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Dwight-Englewood School is a nonprofit corporation and is accredited by the Middle States Association of Colleges and Schools and the New Jersey Association of Independent Schools.

Dwight-Englewood School does not discriminate on the basis of gender, race, religion, age, national or ethnic origin, or sexual orientation in its admissions or employment, or the administration of any of its programs.
Introduction

As a community of learners, Dwight-Englewood School strives to foster in each student a passion for life-long learning. We seek excellence, honor integrity, and embrace diversity in order to develop the skills, values, and courage to meet the challenges of a changing world and make it better.

Inspired by the simple but profound charge of the mission statement, our faculty continues to revise, expand, and improve our curriculum to better align with our objective to produce students who are best prepared “to meet the challenges of a changing world and make it better.”

In the Middle School, students are engaged in a balanced curriculum of academic content and skill development that is delivered in developmentally appropriate ways. Relevant, meaningful experiences are connected to core concepts in every subject. Our intent is to provide a learning environment which supports critical and creative thinking, productive contributions to society, lifelong learning, and healthy relationships among members of our school community.

The academic program for grades 9-12 is based on the faculty’s vision of providing a two-year core of studies that are critical to a twenty-first century humanitarian education, followed by a selection of elective courses that allows students to meet their graduation requirements in a manner that best suits their interests and needs. The variety of backgrounds and experiences of both our students and faculty allows Dwight-Englewood to offer wide-ranging types of courses geared at intellectually vigorous levels. As students mature through the program, they gain increasing choice over their course load, and their programs will tend to vary.

Our elective program is reassessed every year, with courses added, deleted, and tweaked to fit the overall needs of our students. In consultation with advisors and deans, students and parents create a well thought-out, individual program that works best for each child. In keeping with the rich academic history of Dwight-Englewood, departments offer courses that challenge students at honors, Advanced Placement, and college preparatory levels. These levels allow students to achieve a smart balance in their lives, both within academics and with the myriad of other activities students are doing throughout the year.
Curriculum Overview

**ENGLISH**

The English Department’s mission is to prepare students for a lifetime of reading, writing, and thinking. Our courses include a wide range of texts selected to reflect our commitment to diversity and literary excellence. To develop independent reading lives, we encourage students to read additional books of their own choosing. We teach vocabulary and grammar contextually to build reading and writing skills. As writers, students produce a variety of pieces at every level, beginning with paragraphs and short responses in grade 6 and continuing with assignments of increasing sophistication and complexity in the upper grades. At the end of the year in grades 6 through 10, each student adds pieces to a digital portfolio that serves as a record of that student’s progress as a writer.

**HISTORY**

The goal of the history program is to develop in students a sense of the connectedness of their own lives to history, of historical events to one another, and of the social sciences to other disciplines. Students are expected to master basic, defined course content and to think about current problems in the light of past experience. Our program acknowledges the multiplicity of world views and a diversity of traditions, explores the ethical dimensions of historical periods, and seeks to develop awareness on a global scale of cultural diffusion and interaction. The department is committed to interdisciplinary education wherever possible and appropriate.

**ETHICS**

Every academic discipline is rooted in philosophical thinking. A person’s self concept, understanding of the world and human behavior are all molded by it. It is a sense of wonder and philosophical investigation that structures our consciousness, shapes our world and helps to give rise to culture. The goal of the Ethics program is to help students realize this and to help them develop their early ruminations into clear and explicit thinking about life and their place in it. Our required sophomore ethics course is designed to encourage wonder about values and obligations, then to teach a structured form of ethical thinking and moral decision-making. Our minor elective course in ethical thinking for juniors and seniors is more applied. Using case studies, contemporary social issues, and ethical questions from school life, we discuss problems and practice making ethical decisions. Our junior and senior major electives in philosophy are both a further development of the ethics course and an introduction to the full discipline of philosophy. The methodology of the program is entirely Socratic. While epistemological humility is an important value within this program, it is also our intention to inspire students to give full reign to their imaginations and sense of inquiry to pursue and develop knowledge to the fullest extent possible.

**MATHEMATICS AND COMPUTER SCIENCE**

Mathematics is simultaneously a language, a science, an art, and an analytical tool. A student completing the course of study in mathematics at Dwight-Englewood School should experience each facet of this discipline. The goals of the program are to foster precision of expression and clarity of thought, to promote creative problem solving, to use mathematics in solving “real world” problems, and to have students see the connections between mathematics and the other academic disciplines. In addition to the traditional mathematical skills of numerical computation and algebraic manipulation, each student is expected to make effective use of a scientific calculator in their Middle School math courses, a graphics calculator in their Upper School math courses.
and a computer to solve problems and explore concepts that are encountered in the classroom in both divisions.

The department also offers a small but growing selection of computing courses, and all Middle and Upper School students are encouraged to gain some experience in this increasingly important and highly creative field.

SCIENCE

Through study of the sciences, Dwight-Englewood School encourages each student to develop the ability, confidence, and enthusiasm to inquire, a command of rational thinking, and an understanding of the scientific method and its limitations. The science curriculum provides students with a sound foundation in all of the major science disciplines and emphasizes how scientific knowledge and skills are used to solve many challenges facing society. Students gain extensive experience designing and carrying out research projects, both in the laboratory and in the field. Students also learn how to use laboratory and computer technology as tools for scientific investigation.

LANGUAGES

The teaching of languages is an integral part of Dwight-Englewood School’s commitment to the classical concept of education, and the School provides instruction in Spanish, French, Latin, Greek, and Mandarin Chinese. Through the speaking, reading, and writing of at least one world language, students become aware of the universality of certain aspects of world cultures, learn to appreciate and respect the differences among specific cultures, and acquire a better perspective on the world. Students acquire knowledge of international events and historical, cultural, and literary trends that affect the United States and the world in general. They come to understand that knowledge of a foreign tongue serves as a vehicle of communication, aiding in the investigation and appreciation of those cultures and civilizations that have employed it as a primary means of expression.

VISUAL ARTS

Dwight-Englewood school believes the art-making process is integral in the development of a lifelong learner. The visual arts curriculum fosters aesthetic experiential wisdom by honoring process, encouraging empathy, and establishing an intentional appreciation of our global aesthetic histories. The Visual Art Department seeks to develop visual literacy to prepare art students for modern and global environment as viable participants able to apply their visual intelligence in all fields. Instruction within fine arts includes painting, drawing and sculpture, as well as visual design including a ceramics program, printmaking, photography, video, graphic, and industrial design. Students work with artist-teachers to acquire skills to form a habitual practice of engaging with materials, develop a creative voice, and establish studio etiquette. Students are exposed to art institutions, both classical and contemporary, through trips within the region, a gallery series, and by bringing visiting-artists to campus.

PERFORMING ARTS

Dwight-Englewood School believes that all students will benefit from participation in rigorous, sequential curricula in each of the arts disciplines. Experiences will encompass emotional awareness (aesthetics), production and performances, analytical skills and critical evaluation. Students will develop an awareness of the multicultural, historical, social, and political contexts in which art is created and exists. Literacy and facility with both the symbolic and verbal vocabularies of each discipline are developed through multifaceted curricula that encourage direct engagement in the creative process.

The School selects material for all classes and performing ensembles from a rich and broadly encompassing spectrum of historical and cultural sources. Students use materials utilized in
professional studios, classes, and performances. Students work first hand with artist-teachers to acquire the skills and understanding necessary to discover and develop their own creative voice in each discipline. Outlets for performing arts are numerous and include performing venues both on and off the Dwight-Englewood School campus.

Performing ensembles in music include chorus, orchestra, English handbells, stage band, chamber ensembles, and African Drumming and Dancing. Students may elect to study voice and instruments privately. Concerts range from informal opportunities for small groups to more formal evenings utilizing all the performing ensembles of the school. Theatre productions are mounted frequently for all grade levels; there are full, main stage productions, as well as works for smaller ensembles produced in Hajjar Auditorium. Repertoire includes works ranging from monologues to large cast musicals, and draws from the historical riches of traditional theatre, as well as contemporary pieces including original student works.

Opportunities for students to see or be a part of work by their artist-teachers are abundant and natural. Special trips to performances in New York City and in New Jersey occur each school year.

HEALTH AND WELLNESS

The overarching themes of Health and Wellness include many components. Among the most important are those that develop positive lifestyle behaviors and attitudes. Courses offered through the Health and Wellness Program are an important part of educating the whole child and are required for all students at Dwight-Englewood School. The coeducational program of the School develops awareness of the personal fulfillment that can be found in exercise, play, and sport. Students learn skills for team sports, as well as for lifetime leisure activities such as yoga, fitness and exercise, tennis, basketball, volleyball, strength and conditioning, ultimate frisbee games and basketball. Through required courses in health and wellness, each student discovers the joy of his or her physical being, its interrelationship with the well being of others, and the importance of concern for issues of health and human sexuality. Content of all courses is taught in a sequential and age-appropriate manner. Content of all courses is taught in a sequential and age-appropriate manner.

Middle School Program

GRADES 6-8

The Middle School program is an exceptional combination of rigorous content and vigorous skill development. Each grade level is unified around a central theme which serves to connect the experiences in the core curriculum of Social Studies, English, Science, and Math. The teaming of teachers in these four major disciplines has a positive impact on the delivery of instruction and enhances the close coordination of curriculum, skills development, and response to individual student needs. The program is designed to help students develop the organizational, academic, and personal skills they will need to meet the challenges of our Middle School and our Upper School college-preparatory course of study. The teaching of reading and writing skills, study skills, organizational skills, and note-taking skills, for example, occur in a coordinated manner throughout the student’s school day and throughout the student’s Middle School experience.

Middle School teachers employ a teaching method called Project Based Learning (PBL). In PBL units, students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging, real-world problem. During the various units, which take place at every
grade level in each subject, students engage in high-level research, deep inquiry, and substantive rigorous content, along with process skills such as collaboration, creativity, and critical thinking. The students’ final products are often real-life solutions to real-life issues.

Our HomeBase program promotes the development of an intentional community and healthy relations among students and between students and teachers. Using an inter-grade, interdisciplinary curriculum that addresses the affective needs of our young adolescents, HomeBase is a safe haven where students can explore issues of growing up. Included here is our HomeBase Ethics program in which students learn to recognize important ethical questions. The issues raised are discussed in small groups and follow a clear framework.

Dwight-Englewood has identified eight traits, or behaviors, based on research, that contribute to an individual’s success in school and life. These Student as Learner (SaL) traits are critical for students to recognize and foster within themselves. During the course of the year, through conversations and activities, HomeBase advisors help students reflect not only on the teacher comments and grades, but also on these SaL traits.

Each student in the Middle School uses his or her personalized iPad as the digital component of our two-piece platform that also includes a paper, disc-bound notebook. These tools are used daily by students to collect, organize, and analyze information. In addition to daily preparation and organization of homework and course materials, students use the iPad to collaborate with others, creatively synthesize and demonstrate knowledge through the creation of multiple media types including video, and engage with the world through Internet resources and our library’s web-based reference materials. For example, students use the iPad to discuss ideas with peers inside the pages of a novel; create and publish news stories through text, images, and video; exchange comments and annotations with teachers and peers to improve writing; and analyze and explain data through visual representations.

**GRADE 6**

The program includes the core curriculum of social studies, English, science, and mathematics. In addition, all students take Spanish, French, or an academic support class called A.S.K., music, studio art, and Health and Wellness. They also have the opportunity to participate in intramural sports, extracurricular team sports, the Middle School Orchestra, a Middle School play, and a variety of Middle School clubs. All students participate in Targeted Academic Growth (TAG): one period a week where they can work with teachers for specific support or enrichment, or when they may work independently. At the same time, students have opportunities to make choices and to develop independence. An independent reading period is part of each week.

The unifying theme of Grade 6 is “What makes us who we are?” and is centered on hands-on experiences and projects, some of which are interdisciplinary. In sixth grade, students begin to follow the service-learning thread that runs through the middle school years. Their focus is a shared learning about hunger in New Jersey gleaned from hands-on and classroom experiences with two non-profit organizations: America’s Grow a Row and the Englewood Center for Food Action. Students’ understanding of food supply and how food is grown is complemented by their interdisciplinary PBL unit in January, “How Does What You Eat Help to Make You Who You Are?”, and by activities in the school’s vegetable garden. Sixth grade is also an important moment in students’ growth toward independent management of the organizational demands of middle school as well as toward more abstract thinking about their academic subjects. The program is designed to scaffold those moves with a balance of content, academic skill development, practice learning in a PBL format, and cultivation of the Student-as-Learner Traits.

**GRADE 7**

“How do you connect to the world around you?” is the organizing theme connecting math, English, social studies and science that all seventh
Graders are required to study. Whether exploring environmental conservation in Science or global conflicts in Social Studies, students are asked to use reason and empathy to broaden their perspectives and see how they affect and are affected by our complex and diverse world. The core subjects complement their focus on academic skill development, so crucial during these years, with an emphasis on learning by doing projects.

Besides the aforesaid classes, seventh graders study one or two languages from among Spanish, French, and Latin. All students also participate in courses offered through the Health and Wellness Program, which incorporates a four-week unit of health in its yearlong course; they also take one semester of studio art and one semester of theatre arts. Students may also participate in the Middle School Chorus or the Middle School Orchestra. Most students taking one language class choose one elective class from the Discovery Program. The other students take A.S.K. 7 or Organizational Lab. In addition to regularly scheduled classes, seventh graders have Targeted Academic Growth (TAG) one to three periods a week. TAG is a time when students can work with teachers for specific support or enrichment, or they may work independently. There are an additional two Flex periods a week which can be extension(s) of regular class time or can be used for interdisciplinary projects connected to students’ regular academic program. Clubs, Independent Reading, the Middle School Play, and competitive sports provide additional opportunities for student choice and independence.

**GRADE 8**

The core curriculum of Social Studies, English, Science, and Mathematics is complemented with a continuation from 7th grade of one or two of our offered languages of Spanish, French, and Latin. Eighth grade students take a semester of creative Theatre Arts and a semester of Handbells. Our musically talented youngsters can take Chorus or Orchestra as a second music course. Health and Wellness incorporates a four-week unit of health in its yearlong course. Most students taking one language also choose one elective class (Discovery class) to take during the year. The other students take an academic support class. One to three periods of Targeted Academic Growth (TAG) each week provides for extra help and the opportunity to do homework or make-up from absences. Additionally, Flex time is an extension of regular class time or is used for interdisciplinary projects. At other times it is scheduled flexibly to meet the needs of students for extra help or enrichment. Clubs and competitive sports provide opportunities for choice and independence.

Drawing from the school’s mission statement, the question “How do we face the challenges of a changing world?” steers the 8th Grade curriculum. The curriculum challenges students to listen and understand differing perspectives or solutions in all of their courses. The 8th grade team of teachers works closely with each other so that the connections among their disciplines can occur when meaningful and appropriate. Additionally, teachers continue to foster a student’s ability to convey their ideas and advocate for their beliefs. Because the final year of middle school is a bridge to the Upper School, teachers encourage students to become more independent learners while giving them the skills and strategies to strengthen their work ethic and grow as individuals.
ENGLISH

ENGLISH 6: INDIVIDUALITY AND IDENTITY (0062)
Grade 6
How does a person become a unique individual? What can we learn from characters as they forge their own paths towards discovering their true identities? In sixth grade English, students examine these questions in their quest to become critical readers and writers. Reading instruction emphasizes drawing inferences, finding evidence, and deriving meaning from the texts. The literature curriculum focuses on the theme of individuality versus conformity, taking note of diverse voices and experiences, and the ways individuals can affect the world in which they live. Following a short story unit using the Junior Great Books anthology, students are introduced to fiction through such works as The Giver, Roll of Thunder, Hear My Cry, and The Lions of Little Rock. Through the workshop approach, the writing program emphasizes paragraph development, with a gradual transition to multi-paragraph essays. Students are asked to respond critically to the texts they are reading and to support their arguments with evidence, inferences, and quotations.

ENGLISH 7: LIVING BETWEEN THE LINES (0101)
Grade 7
What do good readers and writers do? What ideas and stories do I have to share, and how should I share them? How can I make reading and writing a part of my life, and why should I? These are the kinds of questions that shape our students’ work in 7th grade English. The course structure is based on research that good reading and writing skills are developed through mentorship and practice, practice, practice. Class often begins with a brief lesson that focuses on a specific skill or aspect of literature, which students can apply directly to what they are currently reading or writing. They are then given time during class to work independently or in groups and to conference one-on-one with the teacher. Throughout the year, students read classic and contemporary coming-of-age novels, such as The Outsiders and A Step from Heaven, that explore issues of cultural diversity, identity, and bias. Through debate and analytical writing sparked by these novels, students work on developing their oral and written argumentation skills. The first semester coursework also includes a genre study of dystopian literature. In this unit, students read short stories and novels that they use as mentor texts to write dystopian short stories. During the second semester, students also write original poetry, which they perform during an event we call The 7th Grade Poetry Café. The course culminates in a study of memoir that allows students to explore elements of their identities and write their own personal narratives.

ENGLISH 8: THE COURAGE OF OUR CONVictions (0201)
Grade 8
How should we form convictions? How is defending our convictions an act of courage? The eighth grade English course uses the theme of standing up for one’s beliefs to give the year coherence and a strong interdisciplinary connection to eighth grade history. The course continues the Middle School focus on reading, writing, and speaking. Using the workshop model, students continue their work on the five-paragraph literary essay, with an emphasis on deepening the thesis statement and more effectively integrating and analyzing evidence from the text. A final portfolio brings together the year’s work, both expository and creative, and demonstrates a student’s improvement in revision skills, grammatical usage, and self-reflection. Students explore the year’s theme and hone their critical reading abilities with the challenge of such works as The House on Mango Street, Fahrenheit 451, To Kill a Mockingbird, and Romeo and Juliet. The year’s program also offers several opportunities for students to stand up and exercise their own courage through such vehicles as the Living Wax Museum, a personal Dream Speech inspired by Martin Luther King, Jr.’s famous address, and a grade-wide festival of poetry recitation.
SOCIAL STUDIES

CREATING CULTURES (1001)
Grade 6
The sixth grade social studies program is titled Creating Cultures and it aims to explore the development of human civilizations. It begins with a study of early hominids and explores the development of human cultures through the study of ancient Egypt and Greece. The theme of this course is “power” -- how humans gained power over their environment in prehistory, how the concentration of resources allowed power to be focused on one person in Egypt, and then how small groups of people experimented with different political power structures in ancient Greece. Skill development is emphasized through the year, with special attention paid to writing, research, oral presentation, collaborative work and student self-reflection. Writing is taught in combination with English with a focus on creating a thesis and supporting it with parenthetically cited evidence. Additionally, each unit offers opportunities for students to be evaluated using creative projects where students can use their own passions and interests to show what they’ve learned in class.

WORLD ISSUES (1101)
Grade 7
This course is framed around key concepts that examine world issues. Using historical and contemporary case studies to build context, we examine concepts such as conflict, change, systems of power, and development. Each unit is also constructed around essential questions including: Why do we fight? How do people resist oppression? And are we moving towards a better world? Students demonstrate their understanding of these essential questions through projects including the refugee children’s book, conflict project, and a magazine article evaluating the progress of a UN millennium development goal.

Major readings include When My Name Was Keoko, A Long Walk to Water, and Boy Overboard. In our unit evaluating the United Nations Millennium Development Goals students choose to read one of the following books: I Am Malala, I Will Always Write Back, The Boy Who Harnessed the Wind, and Mountains Beyond Mountains. In addition, students read and write about current events throughout the year. The core of each unit develops the twenty-first century skills of collaboration, communication, critical thinking, and creativity. These skills are fostered through class simulations, analyzing texts, research, discussion, analytical writing, and reflection. The goal is for students to leave the course understanding their connection to the world as a global citizen.

REVOLUTION: THE POWER OF IDEAS, WORDS, AND TECHNOLOGY (1211)
Grade 8
Access and the flow of information have shaped most revolutions that have come to define the world we live in today. Students in eighth grade history will explore how to fully understand information with a strong focus on America and the idea of Democracy. Moving from Gutenberg’s Information Revolution to the Revolutionary War and Civil War to our current Technological Revolution, students will develop their critical thinking and writing skills. Essential to their learning will be the ability to view history from multiple perspectives. They will each take part in an exciting PBL called MaD (Making a Difference.) Students will research a contemporary issue about which they feel passionate. The culminating project will be to create a campaign which brings awareness to the public about their topic. Through a process of sustained inquiry, students will explore how access to technology and information can be used to inform and bring about change. Students will see how the choices made in the past affect our present world and how each of them has a role to play in shaping our future.
MATHEMATICS

MATH 6 (2000)
Grade 6
The sixth grade mathematics program focuses on understanding mathematical ideas through the use of logical thinking, and effectively communicating them using a variety of tools. There is an emphasis on number sense, estimation, mental computation, algebraic thinking and problem solving. Students learn concepts and participate in activities that show math connections to their everyday lives; they work individually as well as in small groups to discuss and solve problems. This course builds upon the ideas of fractions and decimals to lay a foundation for the concepts of ratio, proportion and percents. Geometric ideas are also explored. The course textbooks and workbooks are accessible through the app Notability on each student’s iPad.

MATH 6 ADVANCED (2010)
Grade 6
The Advanced class covers many of the same topics as the Math 6 course with the important addition of a problem-based approach. Problem-solving is taught and emphasized in this course. Computation skills such as operations on fractions and decimals are emphasized and a certain level of mastery of these skills are assumed for students in the Advanced class. Students work in small groups and present their work to their classmates in class on a regular basis. Students use a levenger-type notebook for their course materials.

MATH 7 (2105)
Grade 7
The course has two primary themes: the strengthening of those computational and algebraic skills that are required for future math courses, and problem solving. The course includes problems from algebra, geometry, integers, ratios and proportions. The use of technology enables many different types of problems to be considered.

MATH 7 ADVANCED (2115)
Grade 7
The Advanced class in 7th grade covers proportional thinking, linear functions and solving equations from real-world problems and applications. Hands-on activities and labs deepen student understanding of concepts covered.

MATH 8 (2205)
Grade 8
This course has the goal of having students master algebraic and geometric skills while strengthening the arithmetic accuracy which will lead to success in future math courses. Students learn algebraic skills through direct instruction, group work and problem solving, and geometric concepts such as volume and surface area through the study of density in their science class. The use of an iPad enables powerful graphing tools such as Desmos to supplement hands-on work on graphing and to support an introductory unit for coding.

MATH 8 ADVANCED (2215)
Grade 8
This course shares the goal of the Math 8 course of having students master algebraic and geometric skills which will lead to success in future math courses. There is a much heavier concentration on topics from Algebra I in this class and real-world applications abound. Geometric concepts such as volume and surface area are encountered through the study of density in their science class. The use of an iPad enables powerful graphing tools such as Desmos to supplement hands-on work in graphing.

THE DWIGHT-ENGLEWOOD PROGRAM FOR MATHEMATICALLY TALENTED STUDENTS (HYPER MATH)
Grade 6-9
For Middle School students of exceptional talent for and interest in mathematics, the Mathematics Department offers a challenging, four-year sequence of courses in grades 6, 7, 8 and 9 designed to stimulate and further that interest. Students are identified by the Mathematics Department and invited to participate prior to seventh grade. Students can be invited into the program in subsequent years, but most likely summer work will be required. Individual course descriptions follow:

GRADE 6 HYPER Math (2020): Using a problem-solving approach, this course will strengthen and solidify the students’ algebraic thinking
and skills. These topics include: proportionality and proportional thinking, linearity, algebraic expressions and equations (including algebraic fractions), quadratic functions and equations, analysis of data sets, Pythagoras’ Theorem, set language and notation. Challenging and varied problems are the jumping-off point for discussions that will sometimes lead to a deeper theoretical understanding of mathematics, and at other times, a more practical appreciation of the impact and application of mathematics.

GRADE 7 HYPER Math (2125): The primary theme of the course is Properties of Functions (Linear, Quadratic, and Exponential), but topics in coordinate geometry, right triangle geometry and analytic geometry are big as well. It is assumed that most of the skills of Algebra I will have been mastered prior to this course.

GRADE 8 HYPER Math (2225): This is a course in Plane and Solid Geometry. Topics include: Inductive Reasoning, Coordinate Geometry, Constructions, Proof (both Indirect and Deductive), Transformations, 3-D Geometry, and Triangle Trigonometry up to the Laws of Cosines and Sines.

SCIENCE

SCIENCE 6 (3000)
Grade 6
In sixth grade, there is an emphasis on the hands-on exploration of scientific concepts and the way science is related to everyday life. Students use laboratory activities and projects to develop an understanding of concepts and vocabulary. They apply the scientific method with a focus on asking questions, forming hypotheses, analyzing data, and using and identifying variables in experiments. Application of reading and writing skills, interdisciplinary work and awareness of current issues are also part of the 6th grade curriculum. Specific curricular topics include evolution, an introduction to chemistry, An Introduction To Physics, A Cross-Curricular Identity Unit, and a culminating unit called experimental design and data analysis.

ECO SCIENCE 7 (3107)
Grade 7
Eco Science continues to further students’ understanding of the scientific process through investigations and hands-on experiences. Students will analyze the environmental interactions, ecological impacts, and the interconnectivity of all living things. Students apply acquired knowledge and skills to real-world environmental issues. Key topics include the water cycle, biomes, food webs, trophic levels, lab skills, and problem solving. Introduction to fieldwork takes advantage of several local environments, including the Flat Rock Brook Nature Center, the Hudson River, a local water treatment plant, and a yearly overnight trip to Shelter Island. Students exercise choice and passion when researching, creating, and presenting extensive studies including a look at endangered, threatened, or invasive species, an investigation of major water quality issues in the area, and the emerging technological solutions to solve the world’s ecological problems. Students leave the year with an enthusiasm for getting involved and making a difference in the world around them.

PHYSICAL SCIENCE 8 (3208)
Grade 8
Energy is the capacity to perform work, or in other words, create some sort of change. Through the study of astronomy, chemistry, physics, and robotics, the eighth grade science curriculum looks at the importance of energy in our world, how it manifests, where we can observe it, and where we cannot. Students will hone their skills in observation, questioning and analysis, as they begin to understand the role that energy plays in our daily activities, our society, the world, and our universe. Their curiosity about the physical and natural world is cultivated with a hands-on approach to science. Students will take data and measurements, analyze and interpret their results, and practice communicating their results through writing, speaking, creating data tables, and graphing. As the role of energy is central to understanding the universe as well as everyday phenomena, it will serve as a thematic backdrop to each concept covered.
LANGUAGES

All students in the Middle School are required to take one language. Students who demonstrate a proficiency in languages may elect to take a second language beginning in 7th grade.

LATIN 7, 8, AND 8 ADVANCED (4101) (4201) (4210)
Grades 7-8
The Latin program in the Middle School serves to introduce students to material at once familiar and foreign. Students will find numerous similarities between Latin and English vocabulary words; on the basis of these similarities they will begin a study of word construction that builds a strong foundation for their study of modern languages and facilitates acquisition of a complex and sophisticated English vocabulary. In the study of Latin sentence structure they will develop their metacognitive skills by exploring the possibilities of an inflected language, as well as reinforcing their understanding of basic language structure. Through the continuous reading of Latin texts, as well as supplementary materials in English, students become acquainted with Roman daily life, history, and culture. The two-year sequence allows students to advance to Latin Level Two in the Upper School language program.

LATIN: MIDDLE SCHOOL 8 (4308)
Grade 8
Latin (4308), combined with US Latin (4300), uses a grammatical approach in which reading serves to build basic translation skills. The readings underline the similarities in grammar and vocabulary between Latin and English and provide an introduction to the culture of the Roman people in the first century C.E. This is a course for eighth grade students who have never before studied Latin. The course completes the first year of Upper School Latin.

FRENCH AND SPANISH

The Middle School French and Spanish classes use, in addition to the text, audio/visual aids such as music and songs, as well as recorded exercises, drills and testing materials, maps and slides. Target language videos and videotaping, film and Internet are also used as aids in instruction. These aids also help to create an atmosphere of the target language and of cultural immersion within the classroom.

Maximum use of the target language is encouraged in all modern language classes. These language courses teach and reinforce grammatical structures and vocabulary, involve students in the practical use of the language in everyday situations and acquaint students with the cultures of French and Spanish speaking countries. They are also the foundation courses necessary for higher-level academic study and instruction aimed at using the language for professional purposes. The students engage in cooperative small group work and oral presentations. The course descriptions below give further information specific to the level of instruction.

FRENCH 6 (5106)
Grade 6
This sixth grade language program studies the sound system of French and basic conversational patterns. Key language structures are also taught. The course is designed around practical vocabulary modules and uses inductive oral/aural techniques to present content. Students also investigate geographical, historical, and cultural themes. Classes are taught primarily in French.

FRENCH 7 (5117)
Grade 7
Students learn French pronunciation, vocabulary, beginning grammar, culture, and geography. As students become more comfortable with the French language, they begin to work in all four areas of language acquisition: listening, speaking, reading and writing. Classes are taught primarily in French. Prerequisite: (5106) or the equivalent.

FRENCH 8 (5208)
Grade 8
Students enlarge their vocabulary, expand their understanding of grammar, and increase the accuracy and scope of their writing. This course completes the equivalent of one year of Upper School French. Classes are taught primarily in French. Prerequisite: (5117)
SPANISH 6 (6106) OR CONTINUING SPANISH 6 (6116)

Grade 6
Sixth graders are given the opportunity to begin or continue Spanish. The beginning Spanish course is not grammar based. Continuing Spanish 6 includes an explicit study of basic Spanish grammar. The sixth grade language programs familiarize students with the sound system of the foreign language, with basic conversational patterns, and with key language structures. The course is designed around practical vocabulary modules and uses inductive oral/aural techniques to present content. Students also investigate geographical, historical, and cultural themes.

SPANISH 7 (6107) OR (6117)

Grade 7
Spanish 7 acquaints students with the fundamentals of the Spanish language. Students learn Spanish pronunciation, vocabulary, beginning grammar, culture, and geography. As students become more comfortable with the Spanish language, they begin to work in all four areas of language acquisition: listening, speaking, reading, and writing.

SPANISH 7 ADVANCED (6121)

Grade 7
Spanish 7 Advanced completes the equivalent of one year of High School Spanish. The four skill areas – listening, speaking, reading, and writing – as well as cultural and geographical units are integrated into the curriculum. Students enlarge their vocabulary base, aim for exclusive use of Spanish, and increase the accuracy and scope of their writing. Prerequisite (6116)

SPANISH 8 (6208)

Grade 8
In this course, all the skills and content areas of Spanish 6107 and 6117 (7th grade) are reinforced and expanded. The four skill areas – listening, speaking, reading, and writing – as well as cultural and geographical units are integrated into the curriculum. Students enlarge their vocabulary base, aim for exclusive use of Spanish, and increase the accuracy and scope of their writing. With this course, the student completes the equivalent of Spanish: Upper School level one. Prerequisite (6107) or (6117)

SPANISH 8 ADVANCED (6218)

Grade 8
Students in Spanish 8 Advanced study more advanced topics in grammar along with a more in-depth coverage of chosen aspects of Hispanic civilization. Their reading ability is enhanced through various texts appropriate to their level of proficiency. With this course, the student completes the equivalent of Spanish Upper School level two. Prerequisite: (6121)

VISUAL ARTS AND PERFORMING ARTS

STUDIO ART 6 (7021)

Grade 6
Through creation of projects, students are exposed to the basic elements and principles of art including line, shape, form, texture, space, depth, proportion, and volume. Cooperative learning and interdisciplinary projects are strong components of this yearlong course that focuses on two-dimensional work during first semester and three-dimensional work during the second semester. Presentations and discussions related to ongoing projects allow students to study relevant, contemporary and historical artists and their works. Viewing the artwork of others and evaluating one’s own work introduces the idea and process of critique.

STUDIO ART 7 (7121)

Grade 7
This semester course challenges students to build on the skills and terms introduced in Studio Art 6. Students will discover, through the manipulation of different media, the physical and conceptual properties of the elements and principles of art and their use to communicate themes with others. This course places a strong emphasis on developing drawing skills and the ability to design and construct three-dimensional forms. The development of aesthetic awareness and the vocabulary for critical analysis is developed through study of the student’s own work and the
work of contemporary and historical artists – through presentations and discussions.

**THEATER ARTS 7 AND 8 (7122) (7222)**
**Grades 7 - 8**
Students focus on a progressive series of activities, exercises, and projects designed to foster the capabilities of each student. In 7th grade Theatre Arts, the emphasis is on the development of the individual student as a collaborator in the group creative process through original playwriting and traditional scene work. Students also engage in creative media projects exploring applications for the iPad. In 8th grade, we hone in on sharpening individual presentation skills through original spoken word poetry and more advanced, creative media projects. Mindfulness practice is introduced in both grade levels as a medium for stress reduction. The courses are designed to teach skills that support division-wide curriculum.

**MUSIC 6 (7736)**
**Grade 6**
Sixth grade students will meet in an all-encompassing music experience two times a week. The course will incorporate various styles of music studied through in-class projects, active listening assignments and performance opportunities. The focus of the performing will be expressed through choral singing where students will learn the basic techniques of good choral singing and will demonstrate that knowledge in performances throughout the year. The fundamentals of music theory will be covered which will aid students in their exploration of music and the learning of repertoire. Students are expected to be engaged fully with all of the materials used in class or in performing ensembles. Please note attendance requirements at the end of this section.

**BELL CHOIR 8 (7225)**
**Grade 8**
Students work to develop a fluent literacy in the symbolic language of music through playing English handbells. They work on both the individual and the ensemble skills needed to play in a group. The experience and pleasure of playing together in class are the focus of the class. A core repertoire of works is used to practice active critical listening skills and to develop skills of analysis and critique. The school selects material for all classes and ensembles from a rich and broadly encompassing spectrum of historical and cultural sources.

**MIDDLE SCHOOL CHORUS (7737)**
**Grades 7 - 8**
This chorus is open to all seventh and eighth graders without audition. Performances occur regularly throughout the year and are required of all members. The school selects material from a rich and broadly encompassing spectrum of historical and cultural sources. Students are expected to be engaged fully with all the materials used in a class or in a performing ensemble. Please note attendance requirements at the end of this section.

**MIDDLE SCHOOL ORCHESTRA (7779)**
**Grades 6-8**
Open to students without audition who have studied an orchestral instrument (not including guitar or piano) for one year. The program is divided into two separate ensembles, one for strings and the other for winds, brass, and percussion. All students in the ensembles must be enrolled in private lessons. These can be arranged through the school or may be scheduled by the student outside the school. The ensemble performs music from the Baroque period to the Contemporary. Performances are held at various times during the year and are required of all members. Please note the attendance requirement at the end of this section.

**INDIVIDUAL MUSIC LESSONS**
**Grades 6 - 8**
Lessons may be arranged at school through Dwight-Englewood’s Music Lesson Program with highly qualified professionals on a contractual basis. Additional information and contract forms are mailed to all students in August and are available on the Dwight-Englewood Website, to be returned during the first week in September.
ATTENDANCE REQUIREMENT

Orchestra, Choruses, and Instrumental Ensembles

Attendance is required at all performances and final rehearsals. Concert dates are available at the opening of School. Required rehearsals are added during the two weeks before major concerts. Attendance at rehearsals and concerts is a component of the student’s semester grade.

HEALTH AND WELLNESS

Grades 6-8

The overarching themes of Health and Wellness include many components. Among the most important are those that develop positive lifestyle behaviors and attitudes. Taking responsibility for one’s personal health requires a balance of active physical activity, optimal nutritional habits, positive relationships, and a strong sense of mind and body (mindfulness.) Complementing these objectives are the theme-based activities offered through the physical education program.

The Middle School Health and Wellness program is designed to promote a healthy lifestyle through active participation in a wide variety of activities and sports. In the sixth and seventh grade, students can expect to experience a series of theme-based units such as:

- Sticks and Racquets
- Cooperative Games
- Foundations of Fitness
- Health
- Sport skills and Lead-up games
- Students in the 8th grade can expect to experience a series of theme-based units such as:
  - Outdoor team sports
  - Indoor team sports
  - Health
  - Creative games
  - Introduction to the fitness centers

Essential connections to Wellness continue through our Health Education units, which are required beginning in Grade 6 and extending through Grade 9. While students at the Middle School level may exhibit varying levels of maturity, we recognize that socially and developmentally they are not ready for adult relationships. These courses enable students to make better and more responsible decisions concerning their feelings, attitudes, beliefs, and most importantly, their actions. Throughout the Middle School years, students will be engaged in a variety of topics that range from puberty and hygiene to character development and personal wellness. Students will learn about the dangers and consequences of tobacco, illegal drugs, and alcohol use, as well as decision making and peer pressure. Students will also be introduced to reproductive anatomy and physiology, fertilization and pregnancy, contraception and sexually-transmitted diseases.

ADDITIONAL PROGRAMS

Students who do not take two languages will fill out the remaining time in their daily schedule with either a Support Class or a Discovery Class. Support Classes are full-year courses and are available every year to students who would benefit from additional curricular, skill or organizational support. Discovery Classes are electives and run for the full year. Discovery Classes at both the 7th grade level and 8th grade level are graded Pass/Fail. Also, these classes are subject to scheduling limitations, so alternate choices are needed.

SUPPORT CLASSES

The teaching of organization, academic and study skills is included in all classes in the Middle School. Students receive extra help in the Targeted Academic Growth (TAG) period which is scheduled as part of their school day. All students are encouraged to seek extra help from their teachers. Students who need instruction beyond that provided in their regular classes may participate in a support class that meets 3 times a week.
A.S.K. (ADVANCING STUDENT KNOWLEDGE) 6, 7 AND 8
Grade 6 (9606)
Grade 7 (9607)
Grade 8 (9608)
A.S.K. is an opportunity for students to develop strategies that will support their learning in all classes. It provides a more in-depth preview and review of curricular content. Topics covered are in conjunction with what is happening in the student's academic classes. Students also practice organizational, executive functioning and study skills which can then be adapted into their everyday routines.

ORGANIZATIONAL LAB 7 (9651)
Org Lab is designed to help students gain the organizational skills necessary for student success. Emphasis is placed on time management, organization of materials, and strategies to attack and complete homework.

INDEPENDENT READING 6, 7, 8
Reading self-selected texts encourages reading fluency, increased familiarity with literary structures and improved vocabulary development while also exposing students to a wider variety of genres and authors than can be included in the list of assigned reading. This course encourages students to choose books on their own as a way to develop independent reading lives and understand who they are as readers. All 6th graders have independent reading as part of their schedules, and the course is offered as an elective in 7th and 8th grade.

To support students in nurturing an independent reading life, this weekly independent reading period provides reading time, access to the library and an opportunity for students to make and hear recommendations of specific titles they might enjoy. In sixth grade, students also keep a reading log and complete a series of projects to help them structure and reflect on their independent reading lives.

SUPPORTING ADOLESCENT GROUP EXPERIENCES

SAGE (9250)
(Taken by all 7th graders)
This class fosters a mentoring relationship between 11th and 12th grade students selected for leadership and small groups of Middle School students. Through experiential (hands-on) learning, Upper School students will develop skills in mentoring, problem-solving, and social intelligence, all of which are necessary for success in one's educational and professional life. Leaders will learn how to help group members develop self-awareness, sensitivity to others, and those skills that contribute to effective group dynamics such as listening, collaborating, and cooperating. By helping Middle School students to clarify values, express themselves, and feel understood, respected and supported among peers, leaders bolster students' self-confidence and compassion. Leaders will be assigned weekly readings on topics in adolescent life and leadership. They will learn how to write and implement lesson plans and participate in planning and debriefing sessions as a group. Upper School leaders will serve as role models, address topics related to transition to the Upper School and lead weekly activities and discussions that foster effective peer groups. Leaders will collaborate with each other, faculty and Middle School students to promote interactions that reinforce D-E's core values: respect, honesty, judgment, commitment, courage, and community.

BOOST AND BULLDOG PREP
These are two additional opportunities for any student in the Middle School to further advance their understanding of what they are learning in school. Test prep, organizing a long term project, discussion about a book they are reading or practicing difficult concepts are only a few of the ways for a student to utilize this time. Boost is offered by appointment Tuesday morning before school and Thursday afternoon after school. Bulldog Prep is offered Tuesday and Thursday during Activity Period.
DISCOVERY CLASSES
(ALL ARE FULL-YEAR COURSES AND ALL ARE PASS/FAIL)

TRADITIONAL WEST AFRICAN DRUMMING, SINGING, AND DANCING
Grade 7 (9271)
Grade 8 (9281)
This Middle School ensemble will learn recreational, warrior, and harvest music and dance styles from Ghana. Students will use a large family of traditional Ghanaian drums, bells and rattles. All of the students drum (stick drumming, hand drumming, stick and hand too), and sing and dance. This music is taught in the traditional West African oral tradition, using call and response, dialog drumming, with the mnemonic drum syllables of the Ghanaian drum language. There is no sheet music to read and no baton to follow. There will be at least two required performances throughout the year and there are attendance requirements.

SHOW CHOIR
Grade 7 (9273)
Grade 8 (9283)
Students taking this class will explore popular music from films and musicals. The performance style of Show Choir will often include small elements of acting, costumes and props to highlight the dramatic action of the songs. Repertoire will be chosen from a broad spectrum of influences: from the “Golden Years” of Hollywood and Broadway to music written in our mega-musical age. There will be at least two required performances throughout the year and there are attendance requirements.

ART & DESIGN EXPLORATIONS (9182)
Grade 8
This course allows the student to continue study in the visual arts in the 8th grade through exploration of new (and unique) media. It also helps form a foundation to prepare students for the Upper School program. In this yearlong course of artistic discovery, students will explore the physical and conceptual properties of the elements of art and design through the manipulation of different two- and three-dimensional media. Students will refine their ability to create work with a sense of aesthetic purpose and to communicate through their art. In addition to creating their own works, students will also study, discuss and analyze the works of their peers and other artists throughout history for inspiration.

CERAMICS 7 (9275)
Grade 7
This course introduces students to clay as an artistic medium, with a focus on hand building sculptural and functional works of art. Students will become familiar with the ceramics studio as an equipped working space while being involved in each step of the ceramic process. The core focus of this course will be establishing a foundation of hand building skills, including pinching, coil building, hollowing, and slab rolling through individual and collaborative projects. Students will also have the opportunity for personal exploration of the materials and techniques in the creation of their art work.

FILM TECHNIQUE & CRITIQUE (9371)
Grade 7
Mobile cameras, green screens, virtual reality, and digital immersion: these are just a few of the concepts, tools and skills we will explore in an effort to become innovative and masterful filmmakers. Have you ever felt like you wanted to take your filmmaking to the next level? Well, in this class we will take you on a journey through Hollywood, learning about the vocabulary, techniques, and artistic choices that make truly great films. We will watch a handful of short films and you will create several films yourself. You will also learn and experiment with and even create your own new media tools that can greatly augment your own creativity and artistic expression as we work towards a goal of producing truly innovative and professional quality films. This is a class for those who want to grow as creative risk takers, for artistic expressionists and obviously for those who love movies.
D.I.G. (DWIGHT-ENGLEWOOD IN THE GARDEN 7TH GRADE) (9276)

Grade 7
Students in this class will engage in hands-on discovery of basic conservation concepts and learn gardening skills in the school’s organic vegetable garden and greenhouse space. The class will work together on a series of projects such as tending garden beds, harvesting vegetables and herbs to eat in class, and planning and planting the next year’s garden. We will also do some research, reading, and watching of documentary films to help us explore questions such as “What are organic methods and why are they better for the environment?” and “What is soil stewardship?” Includes regular work outdoors.

D.I.G. 8 (DWIGHT ENGLEWOOD IN THE GARDEN 8TH GRADE) (9286)

Grade 8
This course gives students the opportunity to make their mark on campus by envisioning and building enhancements to the school’s vegetable garden. As we design the new features, we will look to respond to the needs of the various classes that use the garden and to make steps towards helping the garden fulfill its mission. Class will often be held outside in the garden, where we will tend, harvest, eat, and plant – learning about soil, compost management, sustainable agricultural practices, and the selection and cultivation of food plants appropriate for our situation. Students also will engage in discussion of current issues in food gardening such as maintaining the genetic diversity of seeds and the effect of climate change on agriculture. We will do some research, reading, and watching of documentary films to support that discussion. Includes regular work outdoors.

MEDIA, NEWS, THE WORLD AND YOU: JOURNALISM FOR GENERATION Z (9381)

Grade 8
In this class we will create our own digital media outlet, you will create news, take on new roles, debate, investigate, produce and argue. The primary goal of this class is to help you understand perspective and create your own well-informed and reasoned opinions. We will dive deeply into the secrets, methods, history and paradoxes of the modern American media system. At a time when trust in the media and journalism is at an all-time low, the importance of this topic seems huge. This class will use television, social media, film, online magazines, websites and print journalism to carefully explore current US and International news. We will investigate major political, military, social, humanitarian and environmental issues and events around the world paying careful attention to the underlying causes, perspective and bias. We will also explore unique and unusual sports around the world, getting a chance to even play games as a means of understanding different perspectives. Students will also get a chance to participate in a behind-the-scenes field trip of major US television network news outlets in NYC, including presence on the set of live shows. If you love media of all forms, news and the digital world then you will love this class.

PHYSICAL COMPUTING I

Grade 7 (9372)
Grade 8 (9382)
In this course, students will explore the ways that computers and electronic devices interact with the physical world. They will roll up their sleeves and learn by doing as they design and build their own interactive electronic games, robotic sculptures, and other amazing things using things like Play Doh, cardboard, thumb tacks, and other recycled material. Students will learn many new skills such as soldering, 3D Printing, circuit building, and programming. The primary focus of the course, however, will be the development of student creativity, collaboration, persistence, and self-directed learning.

PHYSICAL COMPUTING II (9383)

Grade 8
This course will build on the fundamental concepts introduced in Physical Computing I. With a basic understanding of electronics, computer programming, microcontrollers, and 3D printing, students will work in teams to define several long-range invention projects. Heavy emphasis will be placed on design thinking strategies, collaboration, creativity, and research skills as students work together to design and build sophisticated electronic inventions and works of art.
During the first two years, Upper School students take courses in our core curriculum in English, history, mathematics, and science. These courses are grounded in disciplinary content that is deemed important for all students to cover, along with the skills that are vital in each discipline. After completing the core, students enter our elective program for grades 11 and 12. During these two years, students create their own individualized schedules based on their interests. They can explore new areas or focus on areas they already know are of interest.

Credits are awarded on a scale of six credits per major course per year. Semester courses are awarded three credits. Major courses meet four times per week most weeks. Credits for minor courses are prorated on the basis of the number of meeting times.

Students must accumulate 138 total credits to graduate, and fulfill the following requirements:

**ENGLISH:** 24 credits (3 credits each semester for four years), including full year core courses in grades 9 & 10, and four semesters of electives in grades 11 & 12. One semester in grade 11 or 12 must be a course in global literature.

**HISTORY:** 18 credits (three years), including one year in Ancient & Medieval history (grade 9), one year in either Modern World or AP Modern European History (grade 10), and two semester electives (3 credits each) in US History in grades 11 and/or 12, or US History AP.

**LANGUAGE:** 18 credits, through high school level 3. If level 1 was completed before grade 9, language is recommended through grade 11.

**MATHEMATICS:** 18 credits. Students must take a mathematics course in grades 9 & 10. The other six required credits can be completed in grades 11 and/or 12.

**SCIENCE:** 18 credits. Including two years of integrated biology and chemistry in grades 9 & 10, and 6 elective credits, with at least one semester (3 credits) of physics in grades 11 or 12.

**ARTS:** 6 credits; three recommended in grade 9 and an additional three credits during grades 10-12. Courses may come from some combination of Visual Arts, Music Arts, or Theatre Arts.

**HEALTH AND WELLNESS:** 12 credits, 6 of which must be taken during the ninth grade year (full year course). Students in the class of 2020 have completed the requirement in Health and Wellness but are encouraged to continue.

**GRADE 9 SEMINAR:** 3.0 credits grade 9 (two times per week for the full year)

**GRADE 10 SEMINAR:** 1.0 credits, to be taken in the semester opposite Ethics (1 meeting per week for one semester), beginning with students in the class of 2020.

**ETHICS:** 1.5 credits, required in grade 10 (2 meetings per week for one semester).

**COMMUNITY SERVICE:** Each student must complete a prescribed 40-hour community service requirement. This requirement should be completed by the end of the junior year or students will forfeit certain senior privileges.

**COLLEGE KNOWLEDGE:** Students are required to take this one-semester (non-credit) course offered during the second semester of grade 11.

**PROGRAM COUNSELING**

**THE SCHEDULING PROCESS**

Beginning in the spring, students meet with their advisors to plan courses for the following year. Each student, with advice from advisor, teachers, and parents, will create his or her program and submit it to the class dean for review and approval. In the case of juniors, approval will also be
required from the designated college counselor. Parents will be invited to an evening to discuss curriculum as the process begins, to inform them of the choices that students will have. Parents are also encouraged to speak with advisors during this process, and will be asked to sign off on their child’s proposed roster of courses.

Because of the breadth of courses being offered, and the large proportion of courses that may be offered during only one block of the day, the School cannot guarantee that all of the courses a student has selected will fit into his or her schedule. Students will be asked to make alternate choices as much as possible to allow for this possibility. Class deans will notify students of conflicts prior to the first day of each semester. Schedules will be available to students before the opening of school in September and the class deans will take requests for changes at that time.

**SCHEDULE CHANGES**

Schedule changes can only be made with the approval of the dean, department chair and/or the upper school principal. Changes may only be made during the first two weeks of each semester. Students in full year courses may only change that course during the first two weeks of the fall semester; otherwise they are expected to finish the entire year.

**WORKLOAD**

Students are normally expected to carry five major courses per semester, plus at least one minor course as necessary or chosen by each student. Students are expected to accumulate 36 credits for each year, with at least 15 credits gained per semester.

The appropriate course load will maintain the proper level of challenge, balanced with what is most suitable. For instance, honors and advanced placement (AP) courses are especially demanding, and so it is important to choose the number of honors or advanced placement courses carefully.

Normally, freshman and sophomores do not take more than four honors or advanced placement classes.

Students seeking to enroll in six majors should first initiate such a request with their advisor during the normal registration process. With advisor support, students should submit an application to the dean of the class. The dean and Upper School Principal will make the determination as to whether to grant the request. Consideration for being granted more than five major courses includes academic history, motivation, and outside commitments.

**HONORS AND ADVANCED PLACEMENT (AP) COURSES**

In making course selections, students should be aware of the differences between an Honors/AP course and a College Prep (non-honors) course:

The workload in an Honors/AP course is more demanding, in terms of both the amount and the difficulty. The pace of an Honors/AP course is also accelerated. Students in Honors/AP should expect their homework assignments to take longer and to be more challenging than those they would receive in a College Prep course.

The standards for achievement in Honors/AP are more rigorous; in other words, it is harder to achieve high grades in Honors/AP courses.

Students in Honors courses are expected to be self-motivated and to function with a high degree of independence.

Students who accept placement in Honors/AP are expected to understand the challenges of the course before committing themselves to it, and to continue to embrace those challenges throughout the course. Students and their families must accept the amount and difficulty of the workload, as well as the rigor of the grading policy.

**AUDITING COURSES**

Auditing a class provides the opportunity to take a course without carrying all the expectations of the
workload for that course. Students are expected to attend all classes, like any student in the course. However, they are not expected to take quizzes, tests or exams, or to do written work. Successful audits will be recorded on the transcript. In each case, the teacher must agree to allow a student to audit a course, and students taking the course for credit will always have preference for entrance.
ENGLISH

THE PERSONAL QUEST (0301)
Grade 9
How do we know who we are? How do we know what we believe? How do we establish our individual identities in the context of familial, societal, and historical influences? This course focuses on the development of critical reading and thinking skills through close examination of challenging texts by such authors as Chimamanda Adichie, James McBride, William Shakespeare, Mark Twain, and Frederick Douglass, as well as works read independently to encourage reading as a lifelong habit. Students also work toward increased precision, clarity, and style in their writing, with a special emphasis on the importance of strong vocabulary and grammar skills.

THE PERSONAL QUEST HONORS (0310)
Grade 9
How do we know who we are? How do we know what we believe? How do we establish our individual identities in the context of familial, societal, and historical influences? This course focuses on the development of critical reading and thinking skills through close examination of challenging texts by such authors as Chimamanda Adichie, James McBride, William Shakespeare, August Wilson, Mark Twain, and Frederick Douglass, as well as works read independently to encourage reading as a lifelong habit. Because strong language skills are assumed, students learn and practice much of the required vocabulary and grammar independently. Classroom instruction on writing skills focuses on advanced topics; students confer with the teacher regularly to address individual needs.

THE AMERICAN QUEST (0402)
Grade 10
What does it mean to be American? What does it mean to be America? What are the American narratives, and who writes them? Texts include The Namesake, The Great Gatsby, Their Eyes Were Watching God, Angels in America, short fiction, and poetry, as well as student-chosen works read independently to encourage reading as a lifelong habit. Students complete their formal study of grammar, usage, and mechanics, with a special emphasis on learning how to edit their own written work. The writing program stresses the development of a polished and mature style and the ability to bring focus and precision to the critical essay. A special feature of tenth grade is the culmination of the portfolio begun in ninth grade, which gives students the opportunity to explore their identities as writers by experimenting with different genres.

THE AMERICAN QUEST HONORS (0412)
Grade 10
What does it mean to be American? What does it mean to be America? What are the American narratives, and who writes them? The Honors curriculum covers a substantial amount of demanding material at an accelerated pace; texts include The Namesake, The Great Gatsby, Fences, Song of Solomon, Angels in America, short fiction, and poetry, as well as student-chosen works read independently. The course presumes a high level of proficiency in reading and writing, intellectual ambition, and an ability to work independently.

UPPER LEVEL ENGLISH ELECTIVES 2019 - 2020

Students in grades 11 and 12 may choose from the following semester-length courses. Students must take at least one global literature course (marked with an asterisk) during these two years.

THE AMERICAN QUEST (0402)
Grade 10
What does it mean to be American? What does it mean to be America? What are the American narratives, and who writes them? Texts include The Namesake, The Great Gatsby, Their Eyes Were Watching God, Angels in America.
### SEMESTER ONE COURSE OFFERINGS

**ANCIENT EPIC AND OURSELVES (05405E)**  
**Grades 11-12**  
**Sem 1 or 2**  
**3 credits**  
Can a society develop and cohere without a shared mythology, legend, or history? Can a society define itself without an "other" as a counterpoint? What does one's choice in a leader reveal about one's self and one's society? The myths, fables, and great historical figures of Ancient Greece and Rome have inspired writers and artists for nearly three millennia. These works provide an opportunity to examine not only the history and politics of these two societies but also their social and moral character, often adopted by subsequent societies. To understand these core ideas and ideals that have formed the Western Tradition is to better understand the society we inhabit today, and ultimately ourselves as human beings. With this as the goal, we will closely read and analyze the epics of Hesiod (*Theogony* and *Works and Days*), Homer (*Iliad*), and Vergil (*Aeneid*) alongside the sculptures, paintings, mosaics, plays, and dances inspired by them. Through detailed analysis of art in a variety of media, these foundational concepts and histories will come alive and provide a more focused lens through which to understand our own motivations, fears, and biases.

**DEEP POETRY (0507)**  
**Grades 11-12**  
**Sem 1 or 2**  
**3 credits**  
(Not offered in 2019-2020)  
What is the best way to read, understand, and enjoy poetry? How can studying a poem help awaken us to language, ideas, emotions, and the human experience? In this class, students will engage deeply with both contemporary and classic poems, and we will examine and question some common assumptions about reading poetry. Students will study a wide range of poems from different literary traditions and periods, including poems of their own choosing. Poets include Tony Hoagland, Mary Oliver, Sylvia Plath, Langston Hughes, and Walt Whitman.

**THE END: APOCALYPTIC LITERATURE (0552)**  
**Grades 11-12**  
**Sem 1**  
**3 credits**  
Will the end bring utter annihilation, glorious transcendence, bloodthirsty zombies, or all of the above? Will the end bring people together or tear them apart? Why is our culture so obsessed with visions of our own demise? Through apocalyptic narratives, this course will explore such themes as the breakdown of community, environmental catastrophe, and the collapse of civilization itself. We will study accounts of the end of the world from various historical and religious traditions,
from authors such as Cormac McCarthy and Margaret Atwood, and from comic book writers and television producers. By looking at stories that try to destroy us, perhaps we can learn how to survive as better human beings.

**GENDER AND IDENTITY (0509)**
Grades 11-12  Sem 1  3 credits
What is sexual orientation? How do an individual’s accommodations of societal gender expectations shape identity? How do these creative and destructive accommodations re-define the meaning of gender for successive generations? This course examines the evolving relationship between sexual identity and gender role norms. Students examine films and read fiction, poetry, plays, critical essays, and memoirs that explore these themes. Works include *Angels in America*, *Boys Don’t Cry*, *Giovanni’s Room*, *Out of the Past*, *Paris is Burning*, and *Self-Made Man*, as well as excerpts from *Becoming Visible*, *The Celluloid Closet: Homosexuality in the Movies*, *Homosexuality and Civilization*, and the writings of Gertrude Stein, Walt Whitman, and Oscar Wilde.

**GOTHIC LITERATURE I (0539)**
Grades 11-12  Sem 1  3 credits
How do authors examine the human psyche in their works? What is it that truly frightens us, and how do certain texts confirm or dispel our fears? This course will trace the history and discuss the elements of this compelling genre, examining the cornerstones of 19th century Gothic literature: the short stories of Edgar Allan Poe, *Frankenstein*, *Dracula*, *Dr. Jekyll and Mr. Hyde*, and *The Picture of Dorian Gray*, toward the end of the semester, the class will begin to look at the influence of these works on 20th and 21st century literature and film.

**JEWISH LITERATURE (0532)**
Grades 11-12  Sem 1  3 credits
(Not offered in 2019-2020)
How does literature of the Jewish diaspora reveal the nature of Jewish life and identity in the context of a non-Jewish dominant culture? How can diaspora literature help us understand the effects of persecution, mass immigration, and assimilation on a people? Amid a current rise in global anti-Semitism, we will examine both classic and contemporary literature in order to deepen our understanding today of what it means to be Jewish and what it means to be human. We will read selections by writers such as Shalom Aleichem, Isaac Bashevis Singer, Cynthia Ozick, Art Spiegelman, Nathan Englander, Amos Oz, William Shakespeare, Dan Pagis, and Yehuda Amichai. (This course fulfills the global literature requirement.)

**LITERATURE OF THE ISLAMIC WORLD (0611)**
Grades 11-12  Sem 1  3 credits
(Not offered in 2019-2020)
How can literature and film help us understand the values of a culture? To what extent can literature be an effective vehicle for political engagement? What can literature and film teach us about the role of women in the Islamic world? This course will seek to answer these questions through an examination of recent works by such authors as Marjane Satrapi (Iran), Alaa Al Aswany (Egypt), Laila Lalami (Morocco), and Khaled Hosseini (Afghanistan). (This course fulfills the global literature requirement.)

**MYTH AND ARCHETYPE (0515)**
Grades 11-12  Sem 1  3 credits
How do ancient myths and archetypal patterns and characters in storytelling help us to understand essential components and desires inherent in the human condition, transcending time, place, and cultural identifiers? How do the stories, characters, patterns, and structures of the past inform and influence subsequent writing? How do mythology and archetype shape our creation and notion of human and moral characteristics such as what it means to be a man, a woman, a hero or heroine? As we read, identify, and analyze archetypal patterns in world literature over the centuries, we will consider topics such as the quest (for self, for purpose), the transition from innocence to experience, death and rebirth, as well as stock characters such as “the fool,” the “damsel in distress,” and “the savior.” Students read a range of texts, from the classical to the contemporary. Authors include Ovid, Shakespeare, Hawthorne, James Joyce, Philip Roth, Sylvia Plath, e.e. cummings, and Joyce Carol Oates.
RESISTANCE AND RESILIENCE: GLOBAL MEMOIR (0551)
Grades 11-12 Sem 1 3 credits
(Not offered in 2019-2020)
In the face of adversity, how do individuals forge and maintain their unique identities? How do they respond to violations of basic human rights and develop resources for survival in hostile environments? Memoirists attempt to make sense of the world into which they were born—one that may at times have nurtured them with love, comfort and opportunity, or challenged them with internal strife and chaos induced by natural disasters, war, family instability, and other catastrophic events. Examining works from around the globe, students will respond in discussion, in analytical essays, and in first-person narratives, noting the craft of memoir writing, the content and meaning of these readings, their application to current world events, and universal elements of these tales found in our own lives. (This course fulfills the global literature requirement.)

ROBOTS, DREAMSCAPES, AND FUTURE WORLDS (0542)
Grades 11-12 Sem 1 3 credits
Masters of classic and modern science fiction have found ways to ask every question, challenge all belief systems, and explore new and fantastical possibilities through the lens of scientific advancements and their impact on our culture. This course will explore the most fundamental of human questions, asking us to consider what is real and analyzing the way in which we define ourselves as conscious beings capable of performing acts of free will. Through authors such as Isaac Asimov, Philip K. Dick, Neal Stephenson, Mary Shelley, William Gibson, and others, this course will take a critical look at how we define ourselves, the rules we impose on society and the machines we construct, the limits of space, time, and consciousness, and what happens when these rules begin breaking down. By investigating the artificial beings, environments, and experiences we create, we will explore the fine line between the real and the virtual, the human and the "other," our present world and those worlds yet to come. This course will also include selections from film and television and will provide opportunities to explore themes through creative writing.

SHAKESPEARE TRAGEDIES (0517)
Grades 11-12 Sem 1 3 credits
What are the defining characteristics of tragedy? How does Shakespeare's tragic vision evolve from the great works of his mid-career to his last plays? Why do people seek out such stories, anyway? In this course students will examine four plays in depth—Hamlet, Othello, King Lear, and The Winter's Tale—with a special emphasis on various critical approaches to the texts, and an eye to the ways different interpretations can be manifested in performance.

SOUTH AFRICAN VOICES (0624)
Grades 11-12 Sem 1 3 credits
(Not offered in 2019-2020)
What is the best way to fight injustice and oppression? What is the role of literature in effecting change? How can people heal a damaged society? This course addresses these questions by examining a range of works by South African writers, both from the time of apartheid and after. Readings include works by Alan Paton, Nadine Gordimer, Zakes Mda, J. M. Coetzee, Damon Galgut, and Athol Fugard, as well as poetry and film. (This course fulfills the global literature requirement.)

WE GON’ BE ALRIGHT: WRITING BY BLACK MEN (0553)
Grades 11-12 Sem 1 3 credits
What are the essential elements of survival in America for Black boys and men? To what extent are identities created and devised from misconceptions of a group of people? What will it take to overcome the historical, modern, personal, and communal plight of Black men in American society? This course hopes to investigate intersectionality of men, including discussions of race, sexuality, family, and purpose. It will also challenge students to think critically about resistance, rebellion, and strength in moments of extreme strife. Students will study critical essays, fiction, poems, and plays. We Gon’ Be Alright will require students to think with both their hearts and minds, leaving space for personal reflection and community healing. Authors may include Richard Wright, Ralph Ellison, Frederick Douglass, Langston Hughes, James Baldwin, and W.E.B. DuBois.
WOMEN IN THE WORLD (0645)
Grades 11-12 Sem 1 3 credits
How do a woman’s culture, religion, class, identity, race, and ethnicity shape her lived experience within a society and the world? Inversely, how do these structures and categories strive to shape, define, and confine a woman’s experience through time and space? How have women around the world covertly or overtly sought to improve their own lives and the lives of others? Only by attempting to see the world through the frame of others can we begin to understand both their experiences and our own. Through the careful study of literature and memoirs composed by women from around the world, we will seek to both understand and answer these questions in an effort to create more egalitarian and informed frameworks for understanding the world and a woman’s place in it. Authors may hail from Africa, East and South Asia, the Caribbean, South America, and the Middle East. (This course fulfills the global literature requirement.)

WOMEN OF THE CARIBBEAN (0534)
Grades 11-12 Sem 1 3 credits
What helps readers learn about and understand a culture that is different from their own? How do authors use magical realism to represent anguish and despair in their characters? Why does gender matter when a story is being told? This course will introduce students to Caribbean culture, tradition, and history through a range of fiction and poetry featuring characters who are colorful, sorrowful, expectant and, at times, fiercely realistic. Students will examine works by such authors as Rosa Guy, Julia Alvarez, Edwidge Danticat, Maryse Conde, and Jamaica Kincaid. (This course fulfills the global literature requirement.)

WORLD POETRY (0613)
Grades 11-12 Sem 1 3 credits
In unsettling times, reading poetry can help us examine, understand, and navigate our world. How and why do poets from various cultures and times explore the universal themes of freedom and tyranny, love and desire, loss and death? How can world poetry serve as “both a source and a reflection of beauty”? Is there a division between the personal and political in poetry? This course will consider the ways in which world poetry can increase our understanding and connectedness as it explores the richness of the human experience. We will read a culturally wide range of poets in translation such as Szymborska (Poland), Tanikawa (Japan), Senghor (Senegal), Neruda (Chile), Soyinka (Nigeria), Amichai (Israel), Yiduo (China), Cavafy (Greece), Han Yong-un (Korea), Adonis (Syria), and Faiz (Pakistan). (This course fulfills the global literature requirement.)

SEMINAR TWO COURSE OFFERINGS

ALL THE WORLD’S A STAGE: A STUDY OF GLOBAL DRAMA (0522)
Grades 11-12 Sem 2 3 credits
What do the oral traditions, dramatic literature, and theatrical conventions of a culture reveal about its beliefs and values? How do specific Asian, African, and European playwrights not only represent these respective beliefs and propagate these particular values, but also challenge assumptions about cultural myths? How does the art of theater lead to a unique understanding of these cultures and of our universal human condition? This course examines the historically-evolving relationship between a society and its theater artists, who creatively and critically hold a mirror up to their native audience as well as to other audiences from around the world. Students read, analyze, and enact both comic and tragic works that include the Noh, Kyogen, and Kabuki traditions of Japan; M. Butterfly by Henry Hwang (China, Japan, and Vietnam); Death and the King’s Horseman by Wole Soyinka (Nigeria); Blood Wedding by Federico Garcia Lorca (Spain); and Mary Zimmerman’s Metamorphoses, a modern-day re-telling of Ovid’s classic Roman tales. (This course fulfills the global literature requirement.)

AMERICAN DUETS (0607)
Grades 11-12 Sem 2 3 credits
(not offered in 2019-2020)
What is literary tradition, and how do writers carry it on? How do authors from different eras grapple with similar themes, and what can we learn about our progress as a people from examining their work? This class will pair classic texts and authors with more contemporary works: two novels (Edith Wharton’s Ethan Frome and Summer, with Alice Walker’s The Color Purple), two plays (Tennessee Williams’ Cat on a Hot Tin Roof with Richard
Greenberg’s *Take Me Out*), and two poets (Emily Dickinson with Langston Hughes).

**ANCIENT EPIC AND OURSELVES (05405E)**
**Grades 11-12 Sem 1 or 2  3 credits**
Can a society develop and cohere without a shared mythology, legend, or history? Can a society define itself without an "other" as a counterpoint? What does one's choice in a leader reveal about one's self and one's society? The myths, fables, and great historical figures of Ancient Greece and Rome have inspired writers and artists for nearly three millennia. These works provide an opportunity to examine not only the history and politics of these two societies but also their social and moral character, often adopted by subsequent societies. To understand these core ideas and ideals that have formed the Western Tradition is to better understand the society we inhabit today, and ultimately ourselves as human beings. With this as the goal, we will closely read and analyze the epics of Hesiod (*Theogony* and *Works and Days*), Homer (*Iliad*), and Vergil (*Aeneid*) alongside the sculptures, paintings, mosaics, plays, and dances inspired by them. Through detailed analysis of art in a variety of media, these foundational concepts and histories will come alive and provide a more focused lens through which to understand our own motivations, fears, and biases.

**CREATIVE WRITING (0622)**
**Grades 11-12 Sem 2  3 credits**
What makes "good writing" good? How can students develop and grow as creative writers? The workshop format of Creative Writing helps students discover a personal voice through the writing of fiction, poetry, and creative nonfiction. We will read and explore selections in each genre, and then practice writing through a series of prompts, exercises, assignments, and independent creative projects. Students will provide and receive constructive feedback on their work in order to learn from and support each other while they develop their own writing craft.

**FROM "THEM" TO "US": CONTEMPORARY WOMEN'S LITERATURE (0545)**
**Grades 11-12 Sem 2  3 credits**
How do culture, religion, class, identity, race, and ethnicity shape a woman's lived experience within American society? Inversely, how do these structures and categories strive to shape, define, and confine a woman's experience? How is a woman's experience shaped by the unique contours of American society? This elective will seek to expose students to the diversity of experiences had by women in the United States. Texts will include *God Save the Child* (Morrison), *Everything I Never Told You* (Ng), *Fun Home* (Bechdel), and *How the Garcia Girls Lost Their Accents* (Alvarez).

**GLOBAL SPECULATIVE FICTION (0626)**
**Grades 11-12 Sem 2  3 credits**
While Speculative Fiction takes us into the realms of science fiction, fantasy, and horror, it is not simply a genre that imagines alternate worlds or timelines. Though these works speculate on what *could be*, fiction has always been an important vehicle for pointing out what *already is*. Stories of impossible technologies or mythical landscapes can be used most effectively as commentary on the societies and cultures we already inhabit. And as we are all shaped by our environment, this commentary on the human condition can provide unique insights depending on the culture of origin. This course will take us on a journey around the world to imagine futuristic innovations, fantastical creatures, and horrors lurking in the shadows. Through international authors such as Pedro Cabiya, Yuya Sato, Basma Abdel Aziz, Francesco Verso, Dempow Torishima, Hassan Blasim and others, this course will investigate the beauty and terror of our human experience. (This course fulfills the global literature requirement.)

**GOTHIC LITERATURE II (0639)**
**Grades 11-12 Sem 2  3 credits**
How do authors examine the human psyche in their works? What is it that truly frightens us, and how do certain texts confirm or dispel our fears? How are ancient superstitions and beliefs expressed in contemporary literature? Gothic Literature II will explore the influence of the works of Mary Shelley, Edgar Allan Poe, and other writers.
of the 19th Century on Gothic writers of the 20th and 21st Century. Some of the authors studied may include Shirley Jackson, Stephen King, and Richard Matheson. Additionally, the course will include contemporary Gothic short stories and film. While this class will often allude to works read and discussed in Gothic Literature I, it is not a prerequisite for this course.

**THE HARLEM RENAISSANCE (0628)**
**Grades 11-12**  
**Sem 2**  
**3 credits**

How can groups forge a sense of identity through cultural expression? How can the cultural production of seemingly marginalized communities influence the broader culture? How do the various artistic expressions of a particular people at a particular time influence one another? This course will examine the cultural revolution of a small group of African-Americans from 1917 to 1935, a critical period in race relations in America. Offerings will range from essays to novels, from poems to music, from satire to art. Students will encounter such authors as Paul Laurence Dunbar, Langston Hughes, Charles Chestnutt, W.E.B. DuBois, Zora Neale Hurston, and Countee Cullen, as well as representations of the period by Jacob Lawrence and other visual artists. Guest speakers will add additional insight into the various aspects of the course, especially history, art, and music.

**LATIN AMERICAN MAGICAL REALISM (0533)**
**Grades 11-12**  
**Sem 2**  
**3 credits**

What is magical realism, and how does it differ from both realistic fiction and genre fantasy fiction? Why have so many Latin American writers found magical realism attractive as a means of exploring questions of identity, history, and creativity? This course will explore the nature and potential of magical realism through several Latino masterpieces: *One Hundred Years of Solitude* by Gabriel Garcia Marquez, *The Alchemist* by Paulo Coelho, *Like Water for Chocolate* by Laura Esquivel, and *Bless Me, Ultima* by Rudolfo Anaya. Familiarity with the Spanish language is not necessary to enjoy and profit from this course. (This course fulfills the global literature requirement.)

**LITERATURE AND FILM (0610)**
**Grades 11-12**  
**Sem 2**  
**3 credits**

What inspires a filmmaker to adapt a piece of literature to the big screen, and what cinematic techniques will then enhance the consumers' experience of that story? How might the story and themes be interpreted and expressed differently when transferred from one medium to another? How are the aesthetics of literature and film manipulated to deliver the writer's and director's intended messages? Students will read a range of literary texts by authors from Shakespeare to contemporary writers, and then study the adaptations of those texts by prominent filmmakers. As in all English courses, students can expect to continue the development of their writing skills through frequent journals, scene analyses, commentaries, and essays.

**A NATION DIVIDED: KOREAN LITERATURE (0640)**
**Grades 11-12**  
**Sem 2**  
**3 credits**

What can we learn about another country by studying its popular culture? How can literature be a vehicle for exploration of political and social issues? What are the effects of modernization on a society with deep-rooted cultural traditions? This course will examine fiction, memoir, poetry, and film, with a special emphasis on the political, social, and psychological ramifications of the ongoing conflict between North and South Korea. Authors include Shin Kyung-Sook, Kim Young-Ha, Jang Eun-Jin, Lee Ki-Ho, and Han Kang. (This course fulfills the global literature requirement.)

**NEW YORK STORIES (0626)**
**Grades 11-12**  
**Sem 2**  
**3 credits**

How can a physical setting influence a story? Can a place ever become more than a backdrop in literature? Can literature accurately illuminate the heart of a place? This course will address these questions with a specific focus on New York City. We will examine novels, short stories, poems, and non-fiction that feature New York as a setting or offer commentary on the New York experience. Readings may include works by Edith Wharton, F. Scott Fitzgerald, Langston Hughes, Amy Waldman, Frank McCourt, and Jonathan Safran Foer.
STANDING TOGETHER AND STANDING ALONE: WRITING BY BLACK WOMEN (0632)
Grades 11-12  Sem 2  3 credits
"If I didn’t define myself for myself, I would be crunched into other people’s fantasies for me and eaten alive" (Audre Lorde). What can be considered as forms of resistance? How does one practice self-love? How does a Black woman’s intersectional plight manifest in the text? Who owns the Black woman? This course hopes to investigate intersectionality of women, including discussions of race, sexuality, family, and purpose. It will also challenge students to think critically about resistance, rebellion, and strength in moments of extreme strife. Students will study critical essays, fiction, poems, and plays. Students will be expected to think with both their hearts and minds, leaving space for personal reflection and community healing. Authors may include Audre Lorde, bell hooks, Gwendolyn Brooks, Assata Shakur, Nella Larsen, Alice Walker, Angela Davis, Toni Morrison, Octavia Butler, and Gloria Naylor.

TALKING TO THE PAGE (0443)
Grades 11-12  Sem 2  3 credits
(Not offered in 2019-2020)
Do you want to improve your writing? How can you express your ideas in clear, confident, and effective writing? How can your writing sound less awkward and more like you? Through a series of writing activities, exercises, and assignments, students will learn strategies to help them develop and hone their writing skills. Assignments may include narrative, descriptive, expository, analytical, and persuasive writing. The class will feature some workshop elements that require students to give and receive constructive feedback on the writing produced in class.

THEATER IN AMERICA (0519)
Grades 11-12  Sem 2  3 credits
(Not offered in 2019-2020)
What are the truths and the illusions inherent in the American Dream? What is the character of the American family in both its literal and its larger social sense? How have American dramatists challenged and re-defined these notions of family and the American Dream? This course will examine some of the major American plays of the 20th and 21st Centuries. Students will examine how dramatic literature uniquely reflects and critiques contemporary values, and also consider how these values resonate with those of our current times. Plays studied are The Little Foxes, A Streetcar Named Desire, Death of a Salesman, Who's Afraid of Virginia Woolf?, Joe Turner's Come and Gone, Curse of the Starving Class, A Few Good Men, and Doubt.

TRADITION AND TRANSITION: MODERN CHINESE LITERATURE (0646)
Grades 11-12  Sem 2  3 credits
(Not offered in 2019-2020)
How do people respond to massive societal change? How can political developments both influence and be influenced by literature and art? Students will consider these questions through examination of fiction and memoir by such authors as Shen Congwen, Dai Sijie, Yiyun Li, Rae Yang, Ha Jin, and Yan Lianke, as well as film, art, and dance. (This course fulfills the global literature requirement.)

YEAR LONG MAJOR COURSE IN ENGLISH
ENGLISH AP LITERATURE (0670)
Grades 11-12  6 credits
How do literary texts work? How do authors use a variety of techniques to convey meaning? How can different critical approaches illuminate a given work? This full-year course seeks to address these questions through close reading of challenging texts by such authors as Shakespeare, Charlotte Brontë, Joseph Conrad, James Joyce, Franz Kafka, William Faulkner, Toni Morrison, and Philip Roth, as well as several poets. Students taking this course should expect substantially more rigor in the amount, difficulty, and evaluation of their work than they would encounter in an elective course.

MINOR COURSE OFFERINGS
The following minor courses may be taken in addition to a major English course; they do not meet the English requirements for graduation. They offer valuable opportunities for students who desire to improve their skills in these areas.
THE PERSONAL ESSAY (0450)
Grade 11  Sem 1 or 2   1 credit
How can we best convey our thoughts and ideas in writing? How can we write so that our readers want to know us and what we have to say? In this semester-length seminar class, students will work on expository writing through a series of activities and assignments. The class, which meets once per week, will focus on both generating new material and working on revisions that arrive at powerful and polished drafts. By the end of the semester, students will have a collection of personal essays that reflect their unique voice and vision.

HONORS SEMINAR (0581)  SEM 1 (0582)  SEM 2
Grades 11-12   1 credit
How can a work of literature be read in different ways? How can learning a variety of critical perspectives inform our understanding of texts? This full-year course, which meets once per week, is designed to meet the needs of juniors and seniors who desire an extra challenge in addition to their elective courses. Students practice advanced literary analysis using a range of theoretical approaches, such as psychological criticism, critical race theory, feminism, queer theory, and political criticism, ultimately applying what they have learned to works of their own choosing.

JOURNALISM (0441)
Grades 10-12  Sem 1   1.5 credits
Students in this course, which meets thrice per week, learn the rudiments of journalism, from investigating and interviewing to writing, editing, and layout. Students practice composing a variety of pieces, including straight news articles, editorials, and features. The course also deals with ethical questions involving the rights and responsibilities of a free press. One goal of the course is to provide training for students who wish to contribute to *Spectrum*, the School newspaper.

SUMMER OFFERINGS IN ENGLISH

CREATIVE WRITING

5 WEEKS  GRADES 9-12   3 Credits
The purpose of this class is to give students the opportunity to explore the art and craft of creative writing. The course will be divided into two sections: a poetry unit and a short story unit. During each unit, students will be asked to read the work of contemporary poets and writers, while also writing and producing their own poetry and short stories. The goal for each student will be to compile an individual portfolio of creative work by the end of the course. Classes will be based on a workshop model, with students reading and discussing their own work as well as that of their peers. The course is designed for students new to creative writing, as well as those with more experience. For students who have completed grade 9 at Dwight-Englewood, this course carries Dwight-Englewood credit, but does not replace a requirement for graduation.
HISTORY

ANCIENT & MEDIEVAL WORLD (1320)
Grade 9  6 credits
Using a structure that is thematic and comparative, Ancient and Medieval World explores a variety of cultures in Eurasia and Africa. Students are asked to compare and contrast different world views and examine the origins and characteristics of cultural high points. The first semester focuses on a variety of ancient political systems and class structures as well as the evolution of classical ideologies in the ancient world. The second semester continues the emphasis on comparison into the medieval world. In addition, there is significant attention given to the increasing levels of interaction between various civilizations and cultures of the medieval world.

ANCIENT & MEDIEVAL WORLD H (1325)
Grade 9  6 credits
A more intensive study of the same subject matter as Ancient and Medieval World, as described above.

MODERN WORLD HISTORY (1401)
Grade 10  6 credits
A global emphasis is the hallmark of this course, which continues the use of a structure that is thematic and comparative. Throughout, the aim is to create an understanding of the evolution of the modern world. During the first semester, students trace the political, economic, and cultural transformations that define the early modern era, with a special emphasis on the beginnings of genuine globalization, the elements of distinctly modern societies, and the growth of the European presence in world affairs. In the second semester, students examine the growth of modern societies, nationalism, global industrialization, and imperialism. The course culminates in an examination of the radical ideologies of the twentieth century, the global impact of the two world wars, and decolonization and globalization in the contemporary world.

MODERN EUROPEAN HISTORY AP (1420)
Grades 10-12  6 credits
This is an intensive study of European history from the Renaissance through the early 21st century. Themes and developments relating to the social, cultural, and political institutions of the modern Western world are studied with particular attention to primary sources, to varieties of historical interpretation, and to independent study and writing. Students take the Advanced Placement examination in Modern European History at the end of the course. Admission to this course is by permission of the department.

UPPER LEVEL HISTORY ELECTIVES

Students are required to take two semesters of United States History during the four semesters of junior and senior year. Accordingly, the department offers a range of electives which cover the breadth of U.S. History from a variety of perspectives. Students are required to take one of the fall electives which covers U.S. history up through the nineteenth century and one of the spring electives which covers the twentieth century. While every elective gives students a solid foundation as a survey of United States History, they also study it from a unique perspective. These courses may be taken in any order, in either year, but the department recommends that the U.S. history electives be taken in the junior year. Seniors may choose any courses that they have not already taken. Classes that fulfill the U.S. History requirement are noted with an asterisk (*) and are listed in the first section of the chart below. Students in grades 10, 11 and 12 may choose from the following courses, but please read the descriptions carefully as some are restricted by grade level and/or prerequisites. See chart on following page.
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SEMESTER ONE COURSE OFFERINGS
(THAT FULFILL THE UNITED STATES HISTORY REQUIREMENT)

*U.S. HISTORY: INDUSTRY AND WAR—1750-1877 (1503)
Grades 11-12  Sem 1  3 credits
This course examines the rise of the American industrial nation from whaling to privateering, from artisans to interchangeable parts, from canals to steam locomotives, from the musket to machine guns, and from the turtle to the submarine. It will pay particular attention to the growth of technology and production and the impact this growth has had on America’s search for foreign markets and sources of raw materials. It will examine how technology and the world of invention changed the direction of the U.S. from King Cotton to Industrialization.

*U.S. HISTORY AND AMERICAN FOREIGN POLICY—the Revolution to 1877 (1505)
Grades 11-12  Sem 1  3 credits
This course examines the development of the U.S. from a small and unstable new republic to the largest democratic nation in the world in little more than 100 years. How did the success of the American Revolution contribute to a belief that the U.S. had a unique destiny to democratize the world? Did this belief inspire U.S. expansion across the continent? How did the U.S. maintain unity in the face of strong European empires, and later, its own Civil War? Do the precedents of U.S. foreign policy set during this era still influence decisions made today?

*U.S. HISTORY: ETHNICITY, CLASS, AND GENDER—COLONIAL ERA TO 1877 (1507)
Grades 11-12  Sem 1  3 credits
This U.S. history survey course examines early American history through the important lens of ethnicity, class and gender. Students will explore the experiences of Native Americans, African-Americans, European immigrants, and women in American life from the colonial period through Reconstruction. Through a series of readings, discussions and activities, students critically examine how these groups responded to the unique social, political, and economic challenges presented to them during this transformative period. Particular attention is paid to the issues of slavery and sectionalism as well as corresponding compromises in the antebellum North and South. The course traces how these groups struggled to be included in the emerging American democracy and how the great events of our nation’s story can be seen through their stories.

*U.S. HISTORY THROUGH THE HISTORY OF NEW YORK CITY—COLONIAL ERA TO 1877 (1527)
Grades 11-12  Sem 1  3 credits
Using a multidisciplinary approach which includes history texts, literature, films, art, and trips to the city, this course will examine the growth and development of New York City - both as a subject in its own right and as a microcosm of broader changes seen on the national level. The major historical developments of this era are examined but special attention is given to how they affected New York City. Some major topics include New York as a Dutch and English colony, New York’s role in the American Revolution, its rise as the nation’s leading commercial center, immigrant New York, and the 1863 Draft Riot.

*U.S. HISTORY: THE AMERICAN PRESIDENCY—1787-1877 (1525)
Grades 11-12  Sem 1  3 credits
(Not offered in 2019-2020)
Like other important American political institutions, the presidency has been shaped by decisions made at the Constitutional Convention of 1787 and by critical developments that have occurred during the more than two hundred years that have passed since its founding. At the same time, presidential leadership has played a critical and unique role in shaping American political development. This course explores the evolution of the Presidency between 1787 and 1877 but will also focus on the administrations of a select group of American Presidents. It emphasizes the leadership roles each exercised in shaping the character of the office as well as how each was shaped by the political, economic and cultural forces of the respective historical periods. While the main character of the course will be historical, it at times employs a political science approach.
to investigate the major roles and powers of the office. Washington, Adams, Jefferson, Jackson, and Lincoln are the primary subjects of the course, yet it will also address connections and lessons for the current administration.

**SEMESTER TWO COURSE OFFERINGS**
(THAT FULFILL THE UNITED STATES HISTORY REQUIREMENT)

**U.S. HISTORY: INDUSTRY AND WAR—1877 TO PRESENT (1604)**
Grades 11-12  Sem 2  3 credits
This course examines the rise of the American industrial nation following the Civil War, exploring the development of the internal combustion engine, the building of highways, and the resulting new transportation systems in the early part of the 20th century. It explores World War II’s effects on the American economy and prosperity, and the failures of U.S. military technology during Korea and Vietnam. The course ends with an examination of the new wars of the 21st century as they seek in part to undermine U.S. industrial domination.

**U.S. HISTORY: AMERICAN FOREIGN POLICY—1877 TO PRESENT (1606)**
Grades 11-12  Sem 2  3 credits
This course continues to examine the U.S. role in the world. Beginning with America’s first overseas military intervention in 1898, it traces the progress of the U.S. as it becomes the world’s sole “superpower,” wielding colossal levels of military and diplomatic authority. How have American ideals contributed to decisions for or against involvement with foreign events? How did the World Wars lead to larger U.S. participation in world affairs? Why do we call it the “Cold” War when conflict in Korea, Vietnam, and the Third World was so “hot”? What are the implications of 21st century global trends, such as terrorism, globalization, and the possibility of a multipolar world?

**U.S. HISTORY: ETHNICITY, CLASS, AND GENDER—1877 TO PRESENT (1608)**
Grades 11-12  Sem 2  3 credits
This course continues to explore American history through the important lens of ethnicity, class and gender. The second semester focuses on the experiences of Native Americans, African-Americans, immigrants and women and their struggle to participate more fully in the “American Dream.” Through a series of readings, films, discussions and activities, students will examine the struggle for political rights and social equality in twentieth-century America. Particular focus is on an in-depth study of the women’s suffrage movement and the Civil Rights movement.

**U.S. HISTORY THROUGH THE HISTORY OF NEW YORK CITY—1877 TO PRESENT (1628)**
Grades 11-12  Sem 2  3 credits
Using a multidisciplinary approach which includes history texts, literature, films, art, and trips to the city, this course examines the growth and development of New York City - both as a subject in its own right and as a microcosm of broader changes seen on the national level. The major events in the narrative of the 20th century are examined but special attention is given to how they affected New York City. Some major topics include the era of Progressive reform, the Greenwich Village bohemos, the age of Prohibition and organized crime, immigrant New York, the Great Depression and New Deal, Robert Moses as city builder, New York’s rise as an artistic and financial capital after World War II, the city’s resiliency in the troubled 1970’s, and the tragedy of 9/11.

**U.S. HISTORY: THE AMERICAN PRESIDENCY—1877- TO PRESENT (1626)**
Grades 11-12  Sem 2  3 credits
(Not offered in 2019-2020)
Like other important American political institutions, the presidency has been shaped by decisions made at the Constitutional Convention of 1787 and by critical developments that have occurred during the more than two hundred years that have passed since its founding. At the same time, presidential leadership has played a critical and unique role in shaping American political development. This course explores the evolution of the Presidency between 1877 and the present but will also focus on the administrations of a select group of the modern American presidents. It emphasizes the leadership roles each exercised in shaping the character of the office as well as how each was shaped by the political, economic, and cultural forces of the respective historical periods.
While the main character of the course is historical, it at times employs a political science approach to investigate the major roles and powers of the office. The two Roosevelts, Wilson, Truman, Johnson, Nixon, and Reagan are the primary subjects of the course, yet it also addresses connections and lessons for the current administration.

**ADDITIONAL SEMESTER ONE COURSE OFFERINGS**

"**IMAGINED COMMUNITIES:** NATIONS AND NATIONALISM (1534)

*Grades 11-12  Sem 1  3 credits*

Nations and nationalism are fundamental components of our political and cultural identities - millions of people are willing to fight, and die, for their nation. And yet, before 1750, the "nation" as we understand it would have been alien and unrecognizable as a concept. So, what are nations, where do they come from, and on what characteristics are they defined? In this semester-long course, students will explore the theories and lived experience of national identity, and how it overlaps with other categories of identity such as race, class, and gender. The class will begin with a theoretical exploration of key concepts and ideas in academic texts. Next, students will consider the various ways national identities and nationhood are inculcated, from national anthems to sports rivalries. We will then explore the historical origins of current nationalist conflicts in Quebec, Catalonia, Kurdistan, and Myanmar. Next, students will consider how national traditions and cultures are “invented,” from kilts to General Tso's Chicken. Finally, students will produce a culminating project that explores how “ethnic” nationalism has impacted the modern world.

**ISSUES IN AMERICAN LAW I (1517)

*Grade 12  Sem 1  3 credits*

This course is an important next step in better understanding the government of the United States. It focuses on the Constitution and the structure of the Federal System. In addition to examining the power of the Supreme Court to define the Legislative and Executive Branches, students will also do an in-depth study of state's rights. They will learn how to read and analyze the Supreme Court opinions which interpret the Constitution and the balance of powers amongst the branches. Through this process, students will learn both case law process and legal analysis. The study of the Constitution will be supplemented by a study of the actual operation of government, such as the role of congressional committees in the creating of legislation and the vital role of bureaucracy in a representative government. With Departmental approval, students enrolled in this course will be given the option of earning honors credit. Prerequisite: one semester of US History.

**MICROECONOMICS (1523)

*Grades 10-12  Sem 1  3 credits*

Microeconomics is a semester introductory course in the foundation of economics. Using the philosophical basis of capitalism, it explores questions of how societies allocate scarce resources, how free markets operate, and how firms make decisions. Topics include incentives, supply and demand, and the liberal/conservative debate within the field. The course emphasizes the vocabulary of economics and the various economic models economists use to explain people's decisions. Additional requirements will be expected if taken for honors credit. Permission of
the department by written application is required for honors credit.

THE HOLOCAUST (1533)
Grades 10 - 12  Sem 1  3 credits
This one semester major will explore in depth the causes, the Holocaust itself, and the impact that it has had on the world since World War II. Besides studying the events themselves, it will consider the complex moral issues surrounding this particular genocide. This course will use both primary and secondary sources to explore these issues, along with poetry, art, and literature.

ADDITIONAL SEMESTER TWO COURSE OFFERINGS

HOLLYWOOD HISTORY (1515)
Grade 12  Sem 2  3 credits
As part film study and part American history, this course seeks to explore and define the relationship between Hollywood film-making and history as seen in the United States between the 1940s and 1970s. The primary emphasis will be on Hollywood genre films (i.e., gangster, combat, film noir, and social problem films) as mythic and formulaic interpretations of the past and present. We will study the historical context in which films were made, engage in close readings of film footage, and consider the historical context of production and reception. Prerequisite: Two semesters of U.S. History.

HISTORY, CULTURE, AND VIDEO GAMES (1632)
Grades 11-12  Sem 2  3 credits
Video games are one of the most popular and accessible media in the world today. Nearly every young person in the developed and developing world plays video games on virtually every device with a screen. Originally viewed as mindless, even dangerous entertainment, video games are now respected as one of the most innovative forms of storytelling in the twenty-first century. This course explores the history of, and history in, video games. Students will be introduced to the academic subfields of “media theory,” “game studies,” and “serious games,” and will explore various cultural debates over portrayals of violence and gender, and the possibilities (or limitations) of video games as a medium. Students will explore the central contributions of electronic gaming to our understanding of the world by engaging topics such as political violence, warfare, gender, and racism. Games that are used for classroom purposes, including “This War of Mine,” “Attentat 1942,” and “Dream Daddy” (among others), have been selected for this larger purpose. In addition, students will have a chance to meet (online and virtually) game designers and artists to discuss their work, and its larger relevance.

MACROECONOMICS (1624)
Grades 10-12  Sem 2  3 credits
Based on 20th century economic thought, Macroeconomics explores how national and global economies operate, emphasizing current economic issues. As a semester introductory course, it seeks to answer questions regarding economic systems, the nature of money, and the nature of the business cycle. Students study the state of the American and global economy, predict future trends, and participate in a Federal Reserve Board simulation. Prerequisite: One semester of Microeconomics. Additional requirements will be expected if taken for honors credit. Permission of the department by written application is required for honors credit.

ISSUES IN AMERICAN LAW II (1617)
Grade 12  Sem 2  3 credits
In this course, students will have the opportunity to identify and understand the rights and duties of American citizens. It continues the study of Constitutional law, focusing on the area of civil liberties set forth in the Bill of Rights. Through the analysis of actual Supreme Court opinions, students explore such topics as freedom of religion, speech, assembly, association and press, gun rights and control, privacy and reproductive rights, the rights of students, and the rights of the criminally accused. Once those rights have been identified, explained and studied, students will have a chance to use their legal powers to engage in mock arguments and hypothetical legal scenarios. With Departmental approval, students enrolled in this course will be given the option
of earning honors credit. Prerequisite: Issues in American Law I.

**YEARLONG COURSE OFFERINGS**

**ART HISTORY AP (7615)**
Grades 11-12  6 credits
Art History AP is a global survey of painting, sculpture, and architecture from prehistoric time to the present. Students develop a critical vocabulary, a clear sense of the historical evolution of art, and an understanding of the connections of art to its larger historical context. A great emphasis is placed on the comparison of works from different areas and periods. Trips to metropolitan area museums are an integral part of the curriculum and allow students to choose independent study topics based on works readily available for viewing. Reading and writing assignments help prepare students for the AP examination. This course may also be taken for Arts credit. Admission by written application. (Note: Space is limited. Rising seniors will be given preference.)

**PSYCHOLOGY AP (1730)**
Grades 11-12  6 credits
The AP Psychology class will provide a college-level Introductory Psychology course. The class will introduce students to the empirical examination of the various subfields of psychology including (but not limited to) the study of behavior and cognitive processes, developmental theories, neuropsychology and the human brain, sensation and perception, states of consciousness, social interactions and abnormality. In addition, in all areas, there is an emphasis on the ethics and scientific methodology psychologists use in their profession. Students will be required to access and summarize journal articles and read from a college-level Introduction to Psychology textbook. The associated cumulative exams will provide students with a college-level preparation to the field of psychology. Students may take this course for either History or Science credit. Admission by written application.

**CONTEMPORARY WORLD HISTORY (H) (1622)**
Grades 11-12  6 credits
This course offers an in-depth look at the most important cultural and political movements of the 20th and 21st centuries. Topics explored include Modernism and Postmodernism in the arts and sciences, the two world wars, totalitarianism, genocide, decolonization and neo-imperialism, globalization and the rise of modern India, Africa, the Middle East, and China. The class is run as a college-level seminar, utilizing both seminal and modern texts in contemporary philosophy, history and historical fiction. Admission to this course is by permission of the department.

**UNITED STATES HISTORY AP (1520)**
Grades 11-12  6 credits
This is an intensive survey course treating the period from the Colonial Era to the present. With a focus on political, social, diplomatic, and economic history, the following topics are explored in some depth: the American Revolution, the Constitution, Jeffersonian and Jacksonian Democracy, the coming of the Civil War, Reconstruction, the transformation of the American economy during the nineteenth century, the Progressive Era, World War I, the New Deal, World War II, the Cold War, the 1960s and the rise of conservatism and the Reagan Revolution. Particular attention is given to the process of writing a historiography paper, to analyzing primary sources and to independent study and writing. Students take the Advanced Placement examination in United States History at the end of the course. Admission to this course is by permission of the department.

**HONORS U.S. HISTORY SEMINAR (1571) SEM 1  (1572) SEM 2**
Grades 11-12  1 credit
This one-credit course, which meets once per week, is designed to meet the needs of students enrolled in U.S. History electives who are ready for an extra challenge and who have received a departmental recommendation. Students will read, discuss, and write about varieties of historical interpretations of major topics in American history. Examples of such topics are: the degree to which the American Revolution was revolutionary, changing
interpretations of slavery, and Robber Barons vs. Captains of Industry. Students will read carefully chosen scholarly articles, grapple with historical debates, and write reaction papers analyzing and assessing the points of view of historians. Note: This is a yearlong course. (This course is not open to AP students.)

HONORS MODERN WORLD HISTORY SEMINAR
(1411) SEM 1  (1412) SEM 2
Grade 10  1 credit
(Not open to students in AP Euro)
This one-credit course, which meets once per week, is designed to provide an additional challenge for students enrolled in Modern World History. Students will analyze, discuss, and write about key debates in Modern World History in a small seminar setting. Topics will include “The Great Divergence” between Europe and Asia, responses to the Transatlantic Slave Trade, the Meiji Restoration in Japan, decolonization in India and Africa, and the “Clash of Civilizations” between Islam and the “West.” Students will read carefully chosen primary source documents and scholarly articles, learn how to better contextualize readings, grapple with how historians develop contrasting interpretations, and write argumentative essays that analyze and address conflicting viewpoints. This is a yearlong course that is open to Modern World History students who have received departmental recommendation. (This course is not open to AP Euro students.)

ECONOMICS HONORS SEMINAR:
BIG IDEAS, CONTEMPORARY APPLICATIONS (1693)
Grades 11-12  1 credit
This class will examine the world, our society and human behavior through the prism of economics, by examining some of the most important ideas and concepts in economics and exploring how those ideas work (or don’t work) in the world today. We’ll seek answers to basic but difficult questions, including: Why do people trade? Why does money exist? How is wealth created? When and why don’t economic agents (individuals, companies) act rationally? We’ll discuss the insights and theories of history’s greatest thinkers, including Smith, Ricardo, Schumpeter, Marx, Hayek, Friedman and Kahneman.

MINOR COURSE OFFERINGS

HAMILTON: THE MUSICAL, A LIFE, OUR HISTORY (1535)
Grades 11-12  Sem 1 or 2  1.5 credits
The purpose of the this elective will be to analyze early U.S. History through the life story of Alexander Hamilton - immigrant, scholar, soldier, founding father, economist, scoundrel. This course will seek to answer these questions: What can Hamilton’s struggles and accomplishments show us about modern American politics and society? What do we learn from this particular founding father’s history and life? How does Lin-Manuel Miranda’s medium influence our sense of Hamilton’s relevance? Why him? Why now? We will be using the musical and historical texts to analyze those questions and related themes.

ART HISTORY IN EUROPEAN AND WORLD HISTORY (1554)
Grade 10  Sem 1 or 2  1.5 credits
This course, a complement to 10th grade history courses, will examine selected works of art from the Renaissance to the present and will encourage students to make connections between works of art and themes from European and world history. Through close observations, short selections of reading, and class discussions, students will study the history of art as it evolved from the early modern period until today and will examine historical questions by using art as a medium to understand the past.

POWER & IDENTITY: PAST & PRESENT (1557)
Grades 11-12  Sem 1 or 2  1.5 credits
This course traces the effects of personal identity and social power in the United States, from its bases in medieval religious ideas, through its
refinement during European expansion, to its continued presence in contemporary society. Considering “privilege” and “oppression” as technical terms, students in this class will look past colonial America for earlier roots of power dynamics such as racism, sexism and queerphobia. What beliefs were already around that American lawmakers used to justify definitions of “white” and “black,” and psychologists used to decide what genders and sexual orientations were “normal?” By comparing medieval poetry, art, and documentary evidence to that of the American colonial period and our own current events, students will actively discuss how to better understand and grapple with today’s power structures, such as white supremacy, patriarchy, and heterosexism.

DEATH, SEX, & GODS (1558)
Grades 11-12  Sem 2  1.5 credits
While our societies today may sometimes seem driven largely by secular forces such as economics, education, & entertainment, studies demonstrate that over 80% of the world’s population identify as religiously affiliated in some way. So, just what is the place of the world’s religions in contemporary lives, and what does it mean to be religious? How do various religions affect what people value in others, and in themselves? Rather than surveying a range of religions, this course will focus on global religions selected by enrolled students. The goal of these explorations will be to see how various religious traditions have an impact on modern societies, whether they be religious or secular. Through contemporary media, current events, and interdisciplinary historical sources, students will explore these questions through guided discussion and analysis.

CURRENT EVENTS (1553)
Grades 10-12  Sem 1 or 2  1.5 credits
How can we make sense of history that is not yet written? Through discussion of the day’s news, students will practice the skills needed to understand swiftly changing current events: interpreting media coverage, quickly gaining background knowledge, and fact-checking claims. As students learn to evaluate the trustworthiness of news sources, they will develop the confidence to discover and defend their own opinions about contemporary issues.

CONSPIRACY THEORIES IN AMERICAN HISTORY (1652)
Grades 11-12  Sem 1 or 2  1.5 credits
This course examines the vital role conspiracy theories have played, for better or for worse, in American History. Who else was involved in the assassination of President Lincoln? Who sank the U.S.S. Maine? Did FDR know about Pearl Harbor? What really happened at Roswell? Who killed JFK? In investigating these questions, the course seeks to explore the role of paranoia in shaping American responses to foreign and domestic crises. A consideration of these questions can also tell us as much about our “culture of fear” as our desire to know the truth.

ETHICS

ETHICAL THINKING I (9742)
Grade 10  Sem 1 or 2  1.5 credits
The main goal of this course is to introduce students to what ethical thinking is and how it is different from mere opinion, gut reaction, and “common sense” decision making. It will help students learn and apply the critical thinking skills they will need to a) actively listen to and understand the points of view of others; b) intelligently question the reasoning of others regardless of who the presenter is or the format and medium of the presentation; c) to encourage wonder about values and obligations, then to learn a structured form of ethical thinking and moral decision-making; d) use their reasoning skills to further develop their own well considered points of view and clearly explain them to others. To achieve this goal, students will study a brief philosophical introduction to ethical thinking and logic. They will also learn to use a ten-step ethical decision-making process. This required course for tenth graders will meet twice a week for one semester.
**ETHICAL THINKING II (9752)**
*Grades 10, 11 or 12  Sem 1 or 2  1.5 credits*

The main goal of this course is to follow up on the enhanced wondering about “what makes an action right” – theorizing – and the encouraged and guided development of personal theories of value and obligation introduced to students in the Ethical Thinking I course in grade 10. Using case studies, contemporary social issues, and ethical questions from school life, we discuss problems and practice making solid ethical decisions. Students will make explicitly clear, ethical decisions of their own using their reasoning skills to further develop their own well considered points of view and clearly explain them to others. To achieve this goal, students will further develop the ten-step ethical decision-making process – introduced in the Ethical Thinking I course – by examining a series of case studies, stories or issues that will be used in guided discussion and Ethics Bowl-type teamwork about the ethical questions raised by the actions of individuals and groups within our society. This minor elective course will meet thrice weekly in the fall or the spring semester. Prerequisite: Ethical Thinking I or permission of the Ethics Chair.

**ETHICS AND JUSTICE (9743)**
*Grades 10, 11 or 12  Sem 1 or 2  1.5 credits*

This minor course builds on the foundation of critical thinking and reasoning established in the tenth grade Ethical Thinking course. The main array of goals of the two Ethics courses is to:

- Further develop sensitivity to life situations in which an ethical concern arises and in which an ethical decision is demanded.
- Study some of the major ethical theories from the past to move beyond mere personal opinion to rather deeply considered personal viewpoints.
- Learn to explain well the reasoning behind one’s decisions.
- Prepare to act in ways that are consistent with one’s best ethical reasoning.

Specifically, in this course we will study a more sophisticated philosophical background to contemporary ethical thinking. We will continue to use examples of social situations – possibly some close to home – to think through the ethical choices necessary. But beyond our sophomore Ethical Thinking course, we will look at our ‘cases’ in the context of major ethical, philosophical, social and political thinking. Our main text material will be Justice: *What's the Right Thing to Do?* by Michael J. Sandel. It will meet three times a week for one semester in either semester of the year. Prerequisite: Ethical Thinking I or permission of the Ethics Chair.

**ANCIENT PHILOSOPHY IN SPANISH H (9721)**
*Grades 11 & 12  Sem 1  3 credits*

This is an introduction to Western philosophy taught entirely in Spanish. The readings, discussions and writings in Spanish develop a high level of academic proficiency in the Spanish language including subtle nuance as well as a solid introduction to philosophical thinking. Using an authentic, but accessible text, *Historia de la Filosofía – sin temor ni temblor* (*History of Philosophy – without fear or trembling*) by Spanish philosopher, Fernando Savater, students build on the foundation of critical philosophical thinking established in the Ethics Thinking I course. Prerequisites: Spanish 4 H or any Spanish AP course or the equivalent, and Ethical Thinking I.

**WESTERN PHILOSOPHY (9745)**
*Grades 10, 11 or 12  Sem 1  3 credits*

This course builds on the foundation of critical thinking established in the tenth grade ethics course. Students read about and discuss some of the major philosophical problems treated, primarily, by modern philosophers since the time of René Descartes. An introductory text and selected readings form the vehicle in which we will travel on a journey of deep reflection. We will ask questions about life and death, knowledge, justice and equity, happiness and suffering, free will, God, mind, reasoning, love, labor and loss and a thousand other things. We will develop and use new skills of philosophical logic, analysis and
dialogue to pursue these questions. Prerequisite: Ethical Thinking I or permission of the Ethics Chair.

**WORLD PHILOSOPHY (9746)**
Grades 10, 11 or 12  Sem 2  3 credits
This second-semester course builds on the foundation of critical thinking laid in the tenth grade ethics course and on the Introduction to Western Philosophy course offered in the fall, but it can also be a stand-alone course. Students will read about and discuss some of the major philosophical problems treated by philosophers outside of the Western Tradition, primarily from China and India. Introductory philosophical readings will be used to study South Asian and East Asian Philosophies as well as selected primary texts from each of these two very different philosophical traditions. We will look at the ultimate philosophical questions asked by each tradition. India: 'What is there (really)?' and China: 'What should be done?' We will continue to free ourselves to wonder and look at life from a new perspective. Prerequisite: Ethical Thinking I or permission of the Ethics Chair.

NOTE: In both of these philosophy courses, class participation, group presentations, some tests and quizzes, and a series of short critical papers will form the primary methods of assessment. The course gives perspective and depth to the other major courses taught at Dwight-Englewood School as well as to the affective environment in which we live, work and play. Students are encouraged to think critically, reflect on and continue to formulate coherent thoughts of their own about some of the larger, philosophical issues of life.

**BIOETHICS (3621)**
Grades 11 & 12  Sem 1 or 2  3 credits
This ethics course has been traditionally offered for credit from the Science Department. Please see the complete description for this course in the Science Department's course listing.

**MATHEMATICS AND COMPUTER SCIENCE**

**INTEGRATED MATHEMATICS WITH MODELING 1 (IMM1) (2307)**
Grade 9  6 credits
This is a problem-based, student-centered course for ninth graders who have completed Dwight-Englewood's Middle School mathematics sequence or its equivalent. In solving problems daily, students not only learn mathematics, but more importantly, they learn how to learn mathematics by developing, practicing and working toward vital learning behaviors. The topics that the problems are drawn from are, among others, proportionality and proportional thinking, linearity, algebraic expressions (including algebraic fractions) and equations, quadratic equations and functions, absolute value equations and functions, and plane geometry. Also, the course provides additional resources to clarify understanding of the concepts covered and practice to solidify algebraic skills. This course is the first of a two-year sequence that establishes a foundation for success in upper-level math courses.

**INTEGRATED MATHEMATICS WITH MODELING 1H (IMM1H) (2317)**
Grade 9  6 credits
This course takes the same approach as does IMM 1, but expects greater commitment and independence on the part of the student to the study of mathematics. We expect that students who have chosen this course and who were approved for this course enjoy the analytic approach to problem-solving that they will encounter. The honors course moves at a faster pace and with greater rigor than the college preparatory level
course, and includes additional topics such as linear programming and absolute value functions in two variables.

HYPER MATH (2326)
GRADE 9
This is a course designed to prepare students to study Calculus in 10th grade. Topics covered include: Linear functions and rates of change, quadratic functions and concavity, the exponential function and its inverse, the logarithmic function, Transformations of graphs of functions, Circular Functions, Polynomial and Rational Functions, Vectors and Parametric equations, solving trigonometric equations and proving trigonometric identities. This course will be a solid foundation for the SAT Level 2 subject test in Mathematics.

INTEGRATED MATHEMATICS WITH MODELING 2 (IMM2) (2407)
Grade 10 6 credits
This course follows up on the mathematical ideas and concepts introduced in IMM1, employing a problem-based, student-centered approach. Problems are chosen from the following areas of secondary mathematics: absolute value equations and inequalities, plane geometry (including formal proof), quadratic equations and functions, triangle trigonometry (including the laws of cosines and sines) and vectors. Graphics calculators are used when appropriate.

INTEGRATED MATHEMATICS WITH MODELING 2H (IMM2H) (2417)
Grade 10 6 credits
This course follows up on the mathematical ideas and concepts introduced in IMM 1H and takes the same problem-based approach. We expect that students who have chosen this course and who were approved for this course enjoy the analytic approach to problem-solving that they will encounter. The course moves at a faster pace and with greater rigor than the non-honors course. Computers and graphics calculators are used when appropriate. Most students, upon successful completion of this course will take Precalculus (H). However, some, with Departmental approval, may consider AP Calculus for their junior year mathematics course.

UPPER LEVEL MATHEMATICS ELECTIVES

SEMMESTER COURSE OFFERINGS

TOPICS IN GEOMETRY & TRIGONOMETRY (2530)
Grades 11-12  Sem 1 or 2 3 credits
This course will afford students the opportunity to relate concepts from prior math courses to geometric ideas and to further advance their current knowledge of this interesting and important branch of mathematics. Emphasis will be placed on developing critical thinking skills as students use hands on activities, group problem-solving skills, logical reasoning, and computer software to explore and progress in their understanding of Euclidean Geometry and related topics. The topics covered will include logic and proof, tessellations, fractals, an exploration of dimensions beyond 3-D, and coordinate geometry. One unit will focus on the geometry and trigonometry topics that are included on standardized tests such as the SAT and the ACT. Students will use diverse media to discover and explore much of the course content: for example, we will use Geogebra in both the tessellations and fractal units.

DISCRETE MATHEMATICS (2561)
Grades 11 and 12  Sem 2 3 credits
Discrete Mathematics is a branch of mathematics which studies objects which are measured only with whole numbers, like sequences of numbers. The course will delve into probability, and the mathematical principles behind selected games of chance and other common problems. In addition, we will wander around the Bridges of Koenigsberg to investigate Graph Theory, and roam over Moebius Surfaces – three dimensional objects with only one side to investigate Topology. This course is accessible for students of all levels of mathematical ability.

THE PRACTICE OF STATISTICS (2801)
Grades 11 and 12  Sem 1 or 2 3 credits
This is a course tailored for those who wish to use statistics in daily life or academic research. The course focuses on key ideas, rather than on mathematical formulation and shows the student
how a sound understanding of statistics can help them make better decisions as consumers, students, or professionals. The emphasis of this course is reasoning. A workshop, activity-based approach to learning the concepts is emphasized, utilizing statistics software.

**DIFFERENTIAL CALCULUS (2601)**

**Grade 12  Sem 1  3 credits**

This course offers students an introduction to differential calculus. In this course, students learn to evaluate problems critically and to analyze and interpret results while solving problems that arise in realistic situations such as finding the instantaneous rate of change of a projectile. A graphics calculator is required for this course.

**INTEGRAL CALCULUS (2602)**

**Grade 12  Sem 2  3 credits**

This course offers students an introduction to Integral Calculus. In this course, students learn to evaluate problems critically and to analyze and interpret results while solving problems involving the area under a curve and antidifferentiation. Prerequisite: Differential Calculus.

**PERSONAL FINANCE (2605)**

**Grades 10-12  Sem 1 or 2  3 Credits**

This one-semester course is offered for students who wish to become knowledgeable about aspects of finance that affect individuals. This will include: personal taxes including income and estate taxes, the use of trusts in wealth management and in estate planning, intelligent use of debit cards, credit cards, and checking accounts, anchoring as a negotiating technique, personal residences and mortgages, amortization of loans using Excel, types of insurance, investing, and securities trading (stocks/bonds/options) including comparing tax-free and taxable income based on marginal tax rates, recognizing pyramid and Ponzi schemes, and retirement accounts and retirement planning.

**(H) BUSINESS FINANCE (2606)**

**Grades 10-12  Sem 1 or 2  3 Credits**

This one-semester course will offer students a deeper understanding of how financial decisions are made in the business world. Topics covered will include: types of business entities, financial statements, business capitalization, the process of initial public offerings, interest/compound interest/discount rates, net present value and annuities, internal rates of return, cash-on-cash return, leveraged real estate transactions, lease vs buy comparisons, and bankruptcies. Prerequisite: Integrated Mathematics with Modeling 2 and Departmental approval.

**COMPLEX ANALYSIS (2650)**

**Grades 11-12  Sem 1  3 Credits**

This course takes the very simple, flight-of-fancy idea that you can solve the quadratic equation \( x^2 = -1 \), and develops a complete branch of mathematics which combines the rigor of Algebra with the beauty of Geometry. The course will quickly cover the arithmetic of complex numbers to get to the various forms of complex numbers: Polar, Rectangular and Exponential. The course will cover DeMoivre’s Theorem which leads to one of the most beautiful and unexpected equations in all of mathematics, \( e^{i\pi} + 1 = 0 \), combining the five most common mathematical constants in one equation. In the latter part of the course, students will be introduced to many of the myriad applications and then allowed to pursue one of them to greater depth. It is assumed that a course in calculus will have been completed prior to taking this course, but students may take Calculus simultaneously, with the permission of the instructor.

**CRYPTOGRAPHY (2570)**

**Grades 11-12  Sem 1  3 credits**

This course will introduce students to the basic concepts of cryptography. We will follow the historical development of writing and breaking codes, starting with ancient ciphers such as the Caesar shift and continuing through to modern algorithms such as RSA. Along the way, students will explore some elementary number theory, including prime numbers, factoring, and modular arithmetic. We will also write code to run the algorithms we study for key generation, encryption, and cryptanalysis. As such, students should be confident in their grasp of mathematics through IMM2, and they should have completed Programming II or demonstrated a solid experience in programming.
(H) ADVANCED TOPICS IN PROBABILITY (2580)
Grades 11-12 3 credits
This honors-level math course is designed for students who are enthusiastic and accomplished learners of mathematics. Probability is used in diverse settings, including finance, life sciences, computer animation, and, of course, games of chance. We will learn a bit about some of the applications of probability and even try our hand at some games and classic problems, as we rigorously study the underlying mathematics involved. The topics covered will include: counting principles, binomial coefficients, the Monty Hall problem, the Prosecutor’s Fallacy, independence and conditional probability, random variables, the Law of Large Numbers, approximating probabilities, a variety of distributions (binomial, normal, etc...), and generating functions. Prepare to be confused, enlightened and challenged! Student must have departmental approval and have successfully completed a minimum of Pre-Calculus Honors.

YEARLONG COURSE OFFERINGS

PRECALCULUS (2540)
Grade 11 6 credits
This two semester course builds on the foundations laid in IMM1 and IMM2 in the study of linear, quadratic and exponential functions. In addition, the course will give a thorough treatment of triangle trigonometry and an introduction to circular functions. Students also encounter diverse topics such as parametric equations and sequences and series. The measured pace of the course allows for a deep exploration of these concepts. Departmental approval is required for students to enroll in this course.

(H) PRECALCULUS (2550)
Grade 11 6 credits
This course is designed for those students who complete IMM2H successfully. This rigorous course will build on the strong function work done in IMM2H to introduce students to such topics as analytical trigonometry, polar coordinates, conic sections, transformations of graphs of functions, solving trigonometric equations and proving trigonometric identities. Successful completion of this course qualifies students to study Calculus, but students opting for AP Calculus AB need Departmental approval. In addition, this course prepares students well for the SAT II Level 2 subject test.

AP STATISTICS (2815)
Grade 12 6 credits
This course covers a curriculum in statistics following a syllabus defined by the Advanced Placement Program. Topics to be studied are divided into 4 major themes: 1) exploratory data analysis and interpreting graphical displays; 2) planning and conducting a study (surveys, experiments and generalizability of results); 3) probability; 4) statistical inference (estimating population parameters and testing hypothesis). Prerequisite: Departmental approval.

HONORS CALCULUS (2610)
Grade 12 6 credits
The course offers students a rigorous course in both Differential and Integral Calculus at a pace appropriate to a deep understanding of the topics covered, as opposed to the accelerated pace of an AP course. The range of functions treated include polynomial, circular, logarithmic and exponential. Real-world applications of Calculus are emphasized throughout the course of study.

AP CALCULUS AB (2620)
Grades 9-12 6 credits
Calculus AB AP consists of all the material in the Calculus AB Advanced Placement syllabus. The course pursues topics in differential and integral calculus with special emphasis on their applications. Analytic geometry, trigonometric, and logarithmic functions are other areas defined in depth. Prerequisite: Departmental approval.

AP CALCULUS BC (2720)
Grades 10-12 6 credits
This course consists of all the material from the Calculus AB syllabus in addition to Infinite Sequences and Series, Polar Functions, Parametric Equations, and advanced integration techniques. The course covers topics in differential and integral calculus with some emphasis on applications. Prerequisite: (H) Precalculus or its equivalent.
(H) COLLEGE LINEAR ALGEBRA WITH APPLICATIONS (2730)
Grade 11-12  6 credits
This course, for students who have completed either of the AP courses offered by the department, covers topics normally found in a college level Linear Algebra course. Students will “Enter the Matrix” and learn to use matrices to represent systems of equations, transformations of 2- and 3-dimensional objects, and Markov Chains. Topics such as determinants, characteristics of invertible matrices, eigenvalues and eigenvectors, orthogonality, and Cramer’s Rule will also be covered. Applications of linear algebra topics are interesting and diverse. They include: balancing chemical equations, optimizing networks, population analysis and urban planning, electric circuit analysis, the behavior of economic, financial and ecological systems, computer graphics, sound systems, and alternative methods of statistical analysis.

(H) MULTI-VARIABLE CALCULUS (2723)
Grades 11-12  6 credits
(not offered in 2019-2020)
Calculus is the study of properties of the elementary functions of a single independent variable. This course is for those students who have completed either of the AP Calculus courses and wish to further their knowledge of Calculus. Topics of study are functions of two and three variables, partial derivatives, vectors, the gradient vector, unconstrained and constrained optimization, double and triple integrals, line and surface integrals, Green’s Theorem, and Stokes’ Theorem. A grade of 4 or 5 on either the AB or BC Calculus AP exam is strongly recommended for enrollment in this course.

(H) NONLINEAR DYNAMICS (2565)
Grades 11-12  6 credits
This is as much a computer science course as it is a mathematics course, one in which the computer is an indispensable tool allowing students to explore deep mathematics visually. Topic areas include, but are not limited to, general fractals and self-similarity, fractal geometry, iterated function systems, cellular automata, and iteration in the complex plane, all of which lend themselves nicely to graphical computer exploration. One of the main goals of this course is to inspire students to see the computer as a powerful tool that transforms mathematics into a truly experimental science: there may be times in NLD when students create mathematical objects that no one has seen before. Students entering the course are expected to have a solid background in mathematics and computer programming, and while the course will be taught using the Python language, students who have demonstrated facility with other languages may use them instead, with the approval of the instructor. This is a course for students who love to play with mathematical ideas, students who love to tinker! Prerequisite: Departmental approval.

COMPUTER SCIENCE
The intensely creative practice of making a computer do what YOU want it to do is an art that students at Dwight-Englewood can explore by taking a variety of elective course offerings in the Upper School. We hope to inspire students to see the endlessly creative possibilities inherent in this ever-changing, ever-expanding, and ever-more important subject area, and to see the computer as a sophisticated tool for deep intellectual exploration. The recommended sequence is for students to take the Programming I and II minors, followed by Computer Science AP. In addition, students can participate in the American Computer Science League’s annual contest and prepare well for that challenge by taking the Foundations of Computer Science course. Students looking for further challenges can take Nonlinear Dynamics, a mathematics course that combines mathematics and computing to explore some breathtakingly beautiful mathematical objects in detail. Students in Programming I are introduced to the fundamental concepts of computing via the Python programming language. In Programming II they continue with Python while also being introduced to the Java programming language and the object-oriented programming paradigm. This sequence prepares students for the AP course, a year-long major taught in the Java programming language.
PROGRAMMING I (2901)
Grades 10-12  Sem 1  1.5 credits
This course introduces students to computer programming via the Python programming language. The general notions of algorithms and algorithmic thinking are introduced, as well as the basic syntax of Python, including some simple graphics. The fundamental aspects of programming are covered, including variables and data types, conditionals, loops, functions, and input/output.

PROGRAMMING II (2902)
Grades 10-12  Sem 2  1.5 credits
This course picks up where Programming I leaves off, with more challenging programming problems drawn from a variety of sources, but which may include Project Euler and the American Computer Science League (ACSL) Contests, in addition to programming with more sophisticated graphics. Students who successfully complete this course should be ready for AP Computer Science. Prerequisite: Programming I or its equivalent

AP COMPUTER SCIENCE (2920)
Grades 10-12  6 credits
This course is designed to prepare students for the annual Advanced Placement test in Computer Science. Students learn the Java programming language, starting with basic syntax and progressing to an understanding of primitive data types and objects, along with all of the subtleties involved in the object-oriented paradigm. Class work will include tests and quizzes that model the type of questions seen on the AP test, as well as a significant amount of time spent writing programs in Java. Prerequisite: Programming I and II or equivalent, and Departmental approval.

DATA STRUCTURES AND ALGORITHMS (H) (2930)
Grades 11-12  Sem 2  3 credits
This is a course for students who have completed AP Computer Science and who wish to develop their knowledge of computer science further. Students will learn how to implement and access data storage structures such as arrays, queues, and stacks, and to analyze which problem situations would benefit most from which structures. In addition, students will learn to examine the many sorting and searching algorithms and determine which would be the most efficient to use for different applications.

ADVANCED TOPICS IN PHYSICAL COMPUTING (1209)
Grades 10-12  Sem 1 and 2  1.5 credits
This course will give students who already have a basic knowledge of programming the opportunity to create an original, electronic invention that functions as a component of the Internet of Things (IoT). The course will be project-based with smaller projects in the beginning of the year designed to develop skills in programming and electronics. The course will culminate in a larger, student-designed project that includes an Internet-connected microcontroller. A heavy emphasis will be placed on strategies for self-sufficient and independent learning such as how to find and read the specification for libraries and SDKs (Software Development Kits) as well as how to participate in the Open Source software community. While there is no specific prerequisite for the course, students should have some basic programming experience. [This course will strengthen problem solving and design skills and position students well for success in our Engineering or Robotics course.] Students who are considering a college major in Electrical Engineering may find this course helpful. Departmental approval needed.

SUMMER OFFERINGS IN MATHEMATICS

These advancement courses are open to students who have completed at least ninth grade. Please discuss with the department chair before deciding to take one of these courses to advance in the Dwight-Englewood sequence.

ADVANCEMENT ALGEBRA 1
5 WEEKS  GRADES 9-12  3 Credits
This course covers the essential concepts of a full-year course in Algebra I. The course content is organized around families of functions with special emphasis on linear and quadratic functions. In addition, we will incorporate probability and data analysis helping students to build skills with math topics that often appear on standardized tests.
ADVANCEMENT GEOMETRY
5 WEEKS  GRADES 9-12  3 Credits
This course covers the essential concepts of a full-year course in Geometry. Topics include basic geometric figures and their properties, reasoning and proof, parallel lines and planes, triangles, geometric means, quadrilaterals, similarity, circles, loci, areas of plane figures; and areas and volumes of solids. Prerequisite: Algebra I. This course does not replace IMM I or IMM 2.

A graphing calculator is required for this course. TI-83+ (or higher) calculator required.

ADVANCEMENT ALGEBRA 2
5 WEEKS  GRADES 9-12  3 Credits
This course covers the essential concepts of a full-year course in Algebra II. Topics include a review of Algebra I, quadratic equations, irrational numbers, complex numbers, linear systems in two and three variables, inequalities, exponents, logarithms, sequences, series, the binomial theorem and word problems. This course does not replace IMM I or IMM 2.

A graphing calculator is recommended for this course. TI-83+ (or higher) calculator required. Prerequisite: One year of Algebra and one year of Geometry.

ADVANCEMENT PRE-CALCULUS
5 WEEKS  Grades 9-12  3 Credits
This course covers the essential concepts of a full-year course in Pre-Calculus. Topics include trigonometry; complex numbers; polynomials; sequences and series; exponential and logarithmic functions, and the conic sections. Prerequisite: Two years of Algebra and one year of Geometry. This course does not replace Pre-calculus for placement purposes for Dwight-Englewood students without prior approval from the Mathematics Department.

A graphing calculator is required for this course. TI-83+ (or higher) calculator required. Prerequisite: Two years of Algebra and one year of Geometry.

SCIENCE
Students entering in ninth grade will take a two-year integrated science sequence. Student are required to complete both IBC I and II, at least one semester of physics and one additional semester of science.

Students currently in grades 11 or 12 who have completed the IBC sequence (or equivalent) should enroll in any of the one-semester electives or one of the full year physics courses. All AP science courses require approval of the department chair and prerequisite courses as indicated.

INTEGRATED BIOLOGY AND CHEMISTRY (IBC) I (3307)
INTEGRATED BIOLOGY AND CHEMISTRY (IBC) I H (3317)
Grade 9  6 credits
Integrated Biology and Chemistry I is the first of a two-year sequence that integrates key aspects of biology and chemistry. Students develop a foundation in both disciplines and refine their understanding of how to investigate their world on multiple scales. The course progresses from studying the key biochemical reactions, photosynthesis and cellular respiration (that involve energy conversions) and their impact in ecological contexts including biodiversity and climate change. There is an emphasis on experimental design and the development of a conceptual understanding of phenomena based on evidence collected from experimentation. Computers, calculators and other scientific tools are used to collect, analyze and present data that enhance visualization of major concepts.

INTEGRATED BIOLOGY AND CHEMISTRY (IBC) II (3407)
INTEGRATED BIOLOGY AND CHEMISTRY (IBC) II H (3417)
Grade 10  6 credits
This second course in a two-year sequence builds upon the foundations in biology and chemistry laid down in IBC I. Understanding of chemical structures and fundamental concepts such as thermodynamics, energy flow and equilibrium will lead to a more in-depth understanding of
biochemical systems, genetics, evolution, and the interaction of living organisms with their environment. A key component of this course is learning through performing laboratory investigations and longer-term projects, and a fieldwork investigation in a nearby nature sanctuary.

UPPER LEVEL SCIENCE ELECTIVES

SEMESTER COURSE OFFERINGS

BIOETHICS (3621)
Grades 11-12  Sem 1 or 2  3 credits
The Bioethics course is designed to expose students to the many complex issues surrounding the use of modern technology in the biomedical field, and the effect of modern technology on the environment. Students will be presented with several case studies involving issues surrounding the bioethics at the beginning of life and end of life, use of humans as research subjects, organ transplantation, animal experimentation, genetic engineering, and and reproductive technologies. In order to examine each case, students will use formats that are common to bioethical research. Students are expected to research the scientific facts that underlie each situation, examine the relevant legal codes, and apply various ethical and moral philosophies in an attempt to make the critical decisions required by each situation. Prerequisite: Completion of the IBC I and II sequence or equivalent.

(H) COMPARATIVE ANATOMY (3540)
Grades 11-12  Sem 1  3 credits
Comparative anatomy is the study of similarities and differences in the anatomy of different species. In this course the students will be introduced to the various phyla in the Kingdom Animalia. Particular emphasis will be on the evolution of biological systems and adaptations to environmental conditions. Several major themes will be woven into the progression of the course such as systems and interactions, unity within diversity, homeostasis, and evolution. Students will have many opportunities for hands-on exploration through laboratory assignments and cooperative experiences which will include dissections. Students will have multiple opportunities to compare and contrast the anatomy of the animals they are observing during labs. Students will develop a portfolio of laboratory reports and drawings over the course of the semester. Prerequisites: Completion of the IBC II and departmental approval.

(H) DEVELOPMENTAL BIOLOGY (3541)
Grades 11-12  Sem 2  3 credits
Developmental Biology is the study of the various processes through which single cells, grow, divide, and develop into complex organisms. Students will study gene regulation, cell determination and differentiation, morphogenesis, and organ development. Students who have previously taken Comparative Anatomy will be able to connect their study of organs and systems to the developmental processes which build those organs and systems. Developmental Biology has many connections with Ecology and Evolution. This course will explore the interplay between embryonic development and evolution; how gene regulatory networks generate complex patterns of cell identity; and the ability of cells to interpret their environment. The course will emphasize laboratory activities and will culminate in a student designed research project. Prerequisites: Completion of Comparative Anatomy H and IBC II and departmental approval.

ENGINEERING (3605)
Grades 11-12  Sem 1 or 2  3 credits
This is a hands-on, project-based course that is designed to introduce students to the basic elements of Engineering. Topics covered include structures, machines, digital logic, and other types of engineering. Beginning with some basic principles of physics, the class will investigate materials and design. Students will develop skills such as problem solving, working in a team, planning, and presenting a project. Projects will be done both individually and in groups.

ENVIRONMENTAL SCIENCE (3654)
Grades 11-12  Sem 1 or 2  3 credits
The Environmental Science course studies the concepts of ecology, ecological research, and
applications of ecological principles to key environmental issues. Students study population ecology, community interactions, and energy flow and nutrient cycling in ecosystems. The course also studies global warming, energy resources, water quality and biodiversity, and a range of smaller topics, particularly those currently in the news. Students carry out a variety of laboratory and field experiments. Several field trips are taken to local facilities and ecosystems related to the course. Students are asked to become an expert on a campus-based sustainability issue, and to design and implement a solution to that problem. Prerequisite: Completion of the IBC I and II sequence or equivalent.

**ETHNOBOTANY (3623)**

**Grades 11-12  
Sem 1  
3 credits**

This course will explore the fascinating and complex relationships between cultures and their use of plants. Using Michael Pollan’s Botany of Desire, the economic, historical and cultural significance of tulips, apples, potatoes and other plants are explored. Microscopic and macroscopic studies of plant anatomy are incorporated into the study of plants used for food, medicine, teas, and spices from different regions around the world. Students conduct research projects, make presentations, write reflective essays, perform lab activities and attend field trips on and off campus.

**FORENSIC SCIENCE (3660)**

**Grades 11-12  
Sem 1 or 2  
3 credits**

Forensic Science is a broad interdisciplinary field that encompasses many aspects of science including Biology, Chemistry, and Physics, as well as other fields such as Mathematics, History, Sociology, and Language Arts. In this one-semester course, you will take on the role of a forensic scientist, studying and employing a variety of techniques and analytical methods used in criminal investigations. Topics will include types of evidence, fingerprinting, hair and fiber analysis, toxicology reports, blood and DNA analysis, human remains examination, soil analysis, and handwriting analysis. Activities and experiments are primary components of this course. Prerequisite: Completion of the IBC I and II sequence or equivalent.

**PHYSICS: PRINCIPLES AND APPLICATIONS (3550)**

**Grades 11-12  
Sem 1 or 2  
3 credits**

This is a one-semester conceptual physics course designed for students who want an alternative to a full-year physics course. The course revolves around energy in all of its different forms. Topics covered include forces, electricity, sound, and light. Hands-on investigations, experiments, and demonstrations are incorporated whenever possible. While not completely math-free, students are challenged to apply and explain the concepts behind real-world situations. Emphasis is placed on creating well-worded explanations that relate data and experiences to the physics principles at hand.

**ROBOTICS (3607)**

**Grades 11-12  
Sem 1 or 2  
3 credits**

Robotics is a multi-disciplinary course that incorporates elements of physics, engineering and computer programming into real world, hands-on problem solving. Students are expected to build a “bot” that can meet the challenges outlined in that year’s VEX robotic competition. Students will collaborate in all aspects of the building and designing process and be asked to present their work at various points. Through the semester, the class will investigate topics that include kinematics, forces and energy, simple machines, structural design and stability, circuitry and basic computer programming. They will also be required to keep an engineering notebook to chart their progress. Prerequisite: Grade 10 math.

**INTRODUCTION TO BIOPSYCHOLOGY (3708)**

**Grades 11-12  
Sem 1 or 2  
3 credits**

In this course, students will explore the biological basis of behavior. Topics covered include nerve cells and the blood brain barrier, action potentials, synapses, the structure of the nervous system, genetics and evolution, learning and memory, and cognitive functions. Students will consider how our knowledge of these subjects informs two fundamental philosophical debates in the field of psychology. The first is the mind-body problem, which asks whether consciousness is separate from physiology. The second is the question of whether genes, environment, or some
combination of the two shapes behavior. When possible, learning will be structured around laboratory exercises including dissections, EKGs, EEGs, micro-stimulation, and human-human interface experiments.

ASTRONOMY (3656)
Grades 11-12  Sem 1 or 2  3 credits
What is the difference between a pulsar and a quasar? Could we build a colony on Mars? Why isn’t Pluto a planet? And, what does it mean to think about the shape of the Universe? This course will answer these and many other questions while giving students a basic introduction to the field of Astronomy. Topic will include celestial mechanics, methods of observation, stars, galaxies and the Universe. The emphasis is on conceptual understanding as well as mathematical analysis. Computers will be used for research as well as sky simulations. Hands-on activities, field trips, and evening sky observation will be incorporated throughout the course. Prerequisite: completion of the IBC I/II course sequence or equivalent.

CLIMATE CHANGE IN CONTEXT: SCIENCE AND SOLUTIONS (3665)
Grades 11-12  Sem 1 or 2  3 credits
You hear about it in pop culture and the nightly news, but what does the science really say about ‘climate change’? How has the climate changed throughout the history of the earth? What effect does humankind have on modern climate change? What political and technological solutions exist?

In this introductory geology/environmental science class, we will focus on developing the scientific knowledge to independently assess scientific inquiry from political theater on the topic of climate change. Climate literacy affects every citizen of every nation, and cross-cuts with many other disciplines.

We will study the fundamentals of Earth’s climate system, the history of Earth’s climate, and the major solutions to date addressing climate change.

YEARLONG COURSE OFFERINGS

BIOLOGY AP (3625)
Grades 11-12  6 credits
Biology AP is a rigorous college-level course that approaches biological principles in depth, focusing on evolution as a unifying theme. Study covers a variety of topics including biochemistry, energetics, genetics, comparative anatomy and physiology, developmental biology, evolution, and ecology. Laboratory work in this course includes the use of the microscope and frequent opportunities for students to design their own laboratory procedures. Prerequisite: IBC II or one full year of biology and Departmental approval.

CHEMISTRY AP (3670)
Grades 11-12  6 credits
Chemistry AP is a college-level course that offers students a systemic continuation to the study of matter and its changes with a strong emphasis on developing problem-solving abilities. This course will revisit many of the chemistry principles that were first covered in earlier science courses and cover in more detail topics such as equilibrium, kinetics, thermodynamics, oxidation-reduction, colligative properties, electrochemistry, and organic chemistry. There is a rigorous laboratory component. Students should be comfortable with algebra and some geometry. The chemistry AP course provides a solid foundation in chemistry for the life, physical and applied sciences including pre-medicine, engineering and other fields not directly related to science. Prerequisite: IBC II and Departmental approval.

ENVIRONMENTAL SCIENCE AP (3635)
Grades 11-12  6 credits
Environmental Science AP is a rigorous college-level science course that stresses scientific principles and analysis, and includes a major laboratory and field investigation component. The course provides students with the scientific concepts and methodologies necessary to understand the interrelationships of the natural world, to analyze environmental problems both natural and man-made, and to examine solutions for correcting and preventing them. Specific topics include air and water quality,
climate change, energy resources, mining, forestry, fisheries, agriculture and biodiversity. The course is interdisciplinary by nature, and while primarily focused on the sciences, it also includes connections to computer applications, politics, economics, law, philosophy and ethics. Several field trips are taken to local facilities and ecosystems related to the course. Approval from the department chair is required.

**PHYSICS AP (C LEVEL) (3615)**  
**Grade 12  6 credits**  
The Physics C AP course is a rigorous college-level course that expands on topics covered in the honors physics course. Topics such as forces, energy and momentum are reviewed using a calculus-based approach. Students are then introduced to rotational dynamics, gravitation and simple harmonic motion followed by the fundamentals of electricity and magnetism. The course emphasizes problem solving and conceptual understanding, as well as experiment design and data analysis. Students should have strong algebra and geometry skills and have completed or be taking calculus concurrently. Prerequisites: Honors Physics or Departmental approval.

**HONORS PHYSICS (3555)**  
**Grades 11-12  6 credits**  
This is a full-year problem-solving based course with an emphasis on student discovery and experiments. It is fast paced and designed for students who are very comfortable with "abstract thinking," have strong lab skills, are able to translate concepts from mathematical models to conceptual explanations, and have good work habits. It is appropriate for students who have been highly successful in previous honors math and science courses. Topics covered first semester include kinematics, forces, energy and momentum, gravitation, and circular motion. Topics covered second semester include electricity, waves, sound and optics. Students should have a strong understanding of algebra and trigonometry to enroll in this course. Prerequisite: Precalculus Honors and approval from the department.

**PHYSICS (3554)**  
**Grades 11-12  6 credits**  
This hands-on experimental course designed to familiarize students with fundamental physics laws and concepts. This course will emphasize investigative activities, descriptive understanding, fundamental problem solving skills and simple mathematical modeling. Students are expected to be comfortable using basic algebra and trigonometry. Topics covered first semester include kinematics, forces, energy and momentum. Topics covered second semester include waves, sound, optics, and electric circuits. Students must have completed the IBC sequence before taking this course.

**PSYCHOLOGY AP (3730)**  
**Grades 11-12  6 credits**  
The AP Psychology class will provide a college-level Introductory Psychology course. The class will introduce students to the empirical examination of the various subfields of psychology including (but not limited to) the study of behavior and cognitive processes, developmental theories, neuropsychology and the human brain, sensation and perception, states of consciousness, social interactions and abnormality. In addition, in all areas, there is an emphasis on the ethics and scientific methodology psychologists use in their profession. Students will be required to access and summarize journal articles and read from a college-level Introduction to Psychology textbook. The associated cumulative exams will provide students with a college-level preparation to the field of psychology. Students may take this course for either History or Science credit. Admission by written application to the chair of the appropriate department.

**ADVANCED INDEPENDENT RESEARCH SEMINAR (AIRS) (3325 / 3425 / 3525)**  
**Grades 9-11  1 Credit**  
The Advanced Independent Research Seminar (AIRS) is an opportunity for students to pursue an advanced and specialized topic in science over a period of two or three years, leading to an extended independent research project, often as part of the Senior Focus program. Students begin in the 9th or 10th grades, and for the first year or
two they will meet once or twice a week with a science teacher as they define, develop, and gain background in their chosen area of specialization. Students will also learn more about scientific research methods, and begin to contact potential mentors – scientists or engineers working in the field or the laboratory. This process will then lead to designing and carrying out an independent research project, many of which evolve into Senior Focus topics. Throughout the entire program, students will continue to have regular contact with a science teacher for advice and support.

**SUMMER OFFERINGS IN SCIENCE**

The grades listed below are based on the grade completed during the 2018-2019 school year

**ADVANCEMENT BIOLOGY**
5 Weeks  Grades 9-12  3 Credits
This course emphasizes the investigative processes of biological science and the history of scientific ideas. Laboratory experiments, microscopic investigations, dissections, and various audiovisual aids are used to explain the basic concepts of life. Topics include cell biology, biochemistry, organic chemistry, cellular respiration, photosynthesis, evolution, genetics, human reproduction, anatomy, and physiology. This course does not replace Integrated Biology and Chemistry I or II.

**ADVANCEMENT CHEMISTRY**
5 WEEKS  GRADES 9-12  3 Credits
Chemistry is often called the "Central Science." In this course, you will make the connection between math and science. Each week, several experiments will be performed to investigate the cause and effect relationships which permeates all of science. Topics include: Atomic Theory, Quantum Mechanics, gas laws, solutions in equilibrium, Electrochemistry, Nuclear Chemistry, and Organic Chemistry. Experiments are performed several times each week. A scientific lab notebook will be provided to the students. Prerequisite: One year of science and two years of Algebra. This course does not replace Integrated Biology and Chemistry I or II.

**ADVANCEMENT PHYSICS**
5 WEEKS  GRADES 9-12  3 Credits
This is an intensive physics program that covers all of the topics that a typical first-year physics program should. Content includes: Linear and two-dimensional motion, Newton's Laws, Conservation of Momentum and Conservation of Energy, Waves, Sound and Light, and Electricity. Students perform at least one hands-on lab activity each day and regularly use online resources. Comfort with computers and significant math skills are required. Prerequisite: One year of science and two years of Algebra and Trigonometry. For students who have completed grade 9 at Dwight-Englewood, successful completion of this course fulfills the Dwight-Englewood physics requirement.

**LANGUAGES**

**LATIN AND GREEK**

**LATIN: LEVEL 1 (4300)**
Grades 9-12  6 credits
Latin 1 uses a grammatical approach in which reading serves to build basic translation skills. The readings underline the similarities in grammar and vocabulary between Latin and English and provide an introduction to the culture of the Roman people in the first century C.E.

**LATIN: LEVEL 2 (4400)**
Grades 9-12  6 credits
In Latin 2 students continue to master vocabulary and grammatical concepts, while they read more about Roman civilization. Texts include mythology and history adapted from selected authors of the first century B.C.E. Prerequisite: Latin completed through level one.

**LATIN: LEVEL 2 H (4415)**
Grades 9-12  6 credits
The Latin 2 Honors course will cover more grammar and culture than the regular class. The course will cover participles, indirect statement, and most uses of the subjunctive. Some selections from ancient authors will be read, and the students will delve more deeply into topics of Roman
culture. Prerequisite: Latin completed through level one and Departmental approval.

**LATIN: LEVEL 3 (4500)**
**Grades 10-12  6 credits**
Latin 3 concludes the formal study of grammar and strengthens vocabulary and translation skills. During the first semester of this course, students conclude the Cambridge series, completing the study of all the major grammatical structures including all uses of the subjunctive. Students then read adaptations from the Roman historians, beginning with the stories of the founding of Rome and progressing up through the Republic and early Empire. The readings become more difficult as the semester progresses, ending with prose passages that are close to the original. At this point students are also introduced to some Latin poetry, reading selections from Catullus, Martial and other Latin poets. Ancillary materials supply the background needed for a full understanding of the history and literary selections. Prerequisite: Latin completed through level two.

**LATIN LEVEL 4 (4600)**
**Grades 11-12  6 credits**
This class will continue to develop translation skills with authentic Latin as well as a knowledge of Ancient Roman history and culture. The first semester will concentrate on works which highlight aspects of Roman society and the family, such as Plautus’ comedies and Pliny’s letters. The second semester will explore selections from the literature of the late Republic and early Empire, such as Caesar’s Bellum Civile, Ovid’s Metamorphoses and Vergil’s Aeneid.

Grammatical review will be ongoing. Each reading will be accompanied by a study of its social and historical milieu. Final projects will focus on connecting the Latin readings with their historical settings.

**LATIN LEVEL 4 H (4605)**
**Grades 11-12  6 credits**
The late Republic and early Empire witnessed remarkable developments both at home and abroad in many areas of life. Latin IV Honors will present original materials which reflect trends in Roman government, literature, values and mores from the mid-first century through the acquisition of provinces, the collapse of the republic and the establishment of the empire. Works studied will include the poems of Catullus, Caesar’s Bellum Civile, Cicero’s Pro Caelio and Somnium Scipionis, and Livy’s Ab Urbe Condita. We will conclude with a reading from Vergil’s Aeneid.

**AP LATIN LITERATURE (4715)**
**Grades 11-12  6 credits**
The history of the late first century B.C. forms the background for two literary works which differ greatly in genre, style and intent: Caesar’s De Bello Gallico and Vergil’s Aeneid. Caesar’s elegant grammar hones students’ skill in Latin while the study of his commentaries lends insight into the conflicts of the age which led to the founding of the Roman Empire by Augustus Caesar. Vergil’s epic Aeneid, regarded as one of the world’s greatest masterpieces, both celebrates and questions the Augustan achievement. The story of the pre-historic founding of the Roman race is intertwined with themes of vital importance for the modern age. This course fully prepares students to take the Advanced Placement examination in Latin Literature. Prerequisite: Latin completed through level three Honors and Departmental approval.
ANCIENT EPIC AND OURSELVES
Grades 11-12 (4050) 6 credits
This course can also be taken for English credit
Can a society develop and cohere without a shared mythology, legend, or history? Can a society define itself without an “other” as a counterpoint? What does one’s choice in a leader reveal about one’s self and one’s society? The myths, fables, and great historical figures of Ancient Greece and Rome have inspired writers and artists for nearly three millennia. These works provide an opportunity to examine not only the history and politics of these two societies but also their social and moral character, often adopted by subsequent societies. To understand these core ideas and ideals that have formed the Western Tradition is to better understand the society we inhabit today, and ultimately ourselves as human beings. With this as the goal, we will closely read and analyze the epics of Hesiod (Theogony and Works and Days), Homer (Iliad), and Vergil (Aeneid) alongside the sculptures, paintings, mosaics, plays, and dances inspired by them. Through detailed analysis of art in a variety of media, these foundational concepts and histories will come alive and provide a more focused lens through which to understand our own motivations, fears, and biases.

SURVEY OF LATIN LITERATURE (4052/4053)
Grades 10 – 12  Sem 1  Sem 2
1.5 credits per Semester,
can be taken Semester 1, or Semester 2, or both
Latin literature is one of the richest and most influential bodies of work. Its tradition inspired famous authors throughout history and continues to affect us today. And yet, despite the familiarity we have with the works it influenced, the ancient Romans seem very foreign to the modern reader. By taking an opportunity to survey their literature, we can learn much about their world view and, in the process, much about our own. Our survey will study themes such as duty (and the closely related concept pietas), self-control (and Stoicism), love and gender. To explore these themes, we will look at the works of Catullus, Cicero, Vergil, Horace, Ovid, Juvenal, and more.

Semester 1 themes: duty, self-control, religion, death
+ Relevant authors: Vergil, Cicero, Livy, Catullus, Ovid

Semester 2 themes: love, gender
+ Relevant authors: Catullus, Ovid, Tibullus

HUMORITAS (4054/4055)
Grades 10 – 12  Sem 1  Sem 2
1.5 credits per Semester,
can be taken Semester 1 or Semester 2, or both
With our peers, our classmates, and our colleagues, we often use humor to communicate. Yet in school the majority of the literature we study is serious in tone. Humor gets the short end of the stick. Similarly, while we often study the English tradition of humor from the seventeenth century onward, very rarely do we go back to the Classical roots of that tradition. Shakespeare read Plautus, and traces of Plautine conventions permeate our modern sitcoms. This class is meant to familiarize students with two under-studied and under-appreciated areas of literature: humorous literature and ancient Roman literature. In our studies, we will also delve into humor theory to discover what makes something funny and apply it to the works read. In striving to understand the ancient sense of humor and to “get” jokes millennia away, we will also learn about our own sense of humor and about humor in general.

ANCIENT GREEK: LEVEL 1 (4740)
Grades 11-12  6 credits
Ancient Greek teaches the fundamentals of the language of Plato and Herodotus. Knowledge of the language and culture of ancient Greece greatly expands the understanding of the ancient Mediterranean, exposing students to the background for the study of western culture. Along with the basic grammar, students will be exposed to a variety of readings at an introductory level.

CLASSIC MINORS
Grades 11-12  1.5 credits
In addition to Latin and Ancient Greek, the Classics program is offering three elective courses which will be taught in English. Each introduces students to an aspect of the ancient world, whether literary and ethical, sociological, or linguistic. These courses provide a rich background for the readings studied in the classes taught in Latin and Greek. Each course is a minor worth 1.5 credits.
Semester 1: ancient Roman satire (Horace/Juvenal), Seneca, superiority theory

Semester 2: ancient Roman comedy (Plautus), release theory, incongruity theory

Taught in English

WORDPLAY (4056/4057)
Grades 10 – 12  1.5 credits  Sem 1 and 2
This class will present a study of Greek and Latin root words with the aim of increasing vocabulary both in languages and in the other academic disciplines. These root words combine with others to provide a rich trove of vocabulary. The word “morphos,” for instance, meaning “form” in Greek, is found in the discipline of morphology which is the study of forms both in biology and linguistics. Metamorphosis is the term for the shifting of forms, as seen physically in the development of insects and in a more symbolic way in literature (v. Kafka, Ovid). Egyptian gods were often polymorphic (having different shapes) whereas Greek and Roman gods were usually anthropomorphic (having the shape of humans). In mythology, the god Morpheus is a shape-shifter who comes to mortals in dreams and can take on any shape. This course will trace root words, prefixes and suffixes across the disciplines to give students a better understanding of nomenclature through the study of commonalities.

FRENCH

FRENCH: LEVEL 1 (5300)
Grades 9-12  6 credits
French 1 combines an oral/aural communicative and proficiency approach and a variety of other techniques to lead students through the basic components of grammar. Additional aspects of the course introduce French cultures and civilizations. Classes are taught primarily in French.

HONORS ACCELERATED FRENCH (5741)
Grades 11-12  6 credits
Research and experience both show clearly that the ideal time to learn a second foreign language is on the heels of the first. Knowledge of the one language serves as a springboard to faster acquisition and fluency. This is particularly true for two romance languages, such as French and Spanish. The course will address all four skill areas – speaking, listening, reading and writing – with particular emphasis on conversation. This is an accelerated, college-level course in beginning French, which covers one and a half to two years of material. Successful completion allows students to advance to third Level French. Prerequisite: Spanish or Latin completed through level two.

FRENCH: LEVEL 2 (5400)
Grades 9-12  6 credits
French 2 builds on foundations already established, concentrating more on French grammar, and furthering the students’ exposure to French culture and civilization. Readings employed are appropriate to the ability and proficiency of the class. Prerequisite: French completed through level one.

FRENCH: LEVEL 2 H (5415)
Grades 9-12  6 credits
A more intensive and accelerated immersion in the level 2 curriculum, the French Honors section gives students the opportunity to investigate additional readings appropriate to their level of ability and proficiency. Prerequisite: French completed through level one and Departmental approval.

FRENCH: LEVEL 3 (5500)
Grades 10-12  6 credits
French 3 refines grammatical abilities in speaking, reading, and writing, the goal being to broaden use of French in every way. For this purpose, the course includes more extensive readings, longer written exercises, and participation in class exercises conducted in French. Prerequisite: French completed through level two.

FRENCH: LEVEL 3 H (5515)
Grades 10-12  6 credits
Advanced grammar and vocabulary review fortify students’ reading skills and oral/aural performance, as short essays and free composition help develop their proficiency in writing. Readings are chosen from a variety of sources, primarily Le Petit Prince. Prerequisite: French completed through level two and Departmental approval.
FRENCH: LEVEL 4 H (5615)
Grades 11-12  6 credits
French 4 Honors is aimed at increasing both the students’ fluency in using French and their exposure to French literature and civilization. The course employs a variety of everyday readings, including periodicals, and also selections from some of the major French authors such as Sartre, Camus, Hugo and Molière. Essays on a variety of cultural topics, some textual analysis, and creative writing develop the students’ thinking and writing skills. Prerequisite: French completed through level three and Departmental approval.

FRENCH: LEVEL 5 AP LANGUAGE (5725)
Grade 12  6 credits
French Language AP is offered to seniors who want to perfect their reading, writing, and speaking skills and are interested in taking the Advanced Placement Examination in French Language. Readings taken from a variety of authors fuel discussions on contemporary issues and provide material for writing during the first semester. The second semester includes intensive preparation for the AP exam. Prerequisite: French completed through level four and Departmental approval.

SEMESTER COURSE OFFERINGS

CHILDREN’S LITERATURE IN FRENCH (5744)
Grades 11-12  Sem 1  3 credits
Snow White, Cinderella, Madeline, and Little Red Riding Hood: all the stories we remember fondly from childhood will be brought to life in French. Students will read, discuss, and analyze the stories and will be guided to see the universal themes found in literature across cultures. The fact that students will already be familiar with most of the stories will provide a useful context for their comprehension in French. The culmination of the course will be the creation of an original project, based on the stories they have studied, to be presented to a group of young children.

FRENCH CONVERSATION (5751)
Grades 11-12  Sem 1 and/or 2  3 credits
The advanced level conversation class gives students the opportunity to concentrate on developing their conversational skills in French. One focus will be on the acquisition of vocabulary to be utilized in settings which reflect the Francophone world. Authentic audio materials, newspapers and magazines will be used to enhance students’ exposure to language used in real-world situations. Another focus will be on giving the students the opportunity to interact with each other in simulating various situations using vocabulary generated by individual interests. Music, film and field trips will provide enrichment. Prerequisite: French completed through level three.

LITERATURE OF THE FRANCOPHONE WORLD 1 (5731)
Grades 11-12  Sem 1  3 credits
This course develops linguistic proficiency and cultural awareness through the study of literature, songs, and films from France, Canada, the French Antilles and Africa. Students will learn about the French-speaking world through a variety of literary genres, including but not limited to articles from current periodicals, comic books, short stories, poems and novels. They will also listen to popular songs and view current films from each of the countries explored. Students will broaden their verbal communication skills through literary and film analysis with particular attention to language and culture. Periodic written assignments will reinforce writing, vocabulary and grammatical skills.

LITERATURE OF THE FRANCOPHONE WORLD 2 (5742)
Grades 11-12  Sem 2  3 credits
This course develops linguistic proficiency and cultural awareness through the study of literature, songs and films from Belgium, Asia, North Africa and France. Students will learn about the French-speaking world through a variety of literary genres, including but not limited to articles comic books, short stories, poems, novels and classic fairy tales. They will also listen to popular songs and view current films from each of the countries explored. Students will broaden their verbal communication skills through literary and film analysis with particular attention to language and culture.
Periodic written assignments will reinforce writing, vocabulary and grammatical skills.

**READING FOR PLEASURE IN FRENCH (5736)**  
**Grades 11-12  Sem 1 and/or 2  3 credits**  
In this class, we will read works of French literature in various forms. These may include a novel, a graphic novel, a play, short stories and/or poetry from authors such as Maupassant, Molière, Hergé. Students will be expected to read aloud in class and be engaged in class discussions. Evaluation will be based on oral proficiency in reading and speaking, and periodic short essays.

**FRENCH THROUGH THE CINEMA (5732)**  
**Grades 11-12  Sem 2  3 credits**  
French Cinema is used as the basis for the development of both conversational skills and historical, cultural and artistic understanding. Films from France and other areas of the Francophone world will give students an authentic experience of another society with its distinctive values, customs and ambiance. Hearing native voices in authentic, often contemporary conversation will enhance students’ ability to both speak and understand. Movies will be shown in French in short segments, without subtitles, while the teacher provides key vocabulary words and idiomatic expressions. For each segment, the teacher will promote conversation using the new vocabulary. Students will have an opportunity to develop their writing skills with summaries, short essays and other assignments related to each film. Prerequisite: French completed through level one.

**SPANISH**

**SPANISH: LEVEL 1 (6300)**  
**Grades 9-12  6 credits**  
Spanish 1 combines an oral/aural communicative and proficiency approach and a variety of other techniques to lead students through the basic components of grammar. Additional aspects of the course introduce Hispanic cultures and civilizations. Classes are taught in Spanish.

**SPANISH: LEVEL 2 (6400)**  
**Grades 9-12  6 credits**  
Continuing the approach of Spanish 1 this course studies more advanced topics in grammar along with a more in-depth coverage of chosen aspects of Hispanic civilization. Prerequisite: Spanish completed through level one.

**SPANISH: LEVEL 2 H (6415)**  
**Grades 9-12  6 credits**  
A more intensive and accelerated immersion in the level 2 curriculum, the Spanish Honors section gives students the opportunity to investigate additional readings appropriate to their level of ability and proficiency. Prerequisite: Spanish completed through level one and Departmental approval.

**SPANISH: LEVEL 3 (6500)**  
**Grades 9-12  6 credits**  
Spanish 3 is designed to teach and improve skills in oral communication. Conversational methods encourage students to use active speaking vocabulary and structures taught in levels 1 and 2. Writing assignments take the form of dialogues or the written expression of opinions, thus reinforcing the conversational approach of the course. Prerequisite: Spanish completed through level two.

**SPANISH: LEVEL 3 H (6515)**  
**Grades 9-12  6 credits**  
The advanced grammar study and vocabulary development of Spanish 3 Honors refine students’ speaking, reading, and writing skills. Students study a variety of Hispanic authors and learn the culture, customs, and history of the Spanish-speaking nations. Prerequisite: Spanish completed through level two and Departmental approval.

**SPANISH: LEVEL 4 H LANGUAGE (6616)**  
**Grades 10-12  6 credits**  
The purpose of this course is to enable students to develop their use of Spanish for active communication. Class activities and assignments will focus on aural/oral skills, reading comprehension, grammar and comprehension as students acquire a large working vocabulary and versatility in using the target language for
various contexts. The class will read authentic articles and stories in Spanish and listen to a great variety of podcasts, interviews and radio broadcasts, all focused on the acquisition of Spanish in the context of the modern world. Both orally and in writing, students will practice various modes such as description, narration, inquiry and discussion as they fine tune grammatical points and improve writing skills in the target language. This course is required for those students wishing to prepare for the AP language class. Prerequisite: Spanish completed through level three and Departmental approval.

SPANISH: LEVEL 4 LITERATURE (6615)
Grades 10-12  6 credits
Spanish 4 Honors is aimed at increasing both the students’ fluency in using Spanish and their exposure to Spanish literature and civilization. The course spans a wide range of literary movements and genres in both Spain and Latin America, from the Middle Ages to the present. It is structured in part chronologically and in part in order of difficulty. Students read authentic texts ranging from the poetry of Sor Juana, a seventeenth century Mexican nun and early feminist, to modern short stories by Gabriel García Márques. Students gain skills in essay writing and literary analysis. Some attention is also given to reinforcing grammar skills and developing vocabulary. The course covers one half of the current advanced placement curriculum and is a prerequisite for Spanish AP Literature (6710). Prerequisite: Spanish completed through level three and Departmental approval.

SPANISH: LEVEL 5 AP LITERATURE (6715)
Grades 11-12  6 credits
Spanish AP Literature continues the survey of Spanish and Latin American literature begun in Spanish 4H and completes the process of preparing students for the Advanced Placement exam in Spanish Literature. Authors range from Cervantes and other writers of Spain’s Golden Age to the contemporary authors of the Latin American “boom,” such as Jorge Luis Borges and Isabel Allende. Evaluation is based on class participation and written essays. Prerequisite: Spanish completed through level four and Departmental approval.

SPANISH: LEVEL 5 AP LANGUAGE (6725)
Grades 11-12  6 credits
Spanish AP language is offered to Juniors and Seniors who want to perfect their reading, writing and speaking skills and who intend to take the Advanced Placement Examination in Spanish Language. Students work toward oral/aural and written fluency using tapes, readings from Spanish periodicals and popular authors. Discussions revolve around current issues and readings done in class. Prerequisite: Spanish completed through level four and Departmental approval.

SEMMESTER COURSE OFFERINGS

ANCIENT PHILOSOPHY IN SPANISH H (6021)
Grades 11-12  Sem 1  3 credits
This is an introduction to Western philosophy taught entirely in Spanish. The readings, discussions and writings in Spanish develop a high level of academic proficiency in the Spanish language including subtle nuance as well as a solid introduction to philosophical thinking. Using an authentic, but accessible text, Historia de la Filosofía – sin temor ni temblor (History of Philosophy – without fear or trembling) by Spanish philosopher, Fernando Savater, students build on the foundation of critical thinking established in the Ethical Thinking I course. Prerequisites: Spanish 4 H or any Spanish AP course or the equivalent, and the Ethical Thinking I course or permission of the Ethics Chair.

CREATIVE WRITING IN SPANISH (6740)
Grades 10-12  Sem 1  3 credits
This course will guide students to develop an original written creative work in Spanish. Students will read, analyze and discuss selected traditional and popular short stories representative of the different Spanish-speaking cultures and eras. They will then use the stories and what they learn as a guide to create an original story in Spanish. Students will explore different techniques of developing a creative story while improving their grammar and speaking skills. This part of the class will be oriented to student work; each student will benefit from peer reading and editing. The selection of short stories to be used in class include “La casa de Asterion” by Jorge Luis Borges,
“La noche boca arriba” by Julio Cortázar, and “El recado” by Elena Poniatowska. Completed student projects will be considered for publication in the language magazine Parnassus.

CULTURE OF PRE-COLUMBIAN SOCIETIES (6743)
Grades 10-12  Sem 1  3 credits
The Pre-Columbian Jewel! Aztecs, Mayans, and Incas. This class will provide students with the opportunity to further enhance their knowledge and understanding of the three major Latin American Pre-Columbian groups. In this class, students will apply their skills and knowledge of Spanish to study these cultures in greater depth. This class will provide them with a greater understanding and appreciation for these cultures. Students will study the habits, cultural and social lifestyles of both yesterday and today. They will work on different projects to recreate, revive or familiarize themselves with the way that these Pre-Columbian people lived in the past, and how they continue to live today. Evaluation is based on the range and quality of their project presentations, as well as on regular tests and/or quizzes. Prerequisite: Spanish III.

CURRENT EVENTS IN SPANISH (6745)
Grades 10-12  Sem 1  3 credits
Read and discuss news articles and current events in Spanish and share areas of interest through oral presentations in class. We will explore national and international news, with a focus on Latin America. Sites that will be used are BBC Mundo, Univision, CNN En Espanol.com, and other news sources. We will also listen to news clips and reports and work toward oral proficiency and aural comprehension in Spanish.

SPANISH CONVERSATION (6736)
Grades 11-12  Semester 1 and/or 2  3 credits
The purpose of an advanced level conversation class is to help students hone their speaking and listening skills through authentic and realistic experiences. The content of the course will vary depending on student interests, such as authentic accounts of school events or controversies, news stories or broadcasts, movies, books or television shows. Authentic audio materials as well as guest speakers may also enhance students’ exposure to other accents. Assessment is based on frequency and clarity of class participation as well as vocabulary acquisition. Students may enroll in either or both semesters. Spanish level 3 is a prerequisite.

SPANISH: HISPANIC STUDIES, SPAIN (6731)
Grades 10-12  Sem 1  3 credits
This course is designed to immerse students in the richness of Spanish culture. Students will become familiar with everyday life and traditions based on the history, geography, and culture of the regions of Spain from prehistoric times through the middle ages. Through the presentation of an overview of changes brought about by historic events, students will be able to see the connections between events in the larger world and in the lives of individuals. Art, music, architecture and local language-dialects are included in our historical study. As a supplement, Modern Spain is also brought into the classroom through radio, television, newspaper and other media sources.

SPANISH: HISPANIC STUDIES, LATIN AMERICA (6732)
Grades 10-12  Sem 2  3 credits
This course introduces students to the civilization and culture of Latin America. It will cover the traditions of Spanish America based on the history, geography, and culture of Mesoamerica and the Caribbean as well as South America. It will include the principal Indian, Iberoamerican, and colonial cultures, as well as the discovery and colonization of the new world, through the time of the conquistadores. In the process of studying the history of these countries, students will be able to see the connection between events in the larger world and in the lives of individuals. Art, music, architecture and local language-dialects are included in our historical study. As a supplement, modern Spanish America is also brought into the classroom through radio, television, newspaper and other media sources.
SPANISH: LEVEL 6 H: LANGUAGE & CULTURE (6757) Sem 1 (6758) Sem 2
Grades 9-12 3 credits per Semester
This class is a post-AP course for students desiring to further hone their linguistic skills through various methods and media. The course will include grammatical and cultural components as well as literary and journalistic selections for discussion and analysis. There will be listening comprehension activities revolving around current events, and we will work toward improving oral and written expression. The cultural component will consist of exposure to the diversity of the rich cultures of the Spanish-speaking world through exploration of the people, lands, food and indigenous languages and peoples of Latin America.

SPANISH: LEVEL 6 H: SPANISH AND LATIN AMERICAN LITERATURE
Grades 10-12 (6755) Sem 1 (6756) Sem 2 3 credits per Semester
This course is offered to students who have completed the Spanish AP Literature course, or to any student with a good level of proficiency in the language. The main prerequisite is a love of literature and the desire to know, in depth, works of some of the most engaging contemporary writers of Spain and Latin America. The course may include readings and discussion of works by Gabriel García Márquez, Jorge Luis Borges, García Lorca, Isabel Allende, and Pablo Neruda. The selection of readings can be tailored to the interests of the students. Evaluation is based on class participation and written essays.

LATIN AMERICAN FEMINIST VOICES (H) (6760)
Grades 10-12 Sem 1 3 credits
This class will explore in depth various female and feminist voices in the Spanish-speaking world through the poetry of Latin American poets who wrote in the late 20th century. We will analyze and discuss each author’s role in society and the messages they conveyed to the world during the respective time periods in which they lived. Our focus will be on contemporary feminist poets (from the 1970s to the present day), and we will talk about the first wave of modern feminism as well as the next generation of female writers today. Some of the poets whose works we will read and discuss are: Gloria Anzaldua, Ana Castillo, Julia Alvarez, Sandra Cisneros, and other strong female voices. There will also be several opportunities for students to write their own original poetry and to express themselves both orally and in writing in Spanish.

This course is open to students who are qualified for AP level study in Spanish.

CHILDREN’S LITERATURE IN SPANISH (6753)
Grades 10-12 Sem 2 3 credits
It may not be easy to create a children’s story book in Spanish, but we will try! In this class we will read a selection of authentic children’s stories in Spanish and familiarize ourselves with the format and the genre. Although these stories are written for children, many offer a strong message or moral and are structurally challenging. There is a lot to learn about the culture as well as the language. The ultimate goal of the class is for the students to create an original project, based on the stories they have studied, which they will share with the Lower School Spanish students.

FOREIGN FILMS IN SPANISH (6752)
Grades 11-12 Sem 2 3 credits
This course is open to students who want to continue their work with the language. Films from Spain and Latin America will give students an authentic experience of other societies with their distinctive values, customs, and ambiance. Hearing native voices in authentic, often contemporary conversation will enhance students’ abilities to both speak and understand Spanish. Movies will be shown in Spanish, without subtitles, while the teacher provides key vocabulary words and idiomatic expressions. For each segment, the teacher will promote conversation using the new vocabulary. Students will also have an opportunity to develop their writing skills with written assignments related to each film.
### Graphic Novels in Spanish (6746)
**Grades 10-12  Sem 2  3 credits**
Explore a few samples of graphic novels in the Spanish-speaking world. For one, Mafalda, an Argentinian comic character, shared observations and commentary on everything from food to politics from 1963-1974. Blacksad follows more of a novel approach. The characters are zoomorphic, and the story lines offer varied plots full of suspicion, romance and intrigue.

### Learning Spanish Through Film Making (6750)
**Grades 10-12  Sem 2  3 credits**
This class will provide students with the opportunity to further enhance their skills in the Spanish language in a classroom setting that allows them to apply their knowledge of Spanish by creating short films. They will use their knowledge both of the language and of the culture of Spanish-speaking countries to create film scripts. All aspects of the film-making process will be conducted in the Spanish language. While the intention of the course is to provide students with an intensive experience in speaking, listening, reading and writing the language, they will also have the opportunity to make videos. Prerequisite: Spanish completed through level three.

### Modern Philosophy in Spanish H (6022)
**Grades 11-12  Sem 2  3 credits**
This is a continuation of Introduction to Ancient Philosophy in Spanish. It too is taught entirely in Spanish. The readings, discussions and writings in Spanish continue to develop a high level of academic proficiency both in the Spanish language and in philosophical thinking. Using the second half of the text from semester 1 of this course, students continue to build on the foundation of critical thinking established in the previous course and / or in Ethical Thinking. This course may be taken by students who have not taken semester I. Prerequisites are Spanish 4 H or any Spanish AP course or the equivalent and Ethical Thinking I or permission of the Ethics Chair.

### Chinese

#### Chinese: Level 1 (4801)
**Grades 9-12  6 credits**
This course introduces the basics of the Chinese language in both written and oral forms through the medium of Chinese culture. Chinese art, especially brush strokes, music, and song will be used to acquaint students with both the written and the spoken languages. Each unit will be connected with culture and daily life. Students first become familiar with PinYin, learning the tonal pronunciation of the language through the characters of the Latin alphabet. Chinese characters are then introduced along with vocabulary and grammar. Aural comprehension, speaking, reading and writing are emphasized equally. Students electing Chinese should understand that they will have to devote serious time to the study of this complex language.

#### Chinese: Level 2 (4802)
**Grades 9-12  6 credits**
As an advanced class from Chinese Level 1, Chinese 2 will continue to focus on listening, speaking, reading and writing. With the vocabulary pool (800 characters) students learned from Chinese 1, Chinese 2 will have more writing exercises. Students will also learn about 300 new vocabulary words (about 500 to 600 characters). The amount of speaking and reading in this class will increase along with the writing. Students will be required to be able to explain their own writing as well as to understand the work of others. The daily teaching language will be mostly Chinese. Writing and speaking speed will increase. Culture will remain an important aspect of this course. At least 2 movies will be shown during the school year, and several documentaries or dramas will be introduced. More activities such as a tea party, sale event, kite flying, etc., will take place. Students are also encouraged to explore cultural topics as their final project.

#### Chinese: Level 3 (4803)
**Grades 10-12  6 credits**
Chinese 3 is a continuation of Chinese Level 1 and 2. This course will continue to develop students'
language skills through various authentic texts, media and culture in addition to typing in Chinese. After successfully completing this course, students will extend their ability to communicate effectively in various real life situations. We will introduce new vocabulary, more complex grammatical structures, and idiomatic expressions. We will explore selected readings about Chinese culture and literature. In addition, students will be provided with opportunities to participate in holidays, festivals, and other activities to further develop their cultural understanding.

CHINESE: LEVEL 4 (4804)
Grades 10-12  6 credits
This course continues to strengthen the skills of speaking, writing, listening, and reading through various authentic texts, drama, pop music, and poetry. Students will understand and interpret written and spoken Chinese on a variety of topics, including current events. In addition, students demonstrate an understanding of Chinese society by participating in holidays, festivals, and cultural activities. By comparing with their own, students learn to recognize distinctive viewpoints of the different Chinese cultures and gain respect for members of other cultures in the world community.

LANGUAGE INDEPENDENT STUDY
Grades 11-12
In the past, the Language Department has offered independent study opportunities in German, Hebrew, Italian, Japanese, Russian, and ancient Greek. These are available based upon the expertise of present faculty members, their current workloads, and the ability to schedule study in a manner mutually convenient to the faculty member and student. Students interested in such a course should consult with the department chair to learn what languages are available for study and if arrangements can be made.

SUMMER OFFERINGS IN LANGUAGE

SALAMANCA D-E IN SPAIN (S631)
Grades 9-12  3 credits
(not offered during summer of 2019)
Students study at the University of Salamanca, Spain, in a one-month academic Spanish course. The group departs late in June and returns in late July or early August. There are three hours of classes in the morning, Mondays through Fridays – two language classes and one elective. A cumulative exam is given at the end of the program for which certificates are awarded by the University of Salamanca. Students may also personally elect to take Spanish dance, guitar, and/or folksong classes in the afternoon. Students live in university dormitories and study at the University of Salamanca with professors from the University faculty. A placement test is given by the University at the beginning of the program, so students study at their own level with students from around the world. The program is chaperoned and culturally guided by Dwight-Englewood School teachers. Other organized activities included swimming, touring historic cities and sites, midday planning meetings, athletic activities, group fiestas, Spanish film series, dancing, and an afternoon conversation class with a professor from the university. The trip is open to all Dwight-Englewood School Upper School students regardless of the language they study. For more information, please see the web site www.d-e.org/summer. For students who have completed grade 9 at Dwight-Englewood, this course carries Dwight-Englewood credit but does not replace a requirement for graduation.

ITALY OF THE CLASSICAL ERA AND RENAISSANCE (S433)
Grades 9-12  3 credits
JULY 8 TO JULY 22, 2019
Other than Ancient Greece, no other location has been a greater contributor to Western Culture than Italy. The intellectual and artistic antecedents of much of contemporary American society derive from Italy, therefore, a trip in exploration of these antecedents will serve to contextualize students’ world. The goal of this trip is to help students develop an understanding of the sites we will be
visiting through active observation. In addition to the guided tours, we will require each student to choose two sites and write a journal article about each one including: pictures, sketches, and discussion of the site in terms of one or two of the following: architecture, political institutions, religion, engineering and topography. Students will walk in the footsteps of the Ancient Romans through such wonders as the Colosseum, the Roman Forum, Pompeii, and Paestum as they learn their history from expert guides. They'll also be exposed to the magnificent works of Michelangelo, DaVinci, Caravaggio, and Bernini, and delight in the unparalleled beauty of Rome and the Bay of Naples. Participants may earn 1.5 elective credits in Latin. For students who have completed grade 9 at Dwight-Englewood, this offering carries D-E credit but does not replace a requirement for graduation.

**VISUAL ARTS & ART HISTORY**

The arts program in the Upper School, includes a multitude of offerings in 2 distinct areas. The Visual Arts (Art History) department and the Performing Arts department allow students to choose or even mix and match courses from different disciplines. This provides room for those students who wish to continue building skills and interests from the middle school or develop a passion or possible lifelong involvement in an arts area.

All ninth graders are encouraged to start this process by taking a full year of arts courses in order to begin fulfilling the graduation requirement of 6 credits. It is important to carefully consider course choices, paying particular attention to prerequisites, audition expectations or other requirements.

**VISUAL ARTS & ART HISTORY**

Our Visual Art Department actively pursues exhibition opportunities. In order for art students to engage as both audience and creators, enrollment in any visual art class comes with the expectation of exhibition and all the considerations of presentation. Students are encouraged each semester to pursue these opportunities, on and off campus, in print and in digital platforms.

The following chart shows the likely schedule pairings of semester-long courses. Students may take either or both semesters of any pair.

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**YEARLONG ELECTIVE COURSES**

- Photography - Video Production I
- Introduction to Ceramics
- Innovative Design I
- Accelerated Portfolio Development
- Studio Art AP (by application)
- Art History AP (by application)
- Arts Independent Study
SEMMESTER ONE OFFERINGS

STUDIO ARTS FOUNDATIONS (2D) (7441)
Grades 9-12  Sem 1  1.5 credits
This semester course helps students develop an understanding of visual aesthetics by using different media and techniques, while focusing on concept development and process. The concentration of this term is on the production of two-dimensional work with emphasis on the elements of art such as line, shape, value, texture, color, and space. A core program of drawing, the foundation for a creative and technical experience, is central to the curriculum. Creativity, analysis, problem-solving, and the examination of works by selected master artists are essential skills highlighted in this term. This course is a prerequisite for more advanced and specialized 2D courses. There is no prerequisite for this course.

PAINTING AND DRAWING I (7453)
Grades 10-12  Sem 1  1.5 credits
This studio course is ideal for those students who have a strong interest in painting and drawing, and a desire to continue to develop their skills in these areas. Building on the techniques and methods learned in Studio Art Foundations 2D, students will work at refining their drawing and painting abilities by using a range of materials. Students will explore mediums such as, ink, watercolor, caran d’ache pencils and acrylic paint to produce imaginative and personal works of art. Subject matter for projects will include linear and atmospheric perspective, still-life, and other representational subjects with an emphasis on the metaphoric and narrative underpinning of those subjects and their settings. In addition, students will further develop their ability to self-reflect and engage in constructive group critiques and discussions. Prerequisite: Studio Art Foundations 2D or departmental approval.

INNOVATIVE DESIGN II: EMPHASIS ON COMPUTER GRAPHICS (7496)
Grades 11-12  Sem 1  1.5 credits
This course will utilize the foundation graphic design skills of typography, visual semantics, layout, and both traditional and computer illustration skills developed in the full year Innovative Design course, to design, create and produce a more thorough and advanced investigation into creative design, marketing aesthetics, branding, and product line creation. This course will also utilize and instruct industry standard software Adobe Creative Suite which includes (but not limited to) Adobe Photoshop, Adobe Illustrator and Adobe InDesign. With an emphasis on computer art, and digital manipulation, students will apply, their personal interest to the course and utilize assignments for the tangible creation of a marketable line or business. Prerequisite: Innovative Design I or departmental approval.

PHOTOGRAPHY II (7540)
Grades 10-12  Sem 1  1.5 credits
This one-semester course will introduce the serious photography student to the principles of studio lighting and the fundamentals of digital photography and Adobe Photoshop. Students will learn and experiment with layers, masks, retouching and color correction, and gain confidence in working with photographs in a digital environment in order to create a mood, tell a story or make a statement. Students must have access to a digital SLR camera with manual aperture and shutter speed capabilities. Prerequisite: Photo/Video Production I or departmental approval.

ALTERNATIVE CERAMIC TECHNIQUES (7475)
Grades 11-12  Sem 1  1.5 credits
This course involves a deeper exploration into ceramics through the use of alternative techniques. Building upon the foundations of the yearlong ceramics course, students will be exposed to different ways of working with clay from across a range of cultures and will have the opportunity to work with different clay bodies, surface treatments, and firing techniques. This course also includes an introduction to wheel throwing as an additional building technique. Designed for students seriously interested in further developing their ceramic skills, this course requires an openness to exploration and personal investment in each project. This semester class may be repeated. Prerequisite: Introduction to Ceramics.

GLOBAL ART HISTORY (7613)
Grades 11-12  Sem 1  3 credits
Global Art History introduces students to a variety of art and artists from around the globe.
from ancient times to the present. Readings, discussions, and writing help acquaint students with the artistic process throughout history within a cultural, historical, and artistic context. The course covers a broad geographical area including Africa, Asia, Polynesia, and Pre-Columbian America. Its ultimate goal is to develop students' visual analysis skills and to explore the many reasons why people make art and how their motivations compare over time and space. Study will also be supplemented by field trips to area museums. No prerequisite, and may be taken one semester or combined with Modern Art History for a full year course.

SEMESTER TWO OFFERINGS

STUDIO ARTS FOUNDATIONS (3D) (7442)
Grades 9-12  Sem 2  1.5 credits
This semester course helps students develop an understanding of visual aesthetics by using different media and techniques, while focusing on concept development and process. The concentration is on producing three-dimensional art with emphasis on the principles of design. A core program of drafting for three-dimensions, which is the foundation for a creative and technical experience, is the basis for the semester. Creative use of shape, form, light, and material are the cornerstones of the curriculum. Analysis, problem-solving, structural integrity and the examination of works by selected master artists are essential skills highlighted in this term. This course is a prerequisite for more advanced and specialized 3d courses. There is no prerequisite for this course.

PAINTING AND DRAWING II (7553)
Grades 10-12  Sem 2  1.5 credits
In this advanced studio course students will explore how a more in-depth understanding of classical and contemporary painting techniques can enable them to achieve more compelling and meaningful art. A large focus of the curriculum will be on the exploration of oil painting methods and materials to achieve a strong sense of illusion and atmosphere in student paintings. Experimentation with more robust and textural methods of applying acrylic paint will also be emphasized. For each project students will immerse themselves in the creative process as they develop sketches and studies for their work. They will also be challenged to think critically as they research and gather inspirational references and reflect on art historical, global, and contemporary art. Prerequisite: Studio Art Foundations 2D, Painting and Drawing I or departmental approval.

PRINTMAKING (7445)
Grades 10-12  Sem 2  1.5 credits
This semester course introduces students to a variety of printmaking processes including woodblock, etching, stamp prints, silkscreen, and monoprinting. Prints and their creators from various periods of art history will be shown and discussed. Line drawing is a major component of printmaking allowing students to further develop those skills while providing another medium to explore and experience. The semester will focus on the production of a series of prints that are presented in a final portfolio. This semester class may be repeated. There is no prerequisite required for this course.

TV NEWS AND BROADCAST JOURNALISM (7550)
Grades 11 & 12  Sem 2  1.5 Credits
This course will be ideal for students who are interested in acting, journalism, and appearing on camera. Students will learn to write, shoot, direct, and edit their own news stories, and learn how to become a TV news reporter. Each student will gain hands-on experience in video journalism, and will have the opportunity to work behind and in front of the camera. Emphasis will be placed on teamwork and collaboration. Students will also learn to look discerningly at the news media, and discuss issues of truth, bias, and integrity in journalism. There is no prerequisite for this course.

EXPLORATION OF SCULPTURAL MATERIALS: THINKING IN THREE DIMENSIONS (7455)
Grades 10-12  Sem 2  1.5 credits
This course is ideal for students who have completed Studio Arts Foundations 3D. This course examines methods of making forms while continuing the development of technical skills in various materials. Examining different construction techniques in materials such as...
paper, clay, wood, plastics/foams, flexible metals, found-objects, cold-glass connection, fibers, installation and digital 3D printing. The course is structured around assignments that develop individual industry, research skills, creative expressiveness, and class participation. More experienced students will determine an individual focus in consultation with the instructor in order to foster the discovery and sharpening of personal vision and the development of personal initiative and self-motivation. Students have the opportunity to develop self-generated projects and pursue exhibition/installation opportunities. This course may be repeated. Prerequisite: Studio Arts Foundations 3D or departmental approval.

ADVANCED EXPLORATIONS IN CLAY (7476)
Grades 11-12  Sem 2  1.5 credits
This second-semester course is designed to provide interested and motivated students the opportunity for deeper investigation, exploration, and development of their personal ideas in clay. Creative and individual solutions to projects are stressed and techniques of working are guided by student preferences and strengths. Students will work with their teacher to draw upon their developed skills and experiences from prior ceramics courses to direct their process. This course is designed for students who want to continue working in the ceramics process and are seriously interested in further developing their own expressions in clay. Thoughtful and ambitious planning, as well as a personal investment in each project are required in this course. Prerequisite: Introduction to Ceramics.

INDUSTRIAL DESIGN: THE 3D PROTOTYPE (7490)
Grades 10-12  Sem 2  1.5 credits
This course utilizes design skills and is a branch off of the Innovative Design Course Series. Utilizing sculptural semantics, this course will explore artistic three-dimensional design problems that include architectural-modeling, prototyping, packaging and product design. Through derivatives, redesigns and original innovations, students will address the interactive world of the human being and the object. Utilizing 3D PLA printing, cloud 3D printing software, laser-cutting and dimensional construction with which to explore independent manufacturing through prototyping, this course explores creative engineering with principles of form and function. In addition, this course looks at maquette design and presentation of dimensional forms. This class culminates with a public presentation of final models. Prerequisite: Studio Arts Foundations 3D and Innovative Design 1, or departmental approval.

MODERN ART HISTORY FROM 1900 - PRESENT (7614)
Grades 11-12  Sem 2  3 credits
This art history class will help trace the progression of art from the turn of one millennium to another. Understanding artists in their own words and works within a historical and cultural context will be the ultimate goal of the class. The class also attempts to make sense of modern and contemporary art, exploring its origins and uncovering its future. Study will also be supplemented with films and field trips to area museums. No prerequisite and may be taken one semester or combined with Global Art History for a full year course.

YEARLONG COURSES

PHOTOGRAPHY - VIDEO PRODUCTION I (7535)
Grades 10-12  3 credits
Photography I uses a semester of lecture-lab study to acquaint beginning students with the camera, the fundamentals of picture taking and black-and-white darkroom techniques. Students need the use of a 35mm or 2-1/4 x 2-1/4 format camera with manual capabilities. If purchasing a new camera, a simple camera, such as the Pentax K-ZX-30 or the Canon Rebel, or an equivalent, is recommended. The second semester of this yearlong course, Video Production I continues from and applies the basics of Photography I to the medium of video. Students will study scenes and evaluate techniques used by classic directors such as Alfred Hitchcock, D.W. Griffith and Frank Capra, and by current documentary filmmakers. In a small group setting, students will collaborate to produce short films and music videos where attention will be paid to script development, directing, camera
operation, lighting, non-linear editing and special effects. This course meets three times a week. Prerequisite: Studio Arts Foundations 2D or departmental approval.

INTRODUCTION TO CERAMICS (7470)
Grades 10-12 3 credits
This course provides an introduction to clay as an artistic medium and to the studio as an equipped working space. Focusing on hand building both functional and sculptural forms, students will be challenged to explore building techniques with personal, expressive uses of materials and concepts. Students will learn and develop techniques such as pinching, coil-building, and slab rolling, and will explore surface decoration through the use of glazes, stamps, and tools. Through presentations and discussions, students are exposed to ceramic art and techniques from diverse cultures and time periods. Students will study and look at contemporary ceramics for inspiration and influence on their own creative process. Students are involved in all steps of the ceramic process. Prerequisite: Studio Arts Foundations 3D or departmental approval.

INNOVATIVE DESIGN I (7495)
Grades 10-12 3 credits
Graphic design is the applied art of arranging image and text to communicate a message. This full year graphic design course is developed around the principles of marketing and advertising. By deconstructing media and applying the study of: typography, color theory, logo design, editorial layout, universal symbolism, copy-writing, sequential-narrative design, digital media, editorial design, traditional illustration and promotional tools, students will produce portfolio-level work. Graphic design communications may be applied in any media, on and off of the wall, in digital and print forms such as advertisements, zines, packaging design, posters, logos, children’s book illustrations, self-promotion, graphic publications, t-shirt design, and brochures/flyers. The overall focus of this course is creative thinking, idea generation, and high-quality crafting. Prerequisite: Studio Arts Foundations 2D & 3D or departmental approval.

ACCELERATED PORTFOLIO DEVELOPMENT: ADVANCED STUDY IN ART AND DESIGN (7450)
Grades 10-12 6 credits
This art major is open for consideration to all advanced visual arts students seeking technical mastery who have completed both Studio Arts Foundations: 2D & 3D. This course is designed for serious art students interested in developing a body of art and/or to prepare and develop art for competitive art applications such as: the AP Studio art exams, art competitions and supplemental portfolio development. This class meets during four scheduled periods a week with the addition of one required art lab studio-period. The year will consist of a both traditional art development challenges and alternative mediums and contemporary art materials, as well as a mix of 2d and 3d explorations. Both semesters will provide portfolio guidance and direct the student toward technical competence, visual understanding, and the ability to communicate ideas through expressive visual literacy. This course is highly recommended before application to the AP Studio Art Exam. Prerequisite: Studio Arts Foundations 2D & 3D or departmental approval.

STUDIO ART AP PORTFOLIO (7480)
Grades 10-12 6 credits
The Advanced Placement Studio Art Exam course is designed for serious visual art students who are interested in the rigor of a disciplined studio practice and the practical experience of technical art-making in the following genres: 2D design which includes graphic design and illustration; Drawing & painting which includes mark-making and traditional mediums; or 3D forms which includes sculpture, wearable art, installation or ceramics. AP Studio Art is an exam developed by the college-board based on students producing an evidence-based cumulative portfolio of up to 24 pieces of art for evaluation by the College Board due in May via digital submission. Each exam includes the development of three unique portfolio components: Quality, Breadth/ Variety, and ultimately Concentration, the sustained investigation of a cohesive series. The full year course will have four scheduled periods a week with the addition of a required art lab studio-
period. This technically masterful course is only for those who completed the Studio Art Foundations 2D & 3D prerequisite, and Accelerated art as a prerequisite, or have obtained departmental approval. Admission to this course is by application which includes a written statement and submission of test ready artwork and approval from the chair of the art department.

**ART HISTORY AP (7615)**

**Grades 11-12  6 credits**

Art History AP is a global survey of painting, sculpture and architecture from prehistoric time to the present. Students develop a critical aesthetic vocabulary, a clear sense of the historical evolution of art, and an understanding of the connections of art to its larger historical context. A great emphasis is placed on the comparison of works from different areas and periods. Trips to metropolitan area museums are an integral part of the curriculum and allow students to choose independent study topics based on works readily available for viewing. Reading and writing assignments help prepare students for the AP examination. This course may also be taken for History credit.

**ARTS INDEPENDENT STUDY**

Independent Studies in the Arts Department are for students with demonstrated proficiency in a discipline who wish to pursue a higher level of excellence in that field. They cannot be used to fulfill graduation requirements in lieu of existing courses. They are subject to the availability of faculty who will take no more than one student each semester. Credit is not given for independent studies. Students who wish to be considered for an Independent Study should discuss their idea with the faculty member with whom they wish to work and must have demonstrated in previous coursework that they can work independently and creatively at a high level. A formal proposal with a detailed outline of the proposed area of study must be submitted and approved by the teacher and the department chair. Proposal forms are available from the department chair.

**THEATRE ARTS**

The following chart shows the list of semester-long drama courses and the semester that they are being offered. Please note that courses with ** require a "Theatre 1" prerequisite or instructor’s approval. Non-starred courses are all considered "Theatre 1" courses.

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<tr>
<td>Arts Independent Study</td>
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**Semester One Offerings**

**THEATRE I: ACTING FOR THE STAGE (7621)**

**Grades 9-12  Sem 1  1.5 credits**

This course explores the basics of acting for the stage and includes exercises and theatre games designed to free the actor physically, vocally, and emotionally, to build up self-confidence and to better communicate ideas. The goal is to develop skills and nurture the individual talents of each student as they experience their own creative process. These tools are of enormous value not only to the actor but in the broader context of everyday life.
THEATRE I: MASK, MIME & STAGE COMBAT (7623)
Grades 9-12  Sem 1  1.5 credits
Give your voice a rest as we learn to fight and perform without a spoken text. This class will give you the physical tools to tell stories with only the body and facial expression. Work on exercises that develop spontaneous expressive movement. Vent your frustration by concentrating on the disciplined art of "hand to hand" stage combat. This course will remove competitive tensions and build on playing off the actions and reactions of others.

VOICE AND THE SPOKEN WORD (7627)
Grades 9-12  Sem 1  1.5 credits
Tailor your performances to communicate, entertain, persuade, or pay tribute. Recognize vocal obstacles and bad habits, and learn to relieve tension to achieve a relaxed and forceful speaking voice. Energy will be directed toward the voice itself and how to best use it. Specific exercises will be selected to overcome slurring, mumbling and speaking too fast, while others will develop delivery of content and motivation. Enjoy contrasting the various methods of delivery for stage, screen and public speaking. Orally interpret poetry and prose to make the images and story come alive.

THEATRE II: WRITING FOR THE STAGE (7663)
Grades 10-12  Sem 1  1.5 credits
Students will write and develop original material (short plays and performance pieces). The class will cover dramatic structure, thematic development, character analysis, and examine the forms that contemporary playwrights use to express their creative vision. Opportunities to see plays and performances outside of class will be determined during the current semester. Prerequisite: One semester of any Theatre I level class or instructor's approval.

THEATRE II: DIRECTING FOR THE STAGE (7664)
Grades 10-12  Sem 1 and/or 2  1.5 credits
The fundamentals of stage directing will be covered in this one-semester course. Topics to be covered will include selecting a show, basic script analysis, blocking (using stage space), casting, and producing. Students will direct dramatic scenes, one-act plays and scenes from musical theatre while working in various theatrical styles. Prerequisite: One semester of any Theatre I level class or instructor's approval.

THEATRE II: IMPROVISATION (7644)
Grades 9-12  Sem 2  1.5 credits
Stimulate your creative imagination through improvisation exercises and theatre games, as a means to sharpen concentration, broaden expression, and stimulate your imagination.
Approach without fear the non-threatening techniques and exercises that bring forth your spontaneous creativity, in a fun-filled and trusting environment. Learn to cast off detrimental judgments to free up your creative impulse.

**THEATRE II: ACTING STYLES FOR STAGE AND SCREEN (7631)**
*Grades 10-12  Semester 1 and/or 2  1.5 credits*
For those performers wishing to explore more variety of acting styles from Shakespeare to on-camera techniques, this class is for you. Explore the roots and development of contemporary acting methods from Stanislavski to Suzuki. Through advanced actor training exercises and theatre games the actor will explore and refine their own creative process, learning to respond "in the moment," developing listening skills, vocal skills, and the technical differences between acting on the stage vs. acting on camera. Prerequisite: One semester of any Theatre I level class or instructor's approval.

**THEATRE I: HISTORY OF THE THEATRE (7646)**
*Grades 10-12  Sem 2  1.5 credits*
Examine theatre's evolution, from its beginnings in primitive ritual, through classics, contemporary plays, and the avant-garde. This is a course that will enter into dialogues that question the impact on audiences from the issues and themes raised by the playwright and interpretation of the director on the US and international scene. The class will attend two contrasting performances outside of School time.

**THEATRE II: WRITING FOR THE SCREEN (7662)**
*Grade 10 – 12  Sem 2  1.5 credits*
This class will examine the unique form of the screenplay. The class will cover dramatic structure, beat sheets, thematic development, character analysis, "The Pitch," and examine the forms that contemporary screenwriters use to express their creative vision. The class will utilize the book "Save the Cat" by Blake Snyder; we will examine scripts, and analyze films to gain a working language and a set of tools for creating our own material. Prerequisite: One semester of any Theatre I level class or instructor's approval.

**VOICE AND PUBLIC SPEAKING (7643)**
*Grade 9-12  Sem 2  1.5 credits*
Dive into the world of public speaking. Learn to energize your voice, organize your thoughts, and speak to your point. This class will explore speeches to inform, persuade, or evoke. You will learn to structure your ideas into powerfully persuasive models and learn to deliver them with a clear, articulate voice. Learn different ways to organize your ideas in order to persuade successfully, speak extemporaneously, and effectively express your point of view. Structured presentations will range from short two-minute informative speeches to two 10-minute "pro/con" persuasive speeches. Seniors in the Focus program may find it especially valuable as they prepare for their presentations.

**ARTS INDEPENDENT STUDY**
Independent Studies in the Arts Department are for students with demonstrated proficiency in a discipline who wish to pursue a higher level of excellence in that field. They cannot be used to fulfill graduation requirements in lieu of existing courses. They are subject to the availability of faculty who will take no more than one student each semester. Credit is not given for independent studies. Students who wish to be considered for an Independent Study should discuss their idea with the faculty member with whom they wish to work and must have demonstrated in previous course work that they can work independently and creatively at a high level. A formal proposal with a detailed outline of the proposed area of study must be submitted and approved by the teacher and the department chair. Proposal forms are available from the department chair.

**YEARLONG OFFERINGS**

**TECHNICAL THEATRE ARTS (7680)**
*Grades 9-12  3 credits*
A study of technical theatre craft and theatre behind the scenes, this class affords students the ability to be able to correlate the “why” of theory with real-time practices. Topics covered include (but are not limited to) theatre organization,
the theatre as a factory, stages of a production’s life, and specialized tools and machinery. Facets of carpentry, scenic artistry, lighting, sound, properties and stage management are also experienced through hands-on participation in our labs during preparation, mounting, and running of actual theatrical events. The class meets each week, once during regularly scheduled class time, allowing a dedicated theory session, and in two extended after school (3:45 pm – 6:00 pm) practical application (lab) periods. Students will become production technicians for each of the three major plays presented during the year. This will require their presences at each rehearsal and performance during the show’s “production week.” The lab periods are extremely important in completing the process, it is here where they are graded not only on skill learning but how well they grasp the significance of each individual’s contribution, how much each person is depended upon to perform their assigned tasks, and how they relate to each other as a team to achieve a successful outcome in a timely and proficient manner. For more information, or if you have any questions about the after school requirements, you may contact the Technical Director of Theatre Facilities.

THEATRE PRODUCTION CREDIT
Grades 11-12
In recognition of students’ dedicated time and effort beyond scheduled class time, the Arts Department provides to students, during their junior and senior years, the option of acquiring 0.5 arts credit per production – for a maximum of 1.5 credits per year – of the following: Fall Play, Winter Musical, Student-Written One-Act Plays and the Middle School Production. The maximum number of credits to be earned through this method is 3.0. The credit will be awarded on a pass/fail basis. In order to receive a pass, a minimum of 30 hours of rehearsal and performance time is required per production. Students must work the entire production from the beginning of rehearsals through the final performance. The option is available for both on-stage and technical crew participation.

MUSIC ARTS
The Music Program at Dwight-Englewood offers two different categories of curriculum. The ensemble classes are performance based with required performances that are often outside of the school day and sometimes off campus. The theory and appreciation courses are academic in nature.

SEMESTER OFFERINGS

INTRODUCTION TO MUSIC THEORY (7770)
Grades 9-12  Sem 1  1.5 credits
This course covers the structure and language of music starting with the identification of the 3 “Elements” of music (melody, harmony, and rhythm) and expanding on the role of each in music. An introduction to notation, intervals, Major and minor keys, chord structures, composition of melodies, species counterpoint, harmonization of melodies, rhythmic notation, and melodic, harmonic, and rhythmic dictation are all included.

MUSIC THEORY AND INTRODUCTION TO COMPOSITION (7775)
Grades 9-12  Sem 2  1.5 credits
Prerequisite: Introduction to Music Theory or approval of the teacher for students who provide evidence of sufficient previous knowledge to succeed in the course.

This course picks up where the Introduction to Music Theory Course leaves off expanding on counterpoint, harmony and continuing into analysis, form and composition using a music writing program that allows students to see and hear what they have composed.

INSIDE MUSIC: COMPOSERS, COMPOSITIONS AND THEIR PLACE IN HISTORY (7752)
Grades 9-12  Sem 1 or 2  1.5 credits
This is a music appreciation listening course covering the lives and music of composers from the Medieval Period to the present in context with the political, scientific and social trends of their times. The course assumes little or no
musical background and no ability to read music is required.

**JAZZ: THE AMERICAN MUSIC (7753)  
Grades 10-12  Sem 2  1.5 credits**

At the completion of this semester course, students will have a thorough knowledge of the historical and musical evolution of American jazz. Students will work to understand and recognize the characteristics of the avant-garde freestyle, West Coast cool, bebop, swing, boogie-woogie, stride, Dixieland and ragtime by listening to original recordings. Students will become familiar with the primary innovators whose influences have been passed on to younger musicians. The course will include readings and responses to jazz criticism and an independent project about a jazz artist of the student's choice.

### YEARLONG COURSES

**HANDBELL CHOIR (7720)  
Grades 9-12  3 credits**

The handbell choir performs music from a variety of periods specially arranged for our five octaves of Schulmerich and Malmark handbells. This full-year course meets three times a week. Prerequisite: Previous handbell experience is not required, but students should have had previous music reading experience.

**ADVANCED HANDBELL CHOIR (7725)  
Grades 9-12  3 credits**

The advanced handbell choir is a performance ensemble. Enrollment is by audition or pre-approval of the director. The students participating in this ensemble are expected to have mastered various performance techniques, as well as basic music theory and some compositional skills. At least one semester of previous experience or its equivalent is a prerequisite. Students perform both on and off-campus throughout the year. The repertoire is varied and specially composed and/or arranged for this ensemble.

**CHORUS (7730)  
Grades 9-12  3 credits**

The chorus performs on several occasions during the School year; winter and spring concerts are highlights. Choral repertoire is chosen from the Medieval period to the present. Material is selected from a rich and broadly encompassing spectrum of historical and cultural sources. Students are expected to be engaged fully with all the materials used in a class or in a performing ensemble. Emphasis is on the process of developing good singing habits and ensemble skills, and on the joy of performing music with other people. This full-year course meets three times a week.

**D-E SYMPHONY ORCHESTRA (7769)  
Grades 9-12  3 credits**

The D-E Symphony Orchestral is an ensemble course including performing experience. It is open to all symphony orchestral instruments. This program explores and presents repertoire from Baroque through Contemporary and performs on average two or three times each year. Performances are scheduled outside of the school days and are required as a graded part of the curriculum. Though this is an audition based program, all students will be accepted to one facet of the program or another. Auditions for all new members to the program will take place in the first week of school. Students who have sufficient instrumental technique to assure the possibility of success playing all of the repertoire covered in the Symphonic Orchestra will be admitted directly to that ensemble for all weekly class periods. Students with less experience will be offered small ensemble options and be folded into the larger ensemble as their skills advance and/or pieces are introduced that fall within their technical ability. All classes in this course will meet during the same class periods offering the opportunity for migration between ensembles as repertoire and playing levels permit. All students enrolled in this program are required to be studying weekly with a private teacher who specializes on their instrument. Studies do not need to be through the Dwight-Englewood Music Lesson Program but all students will be required to provide contact information for their private teacher on their Orchestra Contract.
STRINGJAM (7768)
Grades 9-12  3 credits
This premiere performance-based chamber orchestra consists of violins, violas, celli and string basses. Repertoire includes music composed or arranged specifically for this instrumentation from the Baroque Period through to the present. This is a touring ensemble and, as the experience of being a musician performing on tour is part of the curriculum, participating in the tours is a requirement of all enrolled. Short performance tours of a few days, generally occur once every two years and more local off campus performances usually occur on the alternate years. Enrollment is by audition and there are not always openings for every instrument every year. All applicants must be active members of the D-E Symphony Orchestra to qualify. This graded course meets two times per week, one time during an academic block and a second required time during a lunch hour, for the full year. All students must be enrolled in weekly private lessons on their instrument. These can be arranged through the School or may be scheduled by the student outside the School.

JAZZ WORKSHOP/INTRO TO STAGE BAND (7755)
Grades 9-12  3 credits
This is a yearlong performance course that provides students with an opportunity to learn the rudiments of basic musicianship and ensemble playing with an emphasis on the stylings of big band jazz. Students will be exposed to the literature of classic and contemporary jazz arrangements. Theory, including key signatures, enharmonic equivalents, and time signatures are components of this course. Students are expected to be taking private lessons on their instrument. No audition required but students must have at least one year of experience on their instrument.

STAGE BAND (7790)
Grades 9-12  3 credits
This instrumental jazz ensemble consists of saxophones, brass, percussion, electric guitar, and keyboards. Enrollment is by audition and there are not always openings for every instrument every year. This course meets two to three times per week for the full year. All students should be enrolled in private lessons on their instrument. These can be arranged through the School or may be scheduled by the student outside the School. Entrance to Stage Band is decided by audition.

INSTRUMENTAL AND VOICE LESSONS
Grades 6-12
All students may take private lessons in voice, guitar, piano, or on any orchestral instrument during the School day. The faculty consists of professional musicians from major New York and New Jersey orchestras and musical institutions. The faculty list and fee schedule are available in the spring.

ARTS INDEPENDENT STUDY
Independent Studies in the Arts Department are for students with demonstrated proficiency in a discipline who wish to pursue a higher level of excellence in that field. They cannot be used to fulfill graduation requirements in lieu of existing courses. They are subject to the availability of faculty who will take no more than one student each semester. Credit is not given for independent studies. Students who wish to be considered for an Independent Study should discuss their idea with the faculty member with whom they wish to work and must have demonstrated in previous course work that they can work independently and creatively at a high level. A formal proposal with a detailed outline of the proposed area of study must be submitted and approved by the teacher and the department chair. Proposal forms are available from the department chair.

Important Note: Attendance Requirement
Attendance is required at all performances and final rehearsals. Concert dates are available at the opening of School. Required rehearsals are added during the two weeks before major concerts. Attendance at rehearsals and concerts is a component of the student's semester grade.
SUMMER OFFERINGS IN MUSIC

STRING SOCIETY
Grades 9-12  1.5 credits
1 Week  Grades 9-12  1.5 Credits
String Society offers students the opportunity to explore gems of the traditional string orchestra and chamber music repertoire while being introduced to music by living composers. This musical offering provides a range of leadership and collaborative experiences to exceptional string players. This one-week program is the outgrowth of and extension of the D-E String Jam and Upper School Orchestra Curriculum. In addition to the orchestra and chamber experiences, students will also take part in sectionals, an improvisational workshop, and mindfulness activities such as yoga. The program culminates with the Grand Finale concert that is open to families and the general public. Participation in String Society carries Dwight-Englewood Arts credit and counts for one semester towards graduation.

TOURING ORCHESTRA
OVERSEAS TOURS (S703)
Grades 9-12  1 credit
The touring orchestra, an audition-based ensemble, travels overseas every two or three years for a time frame ranging from 5 to 9 days depending on the nature and needs of the specific itinerary for that tour. They will have rehearsals outside of regularly scheduled classes prior to departure, two-hour rehearsals on most non-performance days in their destination cities and sound-checks and concerts during the tour. One of the concerts is usually collaborative with a resident student orchestra from the location. Our students will have guided tours of historical and cultural sites with an emphasis on those that pertain to music. If feasible, they will attend at least one performance by a professional orchestra resident to the tour’s destination city. Participation receives 1 credit and appears on the student’s transcript but does not fulfill a Dwight-Englewood Arts course requirement for graduation.

HEALTH AND WELLNESS PROGRAM

The overarching theme of Health and Wellness, which includes many components, is for students to develop positive lifestyle behaviors and attitudes. Taking responsibility for one’s personal health requires a balance of consistent physical activity, optimal nutritional habits, positive relationships, and a strong sense of mind and body (mindfulness). Complementing these objectives are theme based activities offered through the physical education program.

Each student is encouraged to develop and broaden his or her own levels of physical competence, acquiring the confidence and motivation to engage in a lifetime of physical activity within a range of settings. Students experience activities that contribute to the healthy development of the whole person, such as yoga and mindfulness, fitness, and group exercise, skill acquisition of exercise equipment and machines, self-defense, CPR, and opportunities to participate in team sports and lifetime recreational activities.

Students are required to take four semester courses in the Health and Wellness Program while in the Upper School. In the ninth grade, students will take the core course that introduces lifelong wellness and fitness programs. In grades 10-12, students have a choice of courses based on their interests.

HEALTH AND WELLNESS

HEALTH AND WELLNESS 9 (8329)
One semester for grade 9
This semester-long course provides opportunities for students to participate in a variety of fitness and exercise experiences. The repertoire of activities will support lifelong habits of physical exercise and immediate application of skills for students to implement within their own personal wellness or competitive athletics journey. This course will enable students to navigate the weight room and cardio room equipment in a safe and controlled environment. Students will learn how to perform movements with correct technique, appropriate...
exercise prescription for individual fitness goals while learning proper etiquette within an exercise setting. In addition, students will learn how to assess their own personal fitness while creating individualized workout programs using various methods of training and fitness principles. Nutrition, mindfulness, stress management, and other health-related topics will be discussed within the course. In addition, students will explore the offerings of the elective program, engaging in group exercise classes such as yoga and meditation, cardio kickboxing and spinning as well as participating in a variety of lifetime and leisure activities and team sports. This course meets three times per week for one semester.

THE ELECTIVE PROGRAM FOR GRADES 10-12
The goal of the electives course for grades 10-12 is to include activities that focus more on individual fitness and less on competition. Students will have a variety of electives to choose from that will promote increased engagement, participation, and personal satisfaction with hopes that the students will remain involved in lifelong physical activity pursuits that they enjoy. For the student who wishes to remain involved in competitive play, there is a team sport elective available. All electives meet two times per week for one semester, and will be offered based on student interest. We encourage students to choose at least two fitness based electives as part of their program to meet graduation requirement.

SPINNING (8611)
The spinning program is a high energy, low impact, cycling inspired workout for students of all ability levels. This group exercise training program takes students through a variety of indoor cycling rides that simulate travel on flat roads, hill climbs, sprints and races. Challenging both the mind and body, this course provides an excellent cardiovascular and strength workout for the student seeking to increase their overall fitness or achieve personal fitness goals. The class provides an atmosphere of engaging music and enthusiastic instructors guiding participants through each phase of the workout.

YOGA AND MINDFULNESS (8613)
Students will explore the practice of yoga and mindfulness by incorporating various breathing techniques, sequential movements, and meditation exercises that will calm the body and relax the mind. Classes will incorporate purposeful slow and mindful movements that improve balance, flexibility and muscular strength and tone. Reduction of stress and an increased ability to focus are additional benefits that typically coincide with this type of exercise.

STRENGTH AND CONDITIONING (8614)
The strength and conditioning course will provide an opportunity for students to enhance their comprehension in a variety of training principles while increasing their overall fitness or athletic performance. Students will engage in power, agility, strength, and speed exercises as well as having the opportunity to experience a diverse exploration of strength training programs and various training methods. Free weights, exercise machines and conditioning activities will be incorporated into the weekly workouts, as well as HIIT training, plyometrics, calisthenics, powerlifting and crossfit.

PRINCIPLES OF WEIGHT TRAINING (8615)
This semester long course is designed for students with novice to intermediate weight training experience. Students will engage in multiple weight training techniques and lifts that utilize free weights, body weight, cable machines and resistance band exercises. The class will emphasize proper lifting form, spotting methods, and weight room safety. In addition, muscular anatomy and basic exercise physiology will be incorporated into each lesson while students explore various methods of training such as high intensity interval training (HIIT), powerlifting and bodybuilding. Students will have the ability to apply these training methods and scientific principles into an individualized workout program where they will record and track personal progress.

CARDIO KICKBOXING, SELF DEFENSE, AND CPR (8616)
Cardio Kickboxing is an aerobic workout that blends basic boxing and martial arts techniques. Students will learn various striking and kicking combinations while engaging in an assortment
of fitness exercises that are choreographed to high energy music. Heavy bags and gloves will be incorporated into the workouts, as well as Plyometric and body weight strength training exercises. Students will also engage in a variety of training methods that will energize students and reduce stress while improving overall personal fitness. The self-defense portion of this course will introduce students to different movements, strikes, and defensive tactics that can be used in various situations to successfully defend one's self when needed. In conjunction with this course, students will participate in the American Heart Association certification program for Adult and Child First Aid, CPR, and AED. Classroom instruction will be a mixture of lecture, demonstration, and hands on practice with individual skills. Students will learn how to respond to different emergency situations and how to respond to these situations using First Aid, CPR, and AED techniques. Students will earn their certifications upon completion of the course.

LIFETIME AND LEISURE ACTIVITIES (8617)
How do we stay active as we get older? In this course, students will have the opportunity to participate in individual and group lifetime leisure activities. This course is designed to expose students to various activities providing knowledge and application of skills that enable students to participate in activities for a lifetime. Some of the activities that the students will be participating in include but are not limited to: badminton, archery, fitness walking, Frisbee, golf, tennis, bocce ball, dance, and pickleball.

TEAM SPORTS (8618)
In what ways do team sports develop a sense of teamwork, sportsmanship and individual satisfaction while increasing overall fitness? This course offers a variety of team sports and fitness activities that will correspond with sports seasons that are being played simultaneously throughout the country. Students will learn the rules, skills and strategies associated with each sport, while engaging in an active and competitive environment that promotes personal fitness.

ADDITIONAL REQUIREMENTS

COMMUNITY SERVICE
Each student is required to complete a prescribed 40 hour community service project, hopefully by the end of junior year. Fulfillment towards this requirement can begin after the student completes eighth grade. Community service hours must be completed by the end of the junior year or the student may forfeit certain senior privileges.

COLLEGE KNOWLEDGE (0006)
Grade 11   Sem 2
This mandatory non-credit course for all juniors meets once a week in small groups for one semester with their college counselor. Classes are taught in an informal setting and will include such topics as: self-assessment, resume writing, college essays, college interviews and the application process. This course provides a wealth of information for juniors as they begin the college search process.

GRADE 9 SEMINAR (0009)
Grade 9   3 credits, full year
This first semester is designed to help orient students to life in the Upper School. Times of transition offer opportunity, and in this course students will address issues of identity and develop cultural competence within our diverse school environment. The course, which meets twice per week, invites ninth graders to learn more about who they are, who their peers are, and develop language and skills to navigate and get along in a school population that includes families from innumerable backgrounds and cultures. In the second semester the course will extend discussions on social identity and in-depth exploration of health and wellness topics (anatomy, puberty/menstruation, defining “sex”, reproduction, contraception and safer sex, STIs, consent, online behavior, and legal issues)

GRADE 10 SEMINAR (0010)
Grade 10   Sem 1 or 2   1.5 credits
The 10th-grade seminar class will meet twice a week for one semester during the semester the student does not have ethics. The class will focus specifically on mental health and well-
being. Each week will include an introduction to a topic, discussions, and empirically-based practical advice/strategies. Students will have an opportunity to explore topics relevant to adolescents today and, more specifically, deemed important to students here at D-E. Topics will include: stress management, sleep, test anxiety, positive psychology, mindfulness, eating disorders, healthy relationships, peer pressure, mental health stigma, depression and suicide, self-harming behaviors, and how to ask/seek help when needed.

ADDITIONAL PROGRAMS

LIVING IN A DIVERSE WORLD (0081)
Grades 10-12  Three days a week for one semester  1.5 credits
Living in modern society requires us to develop a fuller understanding of the many cultures that exist in the world. With the development of technology, including the expansion of modern travel and social networking, our world has become more accessible and more affected by a diverse set of differences. This course is designed to assist students in their understanding of these differences which are based on nationality, gender, class, race, age, language, sexual orientation, physical/mental ability, and religion, among others. Students will explore these cultural identifiers through environmental, social, cultural, political and economic relationships which affect our day to day existence. Case studies and role playing will provide opportunities for safe conversation in a classroom that is participatory, cooperative, and democratic.

INTRODUCTION TO ETHNIC STUDIES (0085)
Grades 10-12  Three days a week for one semester  1.5 credits
What does it mean to be ‘American’? How is the United States’ national identity actually a mix of ethnic experiences and cultures? How have African-Americans, Asian-Americans, Latino/a-Americans, Native Americans, Jewish-Americans and European-Americans shaped and been shaped by the American experiment? In this interdisciplinary class, students will participate in a learning community that collectively examines the social construction of race, culture and class in the U.S., along with the impact of the past upon present-day realities between and across communities. Through the exploration of film, literature, pop culture, current events, and historical documents, students will be offered a discussion-based seminar experience that engages them in the complexities involved in the creation and evolution of a multicultural America.

SUPPORTING ADOLESCENT GROUP EXPERIENCES (SAGE) (9350)
Grades 11-12  Three days a week for the full year  3 credits
This class fosters a mentoring relationship between 11th and 12th grade students and small groups of Middle School students. Through experiential learning, Upper School students will develop skills in mentoring, problem-solving, and social intelligence, all of which are necessary for success in one’s educational and professional life. Leaders will learn how to help Middle School group members develop self-awareness, sensitivity to others and those skills that contribute to effective group dynamics such as listening, collaborating and cooperating. By helping Middle School students to clarify values, express themselves and feel understood, respected and supported among peers, leaders bolster students’ self-confidence and compassion. Leaders will be assigned weekly readings on topics in adolescent life and leadership. They will learn how to write and implement lesson plans and participate in planning and debriefing sessions as a group. Upper School leaders will serve as role models, address topics related to transition to the Upper School and lead weekly activities and discussions that foster effective peer groups. Leaders will collaborate with each other, faculty and Middle School students to promote interactions that reinforce D-E’s core values: respect, honesty, judgment, commitment, courage and community. Students are chosen by applications during the Spring.
PEER MENTORING (0007)
Grades 11-12
Three days a week for the full year  3 credits
The Peer Mentor class is a leadership opportunity for students who are interested in helping ninth graders transition into the D-E upper school.

This Minor full year course will meet two times per week as a mentor group and will then students will meet two times per month during the advisory period with their ninth grade groups. During the mentor class periods, students will be learning facilitation skills and will be discussing a wide range of topics mirroring the ninth grade seminar class. They will be discussing issues related to transitioning into high school such as balancing academics and social life and also delving into topics of identity including gender, race, ethnicity, socioeconomic status and more. In addition, they will discuss some of the topics related to health and wellness that the ninth grade will be covering in the second semester.

Peer mentors play a large role in the ninth grade Princeton-Blairstown overnight trip, so will need to be available for that in the early fall. They will also need to attend a one-day training in the late summer right before school starts. Students are chosen by application in the spring.

SENIOR FOCUS HONORS (0003)
Grade 1  Full year  3-15 credits
This program redesigns the last year of high school to offer students an alternative path for the senior year. In the fall semester, students produce a term paper on a topic of their choice. Finding an area of interest, honing a credible research proposal and improving research and writing skills define the fall term. In the spring, students do fieldwork, working with an outside mentor to gain knowledge and experience beyond the campus gates. The spring semester culminates with the submission of a portfolio and a presentation before a panel comprised of outside experts, faculty and peers.

YOUTH PARTICIPATORY ACTION RESEARCH (YPAR) (0082)
Grades 10-12 Three days a week for two semesters  3 credits (not offered in 2019-2020)
This course offers students an opportunity to work as a team to design and study a topic of common interest or concern using social science research methods. Students will investigate and develop a research topic for study, create a tool to gather data, organize and analyze that data, and use the resulting information to make recommendations for action(s) that will result in school change at Dwight-Englewood School. Prerequisite: Permission of the Instructor.

DEPARTMENTAL INDEPENDENT STUDY
Grades 11-12
Juniors and seniors who have the interest and ability to handle independent work may apply to do independent study. The application process requires submitting an approved, written contract stating the specific parameters of the study to the Principal’s Office. Students must be in good academic standing and have a good attendance record. Independent study is available for two purposes only:

To provide opportunities for the student who has exhausted the highest offering in an area before graduation; and,

To provide opportunities for a student in an area in which the School has no course offerings.
Dwight-Englewood School encourages its students to extend their educational experience beyond the Academic school year. Students have the opportunity to earn graduation credits at Dwight-Englewood during the summer months to strengthen basic academic skills, to pursue academic advancement and personal interests, or to explore new subjects. Registrations for the Summer Connections program and D-E 360° Travel are open to all Upper School students.

The D-E360° Summer Connections program provides a variety of opportunities for students grades Pre-K through Grade 12 from public, parochial, and independent schools. A combination of introductory, enrichment, and advancement courses in a number of academic disciplines, the arts, and athletics, allows for diversity of study.

Students interested in taking course offerings for credit through the D-E360° Summer Connections program should speak with their class dean or appropriate department chair before beginning a course. To be eligible to receive credits, students must have completed ninth grade at Dwight-Englewood. Once the coursework is completed, students must have a transcript sent to their class dean immediately to ensure that successful completion of any summer advancement course is recognized on their School transcript. A full description of Dwight-Englewood’s policy about grades and credits earned in summer programs is available from the Registrar. For a full listing of all educational opportunities in Dwight-Englewood Summer Connections, please visit the website: http://de360.d-e.org.

**SCHOLARS PROGRAM**

Through D-E 360° Summer Connections, we help you get ready for the rigorous subjects you plan to take in the future, be it during high school or college. A number of students who register for scholars courses use the summer as an opportunity to build a bridge/review for AP classes and SAT Subject Tests. For students entering Grades 9 – 12 in Fall 2019, the offerings in the Scholars program are mostly credit bearing and can be taken in place of courses during the academic year, but please note that credit will only be awarded for courses taken after the ninth grade. Other courses can be taken to build the skills and confidence necessary to succeed in the following year.

Take control of your own education by creating a plan that works for you. Scholars advancement courses are intense and enable a student to complete a full year’s work in a few weeks. Students wishing to accelerate their studies may apply credit to fulfill graduation requirements or can use the course to fulfill prerequisites for more advanced courses. Students may only take one course for advancement and should expect to do two to four hours of homework daily, a test every two or three days, and at least five major labs. For more information about the content of Advancement courses, please contact the D-E360° Summer Connections Office in Leggett 001 or have a school official request the information.

For courses, which are taken for credit or advancement, evaluations consist of the letter grades A, B, C, D and F. Interim grades and comments will be mailed on Wednesday, July 17, 2019. Final grades and comments will be mailed on Friday, August 9, 2019. Attendance in the Scholars Program is key and mandatory for final exams/projects. No credit will be granted to a student who is absent more than three days for any reason. Repeated tardiness will result in the loss of academic credit and/or a lower grade. The Independence Day holiday will be observed on Thursday July 4 and Friday, July 5. No classes will
be held on these days to celebrate the national holiday. Since the teachers are able to adjust their lessons to deliver the same experience in that week as any other week, the prices are not adjusted. The fee is based on the course offering and not a per diem cost.

ENGLISH

CREATIVE WRITING
5 WEEKS  GRADES 9-12  3 Credits
The purpose of this class is to give students the opportunity to explore the art and craft of creative writing. The course will be divided into two sections: a poetry unit and a short story unit. During each unit, students will be asked to read the poetry and short stories of contemporary poets and writers, while also writing and producing their own work’s of poetry and short stories. The goal for each student will be to compile and individual portfolio of creative work by the end of the course. Classes will be based on a workshop model, with students reading and discussing their own work as well as the work of their peers. The course is also designed for students new to creative writing, as well as those with more experience. For students who have completed grade 9 at Dwight-Englewood, this course carries Dwight-Englewood credit, but does not replace a requirement for graduation.

MATH

ADVANCEMENT ALGEBRA 1
5 WEEKS  GRADES 9-12  3 Credits
This course covers the essential concepts of a full-year course in Algebra I. The course content is organized around families of functions with special emphasis on linear and quadratic functions. In addition, we will incorporate probability and data analysis helping students to build skills with math topics that often appear on standardized tests.

ADVANCEMENT GEOMETRY
5 WEEKS  GRADES 9-12  3 Credits
This course covers the essential concepts of a full-year course in Geometry. Topics include basic geometric figures and their properties, reasoning and proof, parallel lines and planes, triangles, geometric means, quadrilaterals, similarity, circles, loci, areas of plane figures; and areas and volumes of solids. Prerequisite: Algebra I. This course does not replace IMM I or IMM 2.

A graphing calculator is required for this course. TI-83+ (or higher) calculator required.

ADVANCEMENT ALGEBRA 2
5 WEEKS  GRADES 9-12  3 Credits
This course covers the essential concepts of a full-year course in Algebra II. Topics include a review of Algebra I, quadratic equations, irrational numbers, complex numbers, linear systems in two and three variables, inequalities, exponents, logarithms, sequences, series, the binomial theorem and word problems. This course does not replace IMM I or IMM 2.

A graphing calculator is recommended for this course. TI-83+ (or higher) calculator required. Prerequisite: One year of Algebra and one year of Geometry.

ADVANCEMENT PRE-CALCULUS
5 WEEKS  Grades 9-12  3 Credits
This course covers the essential concepts of a full-year course in Pre-Calculus. Topics include trigonometry; complex numbers; polynomials; sequences and series; exponential and logarithmic functions, and the conic sections. Prerequisite: Two years of Algebra and one year of Geometry. This course does not replace Pre-calculus for placement purposes for Dwight-Englewood students without prior approval from the Mathematics Department.

A graphing calculator is required for this course. TI-83+ (or higher) calculator required. Prerequisite: Two years of Algebra and one year of Geometry.

SCIENCE

ADVANCEMENT BIOLOGY 5
WEEKS  GRADES 9-12  3 Credits
This course emphasizes the investigative processes of biological science and the history of scientific ideas. Laboratory experiments, microscopic investigations, dissections, and various audiovisual
aids are used to explain the basic concepts of life. Topics include cell biology, biochemistry, organic chemistry, cellular respiration, photosynthesis, evolution, genetics, human reproduction, anatomy, and physiology. This course does not replace Integrated Biology and Chemistry I or II.

**ADVANCEMENT CHEMISTRY**

5 WEEKS  GRADERS 9-12  3 Credits

Chemistry is often called the “Central Science.” In this course, you will make the connection between math and science. Each week, several experiments will be performed to investigate the cause and effect relationships which permeates all of science. Topics include: Atomic Theory, Quantum Mechanics, gas laws, solutions in equilibrium, Electrochemistry, Nuclear Chemistry, and Organic Chemistry. Experiments are performed several times each week. A scientific lab notebook will be provided to the students. Prerequisite: One year of science and two years of Algebra. This course does not replace Integrated Biology and Chemistry I or II.

**ADVANCEMENT PHYSICS**

5 WEEKS  GRADERS 9-12  3 Credits

From the forces that hold the nucleus of the atom together to those that form stars and galaxies, physics is the study of the foundations of our Universe. This course is an intensive, lab-based physics class covering typical first-year topics: motion in one and two dimensions, Newton’s Laws, energy, momentum, oscillations, waves, and electricity. Students will actively investigate and discover relationships between measurable quantities in a laboratory environment to construct a series of representational models that give structure to the physical phenomena we observe, and which form the basis of our understanding. Comfort with computers and significant math skills are required. Prerequisite: One year of science and two years of algebra and trigonometry.

**LANGUAGE**

**SALAMANCA: D-E IN SPAIN**

Grades 9-12  3 credits  (not offered during the summer of 2019)

Students study at the University of Salamanca, Spain, in a one-month academic Spanish course. The group departs late in June and returns in late July. There are three hours of classes in the morning, Mondays through Fridays – two language classes and one elective. A cumulative exam is given at the end of the program for which certificates are awarded by the University of Salamanca. Students may also personally elect to take Spanish dance, guitar and/or folksong classes in the afternoon. Students live in the university dormitories and study at the University of Salamanca with professors from the University faculty. A placement test is given by the University at the beginning of the program, so students study at their own level with students from around the world. The program is chaperoned and culturally guided by Dwight-Englewood School teachers. Other organized activities include swimming, touring historic cities and sites, midday planning meetings, athletic activities, group fiestas, Spanish film series, dancing, and an afternoon conversation with class with a professor from the University. The trip is open to all Dwight-Englewood Upper School students regardless of the language they study. For students who have completed grade 9 at Dwight-Englewood, this course carries Dwight-Englewood credit but does not replace a requirement for graduation.

**ITALY OF THE CLASSICAL ERA AND RENAISSANCE - JULY 8 TO JULY 22, 2019**

(S433)

Grades 9-12  1.5 credits

Other than Ancient Greece, no other location has been a greater contributor to Western Culture than Italy. The intellectual and artistic antecedents of much of contemporary American society derive from Italy, therefore, a trip in exploration of these antecedents will serve to contextualize students’ world. The goal of this trip is to help students develop an understanding of the sites we will be visiting through active observation. In addition to the guided tours, we will require each student
to choose two sites and write a journal article about each one including: pictures, sketches, and discussion of the site in terms of one or two of the following: architecture, political institutions, religion, engineering and topography. Students will walk in the footsteps of the Ancient Romans through such wonders as the Colosseum, the Roman Forum, Pompeii, and Paestum as they learn their history from expert guides. They'll also be exposed to the magnificent works of Michelangelo, DaVinci, Caravaggio, and Bernini, and delight in the unparalleled beauty of Rome and the Bay of Naples. Participants may earn 1.5 elective credits in Latin. For students who have completed at least grade 9 at Dwight-Englewood, this offering carries D-E credit but does not replace a requirement for graduation.

LIST OF COURSES FOR CREDIT

+ ADVANCEMENT ALGEBRA 1
+ ADVANCEMENT ALGEBRA 2
+ ADVANCEMENT BIOLOGY
+ ADVANCEMENT CHEMISTRY
+ ADVANCEMENT GEOMETRY
+ ADVANCEMENT PHYSICS
+ ADVANCEMENT PRE-CALCULUS
+ COLLEGE TEST PREP
+ CREATIVE WRITING
+ D-E IN FIJI*
+ D-E IN SPAIN*
+ STRING SOCIETY
+ "DE360° TRAVEL – OFFERED ONLY TO DE US STUDENTS
+ ARTS

STRING SOCIETY

1 Week Grades 9-12 1.5 Credits

String Society offers students the opportunity to explore gems of the traditional string orchestra and chamber music repertoire while being introduced to music by living composers. This musical offering provides a range of leadership and collaborative experiences to exceptional string players. This one-week program is the outgrowth of and extension of the D-E String Jam and Upper School Orchestra Curriculum. In addition to the orchestra and chamber experiences, students will also take part in sectionals, an improvisational workshop, and mindfulness activities such as yoga. The program culminates with the Grand Finale concert that is open to families and the general public. Participation in String Society carries Dwight-Englewood Arts credit and counts for one semester towards graduation.

D-E 360° TRAVEL

One way to bring Dwight-Englewood School's Mission Statement to life is to create opportunities that allow students to nurture the skills and perspectives that help them become global citizens and leaders. To that end, we provide a wide range of international travel opportunities for our students to engage in the world. Trips offered to date have been centrally-focused around science exploration, leadership development, community service and language/cultural immersion. Some trips have offered course credit towards high school graduation as well as college credit.

COMMUNITY SERVICE

GIANT PANDA CONSERVATION AND EXPLORATION IN CHINA
GRADUES 9-12 Community Service Credit
(Summer of 2019)

An exciting opportunity for Upper School students to be immersed in Chinese culture as they work together on service projects at a renowned panda conservation center based in Chengdu, a National Reserve in Sichuan Province. This trip is being offered in partnership with Rustic Pathways.
Offerings In 2019-2020 Include:

CLUBS
+ AIDS Awareness
+ Amnesty International
+ App Club
+ Chemistry Olympics
+ Chess Club
+ CODES (Community Outreach at Dwight-Englewood School)
+ Dance Club
+ Debate
+ DEFAC (Dwight-Englewood Fights Against Cancer)
+ Dumbledore’s Army
+ Dwight Mic
+ Environmental Club
+ Ethics Bowl
+ GSA (Gender & Sexuality Association)
+ H.O.P.E. (Helping Out People Everywhere)
+ IDEA (Intensifying Dwight-Englewood Arts)
+ INSPIRE (Introducing New Solutions to Promote Integrity & Respect Everywhere)
+ JADE (Jewish Awareness at Dwight-Englewood)
+ Juggling Club
+ Korean Culture Club
+ Math Club
+ Mock Trial
+ Model Congress
+ Model United Nations
+ My Mind Matters
+ Promotional Arts Society
+ Robotics Club: Critical Mass
+ Rowing Club (trains and competes inter-scholastically)
+ Ski Club (both racing and recreational opportunities)
+ Stock Market Club
+ Student Government
+ Teens Connecting Communities
+ T.S.T.D.E. (Stage Crew)
+ Tour Guides
+ Type 1 Diabetes Club
+ Women’s Empowerment Club

PERFORMING OPPORTUNITIES
+ Dwight Mix
+ Jazz Rock Ensemble
+ MODE (Musicians of Dwight-Englewood)
+ Fall Play
+ Winter Musical
+ Spring Theater

STUDENT PUBLICATIONS
+ Calliope (literary journal)
+ Carpe Diem (Yearbook)
+ The Flea (satirical newspaper)
+ Parnassus (world language journal)
+ Spectrum (newspaper)

ATHLETICS
+ FALL
  + Cross Country, boys and girls
  + Field Hockey, girls
  + Football, boys
  + Soccer, boys and girls
  + Tennis, girls
  + Volleyball, girls
+ WINTER
  + Basketball, boys and girls
  + Strength and Conditioning, boys and girls
  + Track, boys and girls
+ SPRING
  + Baseball, boys
  + Golf, boys and girls
  + Lacrosse, boys and girls
  + Softball, girls
  + Tennis, boys
  + Track, boys and girls
  + Ultimate, boys and girls
QUICK REFERENCE NUMBERS

Main Number (201) 569-9500
To use DID (Direct-in-Dial) dial 201.227.xxxx (xxxx = four digit extension)

MIDDLE SCHOOL

MIDDLE SCHOOL PRINCIPAL
Jonathan Davis ................................................................. 3231

GRADE 6 DEAN
Tasha Urbanowski ............................................................. 3237

GRADE 7 DEAN
Elizabeth Traub ................................................................. 3236

GRADE 8 DEAN
James Aitken ................................................................. 3235

UPPER SCHOOL

UPPER SCHOOL PRINCIPAL
Joseph W. Algrant ............................................................. 3241

CLASS OF 2022 DEAN
Kimberly Lalli ................................................................. 3245

CLASS OF 2021 DEAN
Brendan McGrail ............................................................. 3248

CLASS OF 2020 DEAN
Jeremy Meserole ............................................................. 3246

CLASS OF 2019 DEAN
Lisa Wittner ................................................................. 3247

DIRECTOR OF STUDENT ACTIVITIES
Debbie Murphy ................................................................. 3249

COLLEGE COUNSELING OFFICE
Rosita Fernandez-Rojo, Dean ............................................. 3171
Eileen Cunningham-Feikens, Director .................................. 3172
Tasha Toran, Director .......................................................... 3173
Joseph Yung, Director .......................................................... 3174