

# THE UPPER SCHOOL ADVANTAGE 2012-2013

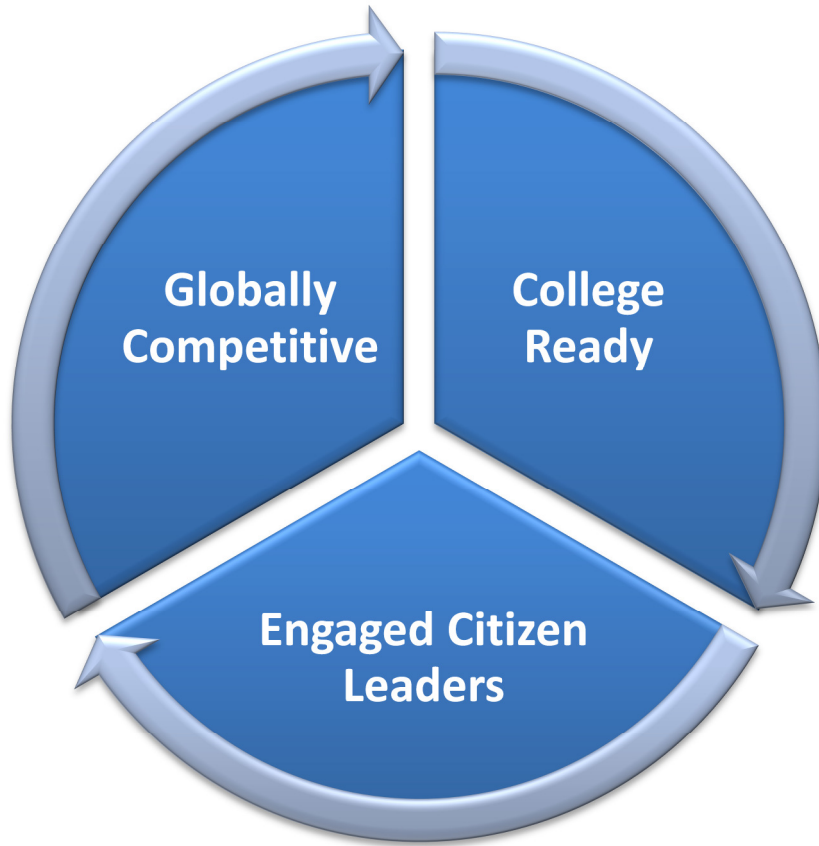


MOUNT VERNON PRESBYTERIAN SCHOOL



# PASSION AND PURPOSE

We are a school of inquiry, innovation, and impact. Grounded in Christian values, we prepare all students to be college ready, globally competitive, and engaged citizen leaders.



## ADMINISTRATION

J. Brett Jacobsen, EdD  
Head of School

Mark Heiser, MEd  
Director of Athletics

Tyler S. Thigpen, MC/MPA, MCS  
Head of Upper School

Samantha Flowers, MEd  
Director of Academic Resource Services

Krista Parker, MEd  
Dean of Upper School Students

Eric Berry, BBA  
Registrar

Marsha Powell, MEd  
Director of College Counseling

Rajesh Jose, MBA  
Director of Information Technology

Kelli Bynum, PhD  
Director of Counseling Services

# COLLEGE READY

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## QUICK FACTS

- Since the inception of the Upper School, 100% of students have been accepted into 177 colleges and universities in 34 states and 2 countries.
- In the past 4 years, \$7 million in scholarships have been awarded, excluding the HOPE scholarship
- The Upper School employs a full time, dedicated college counselor with 35 years of experience.
- College counseling includes training in financial aid, standardized testing, interviewing, application and essay writing, *Naviance*, a junior case study, and college fair attendance and protocol.
- In 2012, faculty-led college visits include Harvard, Massachusetts Institute of Technology, Boston University, Boston College, Emerson, Tufts, Northeastern University, UMass, Emory, Georgia Institute of Technology, University of Georgia, Berry, Georgia Southern, and Savannah College of Art and Design.
- Two college visits are allotted for seniors in their schedules.
- In 2012, the Upper School hosted a College Fair with 40+ colleges.
- During the 2011-2012 school year, representatives from 49 Colleges visited the Upper School campus, including Davidson, Vanderbilt, Florida State University, University of North Carolina, Clemson, Furman, Boston University, Syracuse, Sewanee, Belmont, George Washington University, and Stetson.

## 21ST CENTURY LEARNING

Mount Vernon Presbyterian School is committed to instilling a lifestyle of learning, leadership, service and spiritual growth. Academic rigor remains a must, and adding a focus on 21<sup>st</sup> century skills enhances the education of our Upper School students. Rather than being passive consumers of information, we are teaching our students to be actively involved in solving complex problems, with a growing emphasis on project- and team-based learning.

The defining characteristic of a 21<sup>st</sup> century classroom is that it is student-centered, focused on what the student needs to learn and succeed in today's global, digital age. In addition to the core subjects of mathematics, language arts, social studies, and science, MVPS faculty teach students the core competencies and skills necessary to be successful in the 21<sup>st</sup> century marketplace. We use a blended approach, one that combines the richness of traditional academic disciplines together with 21<sup>st</sup> century skills. Both are essential, and we call the 21<sup>st</sup> century skills:

## THE MOUNT VERNON MINDSETS



### Solution Seeker

- Formulates meaningful questions
- Inquires, evaluates, synthesizes, and discerns cross disciplinary knowledge and perspectives
- Sets goals, develops a plan of action, and tests solutions



### Communicator

- Listens attentively, speaks effectively, and writes clearly
- Understands and expresses ideas with a variety of audiences, media, and formats
- Cultivates interpersonal skills



### Creative Thinker

- Challenges assumptions
- Suspends judgment
- Imagines, improvises, and adapts as new challenges and opportunities arise



### Innovator

- Explores and experiments in a climate of change
- Builds resilience through risk-taking and setbacks
- Creates unique ideas/products with value and meaning



### Ethical Decision-Maker

- Exhibits integrity, honesty, empathy, fairness, and respect
- Demonstrates personal, social, and civic responsibility
- Develops understanding of emerging ethical issues regarding new technologies



### Collaborator

- Builds strong partnerships within a diverse team
- Teaches, coaches, and leads others by example
- Accepts feedback, implements decisions, and shares the credit

# COLLEGE READY

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## COLLEGE PREPARATORY

All courses at Mount Vernon Presbyterian School are designed to prepare the graduate for college level work and as such they are academically demanding. Students are reviewed each year, and in each discipline, to determine the best placement for the following academic year.

## HONORS AND ADVANCED PLACEMENT

Mount Vernon Presbyterian School encourages students to challenge themselves through Honors and Advanced Placement courses that provide an opportunity for students to pursue a more vigorous college preparatory program of study. Eligibility for Honors and Advanced Placement courses includes a strong passion for the course content, previous evidence of exemplary work in the subject matter, teacher recommendation and, in some cases, identified scores from a specific standardized test. Once a student is enrolled in either an Honors or an Advanced Placement course, students are expected to maintain an 80% course average to be eligible to enroll in the next sequential course within the discipline.

### Advanced Placement Offerings

AP English Language and Composition  
AP English Literature and Composition  
AP Calculus: AB  
AP Calculus: BC  
AP Statistics  
AP Biology  
AP Chemistry  
AP Physics: B  
AP Environmental Science  
AP US History  
AP World History

AP Government and Politics  
AP Economics  
AP French: Language  
AP Spanish: Language  
AP Latin  
AP Music Theory  
AP Visual Arts Studio: Drawing Portfolio

### Honors Course Offerings

Foundations in World Literature and Composition Honors  
Modern World Literature and Composition Honors  
Geometry Honors  
Algebra II Honors  
Advanced Algebra and Trigonometry Honors  
Biology Honors  
Chemistry Honors  
Physics Honors  
World History Honors

## ADVANCED WRITING

Mount Vernon's *WriteNOW!* program allows students to write across the disciplines, ultimately providing them regular opportunities to develop and hone essential writing skills. Whether it is in-class writing assignment, a question on a midterm exam, an Advance Placement essay or an SAT writing prompt, students are consistently asked to think thoughtfully about a subject and produce an organized and well supported essay in a limited amount of time. On Mondays, during the last period of the day, all Upper School students report to their assigned room and are given a short writing prompt. They have a few minutes to digest and process the question, sketch out ideas and develop a plan. Students then proceed to write their essays by hand in a Meade Composition notebook in the remaining time. Prompts are tailored to each student and address issues that are being taught in their English, History, and Math or Science class. These subjects rotate every week with the fourth week being reserved for feedback from instructors that stresses both strengths and weaknesses of a student's writing. The essays are graded on a five-point scale with an emphasis on organization, analysis and argument. These essays will count towards 10% of the student's grade. Over the course of the school year, a student will complete twenty-four essays in the program. The *Write NOW!* Program provides each student with the opportunity and the support to master the timed essay.

# COLLEGE READY

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## INTERDISCIPLINARY INSTRUCTION

In addition to teaching within the disciplines, Mount Vernon makes use of an interdisciplinary approach that involves close collaboration among faculty members so that students become involved in a dynamic exchange of ideas across academic disciplines. The Upper School is home to three innovative cross-disciplinary initiatives for 2012:

1. Language Arts and Social Studies – Careful coordination of the language arts and social studies curricula helps students address broad questions and explore the relationship between the disciplines.
2. Arts Integration – Upper School art teachers work to meaningfully integrate the arts into the core disciplines via curricular connections and arts-enriched assessments.
3. Design Thinking – As Mount Vernon educators increasingly apply the process of product design – DEEP, or Discover, Empathize, Experiment, Produce – to their instruction, they loosen traditional learning frameworks, tap into students’ deep wells of creativity, and make critical thinking essential to solving problems.

## HIGH ORDER THINKING

The CWRA (the College and Work Readiness Assessment) is an open-ended, 90-minute “performance assessment” in which students are led to demonstrate their critical thinking, analytic reasoning and evaluation, and writing ability while attempting to solve a real world problem. In the Spring of 2011, Mount Vernon became the first high school in Georgia to administer the CWRA. The CWRA uses metrics meant to reveal not just the college readiness of students but also the value-added significance of the institutions they attend. Mount Vernon’s graduating class of 2011 scored in the 99<sup>th</sup> percentile of more than 250 U.S. colleges and 400 high schools. Our 99<sup>th</sup> percentile score indicates the difference a Mount Vernon education makes in terms of cultivating higher order thinking skills required to navigate the 21<sup>st</sup> century.

## ACADEMIC RESOURCE

The Academic Resource Center at Mount Vernon Presbyterian Upper School collaborates with families to ensure that students in grades 9 through 12 have access to the tools and opportunities they need to realize maximum academic success. Our academic resource specialists collaborate with parents, teachers, and students to develop appropriate instructional and behavioral strategies as well as to offer referrals for additional support available in the community, such as private tutoring, speech and language therapy, occupational therapy, and psycho-educational testing. Additionally, our academic resource specialists collaborate with teachers to outline appropriate classroom accommodations and instructional strategies for students with current psycho-educational evaluations on file with the school. Specialists also monitor students’ progress throughout the school year and provide various levels of direct support as needed.

At the Upper School level, students are encouraged to strengthen their self-advocacy skills and continue to develop their study habits. Academic Resource Specialists continue to provide resources and advisement to students and parents concerning testing accommodations, college planning and tutoring and other services available in the community.

# GLOBALLY COMPETITIVE

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## QUICK FACTS

- In 2012, Upper School students will travel to South Africa, Peru, and the UK; tour Boston and Georgia colleges; visit Atlanta landmarks; partner with Atlanta-based nonprofits, and; take innovative on campus courses.
- 25% of the Upper School student body will travel internationally in 2012.
- 20% of the Upper School student body, also in 2012, will apprentice with senior level executives at companies like Turner Entertainment, Chick-fil-A, Fulton County Office of the Child Attorney, the Pearlman Group, and AT&T.
- Two years of World History in the Upper School are required for graduation.
- The Upper School has welcomed students from South Korea, China, Turkmenistan, Colombia, Nigeria, Lithuania, the Netherlands, and Australia.

## TECHNOLOGY

The Glenn Campus is a completely wireless campus with interactive whiteboards in every Middle and Upper School classroom. The Upper School utilizes a One to One Laptop Program, cloud computing platforms, wireless connectivity, and an eLibrary. The goal of the Technology Initiatives at Mount Vernon is to teach students to safely and efficiently use the tools and resources at their disposal to learn and communicate, and to establish a framework for discerning the merit of emerging technologies.

## GLOBAL LEARNING

Mount Vernon Presbyterian School is committed to providing a global education that exposes students to world events, teaches them to navigate myriad cultures, and equips them with the tools necessary to address global challenges. MVPS has established sister school relationships with two educational institutions in Zambia - Garden Presbyterian School and The Helen De Vos School. These relationships allow teachers and students to communicate and learn from one another, create lifelong partnerships, and promote multiculturalism. Additionally, the global learning initiative includes a one-week interdisciplinary instructional program during which teachers position one global challenge as a lens through which students explore academic skills and standards. For 2012, students will study educating third world citizens from a mathematical, linguistic/literary, historical/social, scientific and artistic perspective.

## INTERIM TERM

Launched in 2010, Interim Term is an innovative program at Mount Vernon that offers students in grades 9-12 opportunities to explore personal interests, integrate disciplines, expand their minds, and serve the public good. Held annually in March, students participate in one of the following:

- International or domestic travel entailing college tours, service trips, or cultural expeditions;
- Off-campus Atlanta courses;
- Career exploration internships (seniors only); and
- Innovative, on-campus courses

Each year, Mount Vernon Presbyterian School designs a variety of course offerings, programs, and trips that promote 21st century skills, connect students with tangible needs in the third world, and propel Upper School students into genuine engagement with real world challenges and opportunities.

# GLOBALLY COMPETITIVE

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## ATHLETICS

Mount Vernon Athletics is an important component of the School's mission to engender students who are college ready, globally competitive, and engaged citizen leaders. In 2012, more than 80% of Mount Vernon's students will participate in at least one of the School's nineteen interscholastic athletic programs, receiving lessons in responsibility to their school, their teams, and themselves.

Mount Vernon competes in Region 5A, Sub-region B of the Georgia High School Association (GHSA), Georgia's most competitive league in athletics and performing arts. Since 2008, our programs have earned three region titles, two state titles, and eight individual state titles in the Georgia Independent School Association (GISA). Twelve Mount Vernon graduates have gone on to play at the collegiate level, and five of Mount Vernon's coaches have played at the professional level.

Upper School Athletic offerings include:

### **Fall**

Varsity Football  
Varsity Cheerleading  
Varsity Softball  
Varsity Volleyball  
Varsity Cross Country

### **Winter**

Varsity Cheerleading  
Varsity Boys Basketball  
Junior Varsity Boys Basketball  
Varsity Girls Basketball  
Junior Varsity Girls Basketball  
Varsity Swimming  
Varsity Wrestling

### **Spring**

Varsity Baseball  
Varsity Golf  
Varsity Track  
Varsity Boys Soccer  
Varsity Girls Soccer  
Varsity Boys Tennis  
Varsity Girls Tennis  
Club Boys Lacrosse

# ENGAGED CITIZEN LEADERS

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## QUICK FACTS

- 92% of student body participates in at least one sport or club; 75% participate in more than one club.
- Each Upper School student participates in over 16+ hours of community service annually.
- Since the inception of the Upper School, the Upper School has celebrated...
  - A National Merit Scholar and various Commended Scholars, AP Scholars
  - Two Members of Youth Leadership Sandy Springs
  - Two Nationally Ranked AAU Basketball Players
  - GISA's 2011 Director of the Year
  - One Member of Team USA Swimming
  - Three Eagle Scouts
  - A World Gold Medalist in Track and Field

## OUTREACH

Developing hearts of service within the students of Mount Vernon Presbyterian School is a critical component of the total MVPS educational experience. Recognizing the importance of cultivating values such as responsibility, compassion, and generosity in our students, we seek to involve them in hands-on service activities. The students of MVPS will understand the significance of their contribution as servant-leaders of the 21st century. The outreach and service program at Mount Vernon engages MVPS students in community service, beyond the walls of Mount Vernon, in a consistent, continuous, and systematic way.

In addition, each division (Preschool, Lower School, Middle School, Upper School) facilitates multiple service days throughout the school year. September 11, the annual Helping Hands Day, kicks-off the School's service and outreach program for the year while the other service days take place throughout the year. Upper School students are required to complete additional service hours beyond the major school-planned projects each year.

## HELPING HANDS DAY

Beginning in 2006, this is a school-wide day of service during which all Mount Vernon students, along with faculty and staff, step out of the classrooms and reach into the community. Preschool through third grade students participate in projects held on campus while fourth through twelfth grade students volunteer with Atlanta based non-profit organizations on site. The goal is to provide support to our community while teaching our students the value of selflessness, compassion and responsibility. Ultimately, this day each year is dedicated to those who lost their lives on September 11.

In years past, Mount Vernon volunteers have provided support to nursing homes, nature preserves, emergency shelters, food banks, children's hospitals and donation centers just to name a few. By contributing to such a wide variety of causes, the School is able to have a far-reaching impact on many different causes throughout the Atlanta community. Our students learn that even small hands can make a big difference!

## MISSION TRIPS

Mount Vernon is a community with a passion for serving and giving back. A major component of developing a lifestyle of service is developing an awareness of need in others and responding with compassion and care. Our Upper School students have the opportunity to reach beyond the walls of our school to make an impact in the lives of others locally, nationally, and globally.

Through in-town mission trips, domestic trips to areas such as New Orleans and Appalachia, and international journeys to countries such as Honduras, Peru, and South Africa, our students gain exposure to a wide array of needs and conditions. Most importantly, our students understand the interconnectedness of the human condition and our common ground.

# ENGAGED CITIZEN LEADERS

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## PHILANTHROPY

A major component to the School's community service and outreach program is engaging our students in focused philanthropic endeavors during the course of the year. All levels, Pre K through 12<sup>th</sup> grade, engage in a unified, quarterly collection that focuses our attention on a specific need and increases our ability to have a deeper impact by pooling our resources. It is our belief that engaging our students in learning the value and meaning of giving is vital to developing well-rounded and distinguished members of the community.

The philanthropic collections for the 2011-2012 school year:

**Semester 1**—Canned food drive and Jacket / Glove / Blanket collection

**Semester 1**—Toys for Tots

**Semester 2**—Zambia "Change for change"

**Semester 2**—A Student Selected Drive

## PREFECT SYSTEM

Mount Vernon Presbyterian School has transitioned to a unique form of student leadership known as the Prefect System. Popular in the elite boarding schools of Great Britain and many of the finest college preparatory schools along the East Coast and throughout the Northeastern United States, the Mount Vernon Prefect System is comprised of seven outstanding juniors / seniors selected by a faculty review board nominated by the senior class. The Prefects serve our school by contributing in every phase—student life, admissions, campus tours, communications, publicity, service, spiritual life, "green" life, and the overall quality of experience that makes Mount Vernon so special. Prefects are student leaders chosen based on their high character, exceptional integrity, and commitment to the mission and core values of Mount Vernon.

The seven Prefect positions for the 2011 – 2012 Academic Year are: Head Prefect, Ambassador Prefect, Outreach Prefect, Student Life Prefect, Spiritual Life Prefect, Environmental Prefect, and Unity Prefect. Each Prefect has a mentor faculty or staff member to assist them in building their committee, shaping their vision for the year, and providing accountability and an invaluable resource to see it to completion.

## PREFECT COMMITTEES

Each of the seven Upper School Prefects develops a committee of student leaders across all grades to help shape programs, develop ideas, carry out initiatives, and drive school policy. These committees are vital for the effective functioning of our student leadership program, and provide exceptional vision and support for the Prefects.

## CLASS OFFICERS

Grade level class officers are chosen for each class 9 – 12. Each grade selects a President, Vice President, and Secretary to help build school spirit, foster greater engagement in activities and programs, give their grade a voice on the Student Leadership Council, and shape programs alongside The Prefects.

## STUDENT LEADERSHIP COUNCIL

The Upper School Student Leadership Council is a composite group that consists of Prefects, Class Officers, club presidents, and Varsity team captains. The council provides a forum for discussion of critical school issues and program development.

# ACADEMIC PLAN OF STUDY

<b>ENGLISH</b>  <i>Four units required</i>	Foundations in Global Literary Thought & Composition Foundations in Global Literary Thought & Composition Honors Modern World Literature & Composition Modern World Literature & Composition Honors	American Literature & Composition AP English Language & Composition British Literature & Composition AP English Literature & Composition
<b>MATHEMATICS</b>  <i>Four units required</i>	Algebra I Euclidean Geometry Euclidean Geometry Honors Algebra II Algebra II Honors Advanced Algebra & Trigonometry	Advanced Algebra & Trigonometry Honors Calculus Statistics AP Calculus: AB AP Calculus: BC AP Statistics
<b>SCIENCE</b>  <i>Four units required</i>	Biology Biology Honors AP Biology Chemistry Chemistry Honors AP Chemistry	Conceptual Physics Physics Physics Honors AP Physics: B Environmental Science AP Environmental Science
<b>SOCIAL SCIENCES</b>  <i>Four units required</i>	World History A: Prehistory to 1450 World History A Honors: Prehistory to 1450 World History B: 1450 to Present AP World History United States History AP United States History	US Government (0.5) AP Government & Politics: US (0.5) Economics (0.5) AP Economics (0.5)
<b>FOREIGN LANGUAGE</b>  <i>Three units required</i>	French I French II French III French IV AP French Latin I Latin II Latin III	Latin IV AP Latin Spanish I Spanish II Spanish III Spanish IV AP Spanish
<b>RELIGION</b>  <i>Two units required</i>	Freshman Religion Seminar Sophomore Religion Seminar	Junior Religion Seminar Senior Religion Seminar
<b>PHYSICAL EDUCATION AND HEALTH</b>  <i>One unit required</i>	Physical Education* Health Physical Conditioning	Weight Training I Weight Training II Weight Training Advanced
<b>FINE ARTS</b>  <i>One unit required</i>	Art History Survey 2-Dimensional Design and Color Theory 3-Dimensional Design Introduction to Ceramics Advanced Ceramics Introduction to Photography Advanced Photography Introduction to Drawing & Painting Advanced Project in Art, Drawing and Painting Introduction to Sculpture Advanced Sculpture Photojournalism	AP Visual Arts Studio: Drawing Portfolio (1.0) Journalism / Yearbook Chorus Instrumental Music: Praise Band Instrumental Music: Band (1.0) Drama Dramatic Literature Performance Studies Improv Theater Theatre Senior Project Men's A Cappella Chorus
<b>TECHNOLOGY</b>	Introduction to Computer Programming Special Projects in Computer Programming Introduction to Multimedia	Webpage Design Video Production iPad / iPhone Application Development

**ELECTIVE CREDIT**  
*Three units required*

Units earned beyond the core requirements are counted as electives

\*Physical Education is a required course but may be substituted by completing two seasons of an organized team sport at MVPS.

# UPPER SCHOOL COURSEWORK

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## QUICK FACTS

- 84% of Upper School faculty and staff hold advanced degrees
- The student to faculty ratio is 8:1
- The Upper School faculty and staff has 38 members and includes a former CEO, professional opera singer, charter school founder, Georgia Institute of Technology's band director, Atlanta Falcons drum line director, a former lecturer at Harvard Medical, and graduates (among others) of Harvard, Massachusetts Institute of Technology, Georgia Institute of Technology, University of Southern California, Bates, University of Georgia, and New England Conservatory of Music
- Upper School faculty includes a guidance counselor, academic advisors, director of academic support
- The Upper School offers a number of innovative courses, including Photojournalism, Multimedia Production, World Languages (Latin, French and Spanish), Web Design, Computer Programming, and iPhone / iPad app development

## HONORS AND ADVANCED PLACEMENT GUIDELINES

Honors and AP courses move at an accelerated pace, are significantly more in-depth than regular classes, and requires more homework. In order to be eligible for Honors and AP classes, students must go through an application process and the following four criteria will be considered:

1. Recommendations by a teacher in the academic area of the course under consideration;
2. The student's motivation, study habits, and self-discipline;
3. Past performance in the subject area; and
4. Past performance in various standardized testing opportunities – e.g., ERB, PSAT, SAT, ACT, CWRA.

## ONLINE COURSES

To enhance academic blended learning opportunities, the Mount Vernon Upper School offers an online learning component to its seventh period enrichment experience. Utilizing the Georgia Virtual School online program, Upper School students may register for semester (.5 credit) elective courses with a maximum of one virtual course per semester allowed. Mount Vernon Upper School faculty serve as facilitators of student progress as students explore and complete the components of their online courses. Some examples include:

Banking and Investing	Oceanography	US and World Affairs
Financial Literacy	Astronomy	Ethnic Studies
Principals of Accounting	Forensic Science	Asian Studies
Foundations of Engineering	Statistics	Introduction to Law and Justice
Marketing Principles	Psychology	Music Theory
Anatomy and Physiology	Sociology	

**Note:** In the core subject areas, Freshman level classes begin with 100, Sophomore level classes begin with 200, Junior level classes with 300, and Senior level classes with 400. A few exceptions exist, and students should consult with their academic advisor with questions.

## ENGLISH

### EN 100 Foundations in Global Literary Thought and Composition

Foundations in Global Literary Thought and Composition focuses on the principal myths and legends of the ancient world and encompasses samplings of the great literature of the Ancient,

Grecian, Roman, Medieval, and Renaissance periods. Emphasis is placed on an examination of the theme of ethical decision making in the ancient world as it relates to contemporary issues. Through the development of skills related to vocabulary and the mechanics of writing, students develop and demonstrate their mastery as communicators through the principles of syntax, grammatical

correctness, effective style, and innovation. The course also focuses on the development of higher level critical thinking skills through a variety of writing strategies including foundational analytical writing, thesis driven research, and collaborative projects. This is a year-long course.

# UPPER SCHOOL COURSEWORK

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## **EN 100H Foundations in Global Literary Thought and Composition**

Foundations in Global Literary Thought and Composition focuses on the principal myths and legends of the ancient world and encompasses samplings of the great literature of the Ancient, Grecian, Roman, Medieval, and Renaissance periods. Emphasis is placed on an examination of the theme of ethical decision making in the ancient world as it relates to contemporary issues. Through the development of skills related to vocabulary and the mechanics of writing, students develop and demonstrate their mastery as communicators through the principles of syntax, grammatical correctness, effective style, and innovation. The course also focuses on the development of higher level critical thinking skills through a variety of writing strategies including foundational analytical writing, thesis driven research, and collaborative projects. EN 100H is different from EN 100 because of its faster pacing and selection of more complex literature and translations. This is a year-long course.

## **EN 200 Modern Global Literary Thought and Composition**

Modern Global Literary Thought and Composition focuses on close readings of Renaissance and Romantic writings from Europe as well as modern and contemporary poems, short stories, and novels from authors around the globe. Emphasis is placed on ethical decision-making during periods of turmoil that relate to contemporary issues. Students will develop as solution seekers as they demonstrate their ability to read for implications and be able to interpret ambiguity and irony, theme, and symbolic meaning. Students will further hone their skills in literary analysis and write their own papers that demand original thinking, careful

argument, innovation, and thorough grounding in textual evidence. Students should demonstrate their ability to synthesize critical material in thesis driven research. The course also focuses on the development of the student as communicator through mastery of test taking skills, effective writing style, and active higher order thinking through writing and collaborative presentation. This is a year-long course.

## **EN 200H Modern Global Literary Thought and Composition**

Modern Global Literary Thought and Composition focuses on close readings of Renaissance and Romantic writings from Europe as well as modern and contemporary poems, short stories, and novels from authors around the globe. Emphasis is placed on ethical decision-making during periods of turmoil that relate to contemporary issues. Students will develop as solution seekers as they demonstrate their ability to read for implications and be able to interpret ambiguity and irony, theme, and symbolic meaning. Students will further hone their skills in literary analysis and write their own papers that demand original thinking, careful argument, innovation, and thorough grounding in textual evidence. Students should demonstrate their ability to synthesize critical material in thesis driven research. The course also focuses on the development of the student as communicator through mastery of test taking skills, effective writing style, and active higher order thinking through writing and collaborative presentation. This is a year-long course. This course will be different from EN 200 because of its pacing and the complexity of the literature. This is a year-long course.

*Prerequisite: Please refer the Honors and Advanced Placement Guidelines*

## **EN 300 American Literary Thought and Composition**

American Literary Thought and Composition concentrates heavily on the close analysis of both fiction and nonfiction writing from 16th Century America through the contemporary period that expresses, considers, or challenges who we are as a people and a nation. Students will examine the ethics of historical decisions through literary periods as well as apply the decisions to contemporary issues. In an effort to better understand the work of an individual writer, students will examine the historical context, audience, form of expression and devices of language that the author uses, focusing primarily on diction, imagery, tone, and syntax. An emphasis will be placed on the development of the student as an effective communicator through the mastery of clear, well supported, thesis driven analytical works. Furthermore, students will write and develop strategies to explore solutions to complex ideas and issues that require research development, and collaboration. This is a year-long course.

## **EN 300H American Literary Thought and Composition Honors**

American Literary Thought and Composition concentrates heavily on the close analysis of both fiction and nonfiction writing from 16th Century America through the contemporary period that expresses, considers, or challenges who we are as a people and a nation. Students will examine the ethics of historical decisions through literary periods as well as apply the decisions to contemporary issues. In an effort to better understand the work of an individual writer, students will examine the historical context, audience, form of expression and

# UPPER SCHOOL COURSEWORK

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devices of language that the author uses, focusing primarily on diction, imagery, tone, and syntax. An emphasis will be placed on the development of the student as an effective communicator through the mastery of clear, well supported, thesis driven analytical works. Furthermore, students will write and develop strategies to explore solutions to complex ideas and issues that require research development, and collaboration. The faster pacing of EN 300H will require a greater level of independent reading and an ability to comprehend a greater volume of complex literature. This is a year-long course.

*Prerequisite: Please refer the Honors and Advanced Placement Guidelines*

## **EN 305 AP English Language and Composition**

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness of written and non-written argument. Students will be encouraged to place their emphasis on rhetorical strategies, textual analysis, and information synthesis to guide their organization of critical reading and writing. This is a year-long course.

*Prerequisite: Please refer the Honors and Advanced Placement Guidelines in the Student Handbook.*

## **EN 402 British Literature and Composition**

British Literature, Criticism, and Composition includes a chronological survey of British literary movements with emphasis on poetry and drama. Students will use literary criticism as a tool to develop problem solving skills and to help with understanding and interpreting literature as a model to probe deeply and to further develop higher order critical thinking skills. Students will demonstrate communication skills through fluency and sophistication of style in their writing and presentations, and they will demonstrate the ability to utilize effectively the devices and mechanics of language in reflective, innovative, and critical performance tasks. Students will write to explore complex ideas and issues that require substantial literary research and a rich collaboration of ideas. Additionally, the critical reading and writing will include preparation for national assessments and college entrance. This is a year-long course.

## **EN402H British Literature and Composition Honors**

British Literature, Criticism, and Composition includes a chronological survey of British literary movements with emphasis on poetry and drama. Students will use literary criticism as a tool to develop problem solving skills and to help with understanding and interpreting literature as a model to probe deeply and to further develop higher order critical thinking skills. Students will demonstrate communication skills through fluency and sophistication of style in their writing and presentations, and they will demonstrate the ability to utilize effectively the devices and mechanics of language in reflective, innovative, and critical performance tasks. Students will write to explore complex ideas

and issues that require substantial literary research and a rich collaboration of ideas.

Additionally, the critical reading and writing will include preparation for national assessments and college entrance. The Honors level students will move at a faster pace, will have additional selections in both poetry and prose, and will be required to be more independent learners. This is a year-long course.

*Prerequisite: Please refer the Honors and Advanced Placement Guidelines*

## **EN 405 AP English Literature and Composition**

The course conforms to College Board topics for the Advanced Placement Literature and Composition Examination. Students will engage in the study and practice of complex writing and the study of complex English literature from the 15<sup>th</sup> Century to the present. Selection will stress modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasis will be placed on writing critical analyses of literature and will include essays in exposition and argument, poetry, drama, prose fiction, and expository literature. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **MATHEMATICS**

### **MA 101 Algebra I**

Algebra I introduces algebraic concepts; emphasizes the theory and application of variables, graphing, linear equations and inequalities, radical expressions, and quadratics; solving problems using quadratic equations, calculators, and computers. This is a year-long course.

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## **MA 201 Euclidean Geometry**

Euclidean Geometry provides a visual and innovative approach to conceptualizing, and uses informal and formal logical reasoning processes including deductive and inductive reasoning, synthetic, coordinate, and transformational approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. The integration and communication of algebraic skills and concepts to solve geometric problems is stressed. This is a year-long course.

*Prerequisite: MA 101 or teacher recommendation3*

## **MA 201H Honors Euclidean Geometry**

This course provides a visual and innovative approach to conceptualizing, and uses informal and formal logical reasoning processes including deductive and inductive reasoning, synthetic, coordinate, and transformational approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. The integration and communication of algebraic skills and concepts to solve geometric problems is stressed. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines.*

## **MA 301 Algebra II**

Algebra II expands on the topics of Algebra I and provides further development of the concept of a function. It uses calculators and computers to assist with seeking solutions. It emphasizes polynomial, exponential, and logarithmic functions and the extension of number to irrational and complex numbers. It covers in-depth graphing, systems of linear equations and inequalities, and quadratics. It introduces probability, statistics, sequences, and series. This is a year-long course.

*Prerequisite: MA 201 Euclidean Geometry*

## **MA 301H Algebra II Honors**

Algebra II expands on the topics of Algebra I and provides further development of the concept of a function. It uses calculators and computers to assist with seeking solutions. It emphasizes polynomial, exponential, and logarithmic functions and the extension of number to irrational and complex numbers. It covers in-depth graphing, systems of linear equations and inequalities, and quadratics. It introduces probability, statistics, sequences, and series. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **MA 310 Statistics**

This course is designed as an introduction to probability and statistics. Students will formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. They will select and use appropriate statistical methods to analyze data. Students will develop and evaluate inferences and predictions that are based on data. They will be able to employ a basic understanding of probability to make and test conjectures about the results of experiments and simulations. This is a year-long course.

*Prerequisites: MA 301*

## **MA 402 Advanced Algebra and Trigonometry**

Advanced Algebra and Trigonometry completes the formal study of the elementary functions begun in Algebra 1. Students focus on the use of technology, modeling, and problem solving involving data analysis, trigonometric and circular functions, their inverses, polar coordinates, complex

numbers, conics, and quadratic relations. Discrete topics include the Principles of Mathematical Induction, the Binomial Theorem, and sequences and series. It stresses interrelationships of concepts using collaborative methods. This is a year-long course.

*Prerequisites: MA 201 and MA 301*

## **MA 402H Advanced Algebra and Trigonometry Honors**

Advanced Algebra and Trigonometry completes the formal study of the elementary functions begun in Algebra 1. Students focus on the use of technology, modeling, and problem solving involving data analysis, trigonometric and circular functions, their inverses, polar coordinates, complex numbers, conics, and quadratic relations. Discrete topics include the Principles of Mathematical Induction, the Binomial Theorem, and sequences and series. It stresses interrelationships of concepts using collaborative methods. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **MA 403 Calculus**

Calculus provides a foundation for the study of advanced mathematics. Students collaborate on several discovery activities in order to creatively seek solutions. Calculus includes a study of elementary functions, limits and continuity, derivatives, differentiation, applications of derivatives, integration and applications of the integral. This is a year-long course.

*Prerequisite: MA 402 or MA402H*

## **MA 404 AP Calculus: AB**

AP Calculus: AB conforms to College Board topics for the Advanced Placement Calculus AB Examination. Students collaborate on several discovery activities in

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order to creatively seek solutions. The course includes properties of functions and graphs, limits and continuity, differential and integral calculus. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **MA 405 AP Calculus: BC**

AP Calculus: BC conforms to College Board topics for the Advanced Placement Calculus BC Examination. Students collaborate on several discovery activities in order to creatively seek solutions. The course covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **MA 410 AP Statistics**

AP Statistics conforms to College Board topics for the Advanced Placement Statistics Examination. Emphasizes student explorations of statistical problems in the real world. Major themes are exploratory analysis of data, design of data collection, including experiments and observation studies, probability as a descriptor of the patterns which emerge in random phenomena, and statistical inference. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **SCIENCE**

### **SC 101 Biology**

As the first science offering in the upper school, Biology is designed as a college preparatory course that will acquaint students with

basic lab, microscope, and scientific research skills in addition to the basic principles that govern all living things. This course covers topics such as ecology, cellular biology, biochemistry, and genetics. Students have to opportunity to understand these principles through modern topics like ethical human responsibilities with the environment, modern medical innovations, and forensics. This is a year-long course.

### **SC 101H Biology Honors**

#### SC101H

Honors Biology is designed for the accelerated college preparatory student. Emphasis in this course is placed on acquainting the student with the basic principles and laws governing all living things and the methods by which biologists explore the living world. This class is exploratory in its design and implementation with students examining current bioethical issues present in today's global society. The students are expected to collaborate in the laboratory and display basic laboratory skills as well as exhibit capability in understanding and formulating meaningful questions regarding basic biological concepts. This is a yearlong course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

### **SC 201 Chemistry**

Chemistry is taught as an inquiry approach to the nature of things. In a collaborative and lab-based environment students will explore the chemistry of matter through topics such as structure and properties of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, and lab research and safety. With the goal of producing ethical decision

makers and engaged citizen leaders topics will include 21<sup>st</sup> century relevance toward issues like alternative energy and modern material science. This is a year-long course.

### **SC 201H Chemistry Honors**

Chemistry Honors has the following objectives: to develop analytical, problem-solving skills as applied to chemistry, including such topics as: accurate definitions of terms frequently used in chemistry; to describe subatomic particles and their arrangement and behavior in atoms; explanation of chemical bonding and the arrangement of atoms in molecules; understanding the quantitative relationships of matter through use of the mole concept and the chemical formula; describing the solution process including ionization and solubility; application of the ideal gas law and the kinetic molecular model; explaining the laws and principles of chemical kinetics, thermodynamics and equilibrium; and demonstrating the order and usefulness of the periodic table. Laboratory work is critical to this process, ensuring experiential learning and collaboration. This is a year-long course.

*Prerequisites: SC 101 or SC101H and SC 201 or SC 201H; also refer to the Honors and Advanced Placement Guidelines*

### **SC 301 AP Environmental Science**

This cross disciplinary course conforms to College Board topics for the Advanced Placement Environmental Science Examination. This course is designed to provide students with the scientific principles, concepts, and methodologies required as ethical global citizens to understand the complex interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to

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critically evaluate the relative risks associated with these problems, and to synthesize and examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. This is a year-long course.

*Prerequisites: SC 101 or SC 101H and SC 201 or SC 201H; also refer to the Honors and Advanced Placement Guidelines.*

## **SC 302 Physics**

This course creates a strong conceptual base that allows students to see how physics impacts their lives and their everyday environment and to enhance their problem-solving and analytical skills. Its objectives are to develop the concepts and principles of Newtonian mechanics; to develop thermal concepts such as heat, temperature, thermal expansion, heat transmission, and phase changes; to review the atomic nature of matter and explore the properties of solids, liquids and gases; to develop the concepts and principles of wave motion, sound, and light; to develop the concepts and principles of electricity and magnetism; and to further develop and enhance science process and collaborative skills. This is a year-long course.

*Prerequisites: SC 101 or SC101H and SC 201 or SC 201H; also refer to the Honors and Advanced Placement Guidelines.*

## **SC 302H Physics Honors**

Physics Honors has essentially the same basic subject matter

objectives as the regular college preparatory course in physics. Physics Honors develops the conceptual framework of contemporary physics using the areas of kinematics, dynamics, optics, electricity, magnetism and atomic structure. The course places particular emphasis on the experimental methods by which physical knowledge is acquired and woven into physical theory. Frequent analysis of experimental data give meaning to physical law while model or theory development defines the nature and limitations of scientific knowledge. This course is designed to be preparation for AP Physics, and therefore has particular emphasis on problem-solving methodology. This is a year-long course.

*Prerequisites: SC 101 or SC101H and SC 201 or SC 201H; also refer to the Honors and Advanced Placement Guidelines.*

## **SC 303 Environmental Science**

The Environmental Science course is designed to extend student investigations into the many components of our environment, including the human impact on our planet. Students will be engaged in formulating meaningful questions about the environment, and synthesizing solutions using concepts from the sciences (life and physical) and from social studies (government, economics and anthropology). Overarching themes include ethical decision making in the context of stewardship and sustainability. Major concepts to be covered include: the flow of energy and the cycling of matter in ecosystems; the interconnectedness of biotic and abiotic factors; stability and change within ecosystems; availability, allocation and conservation of energy and other resources; and the impact of humans and technology on ecosystems. Instruction will be

supplemented by collaborative lab based activities (focusing on data collection, analysis and interpretation) as well as discussions on careers in environmental science. This is a year-long course.

*Prerequisites: SC 101 or SC 201*

## **SC 312 Conceptual Physics**

Concentrating on ideas, such as conservation laws, this course develops understanding that characterizes physics as science at its best. Throughout the course, physics is portrayed as a many sided human activity by presenting the subject in its historical and cultural perspective. Special attention is paid to revolutions in man's way of looking at his world and to the consequences of these scientific revolutions. Students should be able to demonstrate competence in science process skills and problem solving using elementary algebra, geometry, and simple trigonometry. This is a year-long course.

## **SC 401 AP Biology**

Advanced Placement Biology is a course designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year and to meet the standards of the College Board. Much emphasis on this course is placed on advanced theories and hypotheses currently being tested in biological research. Taking advantage of the student's knowledge of chemistry, a detailed study of cellular physiology takes place. An attempt is made to integrate the facts, principles, and processes of biology. Also, much effort is expended in developing an understanding of the methods by which biological information can be collected, analyzed, and communicated. Much of the laboratory work is quantitative in nature and involves the use of

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advanced equipment not normally used in first year biology courses. This is a yearlong course.

*Prerequisites: SC 101 or SC101H and SC201 or SC 201H.*

*Recommended pre- or co-requisite of SC302 or SC302H.*

*Please refer to the Honors and Advanced Placement Guidelines.*

## **SC 402 AP Chemistry**

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college and to meet the standards of the College Board. Students taking the course should attain a depth of understanding of fundamentals and a reasonable competence in problem solving. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and basic thermodynamics are covered in considerable depth. The accumulation of specific factual aspects of descriptive chemistry begun in a first year introductory program is expanded. The laboratory program incorporating the refinement of basic laboratory skills with an introduction to more sophisticated analytical techniques complements the classroom program. This is a year-long course.

*Prerequisites: SC 101 or SC 101H and SC 201 or SC 201H and SC 302 or SC 302H*

*Co-requisites: SC 302 or SC 302H; also refer to the Honors and Advanced Placement Guidelines*

## **SC 403 AP Physics: B**

Conforms to College Board topics for the Advanced Placement Physics B Examination. The objectives are to develop the principles of classical mechanics, to develop the principles of heat, kinetic theory, and thermodynamics, to develop fundamental concepts in electricity and magnetism, to develop an understanding of wave

motion, geometric optics, and physical optics, to explore concepts in modern physics such as quantum effects, atomic, and nuclear structure, and special relativity with an emphasis on developing problem solving skills in classroom and laboratory settings. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **SOCIAL SCIENCES**

### **SS 100 World History A: Prehistory to 1450**

This course is an introductory survey of world history and the cultures of the world with an emphasis on the development of civilizations and the historical process from Prehistory to the Renaissance. The course will include historical, cultural, geographical, economic, technological, social, political and current event strands designed to demonstrate continuity and change over time. An emphasis is placed on the development of ethical decision making in the ancient world and their relevance to modern moral problems and positions. Students are introduced to a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective and analysis. In-class and research-driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a year-long course.

### **SS 100H World History A Honors: Prehistory to 1450**

This course is an honors level introductory survey of world history and the cultures of the world with an emphasis on the

development of civilizations and the historical process from Prehistory to the Renaissance. The course will include historical, cultural, geographical, economic, technological, social, political and current event strands designed to demonstrate continuity and change over time. An emphasis is placed on the development of ethical systems in the early modern period and their relevance to modern moral problems and positions. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective and analysis. In-class and research-driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

### **SS 200 World History B: 1450 - Present**

This course traces the evolution of world history from relatively isolated pods in 1450 to the current globally interdependent network we live in. The emphasis will be on tracing the emergence of the interdependence between world regions--an interaction that was stimulated by the European invasions and subsequent colonization, and sustained by the grafting of the non-western world into the process. In analyzing and understanding the universal connectivity of people, places, and events, we develop a more complete picture of our modern world. This is a year-long course.

### **SS 203 AP World History**

The purpose of this course is to develop a greater understanding of the evolution of global

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processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. A variety of organizational and study strategies are highlighted throughout the year. Students work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective and analysis. In class and research driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **SS 201 United States History**

United States History investigates the development of United States, its people, institutions, and heritage. The course emphasizes political, cultural, and social issues, the role of the United States as a world leader, and the issues confronting the United States today. The role of various groups and individuals in confronting ethical issues throughout American history are

explored. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective and analysis. In-class and research-driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a year-long course.

*Prerequisite: SS 200*

## **SS 202 AP United States History**

AP United States History conforms to College Board topics for the Advanced Placement United States History Examination. This course covers discovery and settlement, Colonial Society, the American Revolution, the Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, the Civil War, Reconstruction, Industrialization, the Progressive Era, World War I, the Depression, the New Deal, World War II, and the Cold War, through modern times. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The role of various groups and individuals in confronting ethical issues throughout American history are explored. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective and analysis. In class and research driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **SS 304 US Government**

US Government is a course that is integral to understanding the American system of governance. The course will include instruction on the various forms of government, with particular attention to our system of government as defined by the Constitution and Bill of Rights. The role of various groups and individuals in confronting ethical issues throughout American history are explored. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective, and analysis. In-class and research-driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a one semester course.

## **SS 306 AP US Government**

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The role of various groups and individuals in confronting ethical issues throughout American history are explored. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating historical context, identifying perspective, and analysis. In-class and research-driven projects and assignments

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enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a one semester course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **SS 305 Economics**

This course focuses on the American economic system and covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic interdependence. It stresses the ability to analyze critically and to make decisions concerning public issues. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating various theoretical approaches, identifying perspective, and analysis. In-class and research-driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a one semester course.

## **SS 308 AP Economics**

This course provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, including the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students continue to explore a variety of organizational and study strategies and work collaboratively to develop higher level critical thinking skills such as integrating various theoretical approaches, identifying perspective, and analysis. In-class

and research-driven projects and assignments enable students to develop skills that will allow them to effectively communicate on a variety of venues and platforms. This is a one semester course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **WORLD LANGUAGES**

### **FR 101 French I**

This course is designed with an emphasis on the four components of language acquisition: speaking, listening, reading, and writing. Communication is paramount to this course. There is a focus on the use of the present and past tense, reflexive verbs, and noun/adjective agreement. Students will be exposed to French and francophone cultures through the use of French literature, films, and innovative multimedia. Students are taught 21<sup>st</sup> century skills through a variety of methods and materials which are used to enhance language learning and provide overview of francophone cultures. This is a year-long course.

### **FR 201 French II**

In French II, students will continue to develop competence in oral and written French. Communication is paramount to this course. They will advance their knowledge of French grammar by learning the use of the imparfait, conditional, and future tenses. Students will explore the francophone world through the study of French films and literature as well as innovative multimedia. Students are taught 21<sup>st</sup> century skills through a variety of methods and materials which are used to enhance language learning and provide overview of francophone cultures. This is a year-long course.  
*Prerequisite: FR 101*

### **FR 301 French III**

This course builds upon the speaking, listening, reading and writing skills mastered in French II in order that students may achieve a more advanced proficiency level. Advanced communication is paramount to this course. Students will expand their knowledge of French grammar by speaking and writing in the imparfait, passé composé, and conditional. Students will explore French and francophone cultures in the study of French films and literature as well as innovative multimedia. Students are taught 21<sup>st</sup> century skills through a variety of methods and materials which are used to enhance language learning and provide overview of francophone cultures. This is a year-long course.

*Prerequisite: FR 201*

### **FR 401 French IV**

This course emphasizes using the language for active communication. It stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other nontechnical writing and to express oneself in speech and in writing coherently, fluently, and accurately. It enhances Level Five skills in French and provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of French-speaking cultures. It offers further opportunities to study French literature and advanced level topics. This is a year-long course.

*Prerequisite: FR 301*

### **FR 403 AP French: Language**

This course conforms to College Board topics for the Advanced Placement French Language Examination. This course emphasizes the ability to comprehend formal and informal spoken French, to acquire the

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vocabulary and grasp of structure to read newspapers, magazines and French literature, to compose expository passages and to speak accurately and fluently. This is a year-long course.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **LA 101 Latin I**

This course consists of translating Latin narratives. Students learn correct pronunciation of Latin words. Students will learn to compose Latin sentences from English as well. The curriculum also points out the connections between English derivatives and Latin words. This is a year-long course.

## **LA 201 Latin II**

Using the skills they have established to inquire about a Latin text, these students seek solutions to translations by inquiring what endings of Latin words mean, evaluating factors such as noun/verb agreement; they then synthesize their accumulated knowledge with the text to arrive at the correct translation. Students at this level communicate in the Latin language, with special attention to accurate pronunciation and cadence. They learn to communicate using the language of art terms when we visit museums and view paintings, and establish an ease at talking about ancient art. This is a year-long course.

*Prerequisite: Latin I*

## **LA 301 Latin III**

Exposed to more complex sentences, students become acquainted with the present active, perfect active, and perfect passive participles. Students will learn the subjunctive mood and its use with cum clauses, indirect questions, purpose clauses, indirect commands, and result clauses. Introduced are the

impersonal verbs, verbs in the passive voice, the ablative absolute, deponent verbs, future active participles, future active indicative, and future passive indicative voices. This is a year-long course.

*Prerequisite: Latin II*

## **LA 401 Latin IV**

Latin IV begins with translations of Cicero's essays, letters, poems and speeches. In studying the speeches, the student will learn to find rhetorical devices employed by the famous orator that made Cicero's oral addresses so convincing and so effective. The student will choose another selection from The Metamorphosis and translate it, as well as find other works of art that depict her myth. We will also learn the new grammatical constructs that are introduced in the purple book. A history of Rome and an understanding of buildings in the forum are a part of Latin IV. The National Latin Exam will be given in the spring. This is a year-long course.

*Prerequisites: LA 301*

## **LA 403 AP Latin / Latin V**

The AP/Latin V course alternates in its subject matter: one year the student studies Virgil; the next year, Julius Caesar. The original texts of these two authors challenge the student to have to seek solutions over and above those of grammar and oral pronunciation. The student must learn to listen attentively and to ask questions, inquire, evaluate what he has read, synthesize the material and discern a viable answer that he can back up by using the text. The student must understand about meter, figurative language, literary themes, and the context in which these works were written. This is a year-long course.

*Prerequisites: Latin IV. Teacher recommendation is required.*

## **SP 101 Spanish I**

With an emphasis on communication, creative thinking, and collaboration, this course will introduce students to the association between Spanish sounds and letters, emphasize pronunciation, assist in vocabulary familiarity, present basic grammar concepts, and initiate an understanding and appreciation for Spanish cultures and communities. Highly integrated sections of the course will include audio, video, and computer technologies. Many opportunities will be presented through these and other venues to develop spoken, auditory, and written skills in the Spanish language as students engage with each other and their community. This is a year-long course.

## **SP 201 Spanish II**

This course is designed with an emphasis on communication, creative thinking, collaboration and the four components of language acquisition: speaking, listening, reading, and writing. Spanish II is a review of basic vocabulary and structures learned in Spanish I, moving toward more fluency with past tenses and subjunctive mood. A variety of methods and materials are used to enhance language-learning and provide overview of Hispanic cultures. Innovative opportunities will be presented to develop spoken, auditory, and written skills in the Spanish language as students engage with each other and their community as examples of the Mount Vernon Mindset. Students are encouraged and oftentimes only allowed to speak Spanish in class. This is a year-long course.

*Prerequisite: SP 101*

## **SP 301 Spanish III**

The course expands listening, speaking, reading, and writing skills acquired in the previous two

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years of Spanish. With emphasis placed on comprehension and verbal expression, the course uses a variety of media to combine language-learning modalities, such as listening and speaking. The presentation of grammatical structures used in spoken and written Spanish is continued along with the finer distinctions of language usage. Past tenses are reviewed and subjunctive and grammar revision is studied. The study of Hispanic cultures enhances vocabulary. Students are expected to speak Spanish in class. This is a year-long course.  
*Prerequisite: SP 201*

## **SP 401 Spanish IV**

This course emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages, and to speak accurately and fluently. It offers further opportunities to study Spanish literature and advanced level topics. This is a year-long course.  
*Prerequisites: SP 301*

## **SP 405 AP Spanish: Language**

This course conforms to College Board topics for the Advanced Placement Spanish Language Examination. This course emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages, and to speak accurately and fluently. This is a year-long course.  
*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **RELIGION**

Mount Vernon Presbyterian School is an inclusive Christian environment where students are encouraged to develop their own personal faith and spiritual identity. As a means of encouraging its students to become independent thinkers, achieve goals, and be accountable for their actions as future community leaders, Mount Vernon provides for Upper School students a series of **Religion Seminars**. These bi-monthly classes are built on the premise that anything that we do to cultivate the social or natural worlds is holy and sacred work. Throughout the year, Religion Seminar presenters explore the work that God means for people to do. With an emphasis on marketplace theology, students discuss their Christian faith, explore intersections of work and spirituality, and share what inspires them to work with professionalism and excellence.

## **PHYSICAL EDUCATION AND HEALTH**

### **PE 101 Health**

Health covers a wide spectrum of lifestyle choices and considerations. Health explores the mental, physical, and social aspects of life and how each contributes to total health and well-being; emphasizes safety, nutrition, personal health, substance abuse prevention, disease prevention, environmental health, and family life education. During the drug and alcohol study, the ADAP driving program is taught and tested, giving students the certificate required to apply for a driver's

license. This is a one semester course.

### **PE 105 Physical Education**

The physical development of students is an integral part of the total educational program. Physical Education classes emphasize the development of motor skills and the use of these skills in a variety of contexts. It provides basic methods to attain a healthy and active lifestyle. This is a comprehensive course that covers physical, emotional, mental, social, and spiritual health. Students will build health skills, learn how to make responsible decisions, and make wise consumer health decisions. This is a one semester course.

### **PE 201 Physical Conditioning**

This physical conditioning course is designed to safely introduce students to plyometric, circuit training, agility and flexibility and to explain the importance of the four as they apply to weight training and physical fitness. The course includes fitness concepts for the development of healthy lifetime habits. This is a one semester course.

### **PE 202 Weight Training I**

This weight training course is designed to safely introduce students to weight lifting, agility, and flexibility and to explain the importance of the three as they apply to weight training. The course includes fitness concepts for developing healthy lifetime habits. This is a one semester course.

### **PE 302 Weight Training II**

Weight Training II increases strength and cardiovascular fitness through an individualized weight training program. The course emphasizes self-management and adherence strategies. This is a one semester course.

*Prerequisite: PE 202*

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## **PE 402 Weight Training:**

### **Advanced Weight Training**

Advanced Weight Training builds on the level-two program, and it increases strength and cardiovascular fitness through an individualized weight training program. The course emphasizes self-management and adherence strategies. This is a one semester course.

*Prerequisite: PE 302*

## **FINE ARTS**

### **AR 111 Visual Arts: Art History Survey**

Through a liberal historical study of the visual arts, this interactive course provides an understanding of the creative process and develops skills in creativity and critical analysis. Knowledge of mediums and artistic styles will be developed through class projects and field trips to a variety of visual arts events. This is a one semester course.

### **AR 104 Visual Arts: 2-Dimensional Design and Color Theory**

Two-Dimensional Design and Color Theory is an introductory class that focuses on the understanding and use of the Elements of Art (line, shape, form, color, texture, and value) and the Principles of Design (movement, emphasis, pattern balance, rhythm, unity, and contrast) in drawing, painting, and printmaking. This is a one semester course.

### **AR 105 Visual Arts: 3-Dimensional Design**

Three-Dimensional Design is an introductory class exploring, evaluating, and resolving problems related to structure and design. Emphasis is placed on the understanding and use of the Elements of Art and the Principles of Design. This is a one semester course.

*Prerequisites: AR 104*

### **AR 201 Visual Arts: Ceramics**

Introduction to ceramics is a basic level course that focuses on the unique characteristics of clay and design using various techniques of construction and decoration. The course emphasizes wheel thrown, hand built, various forming techniques, surface decoration, and glaze applications. This is a one semester course.

*Prerequisites: AR 104*

### **AR 301 Visual Arts: Advanced Ceramics**

The focus of advanced ceramics is the exploration and development of style. Exploration of hand-built, wheel thrown and forming techniques with emphasis on form, surface treatment, glazing and firing methods will be explored. This is a one semester course.

*Prerequisite: AR 201*

### **AR 306 Visual Arts: Advanced Projects in Art I, Ceramics**

The focus of advanced projects in ceramics is the exploration and development of style. The student with instructor's approval will design a course of study. The student must be self-motivated and willing to complete research outside of school to complete the course requirements. This is a one semester course.

*Prerequisite: AR 301*

### **AR 202 Visual Arts: Introduction to Photography**

Introduction to Photography is a basic level class that focuses on the development of the skills and techniques of digital photography. Emphasis is placed on technical excellence, digital manipulation, composition, originality, intention, and the use of space. This is a one semester course.

*Prerequisites: AR 104*

### **AR 303 Visual Arts: Advanced Projects in Art I, Photography**

Advanced Projects in Photography emphasizes creative and innovative electronic manipulation methods of digital photography. The student with the instructor's approval will design a course of study. The student must be self-motivated and willing to complete research and photographic assignments outside of school to complete the course requirements. This is a one semester course.

*Prerequisite: AR 302*

### **AR 302 Visual Arts: Advanced Photography**

Advanced Photography refines the skills and techniques learned in Introduction to Photography. Traditional and non-traditional approaches to digital photography and advanced electronic manipulation will be explored. This is a one semester course.

*Prerequisite: AR 202*

### **AR 204 Visual Arts: Introduction to Drawing and Painting**

Introduction to Drawing and Painting further develops the concepts of the Elements of Art and Principles of Design, concentrating on comprehensive drawing and painting techniques, style and survey in art history. Subject matter will include drawing and painting from nature, still life, fantasy and historical studies. This is a one semester course.

*Prerequisite: AR 104*

### **AR 300 Visual Arts: Advanced Drawing and Painting**

The focus of advanced drawing and painting is the exploration and development of style. The use of medium will be subject to both variation and elaboration depending on subject matter and artistic intension. This is a one semester course.

*Prerequisite: AR 204*

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## **AR 401 Visual Arts: Advanced Projects in Art II, Drawing and Painting**

The focus of Advanced Projects in Art II, Drawing and Painting is the exploration and development of style. The student with instructor's approval will design a course of study. The student must be self-motivated and willing to complete research outside of school to complete the course requirements. Student responsibilities will include developing a sketch book/journal; painting, related gallery visits, and scheduled work in progress evaluation. This is a one semester course.

*Prerequisite: AR 304*

## **AR 304 Visual Arts: Advanced Projects in Art I, Drawing and Painting**

The focus of advanced projects in drawing and painting is the exploration and development of style. The student with the instructor's approval will design a course of study. The student must be self-motivated and willing to complete research outside of school to complete the course requirements. Student responsibilities will include developing a sketch book/journal; painting, related gallery visits and scheduled work in progress evaluation. This is a one semester course.

*Prerequisite: AR 300*

## **AR 205 Visual Arts: Introduction to Sculpture**

Introduction to Sculpture is a basic level class that introduces various sculptural processes and materials. Emphasis is on the understanding and use of the Elements of Art and the Principles of Design in both in the round and relief sculpture. This is a one semester course.

*Prerequisite: AR 105*

## **AR 305 Visual Arts: Advanced Sculpture**

Advanced Sculpture is a class that offers the student the opportunity to work with one sculptural medium the entire semester. The student with the instructor's approval will design a course of study. This is a one semester course.

*Prerequisite: AR 205*

## **AR 402 AP Visual Arts Studio: Drawing Portfolio**

Visual Arts Studio: Drawing Portfolio conforms to College Board advanced placement studio art Drawing Portfolio examination. The course requires the submission of original works of art and digital images as a final portfolio. This course is recommended for students with a high level of painting and drawing ability as well as a year commitment.

*Prerequisites: Please refer to the Honors and Advanced Placement Guidelines*

## **FA 202 Journalism / Yearbook I**

Journalism I explores journalistic writing through analysis of newspapers and yearbooks. Most importantly, the course introduces the students to actual layout strategies, design programs, photography, news gathering, ethics, editing, and revising. The final product of the course is the circulation and production of the yearbook. An application and permission of the instructor are required. This is a year-long course.

## **FA 302 Journalism / Yearbook II**

Journalism II enhances level-one skills in journalistic writing and analysis of print publications. It offers leadership roles in the production of the yearbook to explore journalistic roles including section editors, business staff, and design development. It will include the production of the yearbook. An application and permission of

the instructor are required. This is a year-long course.

*Prerequisite: FA 202*

## **FA 402 Journalism / Yearbook III**

Journalism III enhances level-two skills in journalistic writing and analysis of print publications, and it offers in-depth coverage of level-two topics. Students evaluate and apply leadership skills appropriately to various publication opportunities and activities. It will include the production of the yearbook. An application and permission of the instructor are required. This is a year-long course.

*Prerequisite: FA 302*

## **FA 320 Photojournalism**

This course focuses on photography design, photography selection and development with regards to photography for the actual yearbook as well as the main website and Upper School blog. The student will engage in a mastery of skills regarding photograph cataloguing, photograph editing, meeting of deadlines, maintaining a photographic record, and production of a personal photojournalism portfolio that carefully reflects their own work while working with the School community. Units of study include teamwork with Mount Vernon staff and administration, responsibility, brainstorming, content, coverage, concept, captions, editing, photography, design, graphics, and distribution of photographs to appropriate needs. Actual work results in the current volume of the School's yearbook, the Upper School blog and the student's personal portfolio.

## **MU 102 Chorus I**

This entry-level course is designed for students who have little or no experience singing in a performing group. Emphasis is placed on the development of proper vocal

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technique and music reading skills. Participation in various performance opportunities is a requirement of the class. This is a one semester course.

## **MU 202 Chorus II**

This course is designed for qualified students who exhibit moderate skill levels in music literacy and vocal technique. Emphasis is placed on the continued development of proper vocal technique and music reading skills. Participation in various performance opportunities is a requirement of the class. This is a one semester course.

*Prerequisite: MU 102*

## **MU 302 Chorus III**

This course is designed for qualified students who exhibit more advanced skills levels in music literacy and vocal technique. Emphasis is placed on developing proficient vocal technique and music reading skills. Participation in various performance opportunities is a requirement of the class. This is a one semester course.

*Prerequisite: MU 202*

## **MU 402 Chorus IV**

This course is designed for qualified students who exhibit the highest skill levels in music literacy and vocal technique. Emphasis is placed on mastering vocal technique and music reading skills. Participation in various performance opportunities is a requirement of the class. This is a one semester course.

*Prerequisite: MU 302*

## **MU 410 Men's A Cappella Chorus**

This is an auditioned chorus for male singers in grades ten through twelve. The class will include intermediate techniques of singing, sight singing, and music theory. Participation in various performance opportunities is a

requirement of the class. This is a one semester course.

*Prerequisite: One year of choral; Permission from the instructor.*

## **MU 101 Instrumental Music (Band) I**

This multi-level course is a large ensemble that performs classic and contemporary music literature. Students are also introduced to comprehensive music practices in music theory, music history and pedagogy. This is a one semester course.

## **MU 201 Instrumental Music (Band) II**

This multi-level course is a large ensemble that performs classic and contemporary music literature. Students are also introduced to comprehensive music practices in music theory, music history and pedagogy. This is a one semester course.

*Prerequisite: MU 101*

## **MU 301 Instrumental Music (Band) III**

This multi-level course is a large ensemble that performs classic and contemporary music literature. Students are also introduced to comprehensive music practices in music theory, music history and pedagogy. This is a one semester course.

*Prerequisite: MU 201*

## **MU 401 Instrumental Music (Band) IV**

This multi-level course is a large ensemble that performs classic and contemporary music literature. Students are also introduced to comprehensive music practices in music theory, music history and pedagogy. This is a one semester course.

*Prerequisite: MU 301*

## **MU 205 Instrumental Music: Praise Band**

The praise band is designed to equip students with the necessary skills to lead worship through music. Empowering Christian musicians to become worship leaders is the goal for the Upper School praise band. This is a one semester course.

## **MU 310 Music Recording and Mixing**

This course will help students gain practical knowledge of a multi track recording studio and related technology with the aim at creating audio projects. The course will emphasize the musical/ artistic aspects of the craft focusing on popular music creation and manipulation. This is a one semester course.

## **FA 100 Drama I**

This course introduces students to the art of theatre. The basic skills required to create effective works of theatre – both onstage and behind the scenes – are taught through theatre games, improvisation, scene work, monologues, and in-class performances. Students also explore the origins of drama, study significant plays and playwrights, write original scenes, and practice basic voice, movement, and characterization skills. Competence developed in this course will help students enhance their creative expression, critical thinking, communication, discipline and self-confidence. End-of year assessment is an in-class performance in lieu of final exam. This is a one semester course.

## **FA 222 Drama II**

In this course, special attention is paid to building upon skills learned in the first year. Play analysis and character interpretation are explored through continued training in vocal and physical work with significant texts. End of year

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assessment is an in-school performance in lieu of a final exam. This is a one semester course.

*Prerequisite: Drama I*

## **FA 333 Drama III**

This course allows students to apply and deepen the skills and historical background learned through actual production of a work of theatre in front of a audience. This course allows students to focus on directing, acting, or theatrical production and design. In addition to continued study in performance, technical theater areas including lighting, sound, scenic design, makeup, and production are enhanced. In lieu of a final exam, there will be an end-of year assessment, resulting in a student-driven public performance that's created through closely mentored independent study. Regardless of specialization, all students learn more about dramatic literature and theatre arts through this in-depth experience. This is a one semester course.

*Prerequisite: Drama II*

## **FA 340 Scenic Production and Design**

Students learn the principles of production and design in the theatre by reading and analyzing plays with the intent to design a unified production. Students are immersed into study of verified design elements by using a variety of techniques, including research, building models, creating renderings, drafting light plots, recording sound sketches and developing a rationale to support their design choices. Realization of a full production design in a project format will be done in lieu of a final exam. This is a one semester course.

## **FA360 Musical Theatre**

Students work together with instructors to explore the art-form of the musical through exploration

of its rich history as well as immersive exploration of the techniques and practices involved in the production process of the Musical. In lieu of a final exam, there will be an in-class production near end of semester. This is a one semester course.

## **FA 400 Improv Theatre**

The objective of this course is to discover the fundamentals of improvisational comedy, role-playing and storytelling. Students will study techniques that help them think quickly and creatively. This lively course teaches the essentials of good scenic improvisation and development of teamwork and communication skills. Through coaching, warm-ups, creative performance games and basic short-form scene work, students learn how to be more spontaneous, trusting, attentive and cooperative. End-of-year assessment is an in-school performance in lieu of final exam. This is a one semester course.

## **FA450 Theatre Senior Project**

The senior project is an intensified course of study that senior theatre students will collaborate and produce their own independent production to be performed before the school and community. This is a one semester course.

*Prerequisite: Completion of three drama electives. Permission of the instructor is required.*

## **TECHNOLOGY**

### **IT 201 Introduction to Computer Programming**

The principal goal of this course is to introduce students to the basics of Computer Programming and understanding fundamental concepts involved. The course will focus on Object Oriented Programming (OOPs) concepts, and use JAVA as the programming language. This course will develop a solid foundation for future

advanced programming courses. This is a one semester course.

### **IT 202 Special Projects in Computer Programming**

The principal goal of this course is to expand the knowledge of Computer Programming and a recap on the fundamental concepts. The course will focus on Object Oriented Programming (OOPs) concepts, and use JAVA as the programming language. This course will develop a solid foundation for future advanced programming courses. This is a one semester course.

*Prerequisite: IT 201 and permission from the instructor.*

### **IT 301 Introduction to Multimedia**

This course focuses on the creation and integration of computer media including still graphics, animation, video, and sound. A major part of the course focuses on programming techniques and languages for the interactive control of multimedia presentations. This is a one semester course.

### **IT 302 Web Page Design**

Students in this course learn how to design Web sites. Included are site planning, page layout, graphic design, and the use of markup languages. Forms and scripts are used to add interactivity and database access to Web sites. This is a one semester course.

### **IT 110 iPhone / iPad Application Development**

In this course which is emblematic of 21<sup>st</sup> century learning, students will design and develop a web application for smart phones, computers, and other devices. Students will use a programming language to understand the workings of xcode, which is the software primarily used to develop iPhone and iPad applications. Students will employ a trial and error process including various stages of prototyping in

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order to develop an application that meets a genuine human need.

## **FA 203 Video Production**

Video Production seeks to integrate recent trends in the study of mass communications into an introductory level course. Students will develop skills in basic theory, practice, the portable camera, and videotape editing. Through problem-solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated. This is a one semester course but can be taken multiple times for credit.

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