BISHOP SEABURY ACADEMY

Course of Study
Curriculum Guide
2024-2025

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Course of Study

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- Choir and/or Instrumental Music

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- CHAD (Computers/Health/Art/Drama)
- Choir and/or Instrumental Music

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- Choir and/or Instrumental Music

CURRICULUM AND GRADUATION REQUIREMENTS: Grades 9-12

- **4 English**
- **4 Mathematics**
- **4 Science**
- **3-4 World Languages***
- **3-4 Social Studies***
- **1 Philosophy & Ethics**
- **2 Arts**
- **2 Electives**
- **24 units total****

***Students must take 4 years in at least one of these two subject areas**

****Students must take a minimum of 24 credits in the required subject areas; additional credits can be in any subject area depending on scheduling**

Grade 9

- English 9
- World History I
- Algebra I or Geometry or Algebra II (or as determined by Math department)
- Biology
- World Language: Latin I, Spanish I, or French I
- Arts: Chamber Choir (full year), Instrumental Music (full year), Art 9 (by semester or full year, prerequisite for Advanced Art), Theatre 9 (by semester or full year, prerequisite for Advanced Theatre), Debate (1st semester only, must be combined with at least one semester of another Arts elective), Forensics (2nd semester only, must be combined with at least one semester of another Arts elective), Creative Writing (2nd semester only, must be combined with at least one semester of another Arts elective), Journalism (full year)
- Electives (optional): Strength and Conditioning (by semester or full year), Asian Studies (1st semester only, offered every other year, may be taken only once for a Social Studies Elective credit), African Studies (2nd semester only, offered every other year, may be taken only once for a Social Studies Elective credit), Introduction to Programming (1st semester only, may be taken only once for a Science Elective credit), Robotics (1st semester only, may be taken only once for a Science Elective credit), Game Development (2nd semester only, Introduction to Programming is a prerequisite, may be taken only once for a Science Elective credit), Advanced Robotics (2nd semester, Robotics is a prerequisite, may be taken for Science Elective credit(s)), Independent Study* (by semester), Independent Explorations Program (IExP) (Honors)* (one or more semesters for one semester of credit)

  *Application must be submitted in the previous semester for Independent Study and Independent Explorations Program

Notes for Grade 9:

- Please note that a student who has begun a language in grade 9 will continue with that language until completion of at least the third level
- Students in grade 9 will choose two electives each semester, including at least one Arts elective each semester
- Arts and Electives may be taken for more than one semester or year (except for prerequisites and where noted)
- Two semesters of Science electives are required for graduation; more Science electives are offered in grades 11 and 12
- A fourth year of a World Language or two semesters of Social Studies electives are required for graduation; more Social Studies electives are offered in grades 10-12

Grade 10

- English 10
- World History II or World History II Honors
- Geometry or Algebra II or Precalculus (or as determined by Math department)
- Chemistry

- World Language: Latin II, Spanish II, or French II
- Arts: Chamber Choir (full year), Instrumental Music (full year), Advanced Art (by semester or full year, Art 9 is a prerequisite), Advanced Theatre (by semester or full year, Theatre 9 is a prerequisite), Debate (1st semester only), Forensics (2nd semester only), Creative Writing (2nd semester only), Journalism (full year)
- Electives (optional): Strength and Conditioning (by semester or full year), Asian Studies (1st semester only, offered every other year, may be taken only once for a Social Studies Elective credit), African Studies (2nd semester only, offered every other year, may be taken only once for a Social Studies Elective credit), European History (Honors) (offered every other year, may be taken only once for a Social Studies Elective credit), Introduction to Programming (1st semester only, may be taken only once for a Science Elective credit), Robotics (1st semester only, may be taken only once for a Science Elective credit), Game Development (2nd semester only, Introduction to Programming is a prerequisite, may be taken only once for a Science Elective credit), Advanced Robotics (1st and/or 2nd semester, Robotics is a prerequisite, may be taken for Science Elective credit(s)), Advanced Programming (1st semester only, Introduction to Programming is a prerequisite, may be taken for Science Elective credit(s)), Advanced Game Development (2nd semester only, Game Development is a prerequisite, may be taken for Science Elective credit(s)), Independent Study* (by semester), Independent Explorations Program (IExP) (Honors)* (one or more semesters for one semester of credit)

  *Application must be submitted in the previous semester for Independent Study and Independent Explorations Program

Notes for Grade 10:

- Students in grade 10 will choose at least two electives each semester, including required Arts electives (total of four semesters required for graduation)
- Arts and Electives may be taken for more than one semester or year (except for prerequisites and where noted)
- Two semesters of Science electives are required for graduation; more Science electives are offered in grades 11 and 12
- A fourth year of a World Language or two semesters of Social Studies electives are required for graduation; more Social Studies electives are offered in grade 12
- Individual teachers will specify extra requirements for honors courses, which may include preparation for AP exams (please ask the teacher for details)

Grade 11

- English 11 or English 11 Honors
- US History or US History Honors
- Algebra II or Precalculus or Calculus I (Honors) (or as determined by Math department)
- Physics or Physics Honors
- World Language: Latin III or Latin III (Honors), Spanish III or Spanish III Honors, or French III or French III Honors
- Elective Options (one or more required per semester): Chamber Choir (full year), Instrumental Music (full year), Advanced Art (by semester or full year, Art 9 is a prerequisite), Advanced Theatre (by semester or full year, Theatre 9 is a prerequisite), Debate (1st semester only), Forensics (2nd semester only), Creative Writing (2nd semester only), Journalism (full year), Strength and

Conditioning (by semester or full year), Asian Studies (1st semester only, offered every other year, may be taken only once for a Social Studies Elective credit), African Studies (2nd semester only, offered every other year, may be taken only once for a Social Studies Elective credit), European History (Honors) (offered every other year, may be taken only once for a Social Studies Elective credit), Science Electives (see below), Statistics (full year, Algebra II is a prerequisite, may be taken only once for credit), Financial Literacy (one semester only, may be taken only once for credit), Introduction to Sociology (1st semester only, may be taken only once for credit), Introduction to Woodworking (2nd semester only, may be taken only once for credit), Independent Study* (by semester), Independent Explorations Program (IExP) (Honors)* (one or more semesters for one semester of credit)

- Science Electives: Introduction to Programming (1st semester only, may be taken only once for credit), Robotics (1st semester only, may be taken only once for credit), Game Development (2nd semester only, Introduction to Programming is a prerequisite, may be taken only once for credit), Advanced Robotics (1st and/or 2nd semester, Robotics is a prerequisite), Advanced Programming (1st semester only, Introduction to Programming is a prerequisite), Advanced Game Development (2nd semester only, Game Development is a prerequisite), Genetics & Biotechnology Honors (1st semester only, may be taken only once for credit), Wilderness Studies (1st semester only, may be taken only once for credit), Advanced Chemistry (Honors) (2nd semester only, may be taken only once for credit), Anatomy & Physiology (Honors) (2nd semester only, may be taken only once for credit)

  *Application must be submitted in the previous semester for Independent Study and Independent Explorations Program

Notes for Grade 11:

- Students in grade 11 will choose at least two electives each semester
- Arts and Electives may be taken for more than one semester or year (except for prerequisites and where noted)
- Two semesters of Science electives are required for graduation; more Science electives are offered in grade 12
- A fourth year of a World Language or two semesters of Social Studies electives are required for graduation; more Social Studies electives are offered in grade 12
- Individual teachers will specify extra requirements for honors courses, which may include preparation for AP exams (please ask the teacher for details)

Grade 12

Seniors must complete graduation requirements and enroll in at least seven periods on campus each semester (seniors not signed up for seven periods will be assigned to a directed studies program). Students considering selective colleges should take special care in considering their options for senior year. Please note that most qualified applicants for highly selective colleges will take courses in all five core subjects (including Science, Social Studies, and World Languages) during their senior year.

Required of all:

- English 12 or English 12 Honors
- Mathematics: Precalculus, Calculus I or Calculus I Honors, Calculus II (Honors), Calculus III (Honors), or Statistics (placement will be reviewed by math department)

- Philosophy & Ethics
- Social Studies Electives (total of two semesters required for graduation) or World Language: Asian Studies (1st semester only, offered every other year, may be taken only once for a Social Studies Elective credit), African Studies (2nd semester only, offered every other year, may be taken only once for a Social Studies Elective credit), European History (Honors) (offered every other year, may be taken only once for a Social Studies Elective credit), United States Government & Politics or United States Government & Politics Honors (1st semester), Global Studies or Global Studies Honors (2nd semester), Latin V (Honors), Spanish IV (Honors), or French IV (Honors)
- Science Electives (total of two semesters required for graduation): Introduction to Programming (1st semester only, may be taken only once for credit), Robotics (1st semester only, may be taken only once for credit), Game Development (2nd semester only, Introduction to Programming is a prerequisite, may be taken only once for credit), Advanced Robotics (1st and/or 2nd semester, Robotics is a prerequisite), Advanced Programming (1st semester only, Introduction to Programming is a prerequisite), Advanced Game Development (2nd semester only, Game Development is a prerequisite), Genetics & Biotechnology Honors (1st semester only, may be taken only once for credit), Wilderness Studies (1st semester only, may be taken only once for credit), Advanced Chemistry (Honors) (2nd semester only, may be taken only once for credit), Anatomy & Physiology (Honors) (2nd semester only, may be taken only once for credit), Applications of Science (2nd semester only), Introduction to Engineering & Design (2nd semester only)

Select at least two electives per semester:

- Chamber Choir (full year)
- Instrumental Music (full year)
- Advanced Art (by semester or full year, Art 9 is a prerequisite)
- Advanced Theatre (by semester or full year, Theatre 9 is a prerequisite)
- Debate (1st semester only)
- Forensics (2nd semester only)
- Creative Writing (2nd semester only)
- Journalism (full year)
- Strength and Conditioning (by semester or full year)
- Social Studies Electives (see above)
- Science Electives (see above)
- Statistics (full year, Algebra II is a prerequisite, may be taken only once for credit)
- Financial Literacy (one semester only, may be taken only once for credit)
- Latin V (Honors), Spanish IV (Honors), or French IV (Honors) (full year)
- Introduction to Sociology (1st semester only, may be taken only once for credit)
- Introduction to Woodworking (2nd semester only, may be taken only once for credit)
- Independent Study* (by semester)
- Independent Explorations Program (IExP) (Honors)* (one or more semesters for one semester of credit)
- Courses at KU/JCCC (permission of Head of School is required)
- Teaching Assistantship or Internship* (not for credit but may be counted as a seventh period on campus)

*Application must be submitted in the previous semester for Independent Study, Independent Explorations Program, Teaching Assistantship, or Internship

Notes for Grade 12:

- Arts and Electives may be taken for more than one semester or year (except for prerequisites and where noted)
- Individual teachers will specify extra requirements for honors courses, which may include preparation for AP exams (please ask the teacher for details)

Curriculum Overview

Students at Bishop Seabury follow a core curriculum. They focus their scholastic efforts in six primary disciplines: mathematics, science, social studies, English, world languages, and arts. Elective offerings are limited so that students will achieve greater depth of instruction in core subjects. Through this core curriculum, we strive to provide students with in-depth knowledge and to create in them confidence in their own abilities. We hope to create lifelong learners through meaningful course instruction that always points forward to the next level of mastery. The curriculum as a whole is designed to provide students with a background that will prepare them for success at selective colleges and universities, but we also believe that these skills will serve them throughout their lives. All students at Seabury experience significant challenges at each level of instruction, but some students will choose to further challenge themselves through honors courses and Advanced Placement preparation.

Curriculum Sequencing

Students follow a traditional sequence of classes in most disciplines. Transfer students sometimes enroll at Seabury with prerequisite courses out of sync with the Seabury curriculum sequence. The school will attempt (but cannot promise) to accommodate those students if the schedule of courses provides that option.

In math classes, there is one sequence to the curriculum, culminating in Calculus. Parents are strongly advised not to try to accelerate students beyond the appropriate sequence of math classes. Our experience demonstrates that—in almost every case—students are more successful when they can master and better comprehend the math concepts appropriate to their age instead of simply trying to “move ahead” as fast as possible in the math program. There are more appropriate opportunities to broaden or deepen a student’s math experience without moving faster in the sequence, including self-study in applied math and working on math contest materials.

On rare occasions, the administration may find that a student is a candidate for acceleration in the math sequence, but in those instances, parents must understand that a student may be accommodated out of sequence one year but perhaps not in following years. In such a scenario, a student may have to repeat a math class or continue math education outside of Seabury.

In short, the school cannot be responsible for providing a consistent math education for students who are out of sequence for whatever reason. Parents who would like more information about the math scope and

sequence or scheduling in general should meet with the Math Department Chair and the Director of Enrollment.

English Sequence Overview

The English curriculum focuses on the sequential development of writing, reading, and interpretive skills. In Middle School courses, students will sharpen grammar skills, develop effective reading strategies, and learn to write coherently and persuasively with a variety of assignments. The Upper School curriculum builds on this foundation through the study of particular genres and historical periods and through the examination of literary works from a range of world cultures, including everything from Homer and Shakespeare to Isabel Allende and Toni Morrison. Students will strengthen interpretive and analytic skills, write more sophisticated compositions, learn literary theory and criticism, and develop a greater mastery of written and verbal communication. Discussion will be an important part of all English courses. Strong reading and writing skills are essential to success at the college level and to confident work in all fields. Subsequently, the English curriculum aims to develop strong critical thinkers who can articulate their ideas clearly and precisely both in writing and discussion. The following list presents an overview of the kinds of writing tasks usually assigned to Seabury students:

- Character study
- Thesis-driven literary analysis
- Synthesis essay
- Reflective/personal essay
- Oral presentation/PowerPoint
- Creative writing/journal writing
- Research project
- AP essay (grades 11-12)
- College application essay (grades 11-12)

Course Title: **Language Arts 6**
Grade: **6**
Texts Used*: ***Flying Lessons, Running out of Time, A Long Walk to Water, Small Steps*, *The Westing Game,* Claudette Colvin: Twice Toward Justice, *Ninth Ward* and *Shakespeare Stories***
***texts subject to some change on a yearly basis**

<u>Overview</u>
Language Arts meets twice a day, divided between the studies of writing and literature. The class supports the interdisciplinary approach of using Language Arts to explore learning skills in reading, writing, researching, thinking, listening, and class discussions and to apply those skills to other subjects, in addition to literature.

<u>Topics Covered</u>
In writing, students learn and practice skills needed to be a proficient writer. Students begin to see the connection between reading and writing as they learn to “read like a writer and write like a reader.” Students are also introduced to more complex punctuation, with a special emphasis on the comma, as well

as an in-depth examination of grammar in context. Students engage with vocabulary exercises intended to introduce new words and encourage students to use those words in their speech and writing.

In literature, students are introduced to: “protagonist,” “setting,” “genre,” “foreshadowing” and “theme” and how to identify these elements in their stories. Class discussions stress expanding students’ awareness of how to interpret characters and storylines and how a story’s message applies to their lives and their understanding of the world.

Students write throughout the year: short essays, reflections, interpersonal communication, fictional stories, and a novel.

Skills

- Instead of reading passively, students learn how to engage the written text more carefully and actively, attending to structure, theme, characterization, and context.
    - Students engage with their texts through annotation and close reading. Through these skills, they will learn to successfully quote the text to produce strong arguments in their writing.
- Students learn how to read a book productively, understanding the best ways to index, explore the title, table of contents, preface, annotations, diagrams and drawings, as well as boldface and italics.
- Through small lectures linked to their literature assignment, they practice note taking, how to review notes, and how to use their notes on projects and assignments.
- Students will engage in word study called morphology and become familiar with bases, roots, and affixes; and how they change the meaning of words. They will also learn and apply the *8 Essential Spelling Rules*.
- A special focus will be given to explicit teaching of how to answer questions thoroughly with the goal of students becoming comfortable and proficient in expressing themselves well across all content areas.

Major Assignments

- Creating opportunities where students can make text to self, text to text, and text to world connections undergird each reading selection.
- Students experience the entire writing process (planning, drafting, revising, editing, and publishing) multiple times throughout the year.
- Aside from writing, students will also complete performance-based assessments such as podcasts, visual displays, slides, etc.
- The Shakespeare Project deeply familiarizes each student with one play of his or her choice and a working knowledge of three others. It also gives students familiarity with Shakespeare and Elizabethan England. The project involves students teaching their play to the class, a short performance of a scene, and a short research paper on a topic related to their play.

Goals

By the end of the year, students will have:

- Significant experience writing fiction and essays to develop a fundamental understanding of writing as a process.
- Been exposed to non-fiction as a literary form and have learned how to approach and digest information-laden texts.

- Developed a deeper understanding of how to read a novel and come to see reading for understanding to be as important as their experience of reading for pleasure.
- Developed an understanding of meaning, characterization, and plot development by reading aloud and performance of the text.
- Become better spellers and communicators via the written word through purposeful word study and personal goal-setting.
- Build stronger study skills through careful reading, note taking, and test preparation, not only in literature, but also across the curriculum.

Course Title: **English 7**
Grade: **7**
Texts Used*: ***Flying Lessons & Other Stories*; *Healer of the Water Monster*; various science fiction, dystopian, and horror short stories; *Long Way Down*; *The Poet X*, *To Kill a Mockingbird*; *On the Come Up*; student choice between *Almost American Girl*, *Class Act*, *Hey, Kiddo*, and *This One Summer*; *A Midsummer Night's Dream***
***texts subject to some change on a yearly basis**

Overview
English 7 prompts students to examine what it means to be a human being, a person living in right relationship with others and with oneself. Reading, annotating, class discussion, and writing assignments focus on such important topics as virtue, ethics, identity, cultural differences, power, coming of age, and relationships. The course places a strong emphasis on the processes of reading with purpose, participating in discussion, and drafting and revising formal essays; all skills are first explicitly taught and practiced together so that the proverbial curtain is drawn and all students can see success as English scholars. English 7 also involves consistent vocabulary and grammar study done in the context of students' own writing.

Topics Covered
- Inner strength, where it comes from and how it manifests in the face of adversity
- Moral issues that challenge humanity (both for the individual and for society)
- Relationships (e.g. parent and child, romantic, platonic, community-centered)
- Personal and communal activism
- Personal and group identities in different contexts
- The role and purpose of literature and reading
- The role and purpose of different genres and forms of writing
- Introduction to Shakespearean comedy

Skills
- Close reading is the first major focus of the class. Each text will add something new to our examination of humanity. Students will learn basic literary terms such as theme, symbolism, metaphor, conflict, character, setting, and so forth, as well as how to apply these terms (i.e. identify, note, and analyze) to the literature they are reading.
- Writing is the other major focus of English 7. Focusing on both the form and content of students' writing will help them explore ideas, deepen class discussion, and practice skills. Students will learn about careful reflection, preparation, technical performance, and revision. Students will also develop their organizational skills in writing through various expository essays.

- Discussion and oral presentations will teach students how to articulate their ideas, both informally and formally.
- Grammar study is also a component of the course. Students will study sentence structure and learn how to avoid/address common writing errors.
- Vocabulary study will teach students to use words effectively in both oral and written situations.
- Study skills are also essential learning tools. Students will learn how to meaningfully annotate what they read, approach different types of texts and assessments appropriately, reference key English Language Arts terms/concepts, and stay organized so as to make their work stronger, more efficient, and less stressful.

Major Assignments

- The Human Essay (examinations of humanity based on class topics)
- Weekly vocabulary quizzes that include timed creative writing
- Graded student-led whole-group discussions
- Projects/oral presentations in the form of students-as-teachers lessons
- Expository literary analysis essays (on single texts, covering particular literary devices or elements, and comparing multiple texts)
- A comprehensive semester exam or essay each semester (including vocabulary, writing, literary analysis, and texts covered)

Goals

By the end of the year, students should be able to:

- Think about and analyze their own humanity and place on this planet
- Think about and analyze the humanity of others
- Build community with their 7th grade peers and engage in meaningful student-led discussions
- Speak comfortably in daily class discussions and in formal, graded discussions
- Successfully plan and execute a lesson for their classmates
- Productively annotate any text they encounter and draw upon those annotations in discussion and writing
- Understand basic literary terms and apply them to any text they encounter
- Understand and think about authors' main themes and messages when they read literature
- Organize, write, edit, and revise focused and well-supported expository essays, concentrating on depth of ideas and supporting ideas well
- Follow MLA format as prescribed
- Provide constructive feedback on peers' writing, as well as receive such feedback
- Write creatively using new and more advanced vocabulary
- Speak with a more advanced vocabulary
- Avoid or note and correct common usage errors
- Understand and explain the basic grammatical structure of sentences
- Organize their work, seek frequent help and feedback, and budget their time effectively.

Course Title: **English 8**
Grade: **8**
Texts Used: ***Lord of the Flies, Romeo and Juliet, Animal Farm,***
Life of Pi, Much Ado About Nothing, The Water Dancer,

Pleasantville* (1998, PG-13), *A Doll's House, The House on Mango Street,
"To Build a Fire," "Adam," "The Lottery," and several memorized poems.

Overview

English 8 builds English 7's central question (What does it mean to be human?) by exploring what it means to create and maintain a community. Students will learn how to write expository essays based on a specific text, exclusively using textual support. Readings, class discussions, frequent quizzes, presentations, examinations, and essay topics will explore many of the inevitable issues that arise when humans forge communities. Students will examine these topics through the lens of classic works, ranging from the Shakespearean stage to 21st century American writers, including a diverse sampling of standout work by poets and short fiction writers. English 8 emphasizes critical reading, essay planning, essay revision, and public speaking.

Topics Covered

- Oral communication in class discussions and presentations
- Analytic reading of major texts, employing literary tools to read more deeply
- Critical thinking skills, to inform and elucidate class discussions, as well as to complete writing assignments both in and out of class
- Effective use of grammar, spelling, usage, sentence structures
- Essay Writing: includes use of proper organization and evidence, introduction strategies, thesis generation and execution, topic sentences, paragraph structure and development, and appropriate use of MLA formatting.

Skills

- Reading as a process both critical and creative
- Writing thesis-driven and analytical essays
- Interpreting feedback from essays, quizzes and exams
- Form a clearer understanding of what is "important" through quizzes
- Develop note taking and brainstorming techniques.

Goals

Students completing English 8 should be able to:

- Independently read a text, with a critical understanding of its major workings
- Write a thesis-driven essay with confidence, including paragraph development, use of text (quoting, paraphrasing and citing correctly)
- Exhibit in their writing the ability to articulate abstract thoughts
- Use MLA formatting with confidence due to the sharpening of their grammar, spelling, usage and punctuation skills

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Course Title: **English 9**
Grade: **9**
Texts Used*: ***Mythology, Julius Caesar, The Essential Homer, The Catcher in the Rye, Theban Plays, Inferno, Brave New World*, supplemental texts**
***texts subject to some change on a yearly basis**

Overview

The primary focus of this course is on textual analysis and discussion, specifically the examination of ancient Greek, medieval and Renaissance poetry, prose, and drama. Also, students advance their existing skills in composition, revision, and editing. In addition to writing traditional essays, students also explore alternative writing methods and projects that aid them in more open and original thought. In general, the course is an exploration of language and thought and the idea of what it means to be a hero.

Topics Covered

- The Purpose of Mythology
- The Homeric Epic
- Greek Tragedy
- Shakespearean Drama
- The Medieval Epic
- The Modern (Anti)Hero

Skills

- Ability to read, understand, and analyze a variety of different texts.
- Move beyond simple comprehension in order to examine subtleties, themes, purpose, and literary devices.
- Arriving at the correct understanding of the meaning of topics.
- Writing focusing on thesis statements, use of support, and concision.
- Writing focusing on creativity and depth of ideas.

Major Assignments

- Several expository essays (both timed in class and untimed out of class)
- Many open-note reading quizzes per unit
- 15-20 vocabulary quizzes
- Journal writing on open-ended topics
- Large Shakespeare project (involves performance, art, and writing)
- Two Dante projects (one visual, one creative writing assignment)
- Two semester-ending final essays

Goals

By the end of the year, students should be able to:

- Think, speak, and articulate on a much more abstract level than in 8th grade
- Understand the history of ideas in ancient, medieval, Renaissance, and modern times
- Appreciate literary comments on life, humanity, and heroism
- Understand the subtleties and details of a text's plot
- Recognize and value a text's figurative devices
- Create a variety of clear, concise, and well-supported papers

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Course Title: **English 10**
Grade: **10**
Texts Used: ***Green Grass, Running Water*; The Things They Carried*; Let's Not Go to the Dogs Tonight*; Pride and Prejudice; Their Eyes Were Watching God; A Monster Calls;***

We Have Always Lived in the Castle; Macbeth; The Metamorphosis;
***The Buddha in the Attic;* and a selection of poems and short fiction works.**

***three summer reading texts subject to some change on a yearly basis**

Overview

The primary focus of this course is on textual analysis and discussion, specifically the examination of Shakespearean drama and a diverse representation of 20th and 21st century works. Students will continue to advance their existing skills in critical reading, composition, revision, and editing, in addition to creative projects that allow them to explore more original thought. English 10 is an examination of language and thought as we consider this central question: What does it mean to live a good life?

Topics Covered

- Shakespearean Drama
- Social Commentary in Literature
- Diverse Narrative Techniques
- Postmodern Literary Strategies
- Shorter Genres (i.e. short stories & poetry)
- Identification & Analysis of Literary Devices

Skills

- Analyzing a variety of texts, particularly more contemporary ones that reflect diverse voices
- Practice critical reading skills
- Strengthen expository essay-writing skills, particularly the deeper analysis of text
- Offer rigorously supported contributions to class discussions
- Creatively explore texts

Major Assignments

- Expository essays
- Reading quizzes
- Analytic journal responses
- Literary device logs & reflections
- Major Shakespeare project (written & performance components)
- Kafka project (visual & written component)
- Imitative project linked to a postmodern text (collaboratively prepared & written)
- Student-centered collaborative discussion groups
- Two semester-ending comprehensive final exams

Goals

By the end of the year, students should be able to:

- Understand the workings of literary forms (creation of meaning & style)
- Be conversant with literary terms relevant to specific genres
- Successfully make a close analysis of a passage of literature
- Write essays reflecting an ability to explore and develop abstract concepts with strong textual support from primary sources
- Understand how to actively and productively participate in a class discussion

Course Title: **English 11/English 11 Honors (American Literature)**
Grade: **11**
Texts Used*: **Nathaniel Hawthorne, *The Scarlet Letter* (summer reading)**
Margaret Atwood, *Oryx and Crake* (summer reading)
Jon Krakauer, *Into the Wild*
F. Scott Fitzgerald, *The Great Gatsby*
Toni Morrison, *Beloved*
Handouts in .pdf form (including excerpts from *The 1619 Project* and essays by Henry David Thoreau, Frederick Douglass, Martin Luther King, Jr., et al.)

***texts subject to some change on a yearly basis**

Overview

The purpose of this course is to use the context of American literature from its inception to the present as a means of furthering students' critical reading and writing skills and to prepare them for future work on the senior level and on the college level. The reading will include canonical works as well as contemporary voices in order to give students a sense of the historical development of the American identity as expressed through literature. Students will study works in all genres (nonfiction prose, fiction, poetry, drama) to develop an understanding of the common resources used by all writers and the distinct methods used in each genre. Students will practice a variety of different writing tasks (analytical essay, argument essay, creative writing, informal responses, timed writing, writing as a process), and there will be a strong focus on rhetoric and composition. Students may elect to take the course for Honors credit, in which case they will complete additional assignments and be held to higher grading standards. Honors students will also prepare for the AP English Language and Composition exam.

Topics Covered

- Summer reading assignment: American Themes
- Native American Literature in Translation
- The Puritan Mindset
- Revolutionary and Civil War Rhetoric
- Transcendentalism and Dark Romanticism
- Definitive American Voices: Emily Dickinson and Walt Whitman
- Realism and Modernism: Fiction and Poetry
- Personal Essay and Autobiography
- Contemporary and Multicultural Voices
- Contemporary Rhetoric
- PSAT Practice, AP English Language and Composition Preparation

Skills

- Continued development of expository writing skills
- Critical reading/close reading skills
- Multiple-choice standardized test practice

Major Assignments

- Timed writing (AP essay, in-class essay on literary works)

- Analytical essay (drafting and revising essays of 1500 or more words)
- Introduction to literary criticism
- PowerPoint (for the purpose of organizing and presenting literary analysis)
- Informal/creative writing
- Journal writing

Goals

At the end of this course students should be able to:

- Write and revise clearly written essays of 1000 or more words
- Read and comprehend various literary genres and styles of writing from different historical periods
- Pass the AP English Language and Composition exam with a score of 3 or higher (Honors students)
- Work seriously in collaborative groups and speak before the class
- Be conversant with distinctive aspects of the American literary tradition

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Course Title: **English 12/English 12 Honors**
Grade: **12**
Texts Used*: ***White Teeth, House of the Spirits, Interpreter of Maladies, Beowulf, Canterbury Tales, Hamlet, The Color Purple*, various poems, supplemental film and artwork**
***texts subject to some change on a yearly basis**

Overview

The first semester of English 12 presents an examination of the British literary tradition from the time of the Anglo-Saxons to the early modern period. Students will gain a sense of how the English language has evolved over time and how values presented in literary works have both changed and remained constant. The second semester then branches out to different cultures, authors, and genres to show how English literature reflects great diversity. Late in the year, students will expand the definition of "text" by analyzing film and other artwork. The course prepares students who wish to take it for the AP English Literature and Composition exam. Students may elect to take the course for Honors credit, in which case they will complete additional assignments and be held to higher grading standards.

Topics Covered

- Summer Reading – Introduction to course & critical reading review
- *Beowulf* and Anglo-Saxon literature
- Chaucer: *The Canterbury Tales*
- Shakespeare: *Hamlet*
- Lahiri: *Interpreter of Maladies*
- Poetry Close Analysis
- Walker: *The Color Purple*
- Visual "Text" Analysis

Skills

- Critical and close reading skills
- Self-analysis skills
- Literary discussion skills

Major Assignments

- Timed writing (AP essay, in-class essay on literary works)
- Analytical essays (drafting and revising essays of 1000-1500 words)
- Written self-assessment
- In-class presentations
- Creative writing

Goals

At the end of this course students should be able to:

- Write and revise clearly written essays of 1000-1500 words
- Read and comprehend various literary genres and styles of writing from different historical periods
- Work seriously in collaborative groups and speak before the class
- Finish the course well prepared for success as readers and writers at the college level

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Course Title: **English Language Learners (ELL)**
Grade: **7-12**
Texts Used: **N/A**

Overview

The purpose of this course is to offer non-native English speaking students an opportunity to receive extra guidance in their English-language course work. Class sizes will be small in order to allow a "workshop" format where students tackle readings, develop ideas, write drafts, and edit assignments in collaboration with the teacher and each other in order to strengthen communication skills. Students will receive individualized attention when possible, and when the teacher is focused on others, students will have the opportunity to work on assigned reading and writing. This dynamic "round table" class format, where both the student and the teacher determine the best use of class time, will take the place of teacher-driven lectures and silent study halls. Emphasis will be placed on students' work in humanities courses, where the English reading and writing is heavier. As time allows, students will have enrichment opportunities to communicate informally and learn about American culture.

This course will fulfill the World Languages course requirement for qualifying students.

Topics Covered

- Developing and expressing writing ideas in English
- The writing process (outlines, rough drafts, editing, and proofreading)
- Enhancing English reading comprehension and developing skills for understanding tough texts
- Verbal communication skills and English idioms
- As time allows, English language and American culture enrichment

Skills

- Continued development of written and verbal communication skills
- Continued development of reading comprehension and close reading skills
- Continued development of proficiency with English grammar, punctuation, and mechanics
- Development of a process-based approach to writing assignments

Major Assignments

- ELL "assignments" will be tied to students' other humanities courses

Goals

At the end of this course, students should be able to:

- More effectively plan, draft, write, edit, and proofread essays and other writing assignments.
- More confidently communicate in English, verbally and in writing.
- More quickly and thoroughly read assigned texts.
- Collaborate with other students as part of a community of second-language writers.

Course Title: Journalism
Grade: 9-12 (may count as an Arts elective credit)
Texts Used: N/A

Overview

There are four major goals in Journalism. First, students (especially those new to the field) will learn the basics of reporting, journalistic writing, design, photography, and editing. Second, students will create the school yearbook, The Anchor. Third, students will create issues of the school newspaper, The Chronicle. Fourth, students will maintain an official online and social media presence tied to the Journalism class.

*An "A" or "B" average in a student's English class is a prerequisite for the Journalism writing team.

Topics Covered

- Publication Planning
- Copywriting
- Journalistic Photography
- Publication Design
- Online and Social Media Journalism

Skills

- Plan a yearbook theme and plan a ladder and spreads that fit the theme
- Plan newspaper issues that represent the Seabury community
- Write in the correct journalistic style
- Learn to use social media in a professional, journalistic capacity
- Interview community members professionally
- Apply digital SLR photography theory to yearbook and newspaper photos
- Design available space (in both the yearbook and newspaper) effectively

Major Assignments

- Several personal projects
- Creation of *The Anchor*
- Creation of *The Chronicle* (about 8-10 issues per year)

Goals

By the end of the year, students should be able to:

- Plan and design all parts of a typical high school yearbook and newspaper
- Write journalistically
- Interview community members
- Use various online and social media platforms to advance class goals
- Professionally meet deadlines and complete assignments
- Use a digital SLR camera and take journalistic shots
- Work professionally within a department and on a staff of peers

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Course Title: Creative Writing (Spring Semester)
Grade: 9-12 (may count as an Arts elective credit)
Texts Used: none (handouts used on an as-needed basis)

Overview

The purpose of this elective course is to offer students an opportunity to develop their writing skills within a creative and supportive environment. Students will complete a variety of writing prompts on a more-or-less daily basis, maintain a writing journal, share their work with other students, receive constructive feedback from each other and from the instructor, and revise one or more works of their choice for a final project.

This course does not fulfill English requirements necessary for graduation.

Topics Covered

- Fiction writing
- Poetry writing
- Script-writing
- Personal essay
- Impromptu writing

Skills

- Continued development of writing skills
- Continued development of close reading skills
- Developing an ability to understand the writer's craft
- Learning to provide supportive feedback to other student writers

Major Assignments:

- Writing exercises/assignments completed in class on a daily basis
- Writing journal kept throughout the semester
- Semester project: 10 or more pages of carefully revised and polished work in a single genre

Goals

At the end of this course, students should be able to:

- More effectively express their own creative ideas in written form

- Better understand the elements involved in creative writing in each major genre
- Better understand how individual choices in diction, syntax, selection of detail, and voice shape the writing process
- Collaborate with other students as part of a community of writers
- Apply some of what they have learned to their reading and writing assignments in other English classes

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Social Studies Sequence Overview

The social studies curriculum presents Bishop Seabury students a true global perspective. Beginning in sixth and seventh grade with World Geography and finishing with Philosophy and Ethics, and United States Government and Politics and Global Studies, in twelfth grade, Seabury students develop a solid understanding of our global society. World Geography gives an overview of geographic space and culture. In World Religions (eighth grade), students are presented with an overview of the major religious beliefs and philosophies of the world. Ninth and tenth graders take World History. In these two years, students are provided with an in-depth look not just at world history, but also at historical trends and the development of the global society in which we live. Juniors focus on U.S. History, which delves into how the United States, in the past and at present, fits into the global community. Senior year presents Philosophy and Ethics, a required course, and the electives United States Government and Politics and Global Studies. The electives are college-level courses that absorb students in a variety of sources from court case opinions to current news analysis and secondary sources to drive student interest in national, state, and local government. Tenth through twelfth graders may also take Honors European History which is offered every other year. In alternating years to Honors European History, additional region-specific electives are offered which serve to deepen student historical and cultural knowledge in regions like Asia and Africa. When students have completed this curriculum, they are well prepared to become citizens in the rapidly changing global community.

Course Title: **World Geography I**
Grade: **6**
Text Used: ***World Geography***

<u>Overview</u>
This course focuses not only on the physical geography of the world but also on the cultural geography and current state of the changing world. The continents of Latin America, the Middle East and North Africa, as well as Asia and Oceania, will be covered. This class aims to empower the student with a geographic and broad historical sense of the world while enriching current reading and writing skills, thus enabling the student to become a responsible, respectful member of society.

<u>Topics Covered</u>
- Latin America
- Middle East and North Africa
- Asia and Oceania

<u>Skills</u>

- Students will develop a geographic and cultural sense of the world while developing basic essay writing, study skills, and critical thinking skills

Major Assignments

- Throughout the year students will be required to work in cooperative learning groups to develop critical and abstract thinking.
- Topics from Geography and Language Arts class will be cross-referenced to develop a deeper understanding of shared concepts.

Goals

At the end of the year, students will be able to:

- Locate the major countries located within the regions studied that year
- Have a sense of the culture, land, and climate of all the regions studied
- Relate current news events to cultural geography
- Have participated in various class projects while working alone or in assigned cooperative learning groups

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Course Title: **World Geography II**
Grade: **7**
Text Used: ***World Geography***

Overview

This course will focus not only on the physical geography of the world but also on the cultural geography and current state of the changing world. The continents of Western and Eastern Europe, Russia, and Sub-Saharan Africa will be covered. This class aims to empower the student with a geographic and broad historical sense of the world while enriching current reading and writing skills, thus enabling the student to become a responsible, respectful member of society.

Topics Covered

- Western and Eastern Europe
- United States and Canada
- Russia
- Sub-Saharan Africa

Skills

- Students will develop a geographic and cultural sense of the world while developing basic essay writing and critical thinking skills.
- Students will be able to work alone or in groups to create papers, exhibits, dramatic presentations, or websites centered on the History Day theme for that year.
- Students will engage in higher level thinking assignments and cooperative group work to prepare them for the abstract thinking done in 8th grade.

Major Assignments

- Students will be expected to participate in History Day as a combined project between the Geography and English classes. Projects will be displayed and judged alongside projects from other grade levels in the school-wide History Day fair in February.

Goals

At the end of the year, students will be able to:

- Locate the major countries located within the regions studied that year,
- Have a sense of the culture, land, and climate of all the regions studied,
- Will be able to relate current news events to cultural geography, and
- Have participated in various class projects while working alone or in assigned cooperative learning groups.

Course Title: **World Religions**
Grade: **8**
Texts Used: ***The Religions Book: Big Ideas Simply Explained*** **Edited by Gareth Jones and Georgina Palffy;** ***12 Major World Religions: The Beliefs, Rituals, and Traditions of Humanity's Most Influential Faiths*** **by Jason Boyett; various supplemental digital media**

Overview

The course focuses on the many ways humanity has made sense of the world, and answered questions such as "why are we here" and "what happens when we die?" Students will explore cosmologies, mythologies, and sacred beliefs from global perspectives starting with animism in pre-written history to contemporary spirituality movements and sects. With an emphasis on tolerance, respect, curiosity, and empathy, students will study the impact and importance of religion on human history. Students will develop a vocabulary of religious terms, learn to recognize religious leaders and symbols, and become more prepared to approach and engage with various belief systems in an engaging and respectful manner.

Topics Covered

- Fall: Global Mythologies, Prehistoric and Ancient Beliefs
- Spring: Zoroastrianism, Hinduism, Buddhism, Jainism, Taoism, Confucianism, Shinto, Judaism, Islam, Christianity, Modern Religions Since 1400

Skills and Major Projects

- Practice active reading and annotation
- Develop consistent note-taking skills
- Learn to analyze and critically evaluate art/artifacts, primary sources, and secondary sources
- Collaborative group presentations
- Film review

Goals

- To gain knowledge of the world's religions and belief systems
- Become familiar with object-based storytelling
- Learn the tools of a cultural anthropologist
- Become more civically engaged and globally aware

- Gain a deeper understanding and appreciation for the worldviews that have fundamentally shaped our history

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Course Title: **World History I**
Grade: **9**
Texts Used: **Ways of the World 2nd Ed**
Excerpts from a variety of primary and secondary sources

Overview

This course covers the rise of human societies from prehistoric communities to the age of empires through (roughly) the fifteenth century. What were the earliest humans like? Why did people form cities, faiths, cultures, and empires? How has human life on this planet changed over time and across regions, and how has it remained the same? This course will explore these questions—and more. As we journey around the globe we will use five major themes to frame our studies:

1. Human interactions with their environment (geography)
2. Cultural development and interactions
3. Building states and empires
4. Economic systems
5. Social structures

These themes will also help us connect the past to events occurring in the present day. We will practice four essential historical thinking skills:

- Crafting historical arguments from evidence
- Chronological reasoning
- Comparison and placing events in context
- Interpretation and synthesis
- Historical analysis (with a strong emphasis on writing)

These skills will prepare students for many other pursuits as well as further study of world history in tenth grade. Reading comprehension is demanded for a college-level text; students study historical terminology, test-taking skills, and engage in collaborative group work and presentations. Writing is an important part of this course.

Topics Covered

Prehistoric Societies
The Neolithic Revolution
Ancient Egypt
Mesopotamia
Ancient Greece
Civilizations of the Americas
Ancient Rome and the Byzantines
Chinese and East Asian Civilizations
Indian Civilizations
Sub-Saharan African Societies
Christendom
The Islamic World
Culture and Commerce, 500-1500
Change and Revival in Europe

Skills and Major Projects

Students take notes and engage in class discussions, both teacher-led and seminar-style. They engage in historical questions and conflicts via simulations and role-plays. They develop a historical vocabulary through critical reading of secondary and primary texts. Understanding artifacts and visual sources is also

an important part of this course. All students research a historical topic connected to a current issue they are concerned about.

Goals

By the end of the course, students should be conversant with essential historical concepts and events in world history through the fifteenth century. They will be well prepared to engage in historical research and writing in tenth grade, and continuing the study of global themes up to the present day.

Course Title: **World History II/World History II Honors**

Grade: **10**

Texts Used: ***Ways of the World: A Global History with Sources*** **Second Edition by Robert Strayer; 'The World History Project' open education resources digital content; various supplemental documents, objects, and texts**

Overview

The purpose of the world history curriculum is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that along with geography, set the human stage.

Topics Covered

- Networks of Exchange 1200-1450 (Review)
    - Mongols, Silk Roads, Maritime Trade, Trans Saharan Trade
    - Bubonic Plague
- Land-Based Empires 1450-1750
    - Safavids, Ming & Qings, Russians, Mughals, Omanis, and Comanche Empires
    - Renaissance
- Transoceanic Interconnections 1450-1750
    - Columbian Exchange & Transatlantic Slave Trade
- Revolutions & Consequences of Industrialization 1750-1900
    - Scientific Revolution, Enlightenment, Imperialism, Industrialization
- Global Conflict 1900-Present
    - World War 1 & World War 2
- Cold War and Decolonization & Globalization 1900-Present
    - Cold War, Technology, Economics, Environment

Skills and Major Projects

Students will:

- Construct and evaluate arguments
- Use documents to support an argument
- Comparison/Causation/Continuity and Change Over Time
- Recognize global/local patterns within politics, innovations/technology, environments, cultures, economics, and social structures

- Students will work independently on unit projects for assessment
- Each unit will culminate with a multiple choice exam
- Each semester will culminate with a comprehensive world history notebook

Goals

- To gain knowledge of the world's cultures
- Learn how to use primary documents and visual images
- Learn the tools of a historian
- Learn how to write historical essays
- If sitting for the AP exam in May: to achieve a qualifying grade
- Most importantly: enjoy learning about history

Honors & AP Differentiation

1. Students will be required to sign an expectation contract to enroll in the Honors section of the course. If those expectations are not met throughout the first semester, they will be removed from the Honors section of the course for the spring semester.
2. Honors students (regardless of registration status for the AP Exam) will be assigned additional writing opportunities to prepare for the exam.
3. Honors students (regardless of registration status for the AP Exam) will have a slightly different breakdown of their overall grade weights in addition to more rigorous rubrics and expectations on assignments.
4. Students sitting for the AP Exam will complete one less unit in the spring semester in favor of an exam prep unit.

Course Title: **United States History/United States History Honors**
Grade: **11**
Texts Used: ***The American Pageant***
Major Problems in American History 2 Volumes
United States History: Preparing for the Advanced Placement Examination

Overview

This course is a two-semester survey of United States history from the age of exploration and discovery to the present. Lecture and class discussions include political, economic, and social factors involved in the growth of the United States as a nation. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. It is a challenging course that is meant to be the equivalent of a freshman college course. A research paper focusing on United States history will be required.

Themes

Defining who is created equal: the quest for a multi-ethnic society

- American and National Identity
- Work, Exchange, Technology
- Migration and Settlement
- Politics and Power
- America in the World

- Geography and Environment
- Culture and Society

Skills and Major Projects
This course places emphasis on the essay as the primary form of student expression. Students are required to write many essays per semester and participate in class discussion. Academic level of discourse is encouraged to better prepare students for college level study and class discussion. Homework and meeting deadlines demand student initiative and responsibility. Students also complete a 6-8 page research paper.

Goals
By the end of the course, students should be able to participate in discussions of history in a thoughtful, articulate manner. Students should be able to think critically about all aspects of United States history, including ideas central to our identity as Americans.

AP Differentiation
Although some students may opt to take this course as non-AP, they will be expected to participate in discussion of AP test materials and engage in AP test preparation activities. AP students will have additional writing assignments and modified exams. AP students will meet with the instructor in the morning on a prescribed day to discuss specific AP test preparations such as essays, readings, and additional source material.

Course Title: **Philosophy and Ethics**
Grade: **12**
Texts Used: **Radio Lab (WNYC)**
***Genesis*, 1:1-4**
***The Trial and Death of Socrates* by Plato**
***Letters from a Stoic* by Seneca**

Overview
This course is an introduction to basic ethical theory and both a philosophical and practical examination of how human beings may achieve The Good Life. In the first semester, students examine major ethical concepts, develop an ethical decision-making process, and apply that process to a range of case studies. Students also consider ideas that have influenced human intellectual and moral development, as well as the impact of language in ethical deliberation. In the second semester, students turn to their future and consider how to create a foundation for an ethically grounded life.

Topics Covered
- The Foundations of Philosophy
- The Role of Language in Experience
- State of Nature Philosophies
- A Survey of Consequentialist & Non Consequentialist Ethical Theories
- Ethical Decision Making
- Lying, Cheating, Stealing
- Taking a Life

- The Media Culture & the "World"
- Confucianism, Taoism & Stoicism
- Finding Meaning & Happiness in Life
- College
- Professions & Work
- Business Ethics
- Sex & Relationships
- Abortion
- Environmentalism
- Bioethics
- Alcohol
- Anxiety & Grief
- Philosophy of Religion

Skills and Major Projects

Classroom discussion and writing assignments will prompt students to examine their personal experience, their relationships, and their values. Students will learn how to discuss ideas—some of them controversial—with respect and mutual understanding. In addition to honing critical thinking skills, students will also be expected to develop deeper empathetic skills.

Course Title: **Asian Studies (Fall Semester) (offered every other year)**
Grade: **9-12 (may count as a Social Studies elective credit)**
Texts Used: **TBD**

Overview

East and Southeast Asian studies is a seminar style course where students will learn modern history, contemporary history and news, as well as go more in depth with the culture of East and Southeast Asia. Students will complete this semester-long course with a broad understanding of this complex and crucial region in global affairs. Students with an interest in global history and cultural competency should consider taking this course.

Topics Covered

- Folklore
- Modern History since 19th Century
- Religion
- Literature
- Art
- Ethnic Identity
- Socio-Economic Policy

Skills and Major Projects

- Analyze primary source readings related to folk tales of the region and synthesize their relation to each region's cultural identity.

- Read, discuss, and debate major historical topics from the 19th to 20th Century in East Asia.
- Discover religion's impact on this region and how it influenced art and literature.
- Be able to analyze a piece of East Asian art-where when why.
- Encounter modern East Asian topics that affect global economics and territory.

Goals

By the end of this one semester course, students should be able to critically look at East Asia today to analyze political and cultural trends based on the history and ethnic identity of this region. A more in-depth understanding of this globally critical region will be understood through class discussion and projects throughout the semester.

Course Title: African Studies (Spring Semester) (offered every other year)
Grade: 9-12 (may count as a Social Studies elective credit)
Texts Used: To be announced

Overview

In this seminar-style course, students will cover a broad range of history across the various regions and states of Africa. With a specific focus on pre-colonial history, colonial history, decolonization, contemporary history, and culture, students will leave this course with a better understanding of the continent's history and its people from past generations to the present. This course takes an anthropological and/or sociological approach to the content.

Topics Covered

- 'Cradle of Humanity' theory
- Ancient African Civilizations
- Migration & City-States
- The Berbers & The Moors
- Trans-Saharan Trade
- The Gold Coast & African Slave Trade
- Berlin Conference
- Colonization & Decolonization

Skills and Major Projects

Students will:

- Review history specific to the African continent
- Find commonalities/differences among African civilizations and societies
- Track changes across regions and time in Africa
- Read and discuss various texts including 1 personal biography
- Write one book report on the personal biography
- Create a final project to educate others on the contemporary cultures of Africa

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Course Title: European History (Honors) (offered every other year)
Grade: 10-12 (may count as a Social Studies elective credit)

Texts Used: ***The West in the World.*** **Sherman, Dennis and Joyce Salisbury**
The Western Heritage, Seventh Edition. **Kagan, Donald, Ozment, Steven, and Turner, Frank M.**
A History of Western Society, Twelfth Edition. **McKay, John P., Hill, Bennett D., Buckler, John, Crowston, Clare Haru, Wiesner-Hanks, Mary E., and Perry, Joe.**

Overview

This is an honors course which is designed to be as challenging as a freshman college course. At the end of the year, students with a consistent B average will be encouraged to take the AP exam. This intense course will cover the countries of Europe's impact within the diverse continent and throughout the rest of the world. Hundreds of years of history will be discussed from the Age of Reformation to contemporary issues. This class will continually challenge the student to develop a deeper sense of historical knowledge by enriching reading, writing, and critical thinking skills. Emphasis will be placed on map skills as well to give students a sense of the changing borders of Europe. A bit of art and music will be infused in the curriculum as well. Whether or not a student decides to take the AP exam, there is much to be gained from this class; the goal is to end the year having a deeper appreciation of the many levels of European history.

Topics Covered

- Renaissance review, Reformation, and Religious warfare
- Economic Conquest and Exploration
- European State-Building and Conquest
- Monarchy and Repression
- Intellectual Revolution
- Worldwide Revolutions of the Late Eighteenth Century
- Political Reactions to Revolutions in Europe
- Working Class Revolution and Reform
- World War I, Depression and Dictators, World War II
- The Cold War and a Bipolar World
- Emerging European Issues of the 21st Century

Skills

Students will:

- Critically analyze primary source documents
- Synthesize content materials with primary sources to come to historical conclusions
- Understand the changing borders of the European map and why those changes happened
- Write in a concise historical fashion

Goals

By the end of the course, students should be able to write and discuss historical topics related to European history with ease. Conclusions about the why and how events happened and how they still impact the European continent today can be drawn by students. Students will feel comfortable taking the College Board AP European History exam by the end of the year.

Course Title: **United States Government and Politics (Honors) (Fall Semester)**
Grade: **12 (may count as a Social Studies elective credit)**
Texts Used: **Variety of primary, secondary sources, and news sources**
American Government by Timothy O. Lenz and Mirya Holman
American Government 2e by Glen Krutz and Sylvie Waskiewicz

Overview

United States Government and Politics is an honors-level course which concerns the different parts of the American political system and government, as well as the principles, behaviors, and attitudes that shape this system and the national, state, and local levels. Students will engage with a variety of sources: historical and government documents, excerpts from secondary sources, current news and analysis, court case opinions, and short videos. Readings and videos will reflect a variety of perspectives on government and current events. Students' interests will to some extent drive the content of the course and we will discuss current events nearly every day to some extent.

Topics Covered

- Foundations of democracy in the United States: American constitutionalism
- The branches of government and their interactions
- Civil liberties and civil rights
- Political ideologies and beliefs
- Political participation

Important Skills and Major Projects

Students will discuss and role-play important debates and decisions regarding U.S. policy and law, particularly with emphasis on the Constitution and its interpretation in U.S. politics and policy. Students will learn to apply political concepts and processes to scenarios in context and make connections to important principles. Students will conduct archival research at the Dole Center at K.U. and create a final project on a major policy issue of the past fifty years.

Goals

- Apply key ideas about American government and politics, reasoning processes, and disciplinary practices to historical and current problems in U.S. society and government.
- Participate meaningfully and thoughtfully in discussions currently shaping American politics and society
- Develop factually accurate, well-reasoned, and thoughtful arguments and opinions that acknowledge and grapple with other political perspectives

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Course Title: **Global Studies (Honors) (Spring Semester)**
Grade: **12 (may count as a Social Studies elective credit)**
Texts Used: **Great Decisions series, Foreign Policy Association**

Overview

To understand the global forces that both unite and separate world citizens, students need to develop the global competencies, skills, and understanding to make sense of the highly integrated and interdependent world we live in today. In this borderless world, students should understand the types of

“borders”—geographical, political, economic, social, and cultural—and then delve into the specific challenges they pose. This course on global studies provides an interdisciplinary framework for understanding this borderless or globalized system.

Topics Covered

- Globalization
- Global system, actors, processes, and cooperation
- Modern global crises
- Global conflict and insecurity
- Global economy

Important Skills and Major Projects

Students will develop a semester-long research project focusing on one issue, such as climate change, that has significance at the global, national, state, and local level. They will explore multiple perspectives from experts and leaders in government, business, and civil society and explore how the issue impacts or is impacted by other global issues. In partnership with regional experts acting as resources and advisors, students will research approaches to a problem of local, national, and global significance and present their findings to an authentic audience of experts and receive feedback.

Goals

- Understand the interrelatedness of local, global, international, and intercultural issues, trends and
- systems
- Conduct an interdisciplinary analysis of local, global, international, and intercultural problems
- Develop the knowledge, skills, and attitude to become an engaged, responsible, and effective citizen of the United States while living in a globally interdependent society

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World Languages Sequence Overview

In accordance with Bishop Seabury’s core curriculum, all students enroll in Latin 7 in seventh grade and French and Spanish in eighth grade. Students learn to read and translate Latin via images and quickly come into contact with multi-paragraph stories. Students develop a sizable vocabulary and learn derivatives from Latin to English and vice versa. Learning Latin vocabulary not only increases their ability to translate Latin, but also promotes variety in their English vocabulary. These introductory courses place a firm foundation for further language learning. After the required language course in middle school, students may choose to continue in Latin, French or Spanish languages. In high school, students are required to take three consecutive years of a language.

Currently, Latin I through Latin V are offered with honors options in Latin III. Levels I-III are required courses for Upper School students. Students are taught grammar, vocabulary, and culture in a sequence that leads to proficiency in reading, translating, and listening in Latin. Students also are taught Latin composition from Latin 7-Latin II. In Latin III, students read native Latin literature from Caesar and Ovid. Latin IV is an honors class in which the authors Catullus, Vergil, Livy, and Tacitus are taught. The students practice reading in meter and focus on these writers to provide insight into the culture and society of the later Roman Republic and Empire. Latin V focuses on reading a majority of Catullus’ poetry. Students learn another to read and scan another Latin meter. This course also emphasizes literal and literary translation

which helps students grow their vocabulary in both Latin and English. The far reaching goal of the Latin curriculum is to provide students with the skills for learning multiple languages once they have finished their education at Bishop Seabury. Students will have acquired the skills for analyzing texts and comparing various literary genres.

French and Spanish both begin with an introductory level course and continue to level IV. Levels I through III are required courses for Upper School students. Students learn vocabulary, grammar, and culture in a sequence that prepares them to be proficient readers and speakers. Modern languages focus on four components of language learning: reading, listening, speaking, and writing. Students are taught on all four of these levels from the beginning of their modern language instruction. The goal of modern language study is to create fluent speakers who are able to participate in conversation with native speakers. Additionally, students will be able to read newspapers, magazines, or other media in either French or Spanish. They will learn the differences between American culture and French or Spanish culture and gain an appreciation for that culture. The far-reaching goal of modern languages is to create bilingual speakers and thinkers who will continue to learn and speak French or Spanish as part of their everyday lives. Also, the hope is that the students will travel, study, or live in countries whose native language is French or Spanish.

Course Title: **Latin 7**
Grade: **7**
Texts Used: ***Cambridge Latin Course,*** **Vols. 1 4th edition; Novellas: Lucia Mala Puella, Eumachia, and Cloelia, Puella Romana.**

Overview
Latin 7 is the first course in the middle school language sequence. Middle School students continue the sequence with semesters of French and Spanish in 8th grade. Together these courses comprise middle school languages which build a foundation for language acquisition at the high school level. This course provides students with the elements of basic Latin grammar and a vocabulary of more than 500 core words encountered in classical Latin literature. As this course represents most students' first experience with foreign language study, there is also a focus on the types of exercises and practice as well as various concepts and categories required for learning a new language effectively. It will also provide students with the basic elements of inflected language learning and acquisition.

Students learn principally through reading in Latin and translating graduated sets of stories, dialogues and narratives that introduce and exercise an incrementally expanding base of grammar and vocabulary. Additionally as many English words and morphemes derive from Latin, the course also works to build lexical skills in English through etymology, examining English morphemes and words that derive from Latin roots.

Students will be introduced to language concepts that focus on grammar, vocabulary, and connect to a cultural theme. At the conclusion of a section students will complete a project connected to the cultural theme. This course will use Latin Novellas, level appropriate Latin text, to encourage comprehension of Latin without necessarily translating into English.

Topics Covered
Language:

- Nouns: nominative, accusative and dative cases of the 1st, 2nd and 3rd declension.
- Verbs: present, imperfect and perfect tenses.
- Adjectives: agreement of case, number and gender.
- Syntax: independent clauses and subordinate clauses introduced by *quod* and *postquam*.
- Vocabulary: over 500 words found in Classical Latin literature.
- Etymology: hundreds of English words, including prefixes, suffixes and roots deriving from Latin.

Culture: Sections at the end of each unit presenting aspects of life and culture in ancient Pompeii and the broader Roman world. Students will also be connecting aspects of ancient life with our modern world.

Important Skills and Major Projects

Students develop reading skills in the target language and understand Latin texts of increasing grammatical complexity and breadth of vocabulary. Students learn to identify the person, number and tense of verb forms and the case, number, gender and declension of nouns and adjectives. Students are introduced to the basic concepts of inflected language learning and useful terminology for language acquisition. At the end of each unit, students will have a project based on the theme which connects the Roman world to ours. Current project topics: Roman Names and Identity, Urban Planning, Engineering Roads and Aqueducts, Roman Dining, Roman Games, Reviewing Roman Baths, and Coins.

Goals

At the end of this course, students should have mastered the grammar and vocabulary that provide a foundation for learning other inflected languages namely French and Spanish. They should be able to read fluently in Latin and be able to translate any passage based on that grammar and vocabulary. Students should have a basic grasp of etymology, with the ability to give scores of examples of English words (including prefixes, roots and suffixes) deriving from Latin. They should be able to understand connections between ancient and modern culture.

Course Title: **Latin I**
Grade: **9**
Texts Used: ***Cambridge Latin Course*, units 2 & 3. 4th edition.**
Novellas: Unguentum. Peter Sipes and Caedes in Via Appia: Fabula Milonis et Clodii. Emma Vanderpool. 2020.

Overview

This course is a continuation of Latin 7, which is taken during the students' 7th grade year. While this course picks up where Latin 7 stopped, the focus of Latin I is to lay the foundation of Latin grammar and build a solid Latin vocabulary rooted in etymology via reading comprehension. This should facilitate students' ability to transition into reading native Latin literature.

By the end of Latin I students should have: committed to memory the five noun declensions, a comprehensive understanding of noun and verb systems in Latin, all verbal moods, and an introduction to syntax (subjunctive with subordinate clauses). Students will be introduced to basic Latin composition. Students should be prepared to read native Latin authors in Latin II.

Topics Covered

Language:

- Infinitive, irregular verbs, and introduction to verb system
- Nouns: Prepositional phrases, ablative case, and introduction to noun/adjective agreement, Genitive case and review of declensions 1-3. Neuter nouns and 4th & 5th noun declensions.
- Verbs: tense review, pluperfect and future tenses
- Pronouns: Relative clauses & pronouns, review concept of gender with more noun/adjective agreement. Demonstrative pronouns/adjectives, personal pronouns, the Imperative mood, and the vocative case
- Participles: Present Participles, Perfect Passive Participles, Deponent Participles, review of cases/uses. Participles as adjectives and comparison of adverbs.
- Subjunctive mood: temporal clauses, imperfect and pluperfect subjunctive tenses, indirect questions, purpose clauses, introduction to gerundives/passive periphrastic, indirect commands and result clauses.

Culture: Students will read two Novellas both derived from Latin literature. One is based on a poem by Catullus. By the end of the story, students can read and understand the poem. They will also learn to scan and read the poem in meter. The other is from Cicero's defense of Milo accused of murdering P. Clodius Pulcher. By the end, student will have read excerpts from Cicero and have the opportunity to decide the case.

Important Skills and Major Projects

Students will further develop their language learning skills to have a solid foundation in the understanding of Latin grammar. They will continue to be assessed via Integrated Performance Assessments as well as grammar and vocabulary quizzes. Students will have two projects focused on the Roman Empire, one based on governing the provinces and the other a biography of an emperor. By the end of Latin I, students are ready to finish their study of grammar and read native literature.

Goals

By the end of the course students should feel confident in their foundation of Latin grammar and vocabulary. Students are prepared to learn more advanced grammatical concepts and comprehend native Latin literature.

Course Title: **Latin II**
Grade: **10**
Texts Used: ***Cambridge Latin Course.*** **Units 3 & 4 4th edition;** ***The Millionaire's Dinner Party, Cena Trimalchonis***

Overview

Latin II is the second course in a four-year language sequence. As Latin I concentrated on acquiring and memorizing Latin grammar, Latin II focuses on sharpening and enhancing the students' knowledge of grammar and syntax. This course introduces students to complex grammatical and syntactical structure. An integral part of this course is derivative and cultural studies which enhance the students' knowledge of the Latin language and Roman culture as well as provide insight into their own language and society. By the end of this course, the students should be able to understand most of the complex grammar and syntax of

Latin. Additionally, they will have learned all of the verbal moods and tenses. They will begin reading and translating Latin text written by native writers. Students will continue to compose Latin sentences and should be able to write paragraph length compositions.

Topics Covered

- Passive Voice: present, imperfect, perfect and pluperfect passive indicative, review and finish subjunctive clauses, and impersonal verbs.
- Ablative case uses: functions of Ablative and Accusative cases, and the Ablative Absolute.
- Syntax: Deponent verbs, more gerundives, Future Active Participle and review of participles.
- Future & Future Perfect Active Indicative and Passive.
- *Oratio Obliqua*, indirect Statement: Present, Perfect, Future infinitives active and passive.
- Subjunctive tenses: Present, Imperfect Subjunctive, Perfect (active & passive forms.) Selections from Martial's epigrams. Independent uses of the subjunctive.
- Verbal nouns: Supine, Gerundive, Gerund. Selections from Ovid's Metamorphoses.
- Selections from Pliny's letters: Conditionals and functions of subjunctive "cum clauses" as temporal or causal or adversative.
- Selections from Cicero's Pro Caelio: Rhetorical and literary devices.

Important Skills and Major Projects

Students finish learning the fundamentals of Latin grammar and they greatly enhance their translation skills as they begin to read native Latin. The central theme in Latin II is food and dining in the Roman world. Students will continue to develop reading and listening comprehension skills by reading selections from *Cena Trimalchionis* a part of Petronius' Satyricon. The story revolves around a dinner party held at the house of a wealthy freedman. Students will prepare sections, annotate, and learn to use commentary. *Cena* will also bring up much discussion about Roman life in the first century CE.

As part of their Roman cultural studies, the students will participate in the Roman festival of Saturnalia. This festival is a jubilant holiday during which a sumptuous banquet occurs. The students will learn about the Roman diet, Saturnalia dishes, and the celebration of this holiday. They will prepare food in the Roman custom and share this with their classmates. This project occurs near the end of the 1st semester.

Goals

By the end of this course the students will understand most of the complex Latin grammatical structures and have read some native Latin. Students should be prepared to read both native Latin prose and poetry in Honors Latin III.

Course Title: **Latin III/Latin III Honors**
Grade: **11**
Texts Used: **College Caesar. Latin Text with Facing vocabulary by Geoffrey Steadman.**
LaFleur, Richard, Love and Transformation: An Ovid Reader.

Overview

Latin III is the third course in a four-year language sequence. This course builds on work completed in Latin II where students finished formal grammar training and experienced reading Latin authors. In Latin III, students will read native authors to gain an understanding of Roman society and culture through literature. Two authors will be the focus of their reading: Caesar and Ovid. Through these authors, students will gain experience reading both prose and poetry. They will also get insight into the acquisition of empire and imperial life under August. This continues cultural topics of empire from Latin I & II. The course will review grammar, literary devices and metrics within the context of Latin prose and poetry. By the end of the course the students will have read about 1200 lines of Latin literature. They should be confident in their translating, annotation, and scanning skills..

Topics Covered

Students will read selections from Caesar's Gallic Wars and Ovid's Metamorphoses. Both texts cover a plethora of topics such as from war, governance, and diplomacy to the virtues and excesses of love. By examining both works of literature, students can consider the nature of the fall of the Roman Republic and the foundation for the Roman Empire. These readings will also connect to previous discussion regarding influences and shifts in Roman culture. Discussion will focus on Roman history, acquisition of empire, and Roman identity.

Important Skills and Major Projects

In addition to sharpening their skills in translation, scanning, and annotating, students will learn the art of sight reading. Throughout the course, students will be given previously unseen passages for translation from authors within and outside of the curriculum. They will learn how to read these passages without the aid of notes or vocabulary. They will also learn to scan and read dactylic hexameter reciting 10 lines from Ovid's Metamorphoses.

We will also discuss the art of translation. Students will consider not only the literal meaning and grammatical use of Latin vocabulary, but also its English equivalent in terms of contextual meaning within the greater work. Students will complete two projects to this end. The fall project will be a translation of a section of Caesar's de Bello Gallico into English using a theme or genre. The spring project will be to illustrate and caption a section from Ovid's Metamorphoses.

Students will continue developing their skills in reading contextualization, textual analysis, and argumentation. Relevant discussion regarding connections between the ancient Roman world and our modern one.

Goals

By the end of this course the students will have read a sufficient amount of Latin to consider themselves proficient translators. They should be able to sight read Latin i.e. pick up a Latin text and read it without the aid of vocabulary or grammatical notes.

Course Title: **Latin IV (Honors)**
Grade: **12**
Texts Used: ***College Vergil*. Latin Text with Facing vocabulary by Geoffrey Steadman. Geoffrey Steadman 2021.**
Vergil. *Aeneid*. Trans. Stanley Lombardo. Hackett 2005.

Caesar, Selections from his *Commentarii De Bello Gallico.* Commentary: Hans-Friedrick Mueller. Illinois: Bolchazy-Carducci 2012.

Overview

This course builds on work completed in Latin III in that students have finished formal grammar instruction and have experience reading Latin authors. The primary focus of this course is to read and translate selected writings from Vergil and Caesar, both well-known and respected ancient authors. Through their readings, students will gain an understanding of Roman society and culture. The course will review grammar, literary devices and metrics within the context of Latin poetry and prose. By the end of the course the students will have read about 1500 lines of Latin literature. They should be confident in their translating, annotation, and scanning skills.

Topics Covered

We will read selections from Vergil's Aeneid and Caesar's Gallic Wars. Both texts cover a plethora of topics such as war, refugees, genocide, empire, leadership, and diplomacy. By examining both works of literature, students can consider what becomes the foundation of the Roman Empire and the fall of the Republic. These readings will also connect to previous discussions regarding influences and shifts in Roman culture. Discussion will focus on Roman history, acquisition of empire, Roman identity.

Important Skills and Major Projects

In addition to sharpening their skills in translation, scanning and annotating, students will learn the art of sight reading. Throughout the course, students will be given previously unseen passages for translation from authors within and outside of the curriculum. They will learn how to read these passages without the aid of notes or vocabulary. We will also continue our discussion concerning the art of translation. Students will consider not only the literal meaning and grammatical use of Latin vocabulary, but also its English equivalent in terms of contextual meaning within the greater work.

Students will continue developing their skills in reading contextualization, textual analysis, and argumentation. Relevant discussion regarding connections between the ancient Roman world and our modern one.

Goals

By the end of this course the students will have read a sufficient amount of Latin to consider themselves proficient translators. They should be able to sight read Latin i.e. pick up a Latin text and read it without the aid of vocabulary or grammatical notes. They should be well prepared for college level Latin on either the 3rd or 4th semester level.

Course Title: **Latin V (Honors)**
Grade: **12**
Texts Used: ***The Student's Catullus 4th edition*** **and supplemental texts from Ovid's *Amores* and Vergil's *Aeneid***

Overview

This course provides seniors enrolling in Latin the opportunity to read most of Catullus' *Carmina* and discuss Roman culture and society in the first century BCE. The primary focus of this course is to read

Catullus' poetry to gain an understanding of cultural and literary influences in the late Roman Republic. Students will also examine via textual analysis the literary influences of Catullus on both Vergil and Ovid.

Music and lyrics will be an integral part of the course in connecting themes of love, betrayal, and friendship in the Roman world to our own. This course provides students with a different perspective of the Roman world from a writer who is a contemporary of Vergil and Caesar whom they read in Latin IV.

The course will review grammar, literary devices, and metrics within the context of Catullus' poetry. By the end of the course, students should have read more than 1600 lines of poetry of various meters and styles. They should be confident in their translating, annotation, and scanning skills.

Topics Covered

Catullus' poetry covers a variety of themes from love and friendship to betrayal and political corruption. As topics and themes arise from this poetry, we'll discuss how these shape our thoughts about Roman culture and identity in the late Republic. The following questions will be considered: How do the culture and events of the Republic shape the early Empire? How does the expansion of Roman citizenship influence the culture of the Empire and what it meant to be a Roman?

Readings

Selections from Catullus *Carmina* 1-116 (excluding 18, 19, 20 which are missing from the manuscript tradition). Selections from Ovid's *Amores* Book 1 and Vergil's *Aeneid* Book 4.

Skills and Major Projects

Students will learn and practice the art of translation. They will translate for literary meaning, but then consider what are the equivalent English idioms and expressions that best represent what Catullus is writing about in Latin. They will do a project on literal versus literary meaning. The focus of this project will be to translate a group of poems connected by theme; first very literally, then to transition that translation into a literary translation that would be appealing to their non-Latin reading peers. They will write a paper documenting the transformation from literal to literary.

Goals

By the end of this course the students will have read a sufficient amount of Latin to consider themselves proficient translators. They should be able to sight read Latin i.e. pick up a Latin text and read it without the aid of vocabulary or grammatical notes. They should be well prepared for college level Latin 4th semester level or be able to test out of their language requirement.

Course Title: **French 8**
Grade: **8**
Texts Used: ***Français 101*****,** Carrasco and Zahedi, LibreTexts Open Resource Textbook, Chapter 1 (https://human.libretexts.org/Bookshelves/Languages/French/French_OER_1_(Carrasco_Zahedi_and_Parrish))

Overview

French 8 is a semester-long class designed to introduce students to the basics of the French language and of language learning as a whole. This class combines with a semester of Spanish 8 and a year of Latin 7 to form the middle school language curriculum. This provides the foundation for high school language learning at Seabury. In French 8, students will experience a brief introduction to French language and culture. They will leave the course with foundational skills in the four modes of communication: reading, writing, speaking, and listening.

Topics Covered

- Cognates between French and English
- Introductions and Greetings
- Numbers 0-60
- Alphabet, Accents, Phonics, and Pronunciation
- The verb **être**
- Physical, personal, and emotional descriptions
- Modern music by francophone artists
- The Francophone world

Skills and Major Projects

French 8 introduces students to the four basic skills of reading, writing, listening and speaking and the general concept of grammar structures in a new language. Students will have frequent opportunities to participate in level-appropriate conversations, listening tasks, and written responses. French 8 also includes cultural study of France. In order to foster an interest in the language and culture, activities such as celebrating holidays, preparing French food, listening to music and watching French television shows and movies in class and at home are encouraged.

Goals

At the end of this course, students should be able to communicate briefly in French when discussing familiar topics. They should be prepared to begin more rigorous study of any language and to build on the skills they acquired in this course.

Course Title: **French I**
Grade: **9**
Texts Used: ***Français 101*****,** Carrasco and Zahedi, LibreTexts Open Resource Textbook (https://human.libretexts.org/Bookshelves/Languages/French/French_OER_1_(Carrasco_Zahedi_and_Parrish))

Overview

French I is the first course in the 4-year foreign language sequence. It is a continuation of French 8 and covers Chapters 2-5 in *Français 101.* Students will practice the four basic skills of reading, writing, listening and speaking and will gain foundational knowledge critical to future success with the French language. The course also fosters a knowledge of and appreciation for the cultures of France and French-speaking countries.

Topics Covered

- Chapter 2: Numbers 70-100, the verb **avoir**, time and date, likes/dislikes, **-ER** verbs, agreement/disagreement, direct object pronouns, forming questions
- Chapter 3: Family vocabulary, possessive adjectives, personal and family descriptions, review of the verb **être**, body parts
- Chapter 4: Free time and activities; the verb **faire**; weather; the verb **aller**; the *futur proche* tense; the verbs **pouvoir, devoir, savoir,** and **vouloir**; **-IR** verbs, the verb **connaître** and its relationship to **savoir**; places and activities in town, giving and receiving directions, prepositions of place, the *passé récent* tense and the verb **venir**; the verb **prendre**

Skills and Major Projects

French I introduces students to the four basic skills of reading, writing, listening and speaking as well as the acquisition of basic vocabulary and grammatical structures. Throughout the year, students will be assessed on their ability to communicate aloud with peers in French, write extended paragraph-level discourse, use verbs effectively, and respond appropriately to information provided in written or audio formats. French I also includes cultural study of France and other francophone countries. In order to foster an interest in the language and culture, activities such as celebrating holidays, preparing French food, listening to music and watching French television shows and movies in class and at home are encouraged.

Goals

At the end of this course, students should master French grammar points that include present tense verb conjugation of basic regular and irregular verbs, articles, adjective agreement, interrogatives, imperatives, and negatives. Students will be able to carry on conversations and produce written work using the vocabulary and grammar structures acquired. They should also be able to understand written and spoken language. Students should be able to perform at an ACTFL proficiency level of Novice-Low to Novice-Mid level by the end of the school year.

Course Title: **French II**
Grade: **10**
Texts Used: ***Français 101*****,** Carrasco and Zahedi, LibreTexts Open Resource Textbook, Chapter 6 (https://human.libretexts.org/Bookshelves/Languages/French/French_OER_1_(Carrasco_Zahedi_and_Parrish))
French OER 2, Carrasco, Sahedi, and Barnezet Parrish, Chapters 7-10 (https://human.libretexts.org/Bookshelves/Languages/French/French_OER_2_(Carrasco_Zahedi_and_Parrish))

Overview

French II is the second course in the 4-year language sequence. This class covers Chapter 6 of *Français 101* and Chapters 7-10 of *French OER 2*. Students will continue their study of French grammar, vocabulary and culture. A greater emphasis is placed on the production of oral and written language as well as reading and listening comprehension.

Topics Covered

- Chapter 6: daily routines and reflexive verbs, **-RE** verbs, vocabulary about houses and what's in them, chores, the passé composé with avoir and être
- Chapter 7: food and drink, mealtime vocabulary, the verb **boire**, comparisons, adverbs, negative expressions, the pronouns **y** and **en**

- Chapter 8: review of passé composé, historical figures
- Chapter 9: childhood activities vocabulary, the imperfect past tense, relative pronouns, Francophone tales/legends, storytelling with the passé composé and the imparfait
- Chapter 10: nature and animal vocabulary, indirect object pronouns, the conditional mood, environment vocab

Skills and Major Projects

French II continues to focus on the four skills of reading, writing, listening and speaking as well as the acquisition of more diverse vocabulary and advanced grammatical structures. Students are encouraged to push themselves to greater proficiency, as demonstrated by assessments centered around conversations, multi-paragraph writing, and projects that incorporate multiple grammar skills and modes of communication in one product.

Goals

At the end of this course, students should master French grammar points that include present verb conjugation of basic regular and irregular verbs in the past perfect and imperfect tenses, prepositions, object pronouns, comparatives and superlatives, and reflexive verbs. They should be able to carry on simple conversations about the above topics in the past, present and near future tenses. They should be able to read selections and understand conversations on the above topics. Students should have a knowledge of the geography, history and cultures of France and some francophone countries. They should aspire for ACTFL proficiency of Novice High by the end of the year.

Course Title: **French III/French III Honors**
Grade: **11**
Texts Used: ***Le Grand voyage*** **(Ferroukhi, 2004)**
Les Choristes **(Barratier, 2004)**
La révolution française: Observations d'une gargouille de Notre-Dame, **by Diane Touchet**
La Mulâtresse Solitude**, UNESCO 2014**

Overview

French III is the third course in the 4-year language sequence. This class considers questions around identity and values, from both a personal and global perspective, by examining authentic texts and evaluating current and historical events to determine what values authors, heroes, celebrities, and individuals find most important. Through this exploration, students continue their study of French grammar, vocabulary and culture. A greater emphasis is placed on reading authentic texts, increased oral fluency, immersion through French media, aural comprehension, and personal investment in learning.

Topics Covered

- Olympics and Identity
    - Essential questions: *What is la francophonie? What does it mean to be French? How do sports reflect cultural values?*
- Family & Journeys
    - Essential questions: *How do we define family? Who and what determines how we develop priorities and values?*

- Who is a hero?
    - Essential questions: *What is the difference between a hero and a celebrity? How do we decide who to take advice from? How do celebrities and heroes reflect culture (and how does culture influence who can become a celebrity and/or hero)?*
- The French Revolution
    - Essential questions: *Who are the heroes and celebrities of war? What causes a revolution? How do we know what values should guide a nation? How do we know which version of a story is "the best" one?*

Skills and Major Projects

French III continues to focus on the four skills of reading, writing, listening and speaking as well as the acquisition of more diverse vocabulary and advanced grammatical structures. French III also continues the cultural study of francophone countries and their values. As a commitment to French increases, so too are expectations for engagement in the language. Projects and enrichment opportunities are centered on the standards for language learning: communication, culture, comparisons, connections and community. Major assessments include tasks that require students to speak and listen in French. Examples include oral presentations, visual analysis (infographics, etc), formal essays, conversation in French, and text analysis. As their culminating task, all students will select a topic of their choice and design a week-long unit to teach to their classmates. This major project will require students to synthesize their learning, demonstrate understanding of French and of their chosen topic, and to make responsible decisions in order to be ready to present in a timely manner.

Honors French III

Students who enroll in this course for Honors credit will follow the same schedule of topics, with elevated expectations on assessments. They will also have additional work assigned to them on a monthly basis, usually focused on the skills of speaking and listening.

Goals

At the end of this course, students should be able to converse, debate and present their ideas based on the aforementioned vocabulary and cultural topics. They should be able to read authentic texts and understand conversations on the above topics. Students should have a deeper knowledge of Francophone societies including politics, literature and current events. They will be exposed to, although they may not fully master, French grammar that includes verb conjugation of verbs in the future tense, conditional and subjunctive moods, irregular verbs, and relative pronouns. They should aspire to an ACTFL proficiency score of Intermediate Low or Mid by the end of the school year.

Course Title: **French IV (Honors)**
Grade: **12**
Texts used: ***Le Petit prince*, Antoine de St. Exupéry and *Le Comte de Monte Cristo,* Alexandre Dumas (abridged by Pierre Hauzy for ELI Readers) -OR- *Reine Pokou*, Véronique Tadjo**

Overview

French IV is the final course in the 4-year language sequence. Students continue their study of French grammar, vocabulary and culture by reading and analyzing authentic texts. Each semester is centered

around one major work; students experience a variety of tasks related to it, including reading, oral discussion, written analysis, and aural comprehension. No new grammar is introduced but students are expected to begin to synthesize the grammar learned in years I-III to make strategic choices that aid in communication. Frequent proficiency assessments are given to rate students according to the ACTFL guidelines.

Topics Covered

During the first semester, we will read *Le Petit prince* and use it to explore themes of choice, adulthood, war, friendship, love, responsibility, and death. Students will also be introduced to the Dialectic Essay, which they will use to analyze the relationship between the book and its 2015 film adaptation. For the second semester, the class will select one of two texts. No matter the choice, we will use the text to examine themes of morality, revenge, leadership, and identity. By the end of the semester, we will transition to an examination of French art and cultural norms across francophone cultures.

Skills and Major Projects

French IV continues to focus on the four skills of reading, writing, listening and speaking as well as the acquisition of more diverse vocabulary and more effective use of advanced grammatical structures. Students will learn to read French without the aid of notes or vocabulary, to discuss literature aloud and in writing, and to listen to extended excerpts of French language with strong comprehension. Each semester will include at least one formal essay and at least two formal speaking assessments.

Goals

At the end of this course, students should be able to converse, debate and present their ideas on familiar vocabulary and cultural topics. They should be able to read authentic texts and understand conversations about them. Students should have a deeper knowledge of Francophone societies including politics, literature and current events. Students should strive for ACTFL proficiency at an Intermediate High or Advanced Low rating.

Course Title: **Spanish 8**
Grade: **8**
Texts Used: **N/A**

Overview

This is an introduction to the Spanish language and culture. The purpose of this one-semester course is to help you to become familiar with basic conversational topics while also learning about some of the many differences that make the Spanish-speaking countries unique from each other. To start off you will learn the pronunciation of the Spanish alphabet to help you pronounce words that you see for the first time. Then we will learn what cognates are and how they help us to expand our vocabulary and what is meant by feminine and masculine nouns (in Latin this is similar to first and second declension). Once we learn these basics we will begin to learn easy conversations. Get your ***pasaporte*** ready as we travel throughout the Hispanic world!

Topics Covered

- The Family,
- School and Telling Time,

- Different cultures in the Spanish-speaking world.

Goals
At the end of the school year students will be able to have a simple conversation with a classmate on the topics covered.

Course Title: **Spanish I**
Grade: **9**
Texts Used: ***Descubre* 1 Vista Higher Learning**

Overview
This is an introductory course to the Spanish language and Hispanic cultures. I will be using a new textbook series (2017), which is more relevant and appropriate for high school students. The focus is on the four skills of modern language learning: speaking, listening, reading and writing, though there is more emphasis on speaking and listening. In each chapter students learn through different themes such as purchasing school supplies and clothes. In each chapter there are new grammatical concepts introduced, which are integrated with the chapter's vocabulary. Students learn to speak in the present tense and by the end of the school year they learn to narrate in the preterit tense. In addition to these skills students learn about the myriad of cultures throughout the Spanish-speaking world, which includes some indigenous cultures.

Topics Covered
From chapter one to chapter nine students learn: how to introduce oneself, talk about his or her family and home, how to negotiate a train station and airport, discuss playing sports, express minor health problems such as having a cold or the flu, talking about computers, and other themes as well.

The focus of Spanish Level one is talking and listening comprehension, students have the opportunity to learn how to communicate in simple, compound and some complex sentences with respect to the topics covered. They learn to identify all of the Spanish-speaking countries with their respective capitals. Major projects vary from year to year.

Goals
At the end of the school year students will be able to have a simple conversation with a classmate on the topics covered.

Course Title: **Spanish II**
Grade: **10**
Texts Used: ***Descubre 2*** **Vista Higher Learning**

Overview
As with Spanish Level One much of the assigned homework is online, which the instructor views and comments upon. The students learn irregular verbs in the preterit tense, the imperfect tense and how to narrate using both the preterit and imperfect tenses. Students also learn the following grammar skills: the passive voice with se and the importance of the passive voice in spoken and written language, the meaning with certain preterit verbs, the present progressive and that this verb “tense” is being used more often by

native speakers, the present perfect and the use of this verb tense in Spain versus Hispanic America. Students also continue to learn that Spanish grammar is more flexible than English grammar as they learn the positioning of direct and indirect object pronouns. Students learn to express events using the future tense, and to give commands to a friend as well as polite commands. In Spanish II students begin to learn the importance of the subjunctive mood and begin to learn to use the present tense of this mood and differentiate it from the indicative mood

Topics Covered
Each chapter has a theme, some of which are: in the doctor's office, technology, driving, health and well-being.

Skills and Major Projects
Students continue to work on communicative skills and begin to write more lengthy papers, which are critiqued for grammar and vocabulary usage.

In groups the students research a Hispanic dish, which they make at home or in class (depending on time). They bring in the food they made and, using the imperative mood, they explain in front of the class how to make what they prepared. Of course we all enjoy a delicious buffet.

Goals
Fluency increases from short sentences and limited vocabulary and begins to move forward more paragraph-like conversations. The number of topics in which a student engages increases as well. The students learn more about the geography of the Spanish-speaking world.

Course Title: **Spanish III/Spanish III Honors**
Grade: **11**
Texts Used: ***Descubre*** **Level 3**

Overview
The textbook is a continuation of the *Descubre* series, which includes the major grammatical structures including the remaining verb tenses. Like the level two *Así se dice* textbook, this level also includes an online textbook, videos and other online activities. In almost every chapter there is some focus of the subjunctive mood. The student is introduced to newspaper articles mainly from La Nación (Costa Rica) and El País (Spain), Hispanic cinema and more cultural figures of the Spanish-speaking world such as Frida Khalo, Diego Rivera, and various authors. The student also begins to read other authentic materials such as poetry. The student will also write lengthier essays based on the chapter topics. These essays will be evaluated based on grammar and vocabulary used.

In level 3 I will be implementing project based learning. Briefly explained, students will work in groups to solve or learn about issues. For example, at the beginning of the year students will learn what Chile is doing about the issue of plastics bags. As a group they will discuss what they read and then talk about what can be done in the U.S. relative to our use of plastic bags.

Topics Covered

Chapter themes include: (to name just a few) the environment, politics in Spanish-speaking countries and art.

Skills and Major Projects
Students learn to use the subjunctive and indicative moods both in speaking and writing. Conversational fluency increases to include the different topics covered in the textbook, such as asking for and giving directions, and asking for help when she or he has a minor injury or illness. The student learns to read a newspaper article with the help of a dictionary. The student researches a Spanish-speaking country of his or her choice and reports to the class his or her findings.

Goals
Students should be able to discuss the importance of the family and the inclusiveness of multi-generations. They will be able to refer to events, both orally and written, in the past present and future, read and understand literature of different genres: newspapers, short stories and poems. Students will correctly use, both orally and written, the 13 verb tenses he or she has learned since level 1. Students should be able to cite different artists, authors and musicians.

Course Title: **Spanish IV (Honors)**
Grade: **12**
Texts Used: ***Imagina 4*** **Vista Higher Learning**

Overview
Students are expected to be well familiar with basic grammatical concepts and vocabulary from levels 1-3 and will have access to online sources through their textbook, Imagina, for review. I will introduce new grammatical concepts to help with more complex structures but it is the student's responsibility to be familiar with previously taught grammar and vocabulary. What differentiates level four from the previous year is to fine tune the student's four skills to prepare her or him to take the biliteracy exam in April. In addition students learn to define words in the target language. More time is also dedicated to reading short stories and conversation. Students are exposed to Hispanic cinema; the movies chosen are those that deal with familial and social issues. They also learn to distinguish various dialects.

Topics Covered
Many of the topics covered in level four are topics that have been previously covered. However, this textbook allows the students to learn how to talk more deeply about those topics.

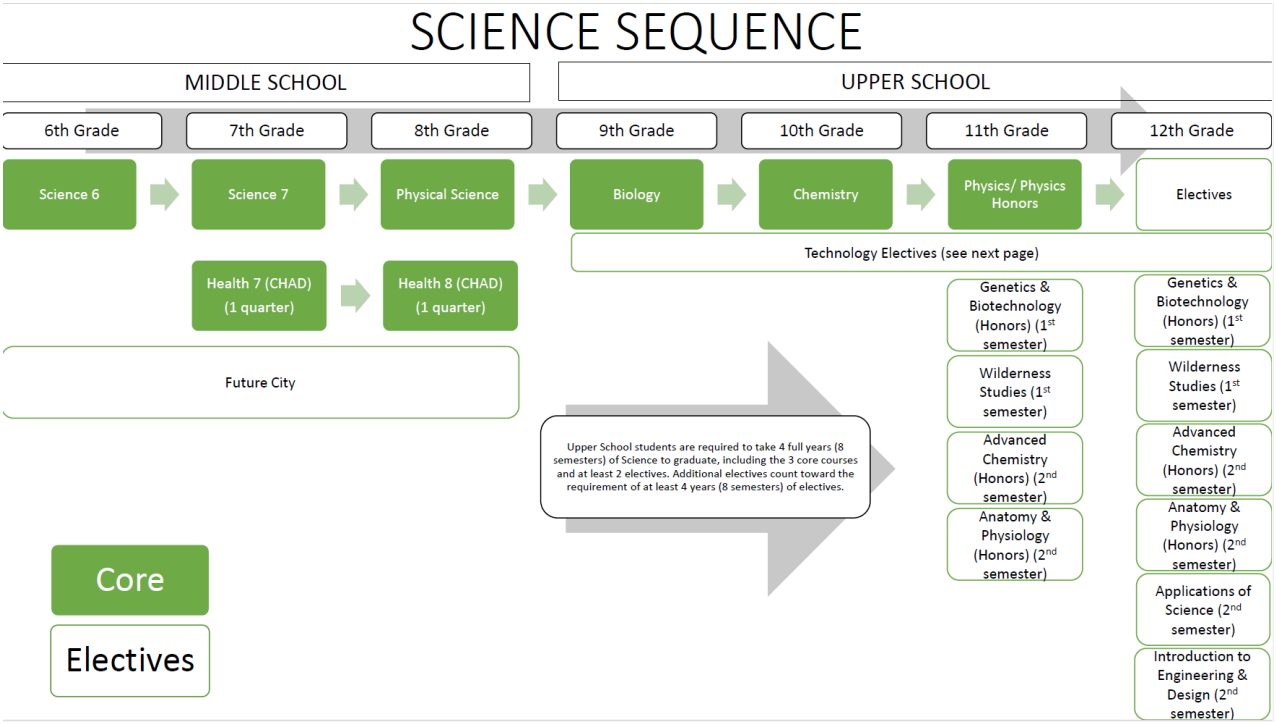
Skills and Major Projects
Students write short papers in a journal format using different verb tenses and more extensive vocabulary. They read short stories with the aid of a dictionary. Students choose either a short story or a series of poems (the number of poems depends on the length of each poem) for summary in the target language.

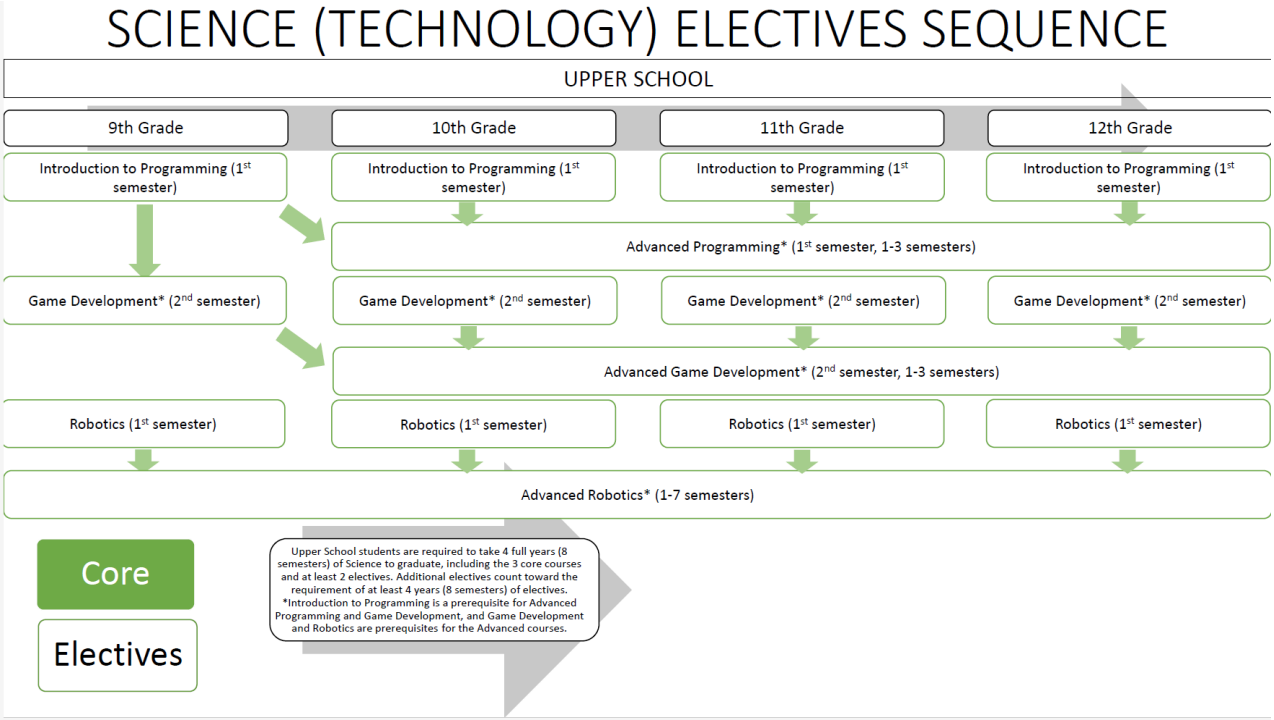
Goals
Students will use the 13 verb conjugations, both orally and written, as well as the other major grammatical concepts learned since Level 1. Since levels 1-3 have given students a basic understanding of Spanish, they will be able to learn how to use language closer to how a native speaker uses Spanish. They will do this by

listening to videos, movies and the instructor. The students will then be able to practice language and will be encouraged to reach out (with the instructor's guidance) to a given Spanish-speaking community.

Science Sequence Overview

Students in the sixth grade take Science 6 where they are given a strong foundation in Investigative Science, Physics, Chemistry, and Biology. Seventh graders take Earth Science, which builds on the sixth-grade content in all areas of science and includes a solid foundation of Earth Science topics. In the eighth grade, Physical Science prepares students for Upper School science courses by reinforcing concepts in physics and chemistry that are foundational to all of the sciences and by further developing process skills. Seventh and eighth grade students also take Health as part of a rotation with Art, Drama, and Computers (CHAD). The Future City elective is for Middle School students who are interested and accepted into the program.





Upper School students are required to take four full years (eight semesters) of science to graduate. Our Upper School science curriculum for grades 9-12 emphasizes the content knowledge and process skills necessary for success in college and beyond, framed by experiences designed to stimulate curiosity and maintain interest in the sciences. Ninth grade Biology is a lab-centered course that explores topics in life science. Tenth grade Chemistry develops major themes in chemistry, such as atomic theory, periodicity, bonding, reactions, and energy, through practical problems that stimulate diverse laboratory activities; many labs are multi-day experiences that require students to refine and revisit their work. Ninth and tenth grade students also have the option to take Introduction to Programming (fall semester), Game Development (spring semester), Robotics (fall semester), and Advanced Robotics (spring semester) as science electives; tenth grade students who have taken the prerequisites can take Advanced Programming (fall semester), Advanced Game Development (spring semester), and Advanced Robotics (fall and/or spring semester). Eleventh grade students take Physics or Honors Physics; these courses help further develop skills in critical thinking and problem solving. In addition to the electives listed above, electives for eleventh grade students include Genetics & Biotechnology (fall semester), Wilderness Studies (fall semester), Advanced Chemistry (spring semester), and Anatomy and Physiology (spring semester). By the end of the twelfth grade year, students need to have taken two semester-long electives. In addition to the electives listed above, they may elect to take Applications of Science or Introduction to Engineering & Design spring semester.

It is our hope that students exiting the science program at Bishop Seabury Academy continue to be fascinated by the natural world, and find themselves prepared with the experience and background to be successful in the sciences at the college level.

Course Title: **Science 6**
Grade: **6**
Texts Used: **N/A**

Overview

The 6th grade science course focuses on the nature of science and scientific inquiry as well as providing broad exposure to Physics, Chemistry, and Biology. It aims to give students a strong foundational knowledge and understanding of core science subjects while focusing on hands-on, interactive explorations, general investigative procedures, and critical thinking skills. Students will work in class to complete individual Science Fair projects during the second semester.

Topics Covered

NATURE OF SCIENCE

- Exploration, Inquiry & Investigation
- Critical Thinking & Scientific Method

FORCE & MOTION

- Newton's Laws & Work
- Unbalanced and Balanced Forces & Net Force
- Speed, Velocity, and Acceleration
- Motion Graphing
- Rube Goldberg

ENERGY

- Conduction, Convection, Radiation
- Energy Transformations
- Potential and Kinetic Energy
- Properties of Waves
- Visible Light (Reflection, Refraction, Diffraction, Absorption)
- Electric and Magnetic Forces
- Sound Waves (including doppler effect)

CHEMISTRY

- Elements and Compounds
- Structure of Atoms
- Physical/Chemical Changes
- Periodic Table Trends
- Organic Compounds
- Molecules & Chemical Bonding
- Solids Liquids and Gases
- Acids and Bases

SCIENCE FAIR

STRUCTURE OF LIFE

- Plant Cells and Animal Cells
- Cell Theory
- Characteristics of Organisms & Prokaryotic and Eukaryotic Cells
- Cell Reproduction: Mitosis/Meiosis

BODY SYSTEMS

- Skeletal System & Circulatory System
- Muscular System & Nervous System
- Digestive System & Excretory System
- Endocrine System & Respiratory System

Course Title: **Earth Science**
Grades: **7**
Texts Used: **N/A**

Overview

The 7th grade science course focuses on Earth Science and furthers students' knowledge of physical, chemical, and biological science as it relates to the topics studied. This course aims to deepen understanding of core science subjects while focusing on hands-on, interactive explorations, general investigative procedures, and critical thinking skills.

Topics Covered

INQUIRY BASED PROCESSES

- Nature of Science & Scientific Method
- Engineering Design Process

SPACE

- Solar System Arrangement and Planets & Gravity
- The Lunar Cycle & Tides
- Day/Night, Seasons
- Galaxies and Light Years
- Life Cycle of a Star & H-R Diagram & Electromagnetic Spectrum
- Eclipses
- Asteroids, Meteors, and Comets
- Big Bang Theory

OUR PLANET

- Continental Drift Theory
- Plate Boundaries
- Properties of Minerals & Rock Cycle
- Topographic Maps
- Erosion and Deposition & Earth's Layers
- Density
- Earthquakes & Volcanoes
- Fossil Records & Geologic Time Scale
- Photosynthesis
- Counting Atoms and Elements
- Balancing Chemical Equations

WEATHER

- Weather Maps and High and Low Pressure
- Hurricane Formation & Convection Currents & Catastrophic Events
- Atmosphere & Water Cycle

INTERACTIONS IN ECOSYSTEMS

- Classification & Abiotic and Biotic Factors
- Biodiversity & Biomes
- Organism Relationships
- Energy Pyramids

- Food Chains and Food Webs
- Symbiosis - Mutualism, Commensalism, Parasitism
- Environmental Impacts – Energy Sources
- Human Impact on Groundwater and Freshwater (watersheds)
- Nitrogen Cycle & Carbon Cycle
- Dichotomous Keys
- Inherited Traits & Genetics: Dominant and Recessive Genes and Punnett Squares
- Natural Selection

Course Title: **Physical Science**
Grade: **8**
Texts Used: ***Conceptual Integrated Science Explorations*. Addison-Wesley, supplemented with relevant online resources**

Overview
This course is introductory in nature and will provide students with the necessary tools and skills to be successful in high school Physics and Chemistry. The focus of this course will be on science skills and the scientific process. Students will have a chance to learn and apply these skills and processes as they explore topics in physics and chemistry, building further on topics covered in Grades 6 and 7.

Topics Covered

First Semester

- Basics of Kinematics & Graphing of Motion
- Newton's Three Laws of Motion
- Work, Energy, Power
- DC Electricity
- Waves & Sound
- Light & Optics

Second Semester

- Classification and Phases of Matter
- Elements, Molecules, Compounds & Nomenclature
- Periodic Table Trends
- Chemical Bonding
- Chemical Reaction Types
- Science Topic of Interest: Research and Presentation

Skills and Major Projects
The 8th grade class will have a prominent lab component. Students leaving the course should be comfortable with an array of chemical and physical lab skills applications. They should be prepared and knowledgeable in content for future labs and hands-on experiences. Other skills stressed during this course are collaboration, proper lab safety, critical thinking and data analysis..

In order to gain a firm understanding of the processes that scientists use to investigate the nature of our world, students will be expected to complete a number of labs and corresponding text assignments and problem sets throughout the year. A major project of the second semester will be the Science Topic of Interest Project, which students will present to the class as a portion of their final for the second semester.

Goals

At the end of this course students should be able to discuss and explain the basics of physics and chemistry along with improving their critical thinking capability. They will be well prepared to be successful in higher-level coursework and standardized testing in the sciences.

Course Title: **Health**
Grades: **7 and 8**
Texts Used: ***Decisions for Health*, Holt, Rinehart & Winston**
(Supplemental readings from papers, articles, and book excerpts)

Overview
The purpose of this course is to provide students with the necessary information for them to make healthy choices in their life. Students should leave this course with a basic understanding of physical, mental and social health and how their decisions affect these aspects of their life. The structure of this course is largely based upon group discussion and classroom activities. Students will be encouraged and supported to feel confident in making positive health related decisions.

Topics Covered (7th Grade)
- Making Healthy Choices
- Personality and Self Esteem
- Managing Stress
- You and Your Family
- Building Healthy Relationships
- Substance Abuse
- Safety and First Aid

Topics Covered (8th Grade)
- Mental Health,
- Social Health,
- Nutrition and Fitness,
- Substance Abuse,
- Preventing Disease,
- Environmental and Community Health
- Safety and First Aid

Goals
At the end of this course students should possess the knowledge and skills essential to the development of their emotional, mental, social, and physical health in an expanding global society. Students will develop a functional concept of health that respects the fundamental worth and dignity of all individuals in recognition of a diversity of backgrounds, abilities, interests, and aspirations.

Course Title: **Future City**
Grade: **6-8 (elective)**
Texts Used: **N/A**

Overview
Focusing on engineering and the creative design process, students showcase their solutions to a citywide sustainability issue by designing and building a prototype of a future city. The challenge for 2024-2025 is "Above the Current", and will address the challenge of sea level rise by implementing floating cities near coastlines, restoring coastal ecosystems, acting as natural flood barriers, and providing for happy and healthy residents.

The class culminates in a regional competition in January where teams vie for a chance to present their projects at the nation-wide competition in Washington, D.C.

This class will meet through January during X Block in Room 303. Participating students will only have study hall on Mondays while the class is in session.

Interested students will submit a brief statement outlining why they would like to participate in the class and will be invited to enroll during the first week of the school year.

Course Title: **Biology**
Grade: **9**
Texts Used: ***CK-12 Biology for High School FlexBook*** **accessed online**

Overview
Biology is taught in the ninth-grade year. This course is introductory in nature and is designed to provide the student with basic knowledge of biological principles and applications. This course will help to prepare students for the rigors of advanced work in biological science. At the end of the course students should have a basic understanding of the major themes of biology including evolution, interdependence of organisms, matter and energy, cell structure and function, reproduction and inheritance, and stability and homeostasis.

Topics Covered
In the fall, time is spent outside where students conduct field studies to explore topics in evolution and ecology, including adaptations and biodiversity. In the spring, the course culminates with a self-paced experience in plant and animal anatomy and physiology.

- Evolution & Ecology
- Biochemistry
- Cells & Cell Transport
- Bioenergetics (Photosynthesis & Cellular Respiration)
- Cell Cycle & Protein Synthesis
- Heredity & Biotechnology
- Plant Anatomy & Physiology
- Animal Anatomy & Physiology

Skills and Major Projects
The ninth grade Biology course will have a significant lab component. Students leaving the course should be comfortable with an array of lab skills and experiences. They should be energized and knowledgeable for future labs and hands-on experiences. Students will complete research about current science news and an independent project as well. Other skills emphasized will be:

- Observation
- Field and Lab Safety and Techniques
- Modeling
- Experimental Design
- History/Philosophy of Science

Goals

At the end of this course students should be able to discuss and explain the basic topics within biology and will have improved their critical thinking capability. They will be well prepared to be successful in higher-level coursework and standardized testing in the biological sciences.

Course Title: **Chemistry**
Grade: **10**
Texts Used: ***Chemistry*** **(Prentice Hall)**

Overview

This course is designed to provide the student with a fundamental knowledge of chemistry to prepare them for further chemistry study at the college level. The course includes classroom and laboratory experiences covering an array of chemistry topics leading to an understanding of fundamental chemical facts and principles.

Topics Covered

- Introduction to Chemistry
- Matter and Change
- Scientific Measurement
- Chemical Quantities (The Mole)
- Atomic Structure and Electrons in Atoms
- The Periodic Table and Chemical Periodicity
- Ionic and Covalent Bonding
- Chemical Names and Formulas
- Chemical Reactions
- Stoichiometry
- The Behavior of Gases
- Thermochemistry
- Acids, Bases and Salts
- Oxidation and Reduction Reactions
- Hydrocarbon Compounds

Skills and Major Projects

This course will emphasize a breadth of topics and chemical facts that build the student's vocabulary and comprehension of chemical information, including applications to the student's understanding of chemistry in the "real world". Chemistry information is reinforced and in some cases revealed through the use of hands-on laboratory experiments and through the instructor's chemical demonstrations. Additional skills emphasized are chemical laboratory safety, teamwork in science, the design and use of the experimental method to test hypotheses, and proper laboratory write-up procedures.

Goals

This course will prepare students to recognize and reasonably communicate the basic qualitative and quantitative principles of general chemistry. The chemistry course among the sequence of science courses offered will further develop students' quantitative and critical thinking skills to help prepare them for the successful completion of advanced coursework and assessment in the chemical sciences.

Course Title: **Physics/Physics Honors**
Grade: **11**
Texts Used: ***Holt Physics***

Overview

This course is designed to provide students with a deeper understanding of the fundamental knowledge of Physics and physical science related phenomena. In addition, students will be prepared for further study of Physics at the post secondary level. The course provides students classroom and laboratory experiences related to the listed topics, leading to a greater understanding of principles and underlying facts used to identify and solve problems in the physical science realm.

Topics Covered

First Semester

- Math and Measurement in Physics
- Kinematics -Describing Motion
- Dynamics & Newton's Laws of Motion
- Frictional Forces
- Work, Energy, Power

Second Semester

- SHM, Waves, & Sound
- Properties of EMR
- Visible EMR & Optics
- Principles of DC Electricity
- Physics Topic of Interest Project: (Both Research and Presentation)

Note: The Honors Course differs from regular physics in the rigor of assignments, exams, and projects.

Skills and Major Projects

This course will feature a meaningful lab component aligned with content presented to the student during each semester. Students leaving the course should be more adept at critical thinking and data analysis along with developing content specific literacy for further application of gained knowledge in future post scholastic endeavors. Featured in the second semester will be the Physics Specific Topic of Interest Project, in which students will research on an agreed upon area of interest and then present the findings of their research to the class. (This project will serve as a portion of their final for the second semester.)

Goals

Students will come to understand fundamental concepts of physics through the development of: critical thinking skills, tools for proper analysis of data collected in the laboratory, and increased content specific literacy. Ultimately, the student should have a broader understanding of the fundamental concepts of physics and be able to utilize that understanding in future post scholastic endeavors.

Course Title: **Introduction to Programming (Fall Semester)**
Grade: **9-12 (may count as a Science elective credit)**
Texts Used: **N/A**

Overview
Students will be introduced to programming logic, how a computer thinks, programming structures, variables, conditional statements, loops, and more. Students will learn through block coding with App Inventor, and then move on to actual coding in Python, C++, C# and Java (may be in this class or next class). Students will be using CodeCombat as a programming remediation tool. Students also will be introduced to flowcharting and SCRUM. Team building and problem solving will be explored and encouraged in this class.

Topics Covered
- Programming Logic
- Create variables and understanding types
- Programming Languages
- Planning of Programs
- Conditional statements: If then else……
- Problem Solving
- Team building
- Algorithms
- Events - trigger something to happen
- Visual Studio and other compilers

Skills and Major Projects
Students will build a computer app for phone/tablets with MIT App Inventor block code. Students will work through Ozaria levels to reinforce programming skills learned in class. Students will then learn to code in C++ simple programs in which they will first pseudo code and create a flowchart and then program. Then students will learn to translate programs into other languages. Python will be explored to see how it can be a quick and fast programming language for math and science.

Goals
Gain a strong understanding of programming logic and design/planning of programs, and then see how they can translate into the other coding languages. Planning is needed to make a good product/project.

Course Title: **Advanced Programming (Fall Semester)**
Grade: **10-12 (may count as a Science elective credit)**
Texts Used: **N/A**

Overview
This course will expand on programming logic, how a computer thinks, programming structures, variables, conditional statements, loops, and more. Students also will create flowcharts and SCRUM. Team building and problem-solving will be explored and encouraged in this class.

*Introduction to Programming is a prerequisite for this course.

Topics Covered

- Programming Logic
- Create Database Relationships
- Database Tables
- Data Queries
- Creating links in programs
- Programming Languages
- Planning of Programs
- Problem Solving
- Team building
- Algorithms
- Events - trigger something to happen
- Visual Studio & MySQL and other compilers

Skills and Major Projects

Students will expand their learning code in C++ simple programs in which they will first pseudo code, create a flowchart, and then program. Then students will learn to translate programs into other languages. Python may be explored to see how it can be a quick and fast programming language for math and science.

Students will learn database programming, learn relationships, unions, and more. Students will combine programming with databases.

Goals

Gain a strong understanding of programming logic and design/planning of programs, and then see how they can translate into other coding languages. Planning is needed to make a good product/project.

Course Title: **Game Development (Spring Semester)**
Grade: **9-12 (may count as a Science elective credit)**
Texts Used: **N/A**

Overview

Students will expand their Introduction to Programming skills to gaming. Students will learn to use Blender to create objects that could eventually be used in Unity for gaming programs. Students will run created objects in other products and then can move them through Mixamo to add animation and rigor. Planning and design will be learned, as well as storyboarding and flowcharting. Students will use Visual Studio C# to create scripts. Some light physics will be used/learned.

*Introduction to Programming is a prerequisite for this course.

Topics Covered

- Programming Logic
- Creating Variable and understanding types
- Storyboarding
- Problem Solving

- Events - trigger something to happen (code objects)
- Visual Studio C#
- Blender
- Mixamo

Skills and Major Projects
Students will build a computer app for phone/tablets with MIT App Inventor block code. They will create objects in Blender. Students will use Unity to create a vehicle that moves and hits objects. Students will create a flying game.

Goals
Gain a strong understanding of gaming products and design/planning of programs. Planning is needed to make a good product/project. Learning these products can lead to other areas of animation, 3D printing, and more.

Course Title: Advanced Game Development (Spring Semester)
Grade: 10-12 (may count as a Science elective credit)
Texts Used: N/A

Overview
Students will apply their programming, gaming development, and game design skills to gaming. Students will learn to use Blender or other products to create objects that could eventually be used in Unity for gaming programs. Students will run created objects in other products and then can move them through Mixamo to add animation and rigor. Planning and design will be learned, as well as storyboarding and flowcharting. Students will use Visual Studio C# to create scripts. Some light physics will be used/learned. This course is project-based.

*Game Development is a prerequisite for this course.

Topics Covered
- Programming Logic
- Creating Variable and understanding types
- Storyboarding
- Problem-Solving
- Events - trigger something to happen (code objects)
- Visual Studio C#
- Blender or Other
- Mixamo

Skills and Major Projects
Students will build a computer app for phone/tablets with MIT App Inventor block code. They will create objects in Blender. Students will use Unity to create a vehicle that moves and hits objects. Students will create a flying game.

Goals

Gain a strong understanding of gaming products and design/planning of programs. Planning is needed to make a good product/project. Learning these products can lead to other areas of animation, 3D printing, and more.

Course Title: **Robotics (Fall Semester)**
Grade: **9-12 (may count as a Science elective credit)**
Texts Used: **N/A**

Overview
Students will learn safety and basic electricity skills (and touch on Ohm's Law). They will learn how to use resistors (so students do not blow out a light, sensor, or board). Students will learn basic programming and will use Ozaria to practice and reinforce these skills. Students will begin with Arduino kits, which contain beadboards, Arduino boards, lights, and sensors. Students will learn to keep journals or responses as they work on their projects. Students will learn engineering journaling and the engineering process, which is required for some robotic competitions. Then students will move on to VEX robots. Students will need to work in a team for some projects. There will be an opportunity to compete in robotic competitions at some point.

Topics Covered
- Programming Logic
- Learn about circuits
- Creating Variable and understanding types
- Problem Solving
- Events - trigger something to happen (code objects)
- Arduino IDE
- Use C++
- Learn the engineering process and journaling
- Team projects
- Ohm’s Calculator
- VEX (language is a C base)

Skills and Major Projects
Students will build circuits with no programming, including battery fan cars or other. Then students will take those skills and apply complex circuits and programming to create other robotics. Students will learn to keep engineering journals and the engineering process. There will be projects using Arduino VEX kits.

Goals
Learn low level electricity skills, safety, and how circuits work. Learn entry level programming, many Arduino projects with different sensors, and VEX kit. Learn to keep good engineering journals and the engineering process.

Course Title: **Advanced Robotics**
Grade: **9-12 (may count as a Science elective credit)**
Texts Used: **N/A**

Overview

Students' electricity skills will be increased, including understanding how to use resistors on their own. Students will learn Java for Textrix (if available) or Vex programming and will continue with Ozaria to practice. Students will expand their knowledge of Arduino. Students will use the engineering design process for projects required for some robotic competitions. Students may learn how to 3D print parts for their robotic projects. Students will create their own projects. Students will need to work in a team for some projects. There will be an opportunity to compete in robotic competitions at some point.

*Robotics is a prerequisite for this course.

Topics Covered

- Programming Logic in detailed
- Electrical skills will be increased
- 3D printing - Autodesk Fusion 360 to build parts
- Arduino IDE
- Use C++/Java
- Use the engineering process and journaling
- Team projects
- Ohm's Calculator
- Tetrix

Skills and Major Projects

Students may do a Tetrix team project, create a 3D printing project, and/or create their own robotic projects using any of the robotic types learned.

Goals

Increase electricity skills. Learn to use a 3D printer. Program many or most of their Arduino and VEX projects. Learn Tetrix if available. Practice keeping good engineering journals and the engineering process.

Course Title: **Genetics & Biotechnology (Honors) (Fall Semester)**
Grade: **11/12 (may count as a Science elective credit)**
Texts Used: **Various online resources**

Overview

Genetics & Biotechnology is an honors-level biology elective for juniors and seniors interested in an in-depth study of molecular genetics, Mendelian genetics, and genetic biotechnologies. This lab-intensive course will be centered around numerous case studies. Through incorporation of Advanced Placement labs, skills, and concepts, this course will also help prepare those students who may be planning to take the AP Biology Examination for a potential opportunity to receive college credit. However, because the AP Biology Examination assesses all topics of an introductory biology college course, it is recommended that students take the other biology electives offered at Bishop Seabury Academy and/or learn the remaining material independently before taking the AP exam.

*Students need to have earned a grade of A or B in Biology and Chemistry to enroll in this course.

Topics Covered

- Cell Cycle & Cancer
- Meiosis & Genetic Selection
- Heredity & Cloning
- DNA & DNA Profiling
- Gene Expression & Bioinformatics
- Transformation & GMOs

Skills and Major Projects

In order to gain a firm understanding of the processes that scientists use to investigate the nature of our world, students will be expected to complete numerous laboratory reports and projects throughout the semester, including construction of a DNA model and research and presentation of a genetic disease. Students will be guided through the processes but be responsible for completing this work on their own time. In addition, students will be expected to work and will be evaluated in peer groups on a regular basis in this class. Being able to have discussions and work effectively in groups is an important skill for college and beyond. Also, discussing material is one of the best ways to both increase understanding of material and reinforce it so it becomes part of more long-term versus short-term memory.

Goals

In addition to giving students the opportunity to gain the skills and concepts to be successful on the relevant portions of the Advanced Placement Exam, goals of this course include students learning and tackling scientific problems both independently and by working effectively with others. Special emphasis will be placed on mastery of advanced lab and research techniques as well as the ability to analyze current issues in bioethics.

Course Title: **Wilderness Studies (Fall Semester)**
Grade: **11/12 (may count as a Science elective credit)**
Texts Used: **Various readings**

Overview

Wilderness Studies is an upper division elective class whose common themes are the health of our local and global environment and the well-being of inhabitants of Kansas and beyond. This unique class is student-centered and includes field trip opportunities and learning not typically found in a high school science class. The first half of the class focuses on topics related to water, and the second half focuses on topics related to land. Topics of study and research include protected area conservation, watershed conservation, pollution ecology, water law, wilderness, public land use, agriculture, threatened species, climate change, natural resources, survival and wilderness first aid. The experiential opportunities in the class vary depending on student interest. Students will gain confidence and knowledge while learning how to fish, paddleboard, hike, canoe, camp, climb, and backpack.

Topics Covered

- Sustainable Agriculture
- Climate Change
- Sustainability
- Wilderness Travel

- Watersheds
- Soils
- Fishing
- Hiking
- Public Land Management
- First Aid
- Natural Resources
- Paddling
- Climbing

Skills and Major Projects
Students will write a number of reflective essays and give presentations of research topics. Student teams will produce a unique culminating project. They will have the opportunity to learn a variety of skills that will help them appreciate the outdoors for the rest of their lives.

Goals
The goal of the class is to broaden the horizons of its students in the outdoors, to inspire them to travel and experience happiness outside, and to teach them awareness of our planet and its ecology.

Course Title: **Advanced Chemistry (Honors) (Spring Semester)**
Grade: **11/12 (may count as a Science elective credit)**
Texts Used: ***Chemistry*, 7th ed., Zumdahl**

Overview
Advanced Chemistry is designed to be the equivalent of the general chemistry course taken during the first year of college. Lab skills and experimental design are emphasized.

*Students need to have earned a grade of A or B in Biology and Chemistry to enroll in this course.

Topics Covered
- Atoms, Reactions, and Stoichiometry: From Macroscopic to Nanoscopic
- Reactions Involving Electron Transfer: SR, Redox, and Electrochemistry
- The Driving Forces: Chemical Energy and Thermodynamics
- Atomic and Molecular Structure: Covalent, Ionic, and Metallic Bonds
- Particles and Interactions: Gases & Intermolecular Forces
- Kinetics: How Fast Does it Go?
- General and Solubility Equilibrium: How Far Does it Go?
- Acid-Base Equilibrium: Does it Produce or Absorb Protons?

Skills and Major Projects
- Quantitatively and qualitatively describe matter and its changes by applying concepts of liquids, solids, gases, solutions, chemical reactions, atomic theory, chemical bonding, nuclear chemistry, stoichiometry, equilibrium, kinetics, and thermodynamics.

- Apply and analyze chemical concepts through chemical calculations such as percent composition, molar masses, empirical formulas, gas laws, mole fractions, chemical kinetics, and standard electrode potentials and their use.
- Create, conduct, and analyze the laboratory experiments to engage and reinforce learning of concepts taught throughout the course.
- Demonstrate critical and independent thinking and an appreciation for the natural world.

Goals

Students successfully completing this course will be endowed with an exceptional understanding of the fundamentals of chemistry and achieve proficiency in solving chemical problems. This course will contribute to the development of each student's ability to think critically and to express their ideas, in both oral and written fashion, with clarity and logic.

Course Title: **Anatomy and Physiology (Honors) (Spring Semester)**
Grade: **11/12 (may count as a Science elective credit)**
Texts Used: **Various texts and online resources**

Overview

This course is an honors-level biology elective for juniors and seniors interested in an intensive study of human anatomy and physiology with a focus on medical applications. Students proceed through the study of each major system of the human body at their own pace, and progress to the next system by mastery of an oral quiz, a written quiz, and a practicum. Additionally, students will have opportunities to hear from professionals in a variety of healthcare fields through guest seminars and/or field trips. Upon successful completion of the course work, students have the opportunity to work with the teacher to help and quiz other students in the class, as well as act as their patients during practicums.

*Students need to have earned a grade of A or B in Biology and Chemistry to enroll in this course.

Topics Covered

- Histology & Integumentary System
- Skeletal & Muscular Systems
- Digestive & Urinary Systems
- Circulatory & Respiratory Systems
- Nervous & Endocrine Systems
- Reproductive & Immune Systems

Skills and Projects

Since the course is self-paced, students will need to assume responsibility for their own learning and pacing. Along the way they will have hands-on opportunities and gain skills through specimen observations, dissections, advanced laboratory activities, synthesis of information to diagnose and treat illnesses, assessment of vital signs, and first aid training and practice. In addition, working with peers to learn and teach each other the material is highly encouraged as well as an important strategy and skill for college and beyond.

Goals

The main purpose of this course is to deepen appreciation and understanding of the human body, with its fascinating structures and functions, and for the injuries, diseases, and treatments that students or those around them may experience during their lifetime. Those students who decide to pursue a career in the advanced sciences or healthcare specifically will be prepared for other rigorous science courses in the future.

Course Title: **Applications of Science (Spring Semester)**
Grade: **12 (may count as a Science elective credit)**
Texts Used: **Engineering: An Introduction for High School (CK-12)**

Overview
In this course students will investigate the ways in which scientific ideas and principles are applied to real world jobs and fields including those in the Engineering fields. Applications of Science is a hands-on, project-oriented exploration of technologies and techniques where students make practical application of the science and math they have learned, while gaining a deeper insight into how science shapes many aspects of our world and many occupations.

Topics Covered

- The nature of engineering and its application to everyday items
- Science and its role in society
- Applications of science in various fields
- Material sciences and how the everyday shapes the extraordinary
- Everyday chemistry
- Statistics and science how they are related

Skills and Projects
Students will develop a variety of skills by engaging in the following items:

- My college “plan”
- Bridges for strength and value
- Building to last- a materials science project
- A research project into the lesser known applications of science
- Completing projects and tasks for the greater school community

Goals
The goal of this course is to provide students an opportunity to become more familiar with how science is used in various occupational fields including those that are typically not associated with it. Through this students will further develop an inquisitive and analytical mind. Emphasis is placed on the development of personal responsibility and the ability to see projects and efforts through to successful completion, as well as research into various fields of science.

Course Title: **Introduction to Engineering & Design (Spring Semester)**
Grade: **12 (may count as a Science elective credit)**
Texts Used: **N/A**

Overview

In this introductory engineering and design course, upper-level high school students will gain exposure to one of today's fastest growing industries. In the first half of the course, participants will work individually and in groups to learn about engineering and perform various design challenges. In the second half of the course, students will complete a major design project where they will perform research to select a challenge, define design requirements, and create multiple solution approaches. Teams of students will then select an approach, and create, construct, and test their solution prototype. Student teams will present and defend their original solution to a panel of engineers. Throughout the course, students will hone their organizational, communication and interpersonal skills, develop their creative and problem solving abilities, and support their aptitude for critical thinking.

Students will also have the opportunity to learn about the increasing number of disciplines within the field of engineering through guest lectures and classroom discussion. This course will also examine the professional ethics of engineering and evaluate what accountability engineers have to society and to the environment.

Topics Covered

- Engineering disciplines
- Engineering in college and the professional world
- Professional ethics
- Engineering Design Process
- Defining a problem
- Generating concepts
- Developing a solution
- Iteration
- Constructing and testing a prototype
- Evaluating a solution
- Presenting a solution
- Product life cycle
- Application of STEM principles and practices
- Technical sketching and drawing
- Engineering modeling
- Computational and analytical tasks

Skills

- Team collaboration
- Project management
- Problem solving
- Communication
- Presentation skills
- Technical writing

Major Project

In the second half of the course, students will complete a major design project.

Mathematics Sequence Overview

The Math Department's goal is to teach each student to his or her highest ability. Each student will master fundamental algebraic skills including simplifying expressions, solving equations, graphing, and modeling. Every student is expected to take seven years of math. Teachers strive to make the material accessible to all students.

A calculator is required in all classes, although there are times when it is not used. These occasions vary according to teachers and topics. Graphing Calculators are required for Algebra I and beyond.

All incoming sixth grade students are placed into the Math 6 class. Both classes will use the same basic curriculum, but one may be an accelerated, enrichment-based class depending on the abilities of the students, while the other will be more focused on foundational math skills with review as needed. Placement is made by the math department and is based on a combination of factors including a Seabury placement test, standardized test scores, teacher recommendations, student comments in their application, and sometimes student interviews.

Students usually follow the standard Math sequence. The sequence is Math 6, Prealgebra, Algebra I, Geometry, Algebra II, Precalculus, and Calculus I. Students who enter the school any year other than sixth grade may follow a different sequence depending on their experience, which may include taking Honors Calculus I and Honors Calculus II. Students in twelfth grade may take Statistics instead of or as an elective in addition to Precalculus or Calculus. Students in eleventh grade may take Statistics as an elective in addition to Precalculus or Calculus. Other Math options include online classes or classes offered through the University of Kansas.

The math department currently consists of four teachers, all full-time. The teachers are knowledgeable and experienced in their field. The teachers truly care about their students and are committed to helping them master the material.

The curriculum is advanced in that nearly every student gets seven years of math and most take at least one calculus course. The curriculum and the teachers accommodate the different ability levels of students.

Course Title: **Math 6**
Grade: **6**
Texts Used: ***HMH Go Math!*** **Grade 6, Volumes 1 and 2 (Houghton Mifflin Harcourt)**

Overview

This course is a beginning course in mathematics offered to incoming sixth graders. It covers the skills that are fundamental to the math courses offered at Bishop Seabury Academy. The purpose of the course is to develop students' number sense and problem solving strategies. This course covers prerequisite skills needed for students to be successful in seventh grade Prealgebra.

Topics Covered

- The Number System

    - Whole numbers and decimals including factorization, least common multiple and greatest common factor, and all basic operations with whole numbers and decimals.
    - Fractions—relationship between fractions and decimals, modeling fractions, all basic operations with fractions.
    - Rational numbers—introduction of positive and negative numbers, absolute value, the coordinate plane, operations with integers.
- Ratios and Rates
    - Using ratios and rates—equivalent ratios, unit rates, equivalent ratios and graphs
    - Representation of percents, percents as fractions and decimals; Finding percents of a quantity and finding the whole from a percent.
    - Converting units, distance rate and time formulas
- Expressions and Equations
    - Exponents, expressions with exponents; writing and evaluating algebraic expressions, using algebraic expressions, identify equivalent expressions
    - Equations and inequalities—solutions of equations, writing equations, writing inequalities and solving, graphing inequalities
    - Relationships between variables, independent and dependent variables, equations and tables, graphing relationships, equations and graphs.
- Geometry and statistics
    - Areas of 2 dimensional figures, Surface Area and Volume, Formulas and how to use them.
    - Data displays and interpretations, mean, median, mode and range. Frequency tables, outliers.

Skills

In this course, students will develop a solid foundation in operations with numbers, measurement, geometry, data analysis and probability, problem solving, and basic algebra.

Goals

At the end of this course, students will be prepared to be successful in the Prealgebra course offered at Bishop Seabury Academy.

Course Title: **Prealgebra**
Grade: **7**
Texts Used: ***Pre-Algebra: Glencoe/McGraw-Hill***

Overview

Students will progress from working with numerical expressions to manipulating algebraic expressions. Procedures for solving equations will be introduced early in the course. Students will receive specific, carefully developed instruction in problem solving. Mathematical reasoning exercises will help students to reason logically, perceive spatially, discover patterns, generalize, test conjectures, organize and analyze data.

Topics Covered

- Algebraic Expressions and Properties of Arithmetic
- Operations with Integers

- Operations with Rational Numbers
- Writing and Solving multi-step linear equations and inequalities
- Solving problems involving ratios, proportions, percentages, and unit conversions
- Writing and Graphing Linear Functions.
- Exponents and Properties of Powers
- Square Roots and the Real Numbers
- Topics in Statistics and Probability

Skills and Major Projects

Students will develop the skills required to make the transition from arithmetic to algebra as they practice evaluating expressions with whole numbers, integers and rational numbers while reinforcing the idea of variables. They will develop the understanding and the thinking skills they will need for future work in mathematics.

Goals

At the end of this course students should be able to understand and apply basic algebraic skills to real world mathematical problems and will be well prepared to advance to the Algebra I course.

Course Title: **Algebra I**
Grades: **8**
Texts Used: ***Algebra I: Glencoe/McGraw-Hill***

Overview

This course is intended to give the student a solid foundation in the fundamentals of algebra. The text used emphasizes applications as the reason for learning algebraic techniques of simplifying expressions, solving equations and modeling real world phenomena.

The student is expected to memorize and use basic arithmetic and algebra facts, and standard algebraic techniques. Additionally, the student is expected to apply this knowledge in application type problems by translating words into symbols and using a variety of problem-solving techniques. Perhaps most importantly, the student is expected to see and understand the connections between equations, functions and graphs, and to see algebraic techniques as tools in the more important process of problem-solving.

All students will possess and use a graphing calculator. Instructions in its use will occur throughout the course.

Topics Covered

- Expressions, equations, and functions
- Linear Equations: including solving 1, 2, and multi-step equations, ratios and proportions, percent of change, and dimensional analysis
- Linear Functions: graphing, rate of change and slope, direct variation, arithmetic sequences
- Writing equations of lines
- Linear inequalities: solving and graphing, inequalities and absolute values
- Systems of linear equations and inequalities and methods to solve
- Exponents and exponential functions

- Quadratic expressions and equations
- Solving quadratic equations and graphing quadratic functions
- Operations with polynomials and radicals
- Radical functions and applications to geometry
- Rational functions and equations
- Statistics and Probability

Skills and Major Projects

The student will attain the ability to solve problems in a variety of applications. The student will be able to use the algebraic techniques of problem solving to: identify an unknown quantity as a variable, set up an equation, understand relationships between variables, find solutions that satisfy the above equations, and test solutions.

The student will also be able to use a graphing calculator as a necessary tool to facilitate the problem solving approach.

Goals

At the end of this course the student will be able to apply linear and quadratic equations and the algebraic techniques associated with them to a variety of applications. The student will also have mastered a variety of skills on the graphing calculator commensurate with the demands of the course. Using these skills, the student will be able to analyze the functions associated with these applications and will be well prepared for Algebra II.

Course Title: **Geometry**
Grades: **8, 9, 10**
Texts Used: ***Discovering Geometry*** **Key Curriculum Press**

Overview

This course is intended to give the student exposure to important concepts in logical reasoning, proof and problem-solving through the study of geometry. The text uses a sequential approach in covering definitions, postulates and theorems and students begin writing proofs of theorems using both formal (direct) and informal (inductive) proofs.

The student is expected to memorize and use definitions, postulates and theorems, and to recall graphing and algebra facts from previous courses. A student should be able to compute and calculate using these facts. Most importantly, the student will be able to solve real world applications using the postulates, theorems, and formulas developed throughout the course.

Topics Covered

- Points, lines, planes and angles
- Deductive and inductive reasoning
- Parallel lines and planes
- Congruent triangles
- Quadrilaterals
- Similar and congruent polygons

- Right triangle theorems and applications
- Basic trigonometry of right triangles and non-right triangles
- Circles
- Constructions(physical and technology supported)
- Areas and perimeters of plane figures
- Areas and volumes of solids
- Transformations
- Coordinate geometry (as time permits)
- Applications of Probability (as time permits)

Skills and Major Projects

The student will attain the ability to prove a mathematical statement by reasoning logically either directly, indirectly or by contradiction using definitions, postulates, or previously proved theorems. This skill is one of the major fundamentals of mathematics.

Additional skills involve the ability to understand and work with a variety of abstract concepts in Euclidian Geometry, including the concept of a point, lines, planes, space and the variety of problems associated with them. Students will have the opportunity to demonstrate their understanding of multiple concepts through the development of projects related to common usages of geometric concepts.

Goals

At the end of the course the student should be able to read, write and understand proofs and their impact and necessity in mathematics. The student will also be able to work with many geometric concepts that will carry over into many of the sciences including physics, architecture, landscaping and conservation, engineering and their associated fields of study.

Course Title: **Algebra II**
Grades: **9, 10, 11**
Texts Used: ***Intermediate Algebra 2e*; *OpenStax***

Overview

This course follows Geometry and is followed by Precalculus or Statistics. It is intended to provide the student a thorough understanding of many different functions, with particular emphasis on finding the value of a variable when the value of an expression is known, finding the value of an expression when the value of a variable is known, graphing, and using expressions and equations to model real world situations. Matrix algebra is included in this course as it applies to solving linear equations.

The student is expected to memorize and use algebra facts, standard algebraic techniques, and the general equations and graphs of each type of function. The student is expected to apply this knowledge in mathematical modeling problems by translating words into symbols and using a variety of problem-solving techniques. The student is expected to understand the connections that tie together independent and dependent variables, equations, functions and graphs, and to be able to construct mathematical models.

Topics Covered

- Review of basic algebra

- Linear equations
- Systems of linear equations and inequalities
- Matrices and determinants
- Quadratic equations and parabolas
- Functions
- Powers, roots and radicals
- Exponential and logarithmic functions
- Polynomials and polynomial functions
- Rational algebraic functions
- Conic Functions
- Sequences and Series (as time permits)
- Trigonometric Functions (as time permits)

Skills and Major Projects

Students should continue improving their skills in using graphing calculators and other technologically-based applications, solving equations and inequalities, simplifying expressions, graphing functions and applying these skills to real-world applications.

Goals

At the end of this course students should be able to solve any algebraic equation, simplify any algebraic expression and graph all algebraic functions. They will be well prepared to continue into Precalculus, Statistics and the Calculus curricula.

Course Title: **Precalculus**
Grade: **10, 11, 12**
Texts Used: ***Precalculus 2e; OpenStax***

Overview

This course follows Algebra II and precedes Calculus I. It is intended to provide the student with a solid foundation for the study of calculus. The emphasis is on solving equations, simplifying and transforming expressions, graphing and modeling real world situations. The student is expected to memorize and use standard mathematical facts and techniques. The student is expected to apply this knowledge in mathematical modeling problems by translating words into symbols and using a variety of problem-solving techniques. The student is expected to understand the connections that tie together variables, equations, expressions, functions and graphs, and to be able to construct mathematical models. All students will possess and use a graphing calculator.

Topics Covered

- Functions and graphs
- Polynomial, power and rational functions
- Exponential, logistic and logarithmic functions
- Trigonometric and circular functions
- Analytic Trigonometry: properties of trigonometric functions
- Applications of trigonometry
- Analytic geometry-conic sections

- Sequences and series
- Probability, data analysis and functions of a random variable
- Introduction to calculus (as time allows)

Goals

At the end of this course students should be able to graph and solve trigonometric, logarithmic and exponential equations, simplify and transform trigonometric expressions, graph quadratic relations, factor higher degree polynomials, calculate probabilities, and find terms and sums in sequences and series. They will be well-prepared to continue to Calculus.

Course Title: **Calculus I (Honors)**
Grade **11-12**
Texts Used: ***Calculus Volume 1; OpenStax***

Overview

This course follows Precalculus and precedes Honors Calculus 2 or the student's first college math course after graduation. This course is intended to cover the AB Calculus Advanced Placement course. It is equivalent to a full semester of college content. A student should be able to find limits, differentiate and integrate most functions, and apply those skills to many types of standard application problems. In addition, the student should gain a strong conceptual understanding of the major theorems in beginning calculus.

Topics Covered

- Prerequisites, functions
- Limits and continuity
- Differentiation
- Applications of differentiation
- L'Hopital's Rule
- The Fundamental Theorems
- Integration
- Techniques of integration
- Differential equations and mathematical modeling
- Applications of the definite integral
- Review for AP exam

Skills and Major Projects

Students will be able to analyze and solve calculus-based problems using both analytical skills and the graphing calculator. This includes limits, derivatives and integrals based on functions, tables or graphs as well as traditional word problems.

Goals

At the end of this course students should be able to pass the AP exam in AB Calculus and will be well-prepared to continue onto Calculus BC or to their first college math course.

Course Title: **Calculus II (Honors)**
Grade: **12**
Texts Used : ***Calculus Volume 2; OpenStax***

Overview
This course follows the Honors Calculus I course and is followed by the student's first college math course. It is intended to cover the BC Calculus Advanced Placement course. The course is slightly less than one semester of college content.

Topics Covered
- Review of calculus topics: limits, differentiation, integration, differential equations and their applications, area between curves, volumes of solid, integral as net accumulator
- Partial fractions, logarithmic and exponential function review
- Sequences
- L'Hopital's Rule, other indeterminate forms
- Relative rates of growth
- Improper integrals
- Power series, Taylor series, Taylor's Theorem
- Radius of convergence and convergence at endpoints
- Parametric equations and functions
- Vectors in the plane
- Polar functions
- Review of AB topics
- Review for BC exam

Skills and Major Projects
Students will be able to analyze and solve calculus-based problems using both analytical skills and the graphing calculator. This includes limits, derivatives and integrals based on functions, tables or graphs as well as traditional word problems. Problems may be presented in traditional function, polar or parametric form.

Goals
At the end of this course students should be able to pass the AP exam in BC Calculus and will be well prepared to continue on to their first college math course.

Course Title: **Calculus III (Honors)**
Grade: **12**
Texts Used : ***Calculus Volume 3; OpenStax***

Overview
This course follows the Honors Calculus II course. It is intended to cover concepts college students see in a Vector Calculus course.

Topics Covered
- Parametric Equations and Polar Coordinates

- Vectors in Space
- Vector-Valued Functions
- Differentiation of Functions of Several Variables
- Multiple Integration
- Multiple Integration
- Multiple Integration
- Review of AB topics
- Review for BC exam

Skills and Major Projects

Students will be able to analyze and solve calculus-based problems using both analytical skills and the graphing calculator. This includes vectors, partial derivatives, problems involving multiple integrals based on functions, tables or graphs, and traditional word problems. Problems may be presented in traditional function, spherical, or cylindrical equations.

Goals

At the end of this course, students should be able to pass the AP exam in BC Calculus if they have not already done so and will be well prepared to take any Calculus course that may be required of them in college.

Course Title: **Statistics**
Grade: **11-12**
Texts Used : ***OpenIntro Statistics 4e, Diez***

Overview

This course can be taken concurrently with the Calculus I course (or Precalculus with Math Department approval) as a junior or can be taken as a senior in lieu of Precalculus or Calculus. The course is approximately one semester of college content.

Topics Covered

- The nature of statistics, describing data using graphs and tables, and numerically; correlation and
- Visualization of and Summarizing Data
- An Introduction to Probability
- Discrete Probability Distribution
- Normal Distribution
- Planning and Conducting an Experiment or Study
- Sampling Distributions and Estimations
- Foundations for Inferences
- Hypothesis Testing, regression, probability and sampling distributions, confidence intervals, and hypothesis testing.
- Units covered will include, but not be limited to:
- An Introduction to Analyzing Statistical Data
- Least Squares Regression and Correlation
- Chi Square
- Analysis of Variance (ANOVA) and the F Distribution

Skills and Major Projects

Students will be able to analyze and solve statistics-based problems using both analytical skills, technology based apps and the graphing calculator. Students will design and complete at least four data gathering and statistical analysis projects during the course.

Goals

At the end of this course students should be prepared to continue on to their first college math course.

Course Title: Financial Literacy
Grade: 11-12 (elective credit)
Texts Used: None (handouts used on an as-needed basis)

Overview

The purpose of this elective course is to prepare students to make financial decisions post-graduation. Students will get placed into hypothetical situations such as buying a house, applying for student loans, opening a credit card, filling out their taxes and creating a monthly budget.

Topics Covered

Unit 1: Investing

- The Power of Compound Interest
- Types of Stocks
- Cryptocurrency
- Real Estate Investing
- Retirement vs Brokerage accounts
- Type of Retirement accounts

Unit 2: Debt

- What is a credit score?
- Student Loans
- Auto Loans
- Real Estate Loans
- Other

Unit 3: Income

- Different Types of Withholdings
- Tax Brackets
- Health Insurance
- What it Means to Have Dependents

Unit 4: Budgeting

- How to Create a Budget
- Dave Ramsey
- The 60/20/10/10 Plan
- Other Models of Budgeting

Unit 5: Starting a Business

- Different Types of Businesses
- Business Loans

- Considerations Before Starting a Business
- Regulations for Small Businesses

Skills
- Develop critical thinking skills to think about the future not just the present
- Understand the power of compound interest
- Understand the meaning of debt
- Create and stick to a monthly budget

Major Assignments
- Each unit will have at least one project
- Students will create budgets for different stages of life
- Students will research topics and give presentations (2 during the semester) of their findings to the class

Goals
At the end of this course, students should be able to:
- Open and manage an investing account
- Inform others about how your credit score is calculated
- Apply for different types of loans
- Create a monthly budget
- Start a small business

Physical Education Sequence Overview

In sixth grade, Physical Education is taught five times a week. In seventh and eighth grade, Physical Education meets four times a week. Physical Education is an elective course for high school students.

Course Title: **Physical Education**
Grades: **6, 7, 8**
Texts Used: **N/A**

Overview
Activities are designed to provide skills and knowledge in sports and related activities in order to develop and maintain physical efficiency along with physical, mental, emotional, and social wellness. All physical education classes begin with warm-up exercises designed to stretch and strengthen the muscles. Activities and sports that may be included are: volleyball, soccer, flag football, basketball, floor hockey, softball, 1 mile walk/run, and several “fun” games and activities. Emphasis in class includes skills, knowledge, fitness, participation and disposition.

Course Title: **Strength & Conditioning**
Grades: **9-12**
Texts Used: **N/A**

Overview
Students in high school may take this course as an elective each semester. The course focuses on proper conditioning and weight lifting.

Arts Sequence Overview

The choral, theatrical, and visual arts curricula recognize a division between the Middle School program, which seeks to create student interest in the arts in a safe and supportive environment, and the subsequent Upper School program, which offers more advanced and specialized study.

In sixth grade, students are introduced to each of the fine arts in rotation. In grades seven and eight, students take one academic quarter of each division of "CHAD" (Computers, Health, Art, and Drama); the Art and Drama courses are part of the Arts sequence. All students in Middle School take choral and/or instrumental music as well.

In Middle School choral classes, students are taught basic vocal technique and method as they learn to perform and to appreciate music. Upper School choral music continues to hone student skills with more challenging compositions and solo opportunities, and continues to stress technique and music theory. Each ensemble is built around the national and state standards in the arts. The curriculum includes performing opportunities, showcases, competitions, field trips, master classes, workshops, and collaborations. We believe that students should have artistic experiences that allow them to have fun, be creative, and build personal skills that last a lifetime. Our program is designed to teach fundamental skills, especially in the Middle school, and to help even our most serious students grow as performers.

Middle School visual arts, theatre, and music courses develop interest, confidence, focus, good work habits, and a foundational understanding of the subject. In the ninth grade visual arts (Art 9) course, students build on prior study, reviewing and reinforcing the elements and principles of art introduced in seventh and eighth grades. Ninth grade theatre (Theatre 9) initiates a serious study of performance criticism and acting method and technique. In preparing students for college study, the advanced curricula for visual arts, theatre, and music increase the level of sophistication in production and criticism and narrow the focus on specific artists, styles, and media. Upper School students also have the option to take Forensics, Creative Writing, and Journalism for Arts credit.

Course Title: **Art 6**
Grade: **6**
Texts Used: **N/A**

Overview:
This is a required nine-week course for sixth graders, designed to introduce students to the Seabury visual arts experience. Students will become familiarized with the teacher, the art program, expectations, the art room, supplies, set up and clean up procedures, and grading rubrics for art. Students will learn to do more in-depth assignments that take more time to complete, which is a big adjustment from what they were used

to doing in elementary school. When possible, there is collaboration among the 6th grade teachers to integrate the arts across the sixth-grade curriculum.

Topics Covered
Students will be introduced to basic terminology and will practice fundamental drawing and compositional skills. They are also introduced to working with clay and learning about its properties by making simple pinch pots. Students will also be exposed to a basic art history timeline in order to gain more appreciation for art's cultural reflection of mankind's development.

Goals
The goal of this class is to help every student at this age experience a satisfactory measure of success, personal growth, and increased confidence in their creative and artistic abilities.

Course Title: **Art 7 (CHAD Sequence)**
Grade: **7**
Texts Used: **N/A**

Overview
This is a required nine-week course designed to provide a foundation of art terminology and concepts through note-taking, guided practice, and a variety of projects.

Topics Covered
- Elements of Art: Color, Line, Shape, Form, Space, Texture
- Principles of Design: Balance, Variety, Harmony, Emphasis, Proportion, Movement, Rhythm, Unity
- Introductory Art Criticism and Aesthetics

Skills and Major Projects
Projects vary from course to course, but each assignment features one or more of the topics covered to increase overall understanding.
- Beginning drawing, shading
- Color Theory, paint mixing

Goals
Students will leave this class with a working understanding of the very basic language of art, and be able to discuss some famous works of art using that language. Students will have acquired increased observational skills and basic drawing skills.

Course Title: **Art 8 (CHAD Sequence)**
Grade: **8**
Texts Used: **N/A**

Overview

This is a required nine-week course for eighth graders designed to provide a sequential follow-up to the art terminology and concepts introduced in the seventh grade, only there is an emphasis in working in three-dimensional media.

Topics Covered
The Elements of Art (color, line, shape, form, space, texture) and the Principles of Design (balance, variety, harmony, emphasis, proportion, movement, rhythm, unity) are reviewed and expanded upon through discussion, introduction of assignments, and exposure to artists recognized as masters in their fields. Different cultures are explored (both past and present), and integrated into a variety of projects.

Skills and Major Projects
Students will become more familiar with relief and in-the-round sculpture. This will include additive and subtractive sculptural approaches. Materials and types of projects vary from quarter to quarter, but the concepts and problem solving skills needed are constantly reinforced. Preliminary drawings are essential for idea development and communication with the teacher, and thus required for the student to better problem solve.

Goals
Students will leave this class with an enriched sense of what art is all about. Upon completion of CHAD 7 and 8 Art, students will have experienced the making of both 2-D and 3-D art in various ways. Students will be more equipped to delve deeper into the appreciation and creation of art; having found an area that appeals to them. Finding this niche will build confidence, thus prompting many to continue on to Advanced Art, where they will further develop their artistic skills and art appreciation.

Course Title: **Art 9**
Grade: **9**
Texts Used: **N/A**

Overview
This is a possible fulfillment of a required fine arts credit for freshmen. It is a semester or year-long course.

Topics Covered
All elements and principles of art are reviewed and reinforced. Artistic standards are raised. Longer, more in-depth assignments are given and will involve self-evaluation, and class critiques. Some major artists and art styles are explored and imitated. Philosophy of art, cultural influences, historical significance and aesthetics is explored further.

Skills and Major Projects
Students will be honing technical skills in rendering drawings. More attention is given to human proportion, spatial relationships, and perspective. Portraiture, landscapes, still-lifes and textile design may be investigated. More color theory is learned. Collage, printmaking, ceramics and metal-smithing will be explored.

Goals

The goal of this course is to increase any given student's ability, boost confidence, increase visual awareness, and help them appreciate how integrated art and design is in our daily lives. Especially motivated students may, as a result of this class, decide to continue their art education and perhaps pursue this course of study at the college level. If that is the case, the student and instructor will make a conscious effort to start thinking of projects as pieces to keep for starting a portfolio, and will look for ways to expand on the portfolio's contents with extra assignments and enrichment courses that can be taken outside of class.

Course Title: **Advanced Art**
Grades: **10-12**
Text: **excerpts from a variety of texts**

Overview
This is an advanced art course designed for students to take by semester or all year. It can be repeated. Students who choose to take this course should have taken the other three art courses offered, especially the prerequisite Art 9.

Topics Covered
More sophisticated approaches will be taken for the same topics previously offered in visual art courses. Education about additional artists, art movements, styles, and new techniques will take place. Historical perspective and cultural influences will play a larger role in the artistic process. Students at this stage will be expected to comfortably use art terms while communicating idea development and justifying design choices.

Skills and Major Projects
Because every art process must start with ideas, it is essential that communicating those ideas visually through preliminary sketches is held as a top priority. Therefore, drawing is continually emphasized as a skill to improve. Graphic design and illustration is explored further. More advanced ceramic, sculpture and jewelry projects will be undertaken. Raku firing will be a major project for first semester.

Goals
The goal of this class is to further train students in visual arts to the point that, if they so choose, they can begin studying art at the college level. At the very least, they will have broadened their fundamental experience and improved their basic production skills. At best, students will have developed a body of work that best represents their style, range and ability in portfolio form. Students will have also learned about setting up and displaying artwork for the public, and sometimes, about creating artwork for "clients" to serve theatre, advertising and poster needs.

Course Title: **Drama (CHAD Sequence)**
Grade: **6, 7, 8**
Texts Used: **N/A**

Overview
CHAD stands for Computer, Health, Arts, and Drama. In these exploratory courses, students in the Middle School spend one academic quarter in each area. These are intended as introductory, interactive, and

relatively informal activities that encourage students to be more aware of themselves as members of a community. The philosophy of exploring one's potential is the guiding spirit for these courses. One-quarter credit is given for completion of each unit.

The drama and speech component emphasizes public behavior, public speaking, games and play more than acting. First and foremost, students in these classes are *not* graded on skills/talent that they manifest entering the class. For grading purposes, focus is primarily on active participation and how they take constructive criticism and incorporate it into their *revised* "performances." The primary objective in these classes is to give reclusive students a chance to practice their communication skills in a safe and supportive environment… and to offer more performance-inclined students the opportunity to strengthen their existing talents.

Topics Covered

- Exercises and games
- Daily role-playing
- Social performance
- Vocal technique and exercises
- Physical work and exercises
- Improvisation
- Public Speaking
- Leadership

The difference between the seventh and eighth grades will be in the amount and the depth of the work.

Skills and Major Projects

The course builds to a class project of putting together and performing a short story. The students have only themselves to use as actors, set pieces and props. For seventh graders, the piece is taken from an already existing script. Eighth graders may attempt an original piece.

Goals

The student is expected to take part in this class energetically and with purpose. The atmosphere will be safe and inviting creatively, but it is the student's enthusiasm and fearlessness that decides the experience for each other.

Course Title: **Theatre 9**
Grade: **9**
Texts Used: **Variety of scripts and texts**

Overview

This course is essentially a class on acting *fundamentals.* One of the most oft-heard phrases in the theatre is "all acting questions are really Acting I questions." This course is set up to be an Acting I class. Although this is not a course for professionals, students will learn the art and *craft* of acting as if they were. Students will read the writings of many of the great acting teachers; people like Stanislavsky, Boleslavsky, Strassberg, Adler and Michael Chekhov – as the basis for our work and to create a vocabulary for the rest of

their theatrical lives. All of this is taught with scene work as the foundation. It is a class truly intent on introducing the students to *ACTING.*

Topics and Sources

- Readings from several acting textbooks (ie: Stanislavsky, Benedetti, Boleslavsky)
- Various Plays by the established playwrights (Miller, Inge, Williams, Simon, etc.)
- Warmups and exercises
- Forensics study (3rd Quarter)
- Film study (4th Quarter)

Skills and Major Projects

The student is expected to take part in this class energetically and with purpose. The class will be a safe haven for creativity, expression and failure (actually an actor's best friend). It is, though, up to the student to bring enthusiasm and fearlessness to this atmosphere. It is what will determine their success in the class.

As with all performance studies classes, the grading will be predicated on growth and participation, not talent. The skill level of individual students is not relevant – only what they do with it.

Goals

At the end of the year, students should have a very good understanding of what sort of work and method are necessary in acting, and they should have a healthy understanding of the basic vocal and physical technique and script analysis skills necessary for them to become more mature and effective performers.

Course Title: **Advanced Theatre**
Grades: **10–12**
Texts Used: ***On Directing*** **by Harold Clurman, Books by Stanislavski, Bennedetti, Goldman and various writing, acting and directing texts.**

Overview

This three-year course of study is based on the three pillars of theatre production – the actor, the director and the playwright. Of course, during the run of the term, we will cover other areas of theatre, including Comedy & Tragedy, Theatre aesthetics and Theatre production.

Our other main topic for the year will be Theatre History. We will study Western Theatre history from its origins in the Middle East, through The Renaissance and Shakespeare, stopping for a while with the Russians, then onto Modern Theatre. There are countless history texts, but we will use chapters, and writings from a select group, including Londre, Brockett, Nicole and Chambers.

Topics Covered

Year One: The Director

- First Quarter – The study of Theatre History, including a research paper and a group project.
- Second Quarter – The study of The Director – including instant directing projects (theatre equivalent of pop quizzes), and a short scene.
- Third Quarter – Forensics. Any students not on the team will be working on a separate history/directing project.

- Fourth Quarter – A film study of a foreign film – including the works of Fellini, Bergman, Kurosawa, Truffaut and Rey.

Year Two: The Actor

Year Three: The Playwright

Skills and Major Projects
The advanced theatre classes continue the study of script analysis, performance technique, scene work, and critical analysis. In addition to the continuing focus on acting skills, students will learn basic skills in directing and playwriting. Every year, students will finish the course with an extended major project.

Goals
At the end of the course, students should be very confident about their knowledge of the process of acting and the expectations of directors and teachers in college and at fine arts schools. Students should also be prepared to audition well and handle various styles of performance.

Course Title: ***Voci Sesto*** **– 6th Grade Choir**
Grade: **6**
Texts Used: **Various scores and sources**

Overview
The choral/general music program at Bishop Seabury Academy is integral to the school's liberal arts mission. Choral music has voice types designated as Soprano, Alto, Tenor and Bass. Voice types are designated by vocal range and not gender. Music has been proven to help students excel in the following ways:

- improved language development
- increase in IQ and executive functioning
- improved test scores
- increased brain connectivity
- increased spatial intelligence

Music can help students excel in the core curriculum. The last item on this list, spatial intelligence, helps students understand how things work together. This skill is critical in careers like architecture, engineering, math, and computer science. Music enhances memory recall by structuring information into patterns.

Students are empowered to:

- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo in person and via Connected Learning.
- Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use a system (e.g., syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly.
- Use standard symbols to notate, meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- Identify by genre or style aural examples of music from various historical periods and cultures.
- Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- Demonstrate audience behavior appropriate for the context and style of music performed.

Course Title: **Middle School Choir**
Grade: **7 and 8**
Texts Used: **Various music scores and films**

Overview

The choral music program at Bishop Seabury Academy is integral to the school's liberal arts mission. Choral music has voice types designated as Soprano, Alto, Tenor and Bass. Voice types are recognized by range and not gender. Music has been proven to help students excel in the following ways:

- improved language development
- increase in IQ and executive functioning
- improved test scores
- increased brain connectivity
- increased spatial intelligence

Music can help students excel in the core curriculum. The last item on this list, spatial intelligence, helps students understand how things work together. This skill is critical in careers like architecture, engineering, math, and computer science. Music enhances memory recall by structuring information into patterns.

Students are empowered to:

- Sing accurately and with good breath control throughout their singing ranges, alone and in small and in smaller ensembles in person and via Connected Learning.
- Sing, with expression and technical accuracy, a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory,
- Sing music, representing diverse genres and cultures, with expression appropriate for the work being performed,
- Sing music written in two and three parts,
- Read a whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures,
- Read at sight simple melodies in both the treble and bass clef,
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression,
- Use standard notation to record their musical ideas and the musical ideas of others,
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on scale of 1 to 6,

- Describe specific music events in a given aural example, using appropriate terminology,
- Analyze the uses of elements of music in aural examples representing diverse genres and cultures,
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyzes of music,
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their listening and performing,
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary,
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music, and
- Learn to navigate the changing voice. Increase in range and focus.

Skills and Major Projects

The seventh and eighth grade choir/General Music students will learn to be comfortable performing in front of an audience, applying the skills that they learn in the overview above. These students will perform at three major concerts in the school year—the fall concert, the holiday Lessons and Carols service, and the spring concert. Outstanding students will be recognized at the spring concert.

Students will participate in the Worlds of Fun Music Festival hosted by the University of Missouri. Field trips will include a trip to the Reuter Organ Factory, Kauffman Center for the Performing Arts, Bales Recital Hall, University of Kansas Music Dept., to name a few.

Goals

The seventh and eighth grade choir students will have successful performances at their concerts, and they will have a deeper knowledge of how those successful performances happened. Becoming skilled, well-rounded musicians will give them the confidence to tackle increasingly challenging music. These students may (after leaving the eighth grade) continue their choir studies by joining the upper school choir, Chamber Choir, and the auditioned Chamber Singers (ninth-twelfth grades).

Course Title: **Upper School Choir**
Grade: **9-12**
9^{th} -12^{th} Chamber Choir
9th -12th Chamber Singers (auditioned)
Texts Used: **Various music scores and films**

Overview

The choral music program at Bishop Seabury Academy is integral to the school's liberal arts mission. Choral music has voice types designated as Soprano, Alto, Tenor and Bass. Voice types are recognized by range and not gender. Music has been proven to help students excel in the following ways:

- improved language development
- increase in IQ and executive functioning
- improved test scores
- increased brain connectivity
- increased spatial intelligence

Music can help students excel in the core curriculum. The last item on this list, spatial intelligence, helps students understand how things work together. This skill is critical in careers like architecture, engineering, math, and computer science. Music enhances memory recall by structuring information into patterns.

Students are empowered to:

- Sing, with expression and technical accuracy, a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory either in person or Connected Learning.
- Exploring and defining the vocal mechanism,
- Sing music in four parts, with and without accompaniment,
- Sing in small ensembles with one student on a part,
- Sing, with expression and technical accuracy, a large and varied repertoire or vocal literature with a level of difficulty 5, on a scale of 1 to 6,
- Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6,
- Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6,
- Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices,
- Demonstrate extensive knowledge of the technical vocabulary of music,
- Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style,
- Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive,
- Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music,
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions,
- Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples,
- Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures,
- Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures,
- Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts,
- Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context,
- Read a whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and *alla breve* meter signatures,
- Read at sight simple melodies in both the treble and bass clef,
- Identity and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression,
- Sight-read, accurately and expressively, music with a level difficulty of 4, on a scale of 1 to 6,

- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interprets them correctly when performing, and
- Use standard symbols to notate, meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Skills and Major Projects

The Upper School choir students will continue to learn to be comfortable performing in front of an audience, applying the skills that they learn in the overview above. These students will perform at three major concerts in the school year—the fall concert, the holiday Lessons and Carols concert, and the spring concert. Outstanding Upper School choir students will be recognized at the spring concert. Various students and ensembles will prepare for KSHSAA competitions. Concert Performances and competitions are subject to Covid-19 changes and guidelines.

Students will participate in the Worlds of Fun Music Festival hosted by the University of Missouri. Field trips will include a trip to the Reuter Organ Factory, Kauffman Center for the Performing Arts, Bales Recital Hall, University of Kansas Music Dept., to name a few.

Goals

The Upper School choir students will continue to have successful performances at their concerts, and they will have a deeper knowledge of how those successful performances happened. Some of these students will have successful performances at KSHSAA competitions. Graduating students will take these skills on to university.

Course Title: Instrumental Music
Grade: 6-12
Texts Used: Various music scores

Overview

Instrumental Music is for students who have a minimum of three consistent years of instrumental experience and want to develop their skills in playing and performing with others. Students must own their own instrument. This course can be taken in addition to or instead of Chamber Choir.

Skills and Major Projects

The Upper School choir students will continue to learn to be comfortable performing in front of an audience, applying the skills that they learn in the overview above. These students will perform at three major concerts in the school year—the fall concert, the holiday Lessons and Carols concert, and the spring concert. Various students and ensembles will prepare for KSHSAA competitions.

Goals

- To perform specific musical techniques specific to the student's instrument
- To develop the student's musical literacy
- To learn how to perform in group settings
- To learn how to critique music and discuss music politely
- To be exposed to new and different music
- To have students audition and perform in KMEA ensembles

Course Title: **Debate (High School Policy Debate) (Fall Semester)**
Grade: **9-12**
Texts Used: **Various sources year-to-year as topic changes**

Overview

Debate is a rigorous, but engaging activity that encourages students to think critically, develop research based perspectives on real-world issues, and become confident in public speaking settings. Each year the coaches across the country vote on a topic to be debated and create initial files to help jumpstart students' seasons. However, our program has an impressive history of encouraging students to research what interests them and develop their own arguments in addition to learning the most popular iterations of the topic area.

Topics Covered

The 2023-24 High School Policy Debate resolution reads: The United States federal government should substantially increase fiscal redistribution in the United States by adopting a federal jobs guarantee, expanding Social Security, and/or providing a basic income.

Skills and Major Projects

Students will:

- Research local and global economic, social, and political matters
- Use documents to support arguments
- Construct case files based on research
- Develop public speaking skills
- Practice audience centered content
- Critically evaluate arguments and sources on the fly
- Compete in local debate tournaments
- Write an affirmative case with a negative off-case supplement

Goals

- Learn how to create and evaluate arguments
- Learn how to express information clearly and persuasively
- Become more civically engaged and globally aware
- Become confident speakers and thinkers
- Have fun engaging in scholarly discourse and growing as a team

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Course Title: **Forensics (Spring Semester)**
Grade: **9-12**
Texts Used: **NA**

Overview

Forensics helps students develop their speaking skills through a variety of modalities, including improvisation, prose, poetry, etc. Students will have the opportunity to compete outside of school.

Other Courses

Course Title: **Computers (CHAD Sequence)**
Grades: **7 and 8**
Texts Used: **N/A**

Overview

These two courses provide an introduction to the various computing resources available to students at Seabury -- computers, printers, scanners, software, as well as external, Web-based resources. In the 7th-grade course students learn first how to log onto the Seabury network and save their settings and files to a secure central location that is accessible to them from any computer on the Seabury network. The rest of the course focuses on skills and specific applications that students will use to do assignments for their other academic courses. Students learn various features of Microsoft Word, PowerPoint and Excel, as well as fundamentals of Web design and skills in using the Internet effectively to do academic research. Since the addition of the 1:1 iPad program in 2015-16 students also learn to use a variety of apps, including photography and video recording and editing. In the 8th grade course the focus shifts from applications toward other IT skills, including an introduction to programming using JavaScript, Python, and the drag-and-drop Scratch programming platform.

Topics Covered

The course focuses on computing skills that will be of benefit applied to the content of their academic courses.

- Keyboarding (or touch typing) skills – Mavis Beacon Teaches Typing, Version 12.0
- Word processing and advanced layout and formatting – MS Word, Apple Pages
- Slide-based presentations with automatic timing and animations – MS PowerPoint, Apple Keynote
- Spreadsheets for invoices and simple accounting – MS Excel, Apple Numbers
- Internet use for academic research – How to use search engines and find authoritative sources
- Introduction to computer programming

Skills and Major Projects

Students learn fundamental skills such as proper keyboard and typing techniques, as well as specific applications that they can use to do various assignments and activities for their academic courses at Seabury and beyond. Students will be able to add advanced layout and formatting to Word documents, as well as create basic spreadsheets and assemble slide-based presentations on most topics they encounter in their academic courses. In the 8th-grade course students learn some basic programming skills in Python, drawing and animation with JavaScript, and simple game design with the Tynker.com implementation of the Scratch programming platform.

Goals

At the end of the course, students should be able to use their accounts effectively for storing files in an organized manner, conduct effective searches for resources to use in their academic studies, use the applications studied to streamline and/or enhance the presentation of their academic work, as well as write short computer programs to solve simple computational problems or manipulate input from the program user.

Course Title: **SEE Learning**
Grade: **6**
Texts Used: **N/A**

Overview

The Social, Emotional and Ethical Learning curriculum (SEE) builds on years of research in social-emotional education and was developed at Emory University's Center for Contemplative Science and Compassion-Based Ethics. SEE Learning complements BSA's mission, vision and values, as it develops students' social, emotional, and ethical intelligence through: attention training; compassion and ethical discernment; systems thinking; and resilience and trauma-informed practice. SEE is integrated alongside the CHAD sequence in grades 6-8. SEE will be supplemented by additional lessons on a variety of topics that support identity development and belonging in the community.

Course Title: **Introduction to Sociology (Fall Semester)**
Grade: **11-12**
Texts Used: ***Introduction to Sociology 3e,*** **published by OpenStax**

Overview

This course introduces students to the discipline of sociology and teaches them how to use sociological methods of inquiry to understand the world around them. Of course, the behavior of any person is complicated and dynamic, but viewing individuals as members of a complex network of social institutions enables us to better understand certain aspects of their lives–and our own. As an academic field, sociology complements other methods we use to make sense of our culture and society.

Topics Covered

Core units for the class will include the following general topics:

- What is sociology?
- Social theory
- Social research
- Culture and society
- Social constructionism
- Socialization
- Groups and organizations

We will then cover most or all of the following units during the semester, including case studies for each unit:

- Social stratification in U.S./global societies*
- Race and ethnicity*
- Gender, sex, and sexuality*
- Work and the economy*
- Crime and social control†
- Media†
- Aging†
- Relationships and family structures†

- Religion†
- Education†
- Health and Medicine†
- Population and urbanization†

* Topics will be assigned to all students
† Topics will be assigned to small groups for presentation to the rest of the class

Assessments

Assessments will include the following (with approximate percentage of course grade):

- Unit tests/quizzes (30%)
- Student-led presentations on case studies (10%)
- Reflective and analytical writing (10%)
- Independent reading project/presentation (20%)
    - Students will choose approved titles such as *Nickel and Dimed* (Ehrenreich), *The Protestant Ethic and the Spirit of Capitalism* (Weber), *American Prison* (Bauer), *Notes from No Man's Land* (Biss), *How the Word is Passed* (Smith), and others
    - Note: students will be responsible for acquiring their own copy of the independent reading text
- Demographic self-assessment using US Census Bureau data and other public resources (30%)

Goals

- Students will continue to develop critical thinking, reading, writing, and research skills that they learn in other college-preparatory classes
- Students will understand how the discipline of sociology creates a lens through which we can develop a better understanding of culture, society, and even individual actions.
- Students will complete the class with a better understanding of social sciences generally and methods of social research specifically.
- Students will be prepared for success in future social science classes at the college level.

Course Title: Independent Study
Grade: 9-12
Texts Used: N/A

Overview

Independent study may be organized by an individual student or a small group of students to study a chosen topic under the supervision of a teacher. The requirements in this course must be equivalent to that in a regular course. Students interested in an independent study should see the Director of Enrollment for the Independent Study Proposal Process and Form well in advance of the end of the previous semester to allow for planning. An Independent Study Proposal must be submitted to the Director of Enrollment at least one week before the end of the previous semester in order to be considered by the Curriculum Committee to be added to the schedule and included on the student transcript.

Course Title: Independent Explorations Program (IExP) (Honors)
Grade: 9-12

Texts Used: N/A

Overview

The Independent Exploration Program (IExP) for Upper School students at Bishop Seabury is designed to match the following items under one thematic umbrella:

- Elective coursework
- Extracurricular activities
- Community service
- Internships
- Independent studies
- Off-campus research projects

Students who apply for this program will complete work in at least three of these categories along with a capstone project that will synthesize the learning and growth that they have experienced by participating in the program.

All students who participate in the program will be required to work with a mentor outside of the school, someone who is an expert in the relevant field who can assist the student in determining appropriate activities to pursue as part of the program.

This program is for motivated students who wish to go beyond the standard classwork in pursuing a topic that is of great interest to them. Examples of potential IExP projects could include business, medicine, environmental science/activism, technology, engineering, public policy, historical research, writing, drama, music, language studies, and other topics that school administrators might be willing to approve based on the student's proposal.

This program is entirely voluntary. Interested students will complete an IExP proposal and submit it to the IExP Director/the College Counselor, and the proposal will be reviewed by the appropriate faculty and administrators, who will approve it or send it back to the student for revision. Students may apply to the program as early as 9th grade and should do so no later than the end of 11th grade. The IExP Director will assist the student in finding an appropriate mentor and in utilizing resources both within and outside of the Seabury community, though IExP projects will be primarily student-driven.

Students who complete the program will receive recognition on their official school transcript. Students who are in the midst of completing their IExP project at the time that they apply to college will receive an IExP candidate designation on their transcript, provided that they have completed at least two of their required three milestone projects.