 should supply their own acoustic guitar, case, picks, tuner (clip-on tuner preferable), and metronome. An entry-level Yamaha can range from $150 – $300. The School also rents guitars to students. Assistance and school instruments are available upon review.

Guitar 2

TYPE, DURATION: Regular, Semester

AVAILABLE TO: Eligible students

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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 for intermediate to advanced guitarists. To take the course, students should have successfully completed Guitar 1 or have the permission of the teacher. Students will be instructed in the musical concepts of melody, harmony, rhythm, and tempo as applied to the guitar. At the end of the semester, students will be able to play bass lines, chords, and read melodies in first and fifth positions using a pick, and execute finger-picking patterns. The course will allow for individualized student needs and learning goals. Students will have the opportunity to participate in guitar ensembles. Students should supply their own acoustic guitar, case, picks, tuner (clip-on tuner preferable), and metronome. An entry-level Yamaha can range from $150 – $300. The School also rents guitars to students. Assistance and school instruments are available upon review.

Introduction to Music Theory

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.**

ADDITIONAL NOTE: **This course is offered in alternate years and is available in 2026-27. It will not be available in 2027-28.**

Students learn foundational principles of music theory, including notes, rhythms, intervals, chord construction, and harmonic progressions, in order to successfully function as skilled musicians in today's society. Concurrent enrollment in a music ensemble is encouraged to enable students to observe practical applications of the theoretical course content. Basic arranging and analytical techniques are also explored related to traditional, classical, and popular music styles required for evaluating and analyzing music in preparation for rehearsals, presentations, seminars, or composing/arranging music for a variety of settings. This course will prepare students for the AP Music Theory course offered in alternate years.

Rock Band

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students, but proficiency in drums, guitar, bass, vocals, piano, or another rock instrument is required

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students in grades 10, 11, and 12

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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. This course includes projects that require work outside of class.

String Orchestra

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

String Orchestra is a yearlong 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.

Symphonic Band

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

Symphonic Band is a yearlong course devoted to the study of music written and arranged for wind, brass, 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, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

SPECIAL NOTES: **This course is offered in alternate years, and is not available in 2026-27. It will be available in 2027-28.**

This course is offered to students in Grades 10, 11, and 12 who earned a B- or better in Introduction to Music Theory, or demonstrate basic music theory knowledge on an entrance exam, or have the permission of the teacher. Also required is 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. Students take the Music Theory AP exam in May.

Instrumental or Vocal Music Lessons

TYPE, DURATION: Ungraded and uncredited, Flexible

AVAILABLE TO: All students

SPECIAL NOTES: **Music Lessons do not count toward the graduation requirement for the Arts department.**

Regularly scheduled private lessons are arranged by the director of music. The instructors charge a fee. These do not fulfill the Arts requirement.

RADIO & MEDIA ARTS

Introduction to Radio & Media Arts

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

Introduction to 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. Check it out at kspb.org!

Advanced Radio & Media Arts

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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. Check it out at kspb.org!

THEATER

Introduction to Acting

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.**

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!

Acting for the Camera

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.**

Have you ever wanted to be in a movie, a series, or a TV commercial? This is the class for you! Whether you're a brand new actor with a dream, or a theater stage actor longing to transition to on-camera work, you will practice the skills you need for the camera, and you will watch and review your performances to gain confidence and discover how you come across on-screen. You will collaborate with Making Movies students who will cast and direct you in scenes. You will also participate in the creative process of a production, including script-writing, directing, camera-work, lighting, sound, and voiceovers. Finally, you will create a showreel of clips that feature your work. Students with introductory to advanced levels of experience are welcome in this class.

Comedy & Improv

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: **This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.**

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" theater in which the plot, characters, dialogue, and story are made up in the moment. Along the way, we will learn about the history of comedy and how it evolved into the art form of today. You will be empowered. Your self-confidence will soar! You will become much better at public speaking, active listening, group collaboration, 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)!

Advanced Acting

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

After becoming actors in Introduction to 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, and voice and speech work, you will continue to develop your actor's creative imagination. The stage at Keck awaits you!

Theater Productions (Afternoon Program)

TYPE, DURATION: After-school co-curricular, up to three seasons a year

AVAILABLE TO: All students pending a successful audition

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 a spring play and/or senior showcase. It is a combined program consisting of the cast and crew for Stevenson's theatrical productions. Any student wanting to act is welcome and encouraged to audition. These productions are ambitious and reinforce the curriculum taught in the acting classes. Theater Tech offers students a firsthand opportunity to learn and practice production-related aspects of a performance in costumes, lighting, props, scenic design, stage management, sound, and technical direction. Students can participate in Theater and/or Theater Tech for any (or all) of the three sports seasons. Productions typically feature up to five performances (on consecutive weekends), before school and local community audiences in the School's Keck Auditorium.

VISUAL ARTS

Ceramics 1

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.

Advanced Ceramics

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

In this advanced class, students build on foundational skills acquired in Ceramics 1, refining their technical abilities on the potter's wheel and advanced hand-building techniques. Students explore and cultivate their own unique styles and showcase work characterized by refined craftsmanship. The curriculum delves into advanced concepts, including pottery surface decoration using colored slips, sgraffito, textural application, and underglazes. Through this, students aim to elevate the quality of their creations. Eligibility is based on successful completion of Ceramics 1 and the permission of the instructor, or a portfolio review by the instructor and final approval by the department head.

AP Studio Art: Ceramics & 3D Design

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

AP Ceramics incorporates similar lessons to Ceramics 2, providing students with the chance to deepen their artistic discoveries and make informed, independent choices. This select group of students embark on a more profound exploration, crafting a portfolio that exemplifies their skills and reflects their journey in working with clay. This curriculum is notably more rigorous than Ceramics 2, as students will be required to fulfill the AP "sustained investigation" requirement of 15 completed pieces. Students are expected to submit an AP portfolio to the College Board in May. Eligibility is based on successful completion of Ceramics 2 and the permission of the instructor, or a portfolio review by the instructor and final approval by the department head.

Creative Coding

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

SPECIAL NOTES: This computer science course counts toward the arts requirement as a visual arts.

This course, as an introduction both to programming and visual art, will combine computation and creativity, using code as the primary medium to create a wide range of media artifacts. Students will explore programming through a visual lens as they learn design and modern art skills that are relevant today. Using JavaScript, Processing and the versatile p5.js library, students will learn to create dynamic visuals, interactive animations, and generative art. The curriculum emphasizes hands-on projects that foster creativity, problem-solving, and collaboration. Topics include generative art and design, interactive applications with mouse and keyboard inputs, and simulating motion and physics in a digital environment. A key component of the course is the design process, where students will develop a concept, conduct research, and prototype their ideas. They will explore the use of colors, shapes, and patterns to enhance their creative projects. Students will also present their work, participate in group critiques, and learn to give and receive constructive feedback. By the end of the course, students will build a portfolio of unique coding projects and express their creativity through technology.

Drawing & Painting 1

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.

Advanced Drawing & Painting

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 the opportunity 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.

Architecture

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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.

AP Studio Art: Drawing & 2D Design

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

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 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.

Making Movies 1

TYPE, DURATION: Regular, Year (students can opt to take either the fall or spring semester of this course rather than the full year)

AVAILABLE TO: All students

SPECIAL NOTES: For students who opt to take only one semester of this course, it must be paired with another arts course before graduation in order to fulfill Stevenson's graduation 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.

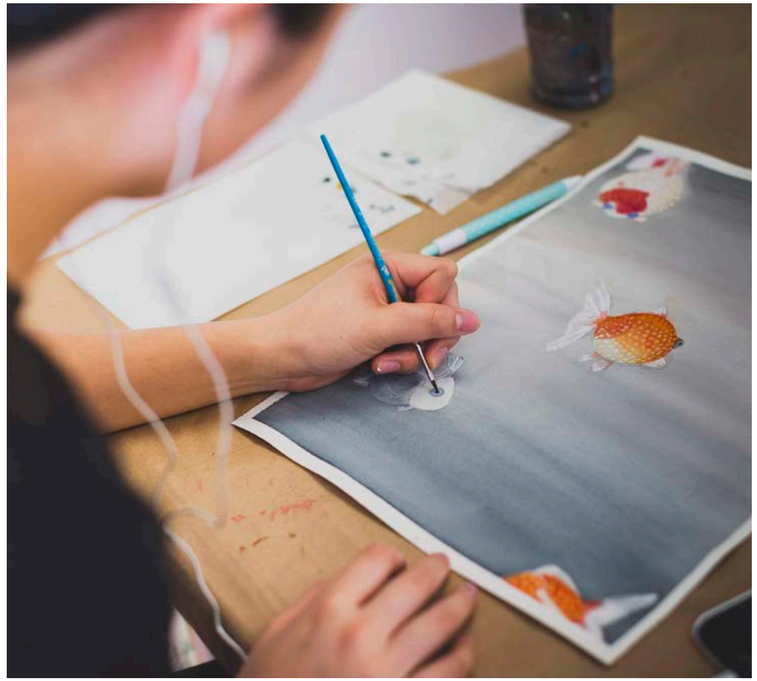
In this course, students learn how to create their own films, starting with bite-sized, attainable goals like 15-second movies without dialogue, as well as reports that can be transferred to their other courses. Students explore all the components of short documentary and narrative films—from concept 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. Students should have a phone with a fully functional camera. Assistance is available upon review.

Advanced Making Movies

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 level and beyond. The course challenges students to work as a team to create projects, with an eye on 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. Students should have a phone with a fully functional camera. Assistance is available upon review.



Newspaper

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

This course explores the craft of visual journalism and design-centered storytelling through the production of the school newspaper, The Tusitala. Students work in a hands-on, studio-style environment focused on graphic design, page layout, typography, photography, and visual composition, 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.

Photography 1: Darkroom & Digital

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: This course must be paired with at least one more arts course in order to fulfill Stevenson's graduation 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.

Photography 1 is a one-semester introduction to the art and practice of photography, open to all students. The course helps students explore observing, capturing, and interpreting the world around them using a classroom set of 35mm film and digital cameras, the darkroom, and digital tools. Students develop essential skills in manual camera operation, exposure, composition, lighting, and visual storytelling. The course integrates traditional darkroom practices, such as film developing and printing, with contemporary digital workflows using Adobe Photoshop®

and Lightroom®. Instruction combines demonstrations, collaborative studio work, and guided independent exploration. The course culminates in a final portfolio showcasing technical growth, creative experimentation, and an emerging photographic voice. Photography 1 provides a strong foundation for continued study in Photography 2.

Advanced Photography: Darkroom & Digital

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

Students must have completed Photography 1 or submit a portfolio for review to qualify for this advanced course. Building on foundational skills, the course introduces advanced darkroom techniques and sophisticated digital image manipulation using Adobe Photoshop® and Lightroom®. Projects are centered around field trips that allow students to capture the beauty of the Central Coast while exploring advanced experimental photography techniques. Students work with diverse subjects, including landscapes, architecture, and documentary portraiture, learning to manipulate and transform images to achieve intentional creative effects. Emphasis is placed on experimentation, visual storytelling, and developing a distinctive photographic voice. Over the year, students expand their portfolios, culminating in a public exhibition. Advanced Photography encourages creative risk-taking, technical mastery, and seeing the world in new ways, preparing students for advanced study in photography and the visual arts.

AP Studio Art: Photography & 2D Design

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

Students develop a portfolio of work that, 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.

Yearbook

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

This course focuses on photography, graphic design, and visual storytelling through the creation of *Spyglass*, the school's annual yearbook. Students document the school year by designing layouts, capturing photographs, and crafting visually engaging spreads that reflect campus life, activities, and traditions. Emphasis is placed on design principles, photographic composition, and cohesive thematic development across the book. Students collaborate to establish the yearbook's overall aesthetic and work through the full production process, from concept and layout design to photo editing and final publication. The course culminates in the release of a full-color, hardbound yearbook at the end of the school year.

COMPUTER SCIENCE & ENGINEERING

COMPUTER SCIENCE

- Creative Coding
- AP Computer Science A
- Advanced Programming

ENGINEERING

- Introduction to Engineering: Digital Fabrication
- Introduction to Engineering: Computer Simulation
- Disciplines in Engineering
- Engineering Capstone/ Engineering Capstone Honors

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

COMPUTER SCIENCE

Creative Coding

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

SPECIAL NOTES: **This computer science course counts toward the arts requirement as a visual arts.**

This course, as an introduction both to programming and visual art, will combine computation and creativity, using code as the primary medium to create a wide range of media artifacts. Students will explore programming through a visual lens as they learn design and modern art skills that are relevant today. Using JavaScript, Processing and the versatile p5.js library, students will learn to create dynamic visuals, interactive animations, and generative art. The curriculum emphasizes hands-on projects that foster creativity, problem-solving, and collaboration. Topics include generative art and design, interactive applications with mouse and keyboard inputs, and simulating motion and physics in a digital environment. A key component of the course is the design process, where students will develop a concept, conduct research, and prototype their ideas. They will explore the use of colors, shapes, and patterns to enhance their creative projects. Students will also present their work, participate in group critiques, and learn to give and receive constructive feedback. By the end of the course, students will build a portfolio of unique coding projects and express their creativity through technology.

AP Computer Science A

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

SPECIAL NOTES: **This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.**

This course is the next step for students who want to learn a more advanced programming language or who intend to pursue future studies or applications of computer science. AP Computer Science A is an introduction to computer science through programming in Java. The course covers a broad range of topics important to programming and software development, including the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course emphasizes object-oriented programming and design using the Java programming language, provides opportunities for students to explore new concepts, and helps students further develop their computational thinking and problem-solving skills.

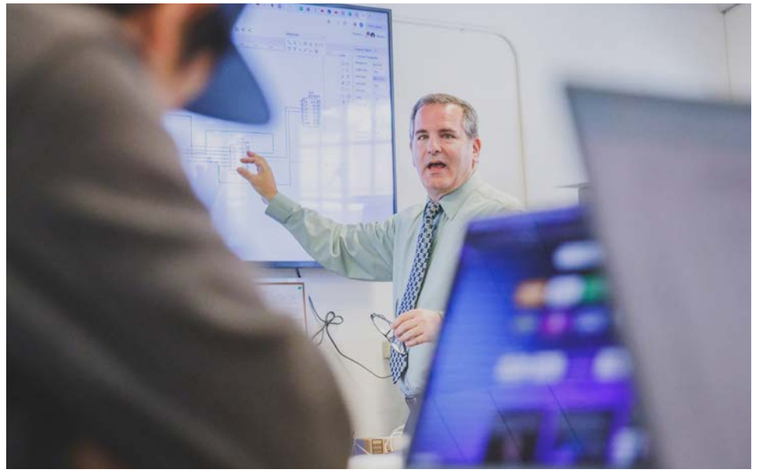
Advanced Programming

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

SPECIAL NOTES: **This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.**

Advanced Programming will focus on the cultivation of programming skills through the development and implementation of data structures and algorithms. It is a class that builds coding skills, but more importantly, improves students' ability to think logically, solve advanced problems (for example how your GPS finds the best route or how a video game "interacts" with the player), communicate, and be creative. The course curriculum includes algorithm analysis, linear structures, queues, recursion, sorting and searching algorithms, trees and tree algorithms, and graphs and graph algorithms. The prerequisite is Data Structures & Algorithms or AP Computer Science A, including object-oriented programming and writing, and using classes in Java. The course emphasizes object-oriented programming and algorithm design and implementation using the Java programming language, though other languages, such as Processing, will be utilized. Successful completion of this course will prepare students well for future studies of computer science at the university level.



ENGINEERING

Introduction to Engineering: Digital Fabrication

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All students

SPECIAL NOTES: **This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.**

Digital Fabrication introduces students to many of the skills needed to take an idea and turn it into a hands-on project. Students will be introduced to CAD (computer-aided design) modeling, then will learn how to turn those models into actual parts using 3D printers, laser cutters, and CNC (computer numerical control) machines. Students will also be introduced to hands-on skills, learning how to work with metals, woods, and composites. The fundamentals of designing circuits with a wide variety of electronic components and sensors will be taught. Students will then learn how to create code to manipulate and control those circuits. Engineering ethics and critical-thinking skills will also be introduced. No previous experience with digital fabrication is required to take this course.

Introduction to Engineering: Computer Simulation

TYPE, DURATION: Regular, Semester

AVAILABLE TO: Eligible students

SPECIAL NOTES: **This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.**

Computer Simulation builds upon the skills learned in Digital Fabrication. Students will learn how to use the Design Process to look at a variety of factors to solve problems.

Advanced CAD modeling will also be covered. Students will be introduced to automated modeling and optimized design, allowing them to create and modify computer-generated parts. Analysis of those parts through structural and fluid simulation will be introduced by using FEA (finite element analysis) to refine parts to meet specific requirements. Top-up and bottom-down assembly techniques will be covered, as well as various dimensioning strategies. Students will also be introduced to virtual and augmented reality and AI, and how those technologies are utilized in industry today. The prerequisite for Computer Simulation is Digital Fabrication or permission from the instructor.

Disciplines in Engineering

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

SPECIAL NOTES: **This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.**

Engineering is a broad field that involves the application of mathematical and scientific principles to design, test, and build structures, machines, devices, systems, and processes. Disciplines in Engineering allows students to explore this wide range of engineering fields. Students will be introduced to a variety of engineering disciplines, learning about the academics behind each one. This will be followed up with a hands-on project based on that discipline. Learning about the types of projects engineers work on will help students identify which specific engineering area they would like to focus on in the future. The prerequisite for Disciplines in Engineering is Digital Fabrication or permission from the instructor.

Engineering Capstone/ Engineering Capstone Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible grade 12 students

SPECIAL NOTES: **This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.**

The Engineering Capstone course serves as the culmination of the Stevenson engineering classes. This course introduces students to professional engineering practices, providing comprehensive, hands-on experience in tackling real-world engineering challenges. Throughout this course, students use engineering principles, apply critical-thinking skills, and learn project management techniques to deliver functional prototypes. Students work collaboratively with professional engineers to design, test, and present innovative solutions to problems sourced from industry. This course emphasizes professional communication, ethical decision-making, and sustainability in engineering design. Students gain valuable experience presenting to technical and non-technical audiences, as well as fostering a mindset of lifelong learning and innovation. The honors option includes more rigorous assignments and grading standards.

ENGLISH

ENGLISH

- English 1: Introduction to Literary Studies
- English 2/English 2 Honors: Language & Power
- English 3/English 3 Honors: Voices of American Literature
- Semester English 4 Courses
  - Art of the Essay
  - Banned Books: Identity & Desire
  - California Dream
  - Gothic Imagination
  - Iconic Novellas: Less Is More
  - Jane Austen's *Pride and Prejudice* on Page and Screen
  - Love & Conflict on Stage
  - Postmodern Storyteller
  - Reading Disney
- AP English Literature & Composition

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

English 1: Introduction to Literary Studies

TYPE, DURATION: Regular, Year

AVAILABLE TO: All 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, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: All grade 10 students, required for those students

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, Marjane Satrapi, Jhumpa Lahiri, 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, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: All grade 11 students, required for those students

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 grade 11 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.

Semester English 4 Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All grade 12 students

The offerings can change from year to year. Students express preferences for particular courses in the spring.

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*.

Banned Books: Identity & Desire

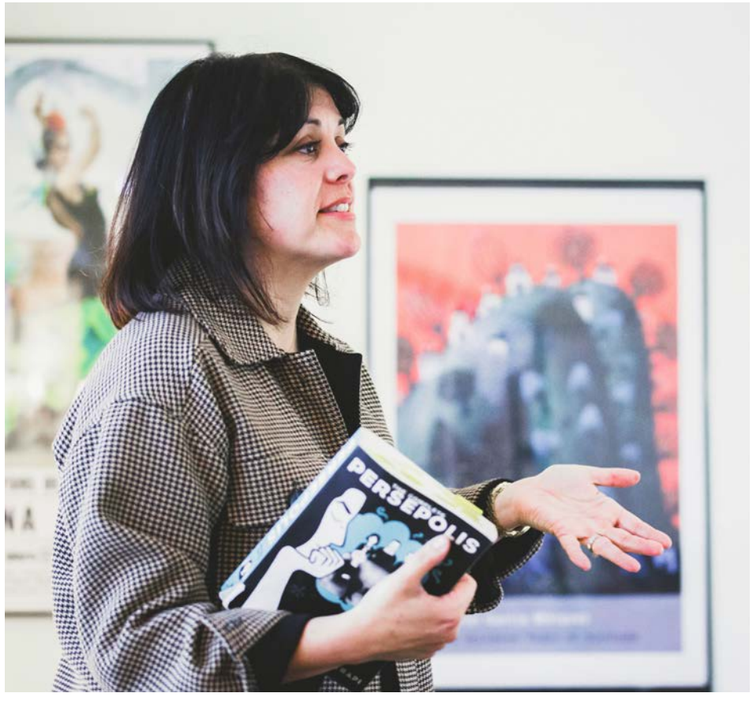
Literature that confronts social norms has often been met with controversy, resistance, and attempts at suppression. This course pairs *Giovanni's Room* by James Baldwin with a second challenged or censored text such as *Fun Home* by Alison Bechdel or *The Picture of Dorian Gray* by Oscar Wilde. Together, these works focus on identity, desire, repression, and the tension between private life and public expectation. The course is discussion-driven, with an emphasis on close reading and analytical writing. Students will consider why these books sparked controversy, what they reveal about the cultures that pushed back against them, and why they continue to resonate.

California Dream

The natural, social, and political landscape of California has served as the muse for some of America's greatest writers, working against a backdrop of striking beauty and under threat of earthquake and fire. Joan Didion's Sacramento is a tense, frontier experiment: "things better work here, because here, beneath the immense bleached sky, is where we run out of continent." Angie Chau's immigrant San Francisco is a fantasized place of new beginnings and disappointing realities. Jack Kerouac's Bakersfield is "the land of lonely and exiled and eccentric lovers come to forgather like birds ... where everybody somehow looked like broken-down, handsome, decadent movie actors." Through a diverse collection of readings, frequent class discussions, and analytical and creative writing, this course will explore the literature of California and the role that the California dream plays in the American consciousness. Course materials may draw from the work of Joan Didion, Angie Chau, John Steinbeck, Paul Beatty, Toshio Mori, Walter Mosley, Jennifer Egan, Gish Jen, and others.

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 18th-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."



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*.

Jane Austen's Pride and Prejudice on Page and Screen

This course invites students to spend a semester with one of literature's sharpest observers of love, family, and social awkwardness: Jane Austen. We will read *Pride and Prejudice* closely, paying attention to Austen's wit, irony, and unforgettable characters as they navigate courtship, class, first impressions, and the slow work of self-knowledge. Alongside the novel, we will watch and discuss adaptations that bring Austen's world into conversation with our own, including the 2005 film adaptation and the delightfully unexpected *Pride and Prejudice and Zombies* (2016). By comparing page to screen—and realism to genre mash-up—students will explore how Austen's iconic marriage plot continues to shape modern storytelling, from romantic comedies to pop-culture reinventions. Assignments will include analytical, comparative, and creative writing, and daily discussions focused on why this two-hundred-year-old novel still feels surprisingly fun, relevant, and adaptable.

Love & Conflict on Stage

Plays are more than just scripts for performance—they are works of literature that invite readers to wrestle with timeless questions through the immediacy of live dialogue and action. We will read plays that showcase love and conflict—betrayal, family secrets, sibling rivalry, and the pursuit of power within the microcosm of the family unit. We will view the family dynamic at its best and worst, and consider the relationship between the past and the present, collective and individual memory, and the depth of what it means to belong. In addition to close reading and discussion, we will perform scenes in class, write one-act plays, and craft analytical responses, including a comparative essay. Our texts have included Tennessee Williams' *A Streetcar Named Desire*, August Wilson's *Fences*, Henrik Ibsen's *A Doll's House*, Quiara Alegría Hudes' *Water by the Spoonful*, and Euripides' *Medea*.

Postmodern Storyteller

Artists and writers of the late 20th century had witnessed the horrors of the First and Second World Wars, the Holocaust, the Cold, Korean, and Vietnam Wars, the torturous progress of the civil rights movement, and the upheavals and inequalities of late-capitalist society. They were confronted with a world fragmented and transformed by technology and conflict, seemingly devoid of the meaning that had grounded the grand narratives of Western culture. This course will explore the

innovations in language and form that postmodernists used to construct this altered reality while deconstructing identity, reason, and even truth itself. In class discussions and analytical and creative writing assignments, students will consider the use of metafiction, paradox, intertextuality, subjectivity, black humor, time distortion, and other tools of postmodernist writers such as Vladimir Nabokov, Kurt Vonnegut, Haruki Murakami, Lydia Davis, Joseph Heller, Kathy Acker, Thomas Pynchon, Italo Calvino, Heinrich Boll, and George Saunders.

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."

AP English Literature & Composition

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 12 students

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 "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.

HISTORY

HISTORY

- History 1: Introduction to Historical Studies
- History 2: Modern World/History 2: Modern World Honors
- US History
- AP US History
- Semester History Courses
  - Ethics & Leadership
  - Legal Studies
  - Quantum Economy
  - Real World Economics
  - Reel History: Exploring the Past through Film
  - Religions of the World
- Honors Semester History Courses
  - Comparative Government & Politics Honors
  - United States Government & Politics Honors
- AP Art History
- AP Economics
- Entrepreneurship

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

HISTORY

History 1: Introduction to Historical Studies

TYPE, DURATION: Regular, Year

AVAILABLE TO: All grade 9 students, required for those students

As Stevenson students' initial exploration of historical studies, this course is intended to ground each learner in the core historical and academic skills needed for success in the discipline. Using the core questions of: how do context and policy impact personal decisions?; how do we talk about people in history and how has this changed over time?; and how do people respond to their experiences?; we hope students will deeply understand the relevance of historical studies to themselves and the world around them. Our core skills of chronological reasoning, comparison and contextualization, crafting historical arguments from evidence, and historical interpretation and synthesis are carefully broken down so that students can demonstrate confidence and proficiency on the first stage of scaffolding within their history journey at Stevenson. Our content begins with local history before considering widening geographic concentric circles. In order to deeply engage with the material we encounter, students will undertake a variety of creative and group projects, as well as more traditional assessments. Further, we draw from our core values in order to discover untold histories and explore varied perspectives.

History 2: Modern World/History 2: Modern World Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: All grade 10 students, required for those students

The modern world has been defined by massive transformation: social and political upheaval and revolution, industrialization, urbanization, global exchange and conflict, migration, imperialism, and colonization. This course combines a chronological and thematic approach to explore the historical roots and experiences of modernity. What does it mean to be modern? In part, it means navigating and understanding global economic, political, and cultural systems that resulted in exchange, oppression, resistance, movement of people and ideas, and slavery. In engaging these ideas, students critically examine diverse perspectives influenced by ethnicity, race, socioeconomic status, religion, gender, and age. This course challenges students to think historically and globally, to evaluate historical sources, and to analyze a variety of complex textual, visual, and physical materials to explore modernization and its role in shaping our contemporary world. Students in the Honors course can expect more rigor in historical analysis and writing assignments, culminating in a self-guided research project on a topic of the student's choice in the spring.

US History

TYPE, DURATION: Regular, Year

AVAILABLE TO: All grade 11 students, and grade 12 students in special cases

SPECIAL NOTE: Either US History or AP US History is required for graduation

In this survey course, students investigate significant events, individuals, and processes in United States history from the 16th 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 they shape our perspective on current social, economic, and political issues. Students develop and use the skills and methods employed by historians: analyzing primary and secondary sources (including challenging primary-source legal texts and archaic usage); 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.

AP US History

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 students, and grade 12 students in special cases

SPECIAL NOTE: Either US History or AP US History is required for graduation

In this survey course, students investigate significant events, individuals, and processes in United States history from the 16th 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 they shape our perspective on current social, economic, and political issues. Students develop and use the skills and methods employed by historians: analyzing primary and secondary sources (including challenging primary-source legal texts and archaic usage); 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 AP 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.

Semester History Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All grade 11 and grade 12 students

The offerings can change from year to year. Students express preferences for particular courses in the spring.

Ethics & Leadership

This course attempts to promote ethical reasoning and reflection in order to help prepare students to become responsible global citizens. The course will use the case study method to explore ethical dilemmas facing leaders throughout history. Students will explore and apply moral frameworks to analyze leadership challenges. We will focus on developing critical thinking, empathy, and collaboration skills through direct project-based engagement with local and global experts.

Legal Studies

This course will build a foundational understanding of America's civil and criminal legal fields, foundational Supreme Court rulings, and the historical roots of revolutionary conflict stemming from interpretations of justice. Incorporating practical civic literacy, legal competency, and real-world application, students will have the ability to analyze the complexities found in the justice system. The curriculum includes case studies, debates, mock trials, and roleplay exercises that will offer tangible applications to help students navigate a law-saturated society and provide a window for those interested in pursuing a future in the law. In addition, we will dive into historical events to explore the legal (and often revolutionary) streams that have cultivated conflict in America.

Quantum Economy

This course explores the transformative intersection of economics, artificial intelligence (AI), and quantum computing in order to help better prepare students for the current and future economic and workplace landscapes. Students will gain insights into how these technologies shape modern markets, disrupt traditional systems, and influence global economic dynamics. Further, students will explore how these technologies could potentially shape their career paths. Relevant career skills will be developed throughout this course. Emphasis is placed on both theoretical understanding and practical applications, preparing students for the evolving new economy.

Real World 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.

Reel History: Exploring the Past through Film

This course explores the relationship between film and history by examining how films have depicted various events, cultures, and social issues throughout American history. Students will develop critical-thinking and analytical skills by viewing films in their historical context, and considering how films both reflect and shape our understanding of the past. We will dive deep into historical events, but also interpret how the medium of film both captures and challenges the preconceived notions of these events and their impact on modern-day society. Students will develop analytical skills while learning simple and effective strategies to better navigate the depth and breadth of future college courses. Through this course, students will learn to think deeply about the messages conveyed in films, and gain a greater understanding of how history has been portrayed in popular culture.

Religions of the World

This course is an introduction to the beliefs and practices of the world's living religious traditions. In addition to various indigenous religions, students will examine the historical evolution, doctrinal beliefs, practices, and cultural expressions of the great religious traditions: Hinduism, Buddhism, Jainism, Confucianism, Taoism, Judaism, Christianity, and Islam. Selected readings from these traditions, along with speakers, film clips, and visits to local religious institutions will expose the students to authentic learning opportunities and experiences to strengthen understanding of the similarities and uniqueness of the various faith traditions. Twenty-first century citizenship requires that we understand the impact of religion in our time, respecting the beliefs and practices of those religious traditions that have passed the test of time and continue to shape culture across the globe.

Honors Semester History Courses

TYPE, DURATION: Honors/AP, Semester

AVAILABLE TO: Eligible grade 11 and grade 12 students

SPECIAL NOTE: Students have the option to take the AP exam in May

The offerings can change from year to year. Students express preferences for particular courses in the spring.

Comparative Government & Politics Honors

Comparative Government & Politics involves an integrated approach to analyzing governing models, and political systems and structures throughout the world. Students will explore the government structure and political systems of six countries (UK, Russia, China, Iran, Nigeria, and Mexico), which mirrors the AP Comparative Government curriculum as set by the College Board. By studying both history and current events, students will develop a robust understanding of the interplay between the past, politics, and world events. Using the skills of comparison and analysis, students will be asked to engage deeply in critical thinking through discussion and project work. Please note: If a student chooses to take the AP examination, it will require external study and preparation.

United States Government & Politics Honors

This course explores the structure and function of the US political system, with the goal of students feeling comfortable and confident engaging as active citizens. Students will consider history, theory, practice, elections, and current events as we explore the intent and impact of American political society. Through both research and creative engagement with the wider Stevenson community, students will be supported in exploring areas of interest and prompting civic literacy in our community.

The course is modeled after the American Government AP curriculum as set by the college board. Please note: If a student chooses to take the AP examination, it will require external study and preparation.

AP Art History

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students who previously passed or concurrently are enrolled in a US History course

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 and architecture. 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, race, gender, politics, religion, socio-economic 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 application of previous knowledge help hone students' ability to synthesize sophisticated visual, written, and verbal material to prepare for the AP examination.

AP Economics

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 12 students who previously passed or concurrently are enrolled in a US History course

AP Economics is a yearlong 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, they 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. It is a fast-paced, content-driven class with high expectations. The course aims to prepare students for the AP Macroeconomics examination.

Entrepreneurship

TYPE, DURATION: Regular, Year

AVAILABLE TO: All grade 12 students

SPECIAL NOTES: This course counts towards the total number of credits required for graduation, but does not count toward the diploma requirement for any particular department.

Stevenson's Entrepreneurship Program is a cornerstone of our commitment to developing well-rounded, thoughtful leaders. Our program equips students with professional skills, real-world experience, and the values needed to succeed in an ever-changing world. The heart of Stevenson's program lies in the student-run businesses that provide immersive, hands-on learning experiences. Each venture is a practical laboratory where students take charge of operations, finances, marketing, and customer relations, preparing them to tackle the challenges of entrepreneurship. Stevenson's student-run businesses are not just profitable—they're educational. Profits are reinvested into the program, and Upper Division students have the unique opportunity to manage an investment fund through the course. Students learn to invest real money using a value-based investment philosophy, achieving strong returns while building skills in financial literacy and strategic decision-making.

MATH

ALGEBRA

- Algebra
- Algebra Honors

GEOMETRY

- Geometry A
- Geometry
- Geometry Honors
- Summer Geometry

INTERMEDIATE/ ADVANCED ALGEBRA, TRIGONOMETRY, AND PRECALCULUS

- Intermediate Algebra
- Advanced Algebra/ Trigonometry/Precalculus (AATP)
- Advanced Algebra/ Trigonometry/Precalculus Honors (AATP Honors)

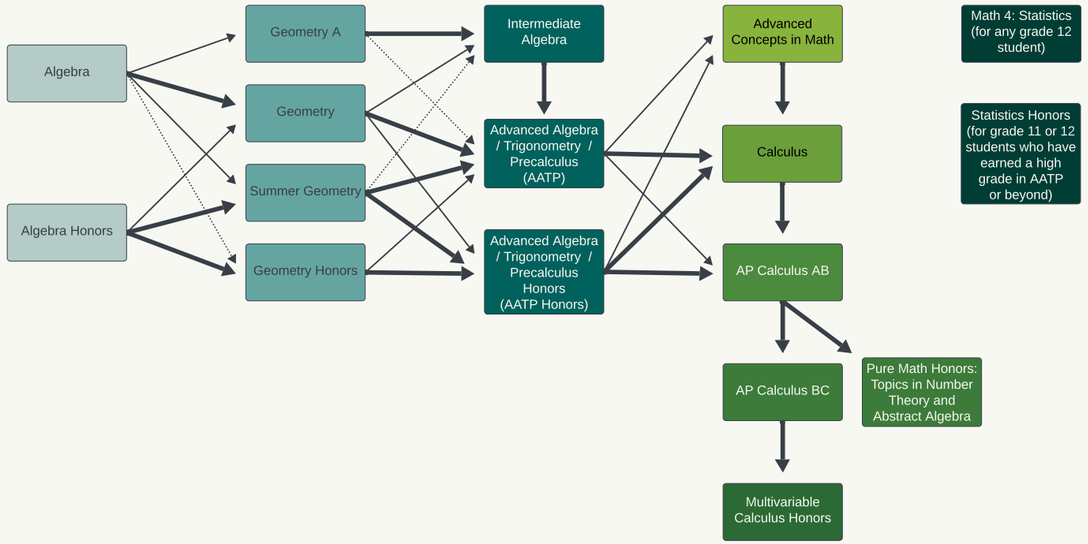
CALCULUS, STATISTICS, AND BEYOND

- Advanced Concepts in Math
- Calculus
- AP Calculus AB
- AP Calculus BC
- Multivariable Calculus Honors
- Pure Math Honors: Topics in Number Theory and Abstract Algebra
- Math 4: Statistics
- Statistics Honors

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

MATH PATHS

Stevenson's math program features many offerings of each topic and flexible paths by which to navigate them. The following image provides an idea of what paths are possible. Students begin at various points along the Math Path determined by placement exercises. Most students take Algebra or Algebra Honors in grade 9. Some moves require permission from the department.



ALGEBRA

Algebra

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

This rigorous course emphasizes skill-building and the development of a positive mindset for lifelong learning in mathematics and beyond. 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. We introduce topics covered in Geometry 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 make sense. Students will also engage with hands-on technology such as Desmos and GeoGebra. Students in Algebra will usually continue on to take Geometry.

Algebra Honors

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

This course is the first in the honors sequence for highly motivated and skilled students. Students develop a strong foundation in topics covered in Algebra 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 while preparing themselves for future honors math courses. This course prepares students for Geometry Honors. For specific topics covered, see course description for Algebra.

GEOMETRY

Geometry A

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 (AATP).

Geometry

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 with an emphasis on strengthening students' algebraic skills. In preparation for future courses, students will be introduced to concepts such as logarithmic and exponential functions, polynomials, and imaginary numbers. 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 doing constructions in GeoGebra to strengthen their understanding of geometry through real-life applications. Students in Geometry usually continue on to take Precalculus.

Geometry Honors

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

This course is the second in the honors sequence for highly motivated and skilled students. In addition to reviewing previously studied topics covered in Algebra Honors, students will continue to have their knowledge enhanced with problem sets that focus on practical application and real-life examples. The problem sets are designed to provide a challenge for even the strongest students and to prepare students for participation in optional math contests. Students move through fundamental concepts and the new topics at a brisk pace by spending less time on general practice, and more time engaging with more challenging problems. Students in Geometry Honors usually continue on to take Advanced Algebra/Trigonometry/Precalculus Honors (AATP Honors). For specific topics covered, see course description for Geometry.

Summer Geometry

TYPE, DURATION: Regular, A year's material compressed into five weeks of summer

AVAILABLE TO: Eligible students

In this comprehensive math course, students will complete a full-year Geometry course in five weeks. Students will 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 topics are discussed with a connection to the coordinate plane, strengthening students' algebraic skills and preparing them for future courses. The Summer Geometry course offers Rising Grade 9 and Grade 10 students the opportunity to fulfill the geometry requirement, and allows them to accelerate their Math Path. The online class takes place asynchronously, with four scheduled Zoom office hours per week. Students will be required to check into

office hours via Zoom at least two times per week, and all course work must be completed during the five-week period. Learn more at https://summer.stevensonschool.org/programs/academic-enrichment-programs.

INTERMEDIATE ALGEBRA, ADVANCED ALGEBRA, TRIGONOMETRY, & PRECALCULUS

Intermediate Algebra

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 take Advanced Algebra/Trigonometry/Precalculus (AATP). Students rising to Grade 12 can instead choose Math 4: Statistics.

Advanced Algebra, Trigonometry, Precalculus (AATP)

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 are introduced to advanced algebra concepts such as quadratic functions, polynomial functions, exponential and logarithmic functions, and systems of linear and nonlinear equations. 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. Students in this course usually go on to take Advanced Concepts in Math or Calculus.

Advanced Algebra, Trigonometry, Precalculus Honors (AATP Honors)

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

This course is the third in the honors sequence for highly motivated and skilled students. Students completing Geometry Honors are well-prepared to take this course. This course covers advanced algebra, trigonometry, and the concepts needed to prepare students for calculus. 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 nontraditional 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.

CALCULUS, STATISTICS, AND BEYOND

Students who take Algebra in Grade 9 can take Calculus. In fact, our top students who start in Algebra can potentially take AP Calculus BC in Grade 12, as demonstrated in the Math Path diagram near the start of this section.

Advanced Concepts In Math

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

This course bridges the gap between Advanced Algebra/Trigonometry/Precalculus and Calculus, offering students a deeper understanding of mathematical concepts and their practical applications. Emphasizing problem solving, critical thinking, and mathematical reasoning, students will explore topics such as functions, sequences and series, probability, and introductory calculus concepts. Real-world scenarios and collaborative projects will connect abstract ideas to practical uses, preparing students for future studies in mathematics, science, and technology. Designed for grade 12 students, this course equips learners with the confidence and skills for college-level math courses.

Calculus

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

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 grade 12 students for college-level mathematics courses and younger students for AP Calculus AB.

AP Calculus AB

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

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, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

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 Honors

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

Multivariable Calculus Honors 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 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.

Pure Math Honors: Topics in Number Theory & Abstract Algebra

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

This course serves as an introduction to pure math and a year-long workshop in mathematical thinking and proof-writing. Students will develop both the content knowledge and the kind of thinking required to succeed in an undergraduate mathematics curriculum. Beginning with foundational notions of logic, proof, axioms, and sets, the course progresses into content from number theory and abstract algebra. Theorems and proofs will be presented and rigorously discussed during class. Students will be challenged to investigate novel ideas and construct mathematical arguments in small groups and to independently write thorough, sound, and stylistically-engaging proofs. Assessments include proof-writing assignments, investigations and presentations in class, and cumulative tests.

Math 4: Statistics

TYPE, DURATION: Regular, Year

AVAILABLE TO: All grade 12 students

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. 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.

Statistics Honors

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

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. They will also 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.

SCIENCE

SCIENCE

- Science 1: Principles of Scientific Inquiry
- Science 2/Science 2 Honors
- Semester Biology Courses
  - Abnormal Psychology
  - Brains and Behavior*
  - Field Ornithology
  - Human Anatomy and Physiology*
  - Infectious Disease and Public Health*
  - Marine Science
  - Orthopedic Medicine
- Semester Chemistry Courses
  - Experimental Chemistry*
  - Forensic Science
- Semester Environmental Science Courses
  - Waves and Beaches
- Semester Physics Courses
  - Field Astronomy
  - Mechanics & Kinematics*
  - Forces & Energy*
- AP Biology
- AP Chemistry
- Environmental Science Honors
- AP Physics 1
- AP Physics 2
- Independent Science Research Lab

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

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

SCIENCE

Science 1: Principles of Scientific Inquiry

TYPE, DURATION: Regular, Year

AVAILABLE TO: All grade 9 students, required for those students

Relying on the motto of the Royal Society of London, Nullius 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, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: All grade 10 students, required for those students

This integrated science course builds on the skills of inquiry and scientific method emphasized in Science 1: Principles of Scientific Inquiry to explore two key questions: "How do chemical and physical processes within and beyond cells shape life's origins, functions, and patterns?" and "Why is understanding the chemistry of life essential for explaining health, ecosystems, and environmental change?" Students explore thematic topics in biology, atmospheric science, chemistry, and environmental sustainability. There is something for everyone! Topics in biology include macromolecules and cells, and select organ systems, and we conclude the year with a deep look at environmental sustainability. Topics explored in the physical sciences include states of matter, chemical equations and reactions, and acid-base chemistry. The honors sections follow the same sequence, but require deeper analysis of biology and chemistry, including detailed descriptions of proton gradients in biological energy processes and computational problems in areas of stoichiometry and titration. Placement in Science 2 Honors is determined by the Principles of Scientific Inquiry instructors and the science department head.

Semester Biology Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All grade 11 and grade 12 students

The offerings can change from year to year. Students express preferences for particular courses in the spring.

*Biology courses marked with an asterisk are booster courses which, if successfully completed, can help students qualify for AP Biology or Environmental Science Honors if they had not otherwise met its eligibility criteria.

Abnormal Psychology

Abnormal Psychology dives deep into the science of psychological disorders through real-world cases, unusual psychological mysteries, and famous historical examples. Students will examine how abnormal behavior is defined, diagnosed, and treated, while investigating the roles of the brain, environment, culture, and ethics. Through case studies, documentaries, and interactive labs, students will analyze mood disorders, psychosis, personality, and neurodevelopmental differences, developing critical thinking and reasoning skills and a deeper understanding of mental health in society.

*Brains & Behavior**

What drives organisms to behave the way they do? How do organisms take in information about their environment, make sense of it, and respond in a way that helps them survive and thrive? Is there really such a thing as altruism or are all living things intrinsically selfish? During the first half of the course, we will explore these questions and more through the lens of animal behavior. From this vantage point, we will reveal our shared evolutionary history and drive, and make the uncanny discovery that our neural wiring is quite similar to organisms as lowly as the cockroach or hagfish. Does our hardwiring come with a cost? Do cheaters ever win? During the second half of the semester, we will take a more anthropocentric perspective as we dive into how we learn from our experiences and explore what brain injuries and life thereafter reveal about how our brains function and how we perceive the world. Does practice really make perfect? What happens when you pull an all-nighter gaming or studying for a test? How can you utilize multiple regions of the brain to enhance your memory? Throughout the course, we will consider the contributions of influential neuroscientists, psychologists, and ethologists such as Pavlov, Skinner, Lorenz, and Sacks, and investigate how our understanding of learning and the brain evolved over the past 200 years. We will also design experiments of our own. Finally, for the final project, we will look at how the face of brain sciences is changing and why this diversity is needed.

Field Ornithology

Our campus Monterey pine forest and adjacent coastline support a rich diversity of bird species, offering exceptional opportunities for field-based study. This course examines the behavior, ecology, and adaptations of local birds through direct observation and scientific inquiry. Students will develop practical skills in identification, field documentation, and wildlife photography during regular expeditions to regional birding sites. Field work will be complemented by classroom and laboratory sessions exploring avian evolution, morphology, behavioral ecology, and survival strategies across different habitats. Through systematic observation of species such as our campus crow population and comparative study of forest versus coastal bird communities, students will gain proficiency in ornithological field methods and deepen their understanding of the ecological principles that shape bird diversity and distribution. This course is designed for students seeking hands-on experience in field biology and wildlife observation.

*Human Anatomy & Physiology**

This course takes a detailed look at the human body as an extraordinary collection of organ systems that enable us to do amazing things. This

single-semester course focuses on a few key organ systems, exploring structure, function, common maladies, and how to keep them healthy. Students will draw and label different anatomical structures, and perform dissections on many specimens to see how all the anatomical parts fit together into a physiological whole. In addition to dissection skills, students will also practice suturing to close cuts in specimen tissues. The course concludes with a fetal pig dissection, where students will spend multiple class meetings exploring and identifying key organs from the organ systems we have studied.

*Infectious Disease & Public Health**

This course is a detailed exploration of what makes us sick, how different pathogens invade our bodies, how our body protects itself, and how diseases emerge and spread through populations. Students will distinguish between communicable and non-communicable diseases. Students will explore how disease has shaped human history and how humans have shaped the evolution of disease. This course will take a close look at the leading causes of death in large populations and the efforts of public health workers to improve the health and awareness of others. This single-semester course concludes with a presentation project where students conduct in-depth research on both the epidemiology and historical impact of a disease of their choice.

Marine Science

This class provides students with an introduction to marine life, and the principles of marine geology and physical and chemical oceanography that influence 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.

Orthopedic Medicine

Orthopedic 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, 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.

Semester Chemistry Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All grade 11 and grade 12 students

The offerings can change from year to year. Students express preferences for particular courses in the spring.

*Chemistry courses marked with an asterisk are booster courses which, if successfully completed, can help students qualify for AP Chemistry or Environmental Science Honors if they had not otherwise met its eligibility criteria.

*Experimental Chemistry**

This lab driven Chemistry course will challenge you to explore questions including what makes "good" data? How can observable data be gathered and analyzed to better understand the physical and chemical world? How can experiments and models enable us to see the invisible world? And finally, how can we use chemistry to our advantage? As science is a highly collaborative and creative field, you will frequently be challenged to work in teams to design lab protocols that can be used to better understand observed phenomena. In addition, you will be challenged to see these phenomena through multiple lenses: macroscopic, particulate, symbolic and conceptual. In doing so, you will not only build your laboratory and data analysis skills but will strengthen your foundation in Chemistry. By semester's end, you should feel confident to tackle future Chemistry courses at Stevenson and beyond.

Forensic Science

Are you a fan of CSI? Do you binge true crime podcasts? Wonder what it's like to be a real forensic scientist? This class is for YOU! Learn to apply many disciplines of scientific study such as biology/anatomy, chemistry, and physics to criminal investigations. You will discover the proper protocol to secure a scene, how to collect and interpret evidence, and the process for building a legal case. Lab and experimental work may include the investigation of fingerprinting, fiber analysis, trace evidence analysis, blood spatters, and more.

Semester Environmental Science Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All grade 11 and grade 12 students

The offerings can change from year to year. Students express preferences for particular courses in the spring.

Waves & Beaches

Coastlines are dynamic, ever-changing systems that involve the interactions of the ocean, the atmosphere, and the geological processes. California is located along a young, active coastline with many forces acting to shape the beaches and rocky cliffs that attract visitors worldwide. This course endeavors to explore the local shoreline with the goal of learning how all of the competing forces shape what we see. How and why do local beaches change during the year? Where does the sand come from and how has development changed the coastline? What does the future hold for the low-lying coastal areas along central California? Students will monitor beach profiles, install citizen science monitoring stations, and learn about the environmental effects on the coastline from sand mining, coastal development, and sea-level rise.

Semester Physics Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: All grade 11 and grade 12 students

The offerings can change from year to year. Students express preferences for particular courses in the spring.

*Physics courses marked with an asterisk are booster courses which can help students qualify for AP Physics or Environmental Science Honors if they had not otherwise met the eligibility criteria. Mechanics & Kinematics is a booster for AP Physics 1, and Forces & Energy is a booster for AP Physics 2.

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 occasional two-hour evening labs, as well as a two-night sky observing trip away from campus.

*Mechanics & 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, and gravity and orbital mechanics. This course can provide a foundation for students seeking to take AP Physics 1.

*Forces & 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? 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, and electricity. This course can provide a foundation for students seeking to take AP Physics 2.

AP Biology

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

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, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

Using a curriculum that 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.

Environmental Science Honors

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

Environmental Science Honors introduces students to the interactions between earth's natural systems, the substantial demands placed on them by the human population, and the ways that we can bring about positive change in our community and beyond. Using the incredible resources on and near the Monterey Peninsula, students will complete experiential labs that prompt them to explore their local environments through real-world issues such as foundations of ecology, sustainable agriculture, alternative energy, and environmental justice. In addition to field and lab work, students also gain valuable research experience through data collection, mapping, graphing, analysis, surveying the scientific literature, and presenting findings in class. This course is ideal for students who are excited to learn about environmental science and/or want to take an advanced high school level science course.

AP Physics 1

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

AP Physics 1 is an exciting, fast-paced course designed to introduce students to the fundamental principles of classical mechanics, rotational mechanics, energy, and fluids. This course offers a rigorous yet accessible introduction to the world of physics, with a focus on developing critical thinking, problem-solving skills, and a deep understanding of the physical laws that govern our universe. Students will explore key topics including motion, forces, momentum, work, energy, rotational dynamics, and fluid mechanics. Throughout the year, learners will engage in a variety of laboratory experiments that not only reinforce theoretical concepts but also help develop skills in data collection, analysis, and scientific reasoning. These lab-based investigations will challenge students to design experiments, measure physical quantities, and draw conclusions based on evidence—skills that are crucial for success in both the classroom and real-world scientific inquiry. Students are expected to take the AP exam in the spring. Please note that AP Physics 1 is not a prerequisite for AP Physics 2; students may select the course that most interests them.

AP Physics 2

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

Have you ever wondered how the interactions of microscopic particles cause observable phenomena like static electricity, thermodynamic processes, nuclear reactions, and atomic emission lines? In AP Physics 2, which is an algebra-based course, you'll learn about thermodynamics, electricity and magnetics, and quantum, atomic, and nuclear physics. While learning about the key course concepts, you'll do hands-on laboratory work to investigate specific phenomena. All students will be expected to take the AP exam in the spring. Please note that AP Physics 1 is not a prerequisite for AP Physics 2; students may select the course that most interests them.

Independent Science Research Lab

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible grade 11 and grade 12 students

In this class, grade 11 and 12 students will pursue original research in the field of biochemistry or biotechnology under the guidance of a Stevenson faculty member and an outside researcher with whom they are paired. Students will learn the fundamentals of professional level experimental design and conduct their own experiments on site during regularly scheduled class periods and independent time outside of class. The class and research project will culminate in a written paper similar to one that appears in professional publications. Students participating in this course will also be prepared to compete in the Science Fair.

WORLD LANGUAGES

FRENCH

- French 1
- French 2/French 2 Honors
- French 3/French 3 Honors
- Advanced French Semester Courses
  - Total Immersion French in Artmaking & Art History
  - Total Immersion French in Filmmaking and French Cinéma
- AP French Language and Culture

JAPANESE

- Japanese 1
- Japanese 2/Japanese 2 Honors
- Japanese 3/Japanese 3 Honors
- Japanese 4/AP Japanese Language and Culture

LATIN

- Latin 1
- Latin 2/Latin 2 Honors
- Latin 3/Latin 3 Honors
- Latin 4/AP Latin
- Latin 5: Advanced Latin Literature

SPANISH

- Spanish 1
- Spanish 2/Spanish 2 Honors
- Spanish 3/Spanish 3 Honors
- Spanish 4/AP Spanish Language and Culture
- AP Spanish Literature & Culture
- Advanced Spanish Semester Courses

COURSE OFFERINGS ARE REPRESENTATIVE AND MAY VARY BASED ON STUDENT INTEREST, SCHEDULING AND STAFFING

FRENCH

French 1

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

This proficiency-based course introduces basic elements of French language and francophone 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 tense, 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 linguistic toolkit provides students with the building blocks to express themselves in a diverse array of everyday, authentic situations including introducing themselves, asking and answering basic questions, and ordering in a restaurant. A strong emphasis is placed on pronunciation, reading, and listening 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 level of French in their first year.

French 2/French 2 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

The second year of French language study is a continuation of French 1, adding new structures to their repertoire. Students improve upon their grammar and vocabulary by applying them to everyday contexts and participating in fun, communicative activities that quiz them on their knowledge. The primary focus of the French 2 curriculum is to give students the tools and confidence to approach intermediate proficiency by the start of French 3, and communicate in francophone environments. Students will engage with a variety of authentic texts including videos and short stories. 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 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 apply their knowledge and skills to topics beyond the regular French 2 curriculum.

French 3/French 3 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

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. Students apply their growing command of the language through games, daily partner and group conversational activities, personal and collaborative writing exercises, and engagement with authentic print, audio, and video sources. All the while, they develop their own projects 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. Students in the honors section read a more challenging slate of texts and engage in more rigorous cultural and grammatical study.

Advanced French Semester Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: Eligible students

The offerings can change from year to year, and students can take these offerings in more than one year. Students express preferences for particular courses in the spring.

Advanced French: Total Immersion French in Artmaking & Art History

In this advanced, total-immersion course, students use French as a working language to create, collaborate, present, and analyze art. Through hands-on studio projects inspired by the French Impressionist tradition, students deepen spoken and written French while exploring art as a way of observing and recording the world in vivid color. An integrated art history component examines painting in France and Europe from the Baroque period through early 20th-century Post-Impressionism. Throughout the term, students strengthen advanced skills in oral communication, listening comprehension, and analytical writing while also developing creative habits such as close observation, design thinking, storytelling, and critique. Authentic French-language sources—including artworks, films, interviews, and critical texts—anchor the course. An advanced level of French is required; students of all artmaking backgrounds are welcome. This course is ideal for students who learn best through making, experimenting, and creating—and who are eager to experience French as a living, expressive language.

Advanced French: Total Immersion French in Filmmaking and French Cinéma

This advanced, immersive course invites students to deepen their French through the collaborative creation of narrative and documentary short films. French is used throughout the filmmaking process—planning, shooting, presenting, and analyzing—while students explore the history and cultural significance of French cinéma. Course study includes major movements and figures such as Truffaut and Besson, as well as institutions like the Cannes Film Festival. As they create films, students build advanced proficiency in speaking, listening, and writing while developing skills in visual storytelling, critique, collaboration, and creative problem-solving. Authentic French-language films, interviews, and critical texts form the foundation of the course. An advanced level of French is required; students of all levels of filmmaking experience are welcome. Students should have a phone with a fully functional camera. Filmmaking equipment provided.

AP French Language And Culture

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

The AP French 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. The course enables students to hone their French language skills and offers opportunities to complete practice exam activities. Students prepare for the AP exam, and most students elect to take it. At the same time, they design projects that demonstrate their passion for the language and the francophone world. Taught in conjunction with AP French, French 4 is intended for students who wish to apply the grammar they have learned in years 1-3 to more advanced conversation and deeper comprehension of advanced authentic reading sources. Students study articles, news reports, and videos that expose them to a variety of francophone contexts. Regular study of pronunciation and advanced vocabulary/expressions round out students' proficiency.

JAPANESE

Japanese 1

TYPE, DURATION: Regular, Year

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, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

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 add nearly 200 kanji to what they have mastered in the previous year.

Japanese 3/ Japanese 3 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

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.

Japanese 4/AP Japanese Language & Culture

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

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

Latin 1

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

In this first-year course, students learn Latin grammar and vocabulary by reading and translating Latin every day. Through grammar and vocabulary exercises, they deepen their understanding of the language. The course also introduces students to the culture and history of ancient Rome with an overview of Roman history and an introduction to the living conditions of people in the city itself. Throughout the course, students are challenged to critically examine connections between Roman and modern culture.

Latin 2/Latin 2 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

In this second-year course, students continue to refine their understanding of the Latin language through the daily reading of increasingly more difficult Latin passages. Exercises in grammar and vocabulary deepen their understanding of the language. Students continue to study the history of Rome with a focus on the great fire of 64 CE, as well as Roman culture, namely theater, country estates, and marriage customs. In the second semester, students learn about the cities of Pompeii and Carthage, as well as gladiators.

Latin 3/Latin 3 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

Students in Latin 3 continue to explore the Latin language through the daily reading of complex Latin passages, as well as through grammar and vocabulary exercises. Students also continue their exploration of the Roman world by learning about Roman Greece and Turkey. In the second semester, students transition to the reading of authentic Latin literature.

Latin 4/AP Latin

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

This course is the culmination of the students' previous years of study. They will learn to translate, analyze, and respond to prose and poetry as mature Latin readers through the in-depth study of Pliny's letters, Vergil's Aeneid, and materials chosen by the teacher. They practice translating Latin at sight and scanning dactylic hexameter. In preparation for the AP exam, students in this section also write analytical essays and complete a class project as required by the College Board.

Latin 5: Advanced Latin Literature

TYPE, DURATION: Regular, Year

AVAILABLE TO: Eligible students

In this course, advanced Latin students will read selections from Latin literature, with a focus on authors of the Late Republic and early Empire. They will be exposed to different genres, including historiography, oratory, and epic poetry. In the second semester, the focus will be on underrepresented voices in Latin literature, such as people on the periphery of the empire and women.

SPANISH

Spanish 1

TYPE, DURATION: Regular, Year

AVAILABLE TO: All students

Spanish 1 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 through level-appropriate books, articles, videos, and other authentic Spanish artifacts. An emphasis is placed on building fundamental language-learning proficiency 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 lifelong language learners.

Spanish 2/Spanish 2 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

Spanish 2 is focused on building upon the language skills learned in year 1. With continued work to build proficiency in listening, speaking, reading, and writing, students are immersed in the language through culturally relevant and authentic materials. Students read short novels in order to enhance their reading proficiency, while also expanding their cultural understanding of the Spanish-speaking world. 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 role in 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. Both Spanish 2 and 2 Honors courses invite students to immerse themselves into the Spanish language on the path toward discovering the joy of sustained language learning.

Spanish 3/Spanish 3 Honors

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

Spanish 3 is an opportunity for students to put into practice and reinforce the oral and written communication skills they have honed in years 1 and 2, while broadening their understanding of the Spanish-speaking world through an increasingly immersive classroom. Students are asked to engage in daily conversation and debate a variety of topics. 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, expand their grammatical and lexical repertoire, push themselves to engage in higher-level thinking in the target language, and make progress toward an Intermediate-High proficiency level.

Spanish 4/AP Spanish Language And Culture

TYPE, DURATION: Regular and Honors/AP, Year

AVAILABLE TO: Eligible students

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, it's 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, and 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. There is required summer work for this course.

AP Spanish Literature & Culture

TYPE, DURATION: Honors/AP, Year

AVAILABLE TO: Eligible students

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and US-Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate-High to Advanced-Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). There is required summer work for this course.

Advanced Spanish Semester Courses

TYPE, DURATION: Regular, Semester

AVAILABLE TO: Eligible students

The offerings can change from year to year, and students can take these offerings in more than one year. Students express preferences for particular courses in the spring. This year's two offerings have yet to be finalized as of the publication date. Recent offerings have included the following.

- Hispanic Cinema
- 20th Century Spain
- Survey of Cuban Culture
- Spanish Children's Literature
- Advanced Spanish Conversation
- Hispanic Short Stories
- Power, Privilege, Politics and the Spanish-Speaking World
- Spanish in Our Community

SUPPORT COURSES

Community Forum

TYPE, DURATION: Ungraded and uncredited, Year

AVAILABLE TO: All grade 9 students, required for those students

SPECIAL NOTES: This course does not count towards the graduation requirements

ADDITIONAL NOTE: Meets one day out of each eight-day cycle

Community Forum is designed to foster a sense of community and to help Grade 9 students transition to Stevenson. The director of student leadership and community wellness guides a carefully selected group of Grade 12 leaders who facilitate the curriculum for the Grade 9 students. With a focus on healthy relationships and values-based decision making, students discuss topics such as emotional regulation, navigating friendship changes, community standards, self care, and boundaries. 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 Grade 9 students to become effective citizens and leaders.

Collaborative Study Hall

TYPE, DURATION: Ungraded and uncredited, Year

AVAILABLE TO: All grade 9 students, either this or Skills for Academic Success is required for those students

SPECIAL NOTES: This course does not count towards the graduation requirements

ADDITIONAL NOTE: Meets two days out of each eight-day cycle

Collaborative Study Hall is designed for all Grade 9 students who are not enrolled in the Skills for Academic Success course. Students meet in their designated class sections twice during each eight-day cycle in the Learning Commons. During this time, they develop effective study habits, become familiar with utilizing the Learning Commons as an academic workspace, engage with Learning Center faculty and available resources, collaborate with peers and upperclassmen as academic supports, and complete schoolwork within the structure of the school day.

Skills for Academic Success

TYPE, DURATION: Pass/F and uncredited, Year

AVAILABLE TO: All grade 9 students, either this or Collaborative Study Hall is required for those students

SPECIAL NOTES: This course does not count towards the graduation requirements

ADDITIONAL NOTE: Final placement in Skills for Academic Success is at the discretion of the staff of the Learning Center

Skills for Academic Success provides structured academic support and guided assistance with assignment completion for students who benefit from additional scaffolding. The class meets four times during each eight-day schedule cycle and emphasizes organizational systems, consistent routines, and the development of effective learning habits.

Students engage in reflective practices to better understand their learning profiles and examine how their academic behaviors influence overall performance. During the first week of school, they are introduced to the one-binder organizational system, trained to set up and utilize Google Calendar, and taught best practices for navigating Canvas.

This course is designed for Grade 9 students who require increased structure throughout the week and are continuing to strengthen their executive functioning skills. Students are expected to bring their binder and laptop to every class.

Health & Life

TYPE, DURATION: Ungraded and uncredited, Year

AVAILABLE TO: All grade 10 students, required for those students

SPECIAL NOTES: This course does not count towards the graduation requirements

ADDITIONAL NOTE: Meets one day every other eight-day cycle

The Health & Life course builds on our community curriculum by providing a space for our students to continue their learning and engagement around topics of mental health and wellness, cultural competency, and healthy relationships. This course meets one time every other cycle (approximately nine times over the course of the school year) and is taught by members of the student life office. As a continuation of the conversation we start in Community Forum during their Grade 9 year, faculty engage students in a variety of topics that take into consideration the changes students experience during their Grade 10 year. The goal of this course is to provide students with resources and tools that allow them to navigate their Stevenson experience and ultimately help them make informed and healthy decisions.

Learning Strategies

TYPE, DURATION: Pass/F and uncredited, Year

AVAILABLE TO: Eligible grade 10, grade 11, and grade 12 students

SPECIAL NOTES: This course does not count towards the graduation requirements

ADDITIONAL NOTE: Final placement and meeting schedule is at the discretion of the staff of the Learning Center

In Learning Strategies, students meet individually with a member of the Learning Center during a portion of one of their open study periods to strengthen key academic and executive functioning skills. Instruction focuses on effective organizational techniques, strategies for leveraging assistive technology, and other evidence-based learning practices.

Students gain insight into their learning strengths and areas for growth, develop effective communication skills for working with teachers, and learn how to allocate time and energy strategically. They also receive guidance on tracking assignments and deadlines, managing academic responsibilities, and cultivating sustainable, empowering habits.

The primary goal of this course is to build essential academic skills and ensure that students have the tools and support needed to thrive as successful academic members of the Stevenson community.

INDEPENDENT STUDY

With the permission of the Head of Upper Division and the relevant department head, a student or small group of students may work in close collaboration with a sponsoring teacher to design an advanced course that is not part of the School's regularly offered curriculum. Though students must take such courses for credit, they are voluntary additions to a teacher's assigned workload. Proposals should include a syllabus that lists regular meeting times and describes assessments. These courses are full-year commitments of five to seven work hours per week (including meeting or class time). In considering such requests, the Head of Upper Division and relevant department head must ensure that the teacher's time, the student's time, and the integrity of academic credit are equally protected. Such an independent study cannot be taken in addition to a full load of classes without approval from the Head of Upper Division.

LEARNING BEYOND THE CLASSROOM

At Stevenson, we recognize that students thrive when they are fully engaged with the world around them. Our place-based learning approach enables students to draw meaningful connections between their academic studies and the unique environment of the Monterey Peninsula. Students kayak through Elkhorn Slough to study local wildlife, explore the historic Western Flyer that once carried Steinbeck and Ricketts, and even trace their journey to the Sea of Cortez—experiences that transform academic concepts into vivid, lasting understanding of both our local ecosystem and its global significance. Stevenson's curriculum allows students to gain a deeper understanding of their local surroundings and an awareness of its global implications

X-TERM

X-Term is a Stevenson signature program designed to ignite passions, foster critical thinking, and push the boundaries of conventional learning. Students enroll in two-week immersive, interdisciplinary courses offering a wide range of experiential, place-based learning—whether backcountry skiing Mount Shasta, on a Buddhist retreat in Tassajara, or conducting marine science in the Sea of Cortez.

Through X-Term, teachers collaborate and innovate to leverage the incredible resources near campus, throughout California, around our country, and worldwide. Our goal is to foster critical thinking, interdisciplinary connections, and a lifelong passion and joy for learning among our students.

Recent Offerings

- Afro-Caribbean Culture and Community Development: Dominican Republic
- AI and the Environment: Powering the Future Responsibly
- Alpine Foundations: Mountaineering Skills on Mount Shasta
- The Art of Golf Course Architecture and Management on the Monterey Peninsula
- Backpacking the Lost Coast
- Beyond the Break: Surfing, Identity, and Local Coastal Ecosystems
- Birds of the Monterey Peninsula: Field Study, Photography, and Illustration
- Blended Learning Boulders, and Blue Waters: Climbing Joshua Tree and Kayaking the Channel Islands
- Buddhist Retreat at Tassaraja Zen Mountain Center: The Art and Practice of Mindfulness
- Building an Electric Guitar
- By Hand and Water: Crafting a Strip-Built Canoe
- Conducting Marine Science in the Sea of Cortez: In the Footsteps of Ricketts & Steinbeck
- Costa Rica Service Adventure: Cultural Immersion & Environmental Awareness

- Exploring California History in Three Acts Along Highway 395
- Exploring the Depths: Canyoneering and Indigenous History in Zion National Park and Southern Utah
- Footsteps of Enlightenment: A Transformative Journey on the Camino de Santiago
- Formula 1: The Need for Speed (Science and Strategy of F1 Racing)
- Into the Great Wide Open: Backpacking Yosemite in the Footsteps of the Buffalo Soldier
- Japan: Timeless Traditions and Modern Wonders
- Kitchen Craft & Culinary Technique
- Locked In: The Art and Science of Escape Rooms
- Monterey Farm to Table
- Multi-Cultural Cookbook: Sharing Meals, Memories, and Joy
- Ocean Adventures: Getting Your "Feet Wet" in and Around the Monterey Bay
- Paint the Town: Public Murals in Action
- The Play's the Thing: Oregon Shakespeare Festival
- Plein Air Extraordinaire! Painting the World Outside
- Under the Sea: SCUBA Certification in Monterey Bay
- Write and Record an Original Song
- Writing on the Peninsula: Walking to Create

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