

# **BISHOP SEABURY ACADEMY**



**Course of Study  
Curriculum Guide  
2022-2023**

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**COURSE OF STUDY**


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**Grade 6**

- Language Arts 6 (2 periods per day)
- World Geography I
- Math 6
- Science 6
- Computers/Art/Drama/SEE Learning (one quarter each)
- Physical Education and Choir (alternating days)
- Instrumental Music (optional)

**Grade 7**

- English 7
- World Geography II
- Prealgebra
- Science 7

- Latin 7
- Choir or Instrumental Music and Physical Education (alternating days, boys and girls separated)
- CHADSEE (Computers/Health/Art/Drama/SEE Learning)

### **Grade 8**

- English 8
- World Religions
- Algebra I or Geometry (as determined by the Math department)
- Physical Science
- French 8 and Spanish 8 (one semester each)
- Choir or Instrumental Music and Physical Education (alternating days, boys and girls separated)
- CHADSEE (Computers/Health/Art/Drama/SEE Learning)

### **CURRICULUM AND GRADUATION REQUIREMENTS: Grades 9-12**

- **4 English**
- **4 Mathematics**
- **4 Science**
- **3-4 Foreign 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**

### **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: Art 9 (full year), Acting I (full year), Art 9 and Acting I (one semester of each, Acting I 2<sup>nd</sup> semester includes Forensics), Digital Design (1<sup>st</sup> semester only, must be combined with Advanced Digital Design or another Arts elective), Advanced Digital Design (2<sup>nd</sup> semester only, Digital Design is a prerequisite), Debate (1<sup>st</sup> semester only, must be combined with at least one semester of another Arts elective), Chamber Choir (full year), or Instrumental Music (full year)
- Electives (optional): Strength and Conditioning (by semester or full year), Creative Writing (2<sup>nd</sup> semester only), Intro to Programming (1<sup>st</sup> semester only, may be taken only once for a Science Elective credit), Robotics I (1<sup>st</sup> semester only, may be taken only once for a Science Elective credit), Game Development (2<sup>nd</sup> semester only, Intro to Programming is a prerequisite, may be taken only once for a Science Elective credit), Robotics II (2<sup>nd</sup> semester only, Robotics I is a prerequisite, may be taken only once for a Science Elective credit), Independent Study (by semester), Independent Explorations Program (IExp) (Honors) (one or more semesters for one semester of credit)

Notes for Grade 9:

- o Art 9 is a prerequisite for Advanced Art, Acting I is a prerequisite for Advanced Theatre, and Digital Design is a prerequisite for Journalism
- o Arts and Electives may be taken for more than one semester or year (except for prerequisites and where noted)
- o Two semesters of Science electives are required for graduation; more Science electives are offered in grades 11 and 12
- o Please note that a student who has begun a language in 9<sup>th</sup> grade will continue with that language until completion of at least the third level

### **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 III, Spanish II, or French II
- Arts: Advanced Art (by semester or full year, Art 9 is a prerequisite), Advanced Theatre (by semester or full year, 2<sup>nd</sup> semester includes Forensics, Acting I is a prerequisite), Digital Design (1<sup>st</sup> semester only, may be taken only once for credit), Advanced Digital Design (2<sup>nd</sup> semester only, Digital Design is a prerequisite), Journalism (full year, Digital Design is a prerequisite), Film Appreciation (1<sup>st</sup> semester only, may be taken only once for credit), Advanced Film Studies (2<sup>nd</sup> semester only, Film Appreciation is a prerequisite), Debate (1<sup>st</sup> semester only), Chamber Choir (full year), or Instrumental Music (full year)
- Electives (optional): Strength and Conditioning (by semester or full year), Creative Writing (2<sup>nd</sup> semester only), Intro to Programming (1<sup>st</sup> semester only, may be taken only once for a Science Elective credit), Robotics I (1<sup>st</sup> semester only, may be taken only once for a Science Elective credit), Game Development (2<sup>nd</sup> semester only, Intro to Programming is a prerequisite, may be taken only once for a Science Elective credit), Robotics II (2<sup>nd</sup> semester only, Robotics I is a prerequisite, may be taken only once for a Science Elective credit), European History (Honors) (offered every other year, 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)

Notes for Grade 10:

- o Please keep in mind that students are required to complete two credits (4 semesters) of Arts electives to complete graduation requirements.
- o Two semesters of Science electives are required for graduation; more Science electives are offered in grades 11 and 12.
- o 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 IV (Honors), Spanish III or Spanish III Honors, or French III or French III Honors
- Elective Options (one or more required per semester): Advanced Art (by semester or full year, Art 9 is a prerequisite), Advanced Theatre (by semester or full year, 2<sup>nd</sup> semester includes Forensics, Acting I is a prerequisite), Digital Design (1<sup>st</sup> semester only, may be taken only once for credit), Advanced Digital Design (2<sup>nd</sup> semester only, Digital Design is a prerequisite), Journalism (full year, Digital Design is a prerequisite), Film Appreciation (1<sup>st</sup> semester only, may be taken only once for credit), Advanced Film Studies (2<sup>nd</sup> semester only, Film Appreciation is a prerequisite), Debate (1<sup>st</sup> semester only), Chamber Choir (full year), Instrumental Music (full year), Strength and Conditioning (by semester or full year), Creative Writing (2<sup>nd</sup> semester only), European History (Honors) (offered every other year, may be taken only once for credit), Statistics (full year, Precalculus is a prerequisite, may be taken only once for credit), Financial Literacy (one semester only, may be taken only once for credit), Science Electives (see below), Independent Study (by semester), Independent Explorations Program (IExp) (Honors) (one or more semesters for one semester of credit)
- Science Electives (may be taken only once for credit): Genetics & Biotechnology Honors (1<sup>st</sup> semester only), Intro to Programming (1<sup>st</sup> semester only), Robotics I (1<sup>st</sup> semester only), Space Science (1<sup>st</sup> semester only), Wilderness Studies (1<sup>st</sup> semester only), Advanced Chemistry (Honors) (2<sup>nd</sup> semester only), Anatomy & Physiology (Honors) (2<sup>nd</sup> semester only), Game Development (2<sup>nd</sup> semester only, Intro to Programming is a prerequisite), Robotics II (2<sup>nd</sup> semester only, Robotics I is a prerequisite)

#### Notes for Grade 11:

- o At least one elective must be taken each semester.
- o Two semesters of Science electives are required for graduation; these may be taken in grades 11 or 12.
- o 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 take six courses each semester and complete graduation requirements. 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), or Statistics (placement will be reviewed by math department)
- Philosophy & Ethics
- Social Studies or World Language (full year of either): United States Government & Politics (Honors) (1<sup>st</sup> semester), Global Studies (Honors) (2<sup>nd</sup> semester), Latin V (Honors), Spanish IV (Honors), or French IV (Honors)
- Science Electives (total of two required, may be taken only once for credit): Genetics & Biotechnology Honors (1<sup>st</sup> semester only), Intro to Programming (1<sup>st</sup> semester only), Robotics I (1<sup>st</sup> semester only), Space Science (1<sup>st</sup> semester only), Wilderness Studies (1<sup>st</sup> semester only), Advanced

Chemistry (Honors) (2<sup>nd</sup> semester only), Anatomy & Physiology (Honors) (2<sup>nd</sup> semester only), Game Development (2<sup>nd</sup> semester only, Intro to Programming is a prerequisite), Intro to Engineering (2<sup>nd</sup> semester only), Robotics II (2<sup>nd</sup> semester only, Robotics I is a prerequisite)

**Select one or more as electives per semester:**

- Advanced Art (by semester or full year, Art 9 is a prerequisite)
- Advanced Theatre (by semester or full year, 2<sup>nd</sup> semester includes Forensics, Acting I is a prerequisite)
- Digital Design (1<sup>st</sup> semester only, may be taken only once for credit)
- Advanced Digital Design (2<sup>nd</sup> semester only, Digital Design is a prerequisite)
- Journalism (full year, Digital Design is a prerequisite)
- Film Appreciation (1<sup>st</sup> semester only, may be taken only once for credit)
- Advanced Film Studies (2<sup>nd</sup> semester only, Film Appreciation is a prerequisite)
- Debate (1<sup>st</sup> semester only)
- Chamber Choir (full year)
- Instrumental Music (full year)
- Strength and Conditioning (by semester or full year)
- Creative Writing (2<sup>nd</sup> semester only)
- European History (Honors) (offered every other year, may be taken only once for credit)
- Statistics (full year, Precalculus is a prerequisite, may be taken only once for credit)
- Financial Literacy (one semester only, may be taken only once for credit)
- Science Electives (see above)
- Latin V (Honors), Spanish IV (Honors), or French IV (Honors) (full year)
- United States Government & Politics (Honors) (1<sup>st</sup> semester only)
- Global Studies (Honors) (2<sup>nd</sup> semester only)
- 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)

Notes for Grade 12:

- o Individual teachers will specify extra requirements for honors courses, which may include preparation for AP exams; please ask the teacher for details.

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## Curriculum Overview

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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.

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## Curriculum Sequencing

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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 are two sequences to the curriculum, culminating in either Precalculus or Calculus, and students are expected to be in one or the other. 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 & sequence or scheduling in general should meet with the Math Department Chair.

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## English Sequence Overview

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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, 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

### Overview

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.

### Topics Covered

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.
- Built 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

**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 8<sup>th</sup> 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

**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, Things Fall Apart, Running in the Family, The Color Purple*, various poems, supplemental film and artwork

\* texts subject to some change on a yearly basis

### Overview

English 12 presents an examination of the British literary tradition from the time of the Anglo-Saxons to the present. 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. Readings include classics such as *Beowulf*, *The Canterbury Tales*, and *Hamlet*, as well as contemporary stories. Thus students will come to understand how the British literary tradition has gone from reflecting a culture of homogeneity to reflecting a culture of greater diversity. Students will also engage in a substantial study of English poetry from the 16th century to the present. In the second semester, students will also analyze film and other artwork. Students will simultaneously prepare 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*
- Achebe: *Things Fall Apart*
- Lahiri: *Interpreter of Maladies*
- Poetry Close Analysis
- Ondaatje: *Running in the Family*
- Visual “Text” Analysis

### Skills

- Critical reading skills
- Close reading 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)
- Accessing and evaluating literary criticism
- In-class presentations

### 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 foreign language 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

- ESL “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.

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**Course Title:** Creative Writing

**Grade:** 9-12

**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

## **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 International Politics and U.S. Government, 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. Freshmen and sophomores 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 elective International Politics and U.S. Government. The latter is a college-level course that compares the government's, policy making, political economy, and collective identity of six different nation states during the first semester and then focuses on United States politics second semester. Juniors and Seniors may also take European AP History which is offered every other year. When students have completed this curriculum, they are well prepared to become citizens in the rapidly changing global community.

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**Course Title:** World Geography I

**Grade:** 6

**Text Used:** *World Geography*

### Overview

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.

### Topics Covered

- Latin America
- Middle East and North Africa
- Asia and Oceania

### Skills

- 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: ‘Primal Beliefs from Prehistory,’ Greek, Roman, Nordic Mythology, Chinese Mythology, Traditional African Religion, Hinduism, Judaism, Jainism,
- Spring: Buddhism, Taoism, Zoroastrianism, Confucianism, Christianity, Shinto, Islam, ‘Modern Religions from 15th Century’

### Skills and Major Projects

- Practice active reading and annotation
- Develop analytical skills
- Learn to critically evaluate sources
- Practice comparative and synthesis skills
- Collaborative group presentations
- Film review

### Goals

- To gain knowledge of the world's religions and belief systems
- Learn how to evaluate texts
- 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

**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	Chinese and East Asian Civilizations
The Neolithic Revolution	Indian Civilizations
Ancient Egypt	Sub-Saharan African Societies
Mesopotamia	Christendom
Ancient Greece	The Islamic World
Civilizations of the Americas	Culture and Commerce, 500-1500
Ancient Rome and the Byzantines	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; *World Civilizations: Sources, Images, and Interpretations Vol. II* Fourth Edition by Dennis Sherman; ‘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

- Political, Economic, and Cultural Transformations between 1450-1750
- Revolutions, Industrialization, and Imperialism 1750-1914
- Global Conflict 1914-1945
- Decolonization and Globalization 1945-2000
- Contemporary World Relations and Technology 2000-2022

### Skills and Major Projects

Students will:

- Construct and evaluate arguments
- Use documents to support an argument
- Assess issues
- Recognize global/local patterns
- Compare/contrast societal reactions
- Find commonalities/differences among civilizations and societies
- Unit projects will utilize transferable digital skills and tools to demonstrate competency

### 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

### AP Differentiation

1. AP students meet with the instructor weekly in office hours by appointment to discuss issues and concerns regarding the course assignments and the AP exam
2. AP students will write weekly synthesis papers, content analyses, and comparative reviews to practice concise writing skills for exam
3. AP students will write one major paper each semester

**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.

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**Course Title: United States Government and Politics (Honors) (Fall Semester)**

**Grade: 12**

**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

**Course Title: Global Studies (Honors) (Spring Semester)**

**Grade: 12**

**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

**Course Title: European History (Honors) (offered every other year)**

**Grade: 10-12**

**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 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 Europe 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 21<sup>st</sup> 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: 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 in Western civilization, 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. Students will discuss subjects ranging from college success, relationships, finances, employment, sexuality, technology, and spirituality.

### Topics Covered

- The Foundations of Philosophy,
- The Role of Language in creating Value,
- State of Nature Philosophies
- A Survey of Consequentialist & Nonconsequentialist Ethical Theories
- Ethical Decision Making,
- Lying, Cheating, Stealing,

- Bioethics, Environmentalism, Technology, and Animal Rights,
- Sex & Relationships
- Abortion,
- Business Ethics,
- Bioethics
- The Media Culture & the “World,”
- Finding Meaning & Happiness in Life,
- College
- Professions & Work,
- Alcohol, Exercise, Nutrition, Mental Health, and
- Faith & Spirituality.

### 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. The Human Essay will be composed in four parts, due at the end of each quarter of the year.

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## **World Languages Sequence Overview**

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In accordance with Bishop Seabury’s core curriculum, all students enroll in Latin 7 in seventh grade and French 8 and Spanish 8 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. Both introductory courses lay the foundation for further language learning. After the required language course in middle school, students may choose to continue in Latin, French or Spanish languages.

Currently, Latin II through Latin IV are required courses for Latin-track 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 on all levels from Intro through Latin III. Latin IV is an honors class in which the authors Vergil and Caesar are taught. The course focuses on reading in Latin meter and expanding vocabulary; it also emphasizes literal translation. This course prepares students to take the AP Latin exam. In their senior year, students may choose to take the honors-level Latin V course in which the poet Catullus is taught. The students practice reading in meter and focus on the Catullus corpus to provide insight into the culture and society of the Late Roman Republic. 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.

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, 4<sup>th</sup> edition*

### Overview

Latin 7 is the first course in a sequence that continues through French 8 and Spanish 8. Together these courses comprise middle school languages which build a foundation for language acquisition at the high school level. This course provides students with elements of basic Latin grammar and a start-up vocabulary of more than 500 core words encountered in classical Latin literature. Because 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 via 7 units or themes that focus on grammar, vocabulary, and connect to a cultural theme. At the conclusion of the unit, students will complete a project connected to the cultural themes. This course will use Latin Novellas, level appropriate Latin text, to encourage comprehension of Latin without necessarily translating into English. Students will also create portfolios of their work. These should contain varied work created by the students that reflect their knowledge and understanding of Latin. These could include grammar, listening, reading, or translation work.

### Topics Covered

#### Language

- Nouns: nominative, accusative and dative cases of the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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.

### 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 the connections between ancient and modern culture.

**Course Title: Latin I**

**Grade: 9**

**Texts Used: Cambridge Latin Course, units 2 & 3. 4 th edition**

### 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 learn the foundation of Latin grammar and build a solid Latin vocabulary via etymology and reading comprehension.

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 subordinate clauses). Students will be introduced to basic Latin composition. Students will be prepared to read native Latin authors in Latin II.

### Topics Covered

Stage 13: Infinitive, irregular verbs, and introduction to verb system

Stage 14: Prepositional phrases, ablative case, and introduction to noun/adjective agreement

Stage 15: Relative clauses & pronouns, review concept of gender with more noun/adjective agreement

Stage 16: Verb tense review & pluperfect tense, question words

Stage 17: Genitive case and review of declensions 1-3.

Stage 18: Neuter nouns and 4 th & 5 th noun declensions

Stage 19: Demonstrative pronouns/ adjectives the Imperative mood, and the vocative case

Stage 20: Present Participles and personal pronouns

Stage 21: Perfect Passive Participles

Stage 22: Perfect Active Participles and uses of the genitive case

Stage 23: Participles as adjectives and comparison of adverbs

Stage 24: Subjunctive mood in temporal clauses, imperfect and pluperfect subjunctive tenses

Stage 25: Subjunctive review and indirect questions

Stage 26: Purpose clauses and introduction to gerundives



Stage 27: Indirect commands and result clauses

### 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 do a project on Roman Provinces in the fall semester. In the spring semester students will read a novella that guides them to reading the famous Catullus XIII poem, *cenabis bene*. By the end of Latin I, students are ready to read Latin literature and finish their study of grammar.

### Goals

By the end of the course students should be well prepared to continue learning Latin and begin to comprehend native Latin literature.

**Course Title: Latin II**

**Grade: 10**

**Texts Used: *Cambridge Latin Course. Units 3 & 4 4th edition and The Millionaire's Dinner Party***

### Overview

This course is a continuation of Latin I and follows the Cambridge Latin series covering Stages 24-36 inclusively. As Latin I concentrated on learning and memorizing basic Latin grammar, Latin II concentrates 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 subordinate constructions in Latin. Additionally, they will have learned all of the tenses in the indicative mood in Latin. They will begin translating Latin text written by native writers. Students will continue to compose Latin sentences and will learn complex sentence composition.

### Topics Covered

- Stage 24: Introduction to Subjunctive Mood with temporal subordinate clauses. Imperfect & Pluperfect tenses
- Stage 25: Subjunctive review and Indirect questions.
- Stage 26: Purpose clauses and introduction to gerundives.
- Stage 27: Indirect commands and Result clauses.
- Stage 28: Functions of Ablative and Accusative cases and impersonal verbs.
- Stage 29: Passive Voice (present and imperfect indicative tenses) and more purposes clauses (relative and place.)
- Stage 30: Perfect and Pluperfect Passive Indicative
- Stage 31: Ablative Absolute and negative indirect commands & purpose clauses.
- Stage 32: Deponent verbs and more on gerundives.
- Stage 33: Future & Future Perfect Active Indicative.
- Stage 34: Present passive infinitive and Future Passive Indicative.
- Stage 35: The Supine (verbal noun) & introduction to indirect speech.

- Stage 36: Present & Imperfect Subjunctive (active & passive forms.) Selections from Martial's epigrams.

### 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. As part of their Roman cultural studies, the students will participate in the Roman festival 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 1<sup>st</sup> semester usually in the 2<sup>nd</sup> week in December.

### Goals

By the end of this course the students will understand most of the complex Latin grammatical structures and have read some native Latin.

**Course Title:** Latin III

**Grade:** 10/11

**Texts Used:** *Cambridge Latin Course Unit 4 4th edition and Love and Transformation: An Ovid Reader*

### Overview

This course continues and completes the Cambridge Latin series by covering Stages 37-46. Students will finish the Cambridge Latin series in the first semester. For the second, students will read Epic poetry from Ovid's *Metamorphoses*. The focus of this course is to complete and reinforce our knowledge of Latin grammar and syntax and to apply this knowledge to the reading of Vergil and other Latin authors. Beginning with Stage 36, the students read Latin texts by various Latin authors ranging from the epigrams of Martial to the prose styles of Cicero and Pliny. By the end of this course, students should have a working knowledge of Latin grammar and syntax with the ability to annotate texts and to translate Latin text without the aid of a prepared translation. Additionally, students will continue to compose complex Latin sentences. Students will also begin to analyze Latin poetry for the writing of essays in preparation for AP Latin course work in Honors Latin IV.

### Topics Covered

Stage 37: Review *Oratio Obliqua* and Perfect active & passive infinitives.

Stage 38: Future active & passive infinitives and Perfect subjunctive.

Stage 39: Function of the gerundive and Fear clauses. Selections from Ovid's *Metamorphoses*.

Stage 40: *Oratio Obliqua* and Gerunds.

Stage 41: Conditionals and functions of subjunctive "cum clauses" as temporal or causal or adversative. Selections from Pliny's letters.

Stage 42: Forms of the verb *fi*.

Stage 43: More on conditionals.

Stage 44: Syncopated verbs, Historical present, Ellipsis.

Stage 45: Independent uses of the subjunctive and review of relative clauses.

Stage 46: Rhetorical and literary devices. Selections from Cicero's Pro Caelio.

Readings

Ovid *Metamorphoses*: Book 1 Daphne and Apollo; Book 4 Pyramus and Thisbe; Book 8 Daedalus and Icarus; Baucis and Philemon; Book 10 Orpheus and Eurydice; Pygmalion.

Scanning: dactylic hexameter.

Skills and Major Projects

Learning to annotate texts, creating vocabulary lists to aid in translation, and reading from the Latin text without the aid of a written translation. Students will learn to read and scan dactylic hexameter. The students will complete a project in the spring semester on a reading from Ovid's *Metamorphoses*.

Goals

By the end of this course students will have completed their formal training in Latin grammar and they should be well prepared to continue reading Latin literature namely Vergil's *Aeneid* and Caesar's *de Bello Gallico*.

**Course Title:** Latin IV (Honors)

**Grade:** 11 /12

**Texts Used:** *Vergil's Aeneid Selected Readings from Books 1, 2, 4, and 6, Vergil's Aeneid; Selections from Caesar's Commentarii De Bello Gallico*

Overview

This course builds on work completed in Latin III in that students have finished formal grammar training and are experienced readers of Latin authors. The primary focus of this course is to read and translate selected writings of Vergil and Caesar and to gain an understanding of Roman society and culture through literature. This knowledge will prepare students for the AP Latin exam. 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 1800 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* as well as selections from Caesar's Gallic Wars. This will prepare students to take the AP Latin exam in May.

Vergil's Aeneid

- Book 1 lines: 1-209, 418-440, 494-578.
- Book 2 lines: 40-56, 201-249, 268-297, 559-620.
- Book 4 lines: 160-218, 259-361, 659-705.
- Book 6 lines: 295-332, 384-425, 450-476, 847-899.
- In translation, Books 1, 2, 4, 6, 8, 12.

Caesar's Gallic Wars

- Book 1: Chapters 1-7.
- Book 4: Chapters 24-35 and the first sentence of Chapter 36 (eodem die legati...venerunt.)
- Book 5: Chapters 24-48
- Book 6: Chapters 13-20.

- In translation, Books 1, 6, 7.

### 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. Going beyond the AP requirements, 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.

### Goals

By the end of this course the students will have read a sufficient amount of Latin to master the AP exam and should 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 3<sup>rd</sup> or 4<sup>th</sup> semester level.

**Course Title:** Latin V (Honors)

**Grade:** 12

**Texts Used:** *The Student's Catullus 4th edition*

### Overview

This course provides seniors, who choose to return to Latin the opportunity to read the entire Catullus corpus 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 of the east on the late Roman Republic. 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 nearly 2300 lines of poetry of various meters and styles. They should be confident in their translating, annotation, and scanning skills.

### Readings

The Catullus corpus poems 1-116 (excluding 17, 18, 19, which are missing from the manuscript tradition).

### 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 literal, 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 on 4<sup>th</sup> semester level.

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**Course Title:** French 8  
**Grade:** 8  
**Texts Used:** French is Fun Book A, Lively Lessons for Beginners

### Overview

French 8 is a semester class combined with a semester of Spanish 8. These classes and Latin 7 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

<u>Vocabulary Topics</u>	<u>Grammar Topics</u>	<u>Cultural Topics</u>
<ul style="list-style-type: none"> <li>● Cognates</li> <li>● Numbers 0-100</li> <li>● Activities</li> <li>● Family members</li> <li>● Professions</li> <li>● Idiomatic expressions</li> <li>● Days &amp; months</li> <li>● Weather &amp; seasons</li> </ul>	<ul style="list-style-type: none"> <li>● Articles (how to say “the”)</li> <li>● Singular and plural nouns</li> <li>● -ER verbs</li> <li>● Question formation</li> <li>● Negation</li> <li>● Possessive adjectives</li> <li>● The verb être</li> <li>● The verb avoir</li> <li>● The verb faire</li> </ul>	<ul style="list-style-type: none"> <li>● Where French is spoken</li> <li>● History of the Euro</li> <li>● Food</li> <li>● Agriculture and industry in France</li> <li>● Common gestures in French</li> <li>● Holidays and vacations</li> </ul>

### 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. 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 a language and to build on the skills they acquired in this course.

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**Course Title:** French I  
**Grade:** 9  
**Texts Used:** *D’Accord*, Level 1 Textbook, Cahier d’Activités et Cahier d’Exercices

### Overview

French I is the first course in the 4-year foreign language sequence. This class covers Units 1-6 in *D’Accord* Level 1 and introduces students to the four basic skills of reading, writing, listening and speaking. The

course also fosters a knowledge of and appreciation for the cultures of France and French-speaking countries.

#### Vocabulary Topics Covered

- Greetings
- Numbers
- Descriptions
- Family
- School
- Activities
- Calendar and Time
- Food
- Sports
- Café and restaurant
- Clothes
- Shopping

#### Grammar Topics Covered

- Present tense of regular –er, -re, and –ir verbs
- Negation
- Question formation
- Adjective agreement
- Basic irregular verbs in the present tense
- Possessive adjectives
- Definite, indefinite and partitive articles
- Prepositions
- Adverbs
- Idiomatic expressions with *avoir*, *être* and *faire*
- Demonstrative adjectives

#### Cultural Topics Covered

- Basic manners
- Education
- Friends and family
- Geography of France
- Holidays
- Paris
- Sports and leisure activities
- Food

#### 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. 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 will gain a knowledge of the geography, history and basic culture of France and select francophone countries.

**Course Title: French II**

**Grade: 10**

**Texts Used: *D'Accord*, Levels 1 and 2 Textbooks, Cahier d'Activités et Cahier d'Exercices,**

Overview

French II is the second course in the 4-year language sequence. This class covers Units 7-8 in *D'Accord* Level 1 and Units Reprise-Unit 4 in *D'Accord 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.

Vocabulary Topics Covered

- Travel
- Home
- Chores
- Food
- Health
- Technology
- Daily life
- Transportation

Grammar Topics Covered

- passé composé
- imparfait
- direct and indirect object pronouns
- irregular –er, -re and –ir verbs
- adverbs
- passé récent
- comparatives and superlatives
- reflexive verbs
- negative expressions

Cultural Topics Covered

- Geography and regions of France
- Travel
- Real estate
- Holidays

- Current events
- Food
- Health care
- European francophone countries
- Technology
- Country/city life in France

### 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. French II also continues the cultural study of francophone countries, history and geography. Authentic materials and media are an important part of the course as students are encouraged to push themselves to greater proficiency. More opportunities for production of the language through projects centered on the standards for language learning, communication, culture, comparisons, connections and community, are expected.

### 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.

**Course Title:** French III/French III Honors

**Grade:** 11

**Texts Used:** *D'Accord, Levels 2 and 3 Textbooks, Cahier d'Activités et Cahier d'Exercices*

### Overview

French III is the third course in the 4-year language sequence. This class covers Units 5-7 in *D'Accord* Level 2 and Units Reprise-Unit 4 in *D'Accord* 3. 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, and aural comprehension.

### Vocabulary Topics Covered

- Personal relationships
- City and country life
- Media
- Travel
- Politics
- Philosophy
- Future and careers
- Environment
- The arts

### Major Grammar Topics Covered



- Future tense
- Conditional mood
- Relative pronouns
- Subjunctive mood
- Pluperfect

#### Cultural Topics Covered

- Education
- Work
- Environmentalism
- West Africa
- Theater and art
- DOM-TOM
- Francophonie in the Americas
- May 1968

#### 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 current events in the francophone world. As a commitment to French increases, so to 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.

#### Goals

At the end of this course, students should master French grammar that includes verb conjugation of verbs in the future and pluperfect tenses, conditional and subjunctive moods, irregular verbs, and relative pronouns. They 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.

**Course Title: French IV (Honors)**

**Grade: 12**

**Texts used: Blanco, José A., *D'Accord*, Level 3 Textbook, Cahier d'Activités et Cahier d'Exercices, Vista Higher Learning.**

#### Overview

French IV is the final course in the 4-year language sequence. This class covers units 4-10 in *D'Accord* Level 3. 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, and aural comprehension. Supplemental materials are frequently used such as: podcasts, French media, poetry and historical texts, and newspaper and magazine articles. Frequent proficiency assessments are given to rate students according to the ACTFL guidelines.

#### Vocabulary Topics Covered

- Politics and justice,
- Immigration and humanity,
- Family dynamics,
- Technology,
- Leisure activities,
- Work, and
- Environment and ecological concerns

#### Major Grammar Topics Covered

- Passé simple,
- Demonstrative adjectives,
- Object pronouns,
- Past participles,
- Disjunctive pronouns,
- Possessive pronouns,
- Expressions of time,
- Prepositions with infinitives,
- Subjunctive mood,
- Faire causative,
- Indirect discourse,
- Passive voice,

#### Cultural Topics Covered

- Education,
- Work,
- Environmentalism,
- West Africa,
- Theater and art,
- DOM-TOM,
- Francophonie in the Americas,
- May 1968,
- Francophone advancements in technology, and
- Marriage and family culture.

#### 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 advanced grammatical structures. French IV also continues the cultural study of francophone countries and current events in the francophone world. As a commitment to French increases, so to 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.

#### Goals

At the end of this course, students should master French grammar that includes verb conjugation of verbs in the future and pluperfect tenses, conditional and subjunctive moods, irregular verbs, and relative pronouns. 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. 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.

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**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.

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**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 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

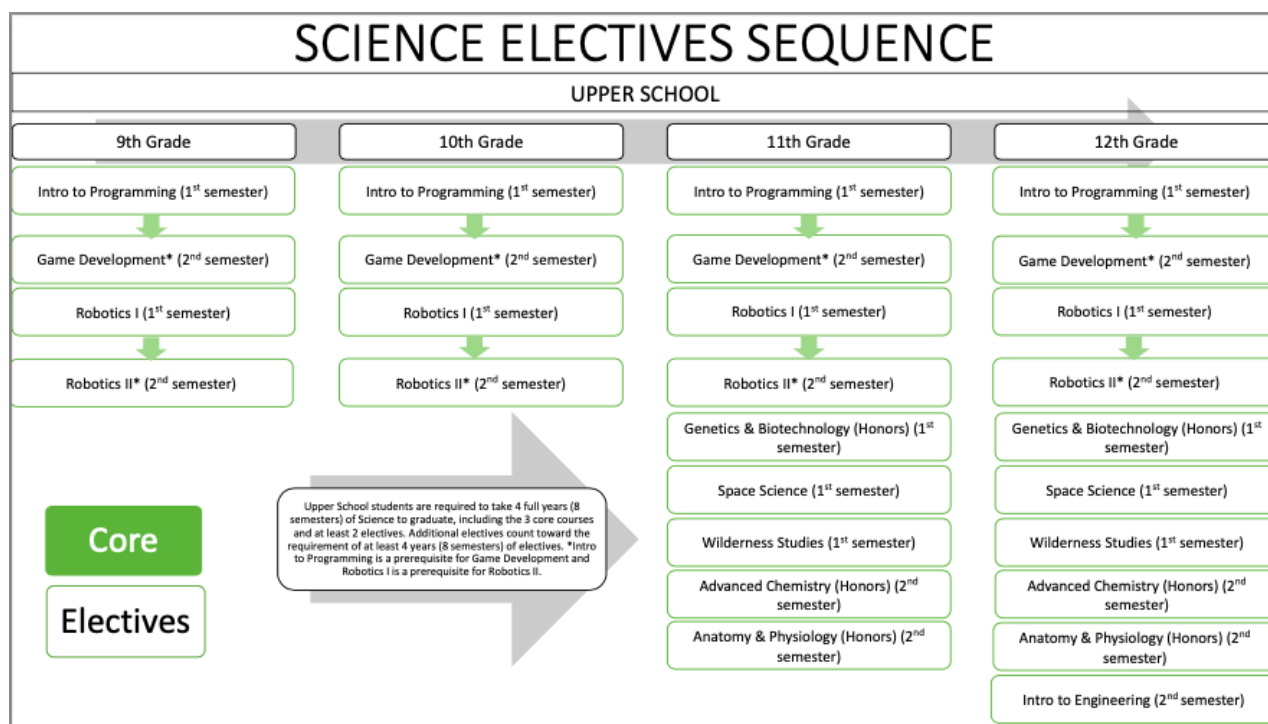
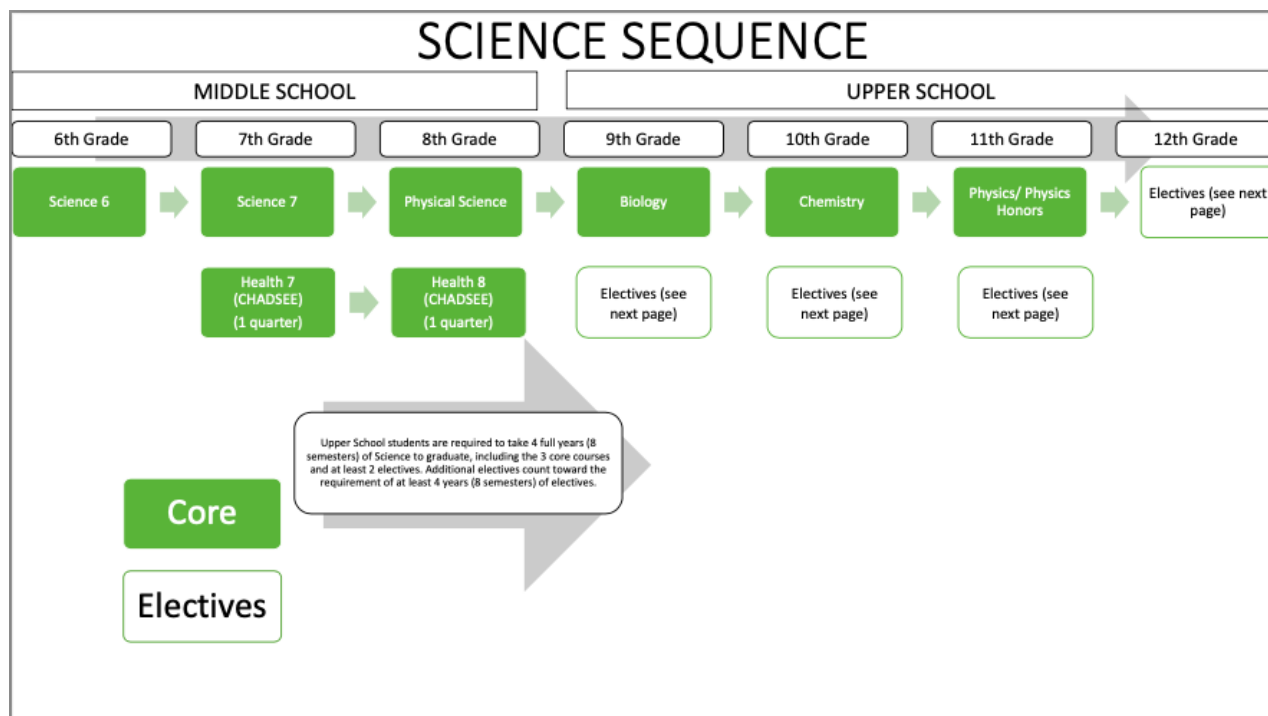
Students will use the 13 verb conjugations, both orally and written, as well as the other major grammatical concepts learned since Level 1. Since levels 1-3 have given students a basic understanding of Spanish, they will be able to learn how to use language closer to how a native speaker uses Spanish..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

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## **Science Sequence Overview**

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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 Science 7, 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, Computers, and SEE Learning (CHADSEE).



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 Intro to Programming (fall semester), Game Development (spring semester), Robotics I (fall semester), and Robotics II (spring semester) as science electives. 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 and Biotechnology (fall semester), Space Science (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 Introduction to Engineering 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 is divided into four sections: Investigative Science, Physics, Chemistry, and Biology. It aims to give students a strong foundational knowledge and understanding of core science subjects while focusing (wherever possible) on investigative and critical thinking skills.

### Topics Covered

1st Quarter:

- Safety.
- What is science?
- Thinking, knowledge, understanding, skills.
- Logic.
- Branches of science.
- How is science relevant to me?
- The scientific method.
- Quantities & units.
- Measuring quantities:
- Distance, area, volume, time, mass, temperature.
- Analyzing data & graphs.
- Science fair projects.

2nd Quarter:

- What is physics?
- How is physics relevant to me?
- Types of forces.
- Measuring forces.
- Drawing forces.
- Mass vs. weight.



My mass. My weight.  
 The effects of forces.  
 Laws of motion.  
 Types of energy.  
 Energy transfers (type to type).  
 Energy in food.  
 Heat/thermal energy transfer processes (place to place).  
 Light & the electromagnetic spectrum.  
 Reflection, refraction, & diffraction.

#### 3rd Quarter:

What is chemistry?  
 How is chemistry relevant to me?  
 Atoms and elements.  
 Molecules.  
 States/phases of matter.  
 Changing states.  
 Properties of materials.  
 Atomic structure.  
 Chemical reactions.  
 Physical changes vs. chemical reactions.

#### 4th Quarter:

What is biology?  
 How is biology relevant to me?  
 What am I made of?  
 Cells.  
 Organs.  
 Organ systems.  
 Organisms & taxonomy.  
 Health & nutrition.  
 Evolution.  
 Ecology.  
 Ecosystems.  
 Food chains. Food webs.  
 Plant cells vs. animal cells.  
 Photosynthesis vs. respiration.

#### Skills and Major Projects

Over the course of the year, all 6th grade students will undertake individual science fair investigations. The teacher will guide them through the entire process and keep parents informed. The students will do a lot of the work in school and also a lot at home. The exact date of the science fair will not be decided until the students are ready to produce their display boards.

#### Goals

The following four key educational elements will be taught during science lessons this year:

Thinking  
 Knowledge  
 Understanding  
 Skills

All four elements are important in a balanced and thorough science education, and all four will be covered extensively over the course of the year.

**Course Title:** Science 7

**Grades:** 7

**Texts Used:** N/A

### Overview

The 7th grade science course is divided into four sections: Physics, Biology, Chemistry, & Earth Science. It aims to give students an advanced knowledge and understanding of core science subjects while focusing (wherever possible) on investigative and critical thinking skills. There's a lot of overlap of science subjects this year (just as there is in the real world), so relevant areas of physics, biology, chemistry, and Earth science are integrated into all four quarters of the school year.

### Topics Covered

1st Quarter:

- The Earth in space.
- Seasons.
- Daytime & nighttime skies.
- The Moon & its phases.
- The Solar System.
- Gravity and orbital motion.
- Forces in space.
- Pressure in air, water, and space.
- Stars, galaxies, and black holes.
- Dark matter & dark energy.
- The formation & history of the universe.
- The formation of the Solar System.
- The formation of the Earth.
- The Sun.
- Satellites & spacecraft.
- Space exploration.
- Simple machines.
- Speed & velocity.
- Light & the electromagnetic spectrum.
- Reflection, refraction, & diffraction.

2nd Quarter:

Geologic time.  
The fossil record.  
Evolution.  
Plants, animals, & taxonomy.  
Health & nutrition.  
Organs.  
Current, voltage, & resistance.  
Motors.  
Generating electricity.  
Energy vs. power.  
The Earth's resources.  
Non-renewable energy resources.  
Renewable energy resources.  
The environment.  
Global warming & climate change.  
Human impacts on Earth systems.  
Population growth & sustainable resource use.  
Efficiency.

#### 3rd Quarter:

Atoms, elements, & chemical symbols.  
Density.  
Atomic structure & the Periodic Table.  
Molecules, compounds, & chemical formulae.  
Photosynthesis & respiration.  
Food molecules & food tests.  
Ionic & covalent bonds.  
Chemical reactions & chemical equations.  
Exothermic & endothermic reactions.  
States/phases of matter.  
Changing states.  
Dissolving, solutes, solvents, & solutions.  
Filtering.  
Separating mixtures.  
Acids, bases, & alkalis.

#### 4th Quarter:

The Earth's structure.  
Tectonic plates.  
Faults and boundaries.  
Volcanoes, eruptions, & their impact in the world.  
Mountain formation.  
Waves & Earthquakes.  
Weathering & erosion.  
Soil.  
The rock cycle.

Igneous, sedimentary, and metamorphic rocks.  
 Minerals.  
 Geology.  
 The water cycle.  
 River systems.  
 Oceans.  
 The atmosphere.  
 Weather.  
 Solar intensity & latitude.  
 Longitude & latitude.  
 Climate zones and biomes.

### Skills and Major Projects

Over the course of the year, all 7th grade students will undertake individual science fair investigations. The teacher will guide them through the entire process and keep parents informed. The students will do a lot of the work in school and also a lot at home. The exact date of the science fair will not be decided until the students are ready to produce their display boards.

### Goals

The following four key educational elements will be taught during science lessons this year:

Thinking  
 Knowledge  
 Understanding  
 Skills

All four elements are important in a balanced and thorough science education, and all four will be covered extensively over the course of the year.

**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

#### Second Semester

- Classification and Phases of Matter
- Elements, Molecules, Compounds & Nomenclature

- Work, Energy, Power
- DC Electricity
- Waves & Sound
- Light & Optics
- Periodic Table Trends
- Chemical Bonding
- Chemical Reaction Types
- Science Topic of Interest: Research and Presentation

### Skills and Major Projects

The 8<sup>th</sup> 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 (7<sup>th</sup> 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 (8<sup>th</sup> 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.

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**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.

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**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:** Intro to Programming (Fall Semester)

**Grade:** 9-12

**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/tables 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, then see how they can translate into the other coding languages. Planning is needed to make a good product/project.

**Course Title: Game Development (Spring Semester)**

**Grade: 9-12**

**Texts Used: N/A**

Overview

Students will expand their Intro 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.

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

**Course Title: Robotics I (Fall Semester)**

**Grade: 9-12**

**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 breadboards, 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: Robotics II (Spring Semester)**

**Grade: 9-12**

**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 the Tetrrix (if available) 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.

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
- Tetrrix

Skills and Major Projects

Students may do a Tetrrix 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 Tetrrix if available. Practice keeping good engineering journals and the engineering process.

**Course Title: Genetics and Biotechnology (Honors) (Fall Semester)**

**Grade: 11/12**

**Texts Used: Various online resources**

Overview

Genetics and 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:** Space Science (Fall Semester)

**Grade:** 11/12

**Texts Used:** N/A

Overview

The Space Science elective takes students on a voyage of discovery through space and time, from the Big Bang to the future of human space exploration! Students learn about a wide range of astrophysical

phenomena, including black holes, galaxies, stars, and planets. Basic scientific and technological principles of rockets and spacecraft are taught. The cultural and sociological importance of space are explored through an examination of the history of cosmological understanding, the history of spaceflight, and the history of science fiction. Students also receive a hands-on introduction to astronomy and astrophotography.

The Space Science course is divided into four units: Space Science, Space Technology, Space in History & Culture, and Space in the Future. Interwoven throughout the course is a basic foundation of general science, including elements of physics, chemistry, biology, and Earth science. Although the course focuses more on knowledge and understanding than investigation, students will do some experiments and nighttime fieldwork.

### Topics Covered

#### Unit A:

- Safety.
- What is science?
- Thinking, knowledge, understanding, skills.
- Logic.
- Branches of science.
- The scientific method.
- Quantities & units.
- The Earth in space.
- Seasons.
- Daytime & nighttime skies.
- The Moon & its phases.
- The Solar System.
- Gravity and orbital motion.
- Stars, galaxies, and black holes.
- Dark matter & dark energy.
- The formation & history of the universe.
- The formation of the Solar System.
- The formation of the Earth.
- The Sun.

#### Unit B:

- Telescopes, binoculars, & the electromagnetic spectrum.
- Absorption & emission spectra.
- Forces & Newton's laws of motion.
- Rockets & propulsion systems.
- Satellites.
- Spacecraft and landers.
- Astronomy apps.

#### Unit C:

- Cosmic beliefs through history.
- Cultural impacts of cosmic beliefs through history.

The history of flight, rockets, satellites, and spacecraft.  
 The relationships between space exploration, culture, and science fiction.

Unit D:

Present space missions.  
 Planned space missions.  
 Humanity's future in space.  
 The Milky Way's future.  
 The Earth's future.  
 The universe's future.

Key Educational Elements

The following four key educational elements will be taught during the Space Science course, with a focus on knowledge and understanding:

Thinking  
 Knowledge  
 Understanding  
 Skills

**Course Title: Wilderness Studies (Fall Semester)**

**Grade: 11/12**

**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**

**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 his/her ideas, in both oral and written fashion, with clarity and logic.

**Course Title: Anatomy and Physiology (Honors) (Spring Semester)**

**Grade: 11/12**

**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 System
- Muscular System
- Digestive & Urinary Systems
- Circulatory & Respiratory Systems
- Nervous & Endocrine Systems
- Immune & Lymphatic Systems
- Reproduction & Development

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: Introduction to Engineering (Spring Semester)**

**Grade: 12**

**Texts Used: Engineering: An Introduction for High School (CK-12)**

### Overview

In this course students will investigate the range of Engineering Fields. Intro to Engineering 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 providing opportunities to serve our school and community.

### Topics Covered

- The Nature of Engineering
- Engineering and Society
- Engineering Design
- The Engineering, Science, and Mathematics Connection
- Fundamental Coding using Basic Stamp
- CAD

### Skills and Projects

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

- My College “Plan”
- Bridges for Strength and Value
- BoE Bots and Coding
- Computer Aided Design
- Completing Projects & Tasks for the greater school community.

### Goals

The goal of this course is to provide students an opportunity to become more familiar with the field of Engineering, 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.

## **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:** *EnVisionMATH*

### 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

- Number Sense (multiples, factors, and exponents)
- Operations with Decimals
- Operations with Integers
- Variables, Expressions, and Properties of Arithmetic
- Solving Linear Equations
- Operations with Fractions
- Converting Between Fractions, Decimals, and Mixed Numbers
- Ratios, Rates, and Proportions,
- Percentages
- Graphing Relations and Equations
- Geometry of 2-Dimensional Figures
- Perimeter, Area, Volume, and Surface Area

- Statistics and Probability

### 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: A Transition to Algebra ; Elementary Algebra 2e; OpenStax*

### 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 equations and inequalities
- Solving problems involving ratios, proportions, percentages, and unit conversions
- Writing and Graphing Linear Functions
- Statistics and Probability

### Skills and Major Projects

Students will develop the skills required to make the transition from arithmetic to algebra as they experience 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 simple mathematical problems and will be well prepared to advance to the Algebra I course.

**Course Title:** Algebra I

**Grades:** 8, 9

**Texts Used:** *Elementary Algebra 2e; OpenStax*

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

- Working with variables, expressions, and properties of arithmetic and graphs
- Writing and solving equations including proportions, absolute value, unit conversions, and weighted averages
- Writing and graphing equations in two-variables
- Writing, solving, and graphing linear inequalities in one- and two-variables.
- Writing, solving, and graphing systems of linear equations and inequalities.
- Properties of exponents
- Solving problems involving exponential functions and equations including exponential growth/decay and compound interest.
- Operations with polynomials and radicals
- Factoring, solving, and graphing quadratic expressions and equations
- Radical algebraic expressions

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.

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**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.

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**Course Title:** Precalculus

**Grade:** 10, 11, 12

**Texts Used:** *Precalculus: Graphical, Numerical, Algebraic* (Pearson; Addison-Wesley)

### 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: Graphical, Numerical, Algebraic*

### 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: Graphical, Numerical, Algebraic*

### 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: 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.

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## Physical Education Sequence Overview

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

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**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. Classes are split by gender, except in sixth grade.

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**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. Students may be enrolled in the advanced course as juniors or seniors based on teacher recommendation.

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## Arts Sequence Overview

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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 seventh and eighth grade take choral music as well, meeting every other day, alternating with physical education. Sixth graders have the option to take Instrumental Music, and seventh and eighth graders can choose to take it in lieu of choral music.

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 (Acting I) 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 Digital Design, Debate, Journalism, Film Appreciation, and Advanced Film Studies 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 6<sup>th</sup> 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 (CHADSEE 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 (CHADSEE 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-lives 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 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 (CHADSEE 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: Acting I**

**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 (3<sup>rd</sup> Quarter)
- Film study (4<sup>th</sup> 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.

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**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.

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**Course Title:** ***Voci Sesto* – 6<sup>th</sup> 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 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.

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**Course Title:** Middle School Choral/General Music

**Grade:** 7 and 8

*7<sup>th</sup>/8<sup>th</sup> Grade Combined: Academy Ensemble*

*7/8 Grade Girls: Shea Maris*

*7/8 Grade Boys: Mare Falco*

**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 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. Concert Performances 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 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).

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**Course Title: Upper School Choir**

**Grade: 9-12**

**9<sup>th</sup> -12<sup>th</sup> Chamber Choir**

**9<sup>th</sup> -12<sup>th</sup> Chamber Singers (auditioned)**

**9<sup>th</sup> -12<sup>th</sup> Prima Volta Women's Ensemble**

**9<sup>th</sup> -12<sup>th</sup> Mare Hominum Men's Ensemble**

**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 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,
- Identify 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 interpret 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. Concert Performances and competitions are subject to Covid-19 changes and guidelines.

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: Film Appreciation (Fall Semester)**

**Grade: 10-12**

**Texts Used: variety of films**

Overview

This course will introduce students to various genres of film (comedy, drama, romance, action) and the ways that movies create enjoyment. Students will learn a basic vocabulary while watching and discussing some exciting movies. The criteria for the movie choices is... entertainment, education, quality of filmmaking with an eye toward filmmakers (on both sides of the camera) of color and women.

Topics and Sources

In this semester, the films will be divided into various genres to make for ease of discussion. One to two films from genres such as animation, drama, musical, romance, action/adventure, horror and biopic. The watching will be supplemented by articles and chapters from film watching literature.

Skills and Goals

The ability to discern not only what you like about movies... but WHY you like it. And to give a solid vocabulary for future discussions of cinema.

**Course Title:** Advanced Film Studies (Spring Semester)

**Grade:** 10-12

**Texts Used:** variety of films

Overview

This course will focus on the essential elements of cinema, including narrative, cinematography, editing, directing, and music. Students will develop a more sophisticated language of film criticism and apply that language to some really great movies. (Students must have taken Film Appreciation or have the permission of the instructor.)

Topics and Sources

This class will concentrate on the how as well as the why of filmmaking. As opposed to genre, this semester the films will be divided into the areas that make up a film. A section on cinematography for example. We will also go much further in depth on each film. Fewer films, more time spent with each.

Skills and Goals

The ability to understand the craft of filmmaking, as well as the art, through the viewing of movies of quality.

**Course Title:** Digital Design (Fall Semester)/Advanced Digital Design (Spring Semester)

**Grade:** 9-12

**Texts Used:** N/A

Overview

Digital Design will utilize a variety of different software and skills to help students work through fundamentals in design and beyond. We'll design fonts and typography, edit digital photos in both artistic and technical ways, and use composition to create a variety of graphic design pieces. By the end of the unit, students will have their own digital portfolio.

\*This course is a prerequisite for Journalism photo, design, and online teams (you must have taken Digital Design to take Journalism and be a part of the photo, design, or online team)

Topics Covered

Students will establish a foundation in Digital Design by studying the Elements and Principles of Design. Integrating these fundamentals with both the history and contemporary practices of the industry, students will embark on a variety of challenge based assignments in photography, composition, layout, typography, text based artwork, and commercial application.

Skills and Major Projects

- Create your own font and then showcase it with a typography based art piece.
- Learn the fundamentals of digital photography and go through a series of photo assignments using software to manipulate many aspects of the photos.
- Learn about vector graphics and create vector based logos and color swatches to rebrand something.
- Integrate 2D design principles in creating 3D digital design for both industrial product mockups and creative character design.
- Explore different styles of digital artwork and utilize your tools to create a new form of artwork.
- Connect to the multiplicity of social media and other applications, analyzing the use of graphics and design.

### Goals

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

- Plan and design across multiple digital design platforms
- Write analytically about design using the elements and principles
- Connect with community members
- Use various social media platforms to advance class goals
- Professionally meet deadlines and complete assignments
- Use a digital SLR camera and take artistic and commercial photos
- Work professionally within a department and on a staff of peers

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**Course Title: Journalism**

**Grade: 10-12**

**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 social media presence tied to the Journalism class.

\*Digital Design is a prerequisite for the Journalism photo, design, and online teams (you must have taken at least one semester of Digital Design to take Journalism and be a part of the photo, design, or online team). 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
- Journalism and Social Media

### 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 (graded on a monthly basis)
- 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 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

**Course Title: Debate (High School Policy Debate)**

**Grade: 9-12**

**Texts Used: Various sources year-to-year as topic changes**

### Overview

Debate is rigorous, but an 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 2022 High School Policy Debate resolution reads: The United States Federal Government should substantially increase its cooperation with the North Atlantic Treaty Organization in one or more of the following areas: artificial intelligence, biotechnology, and cybersecurity.

### 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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## Other Courses

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**Course Title:** Computers (CHADSEE 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.

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**Course Title:** SEE Learning

**Grade:** 6-9

**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, and as part of a special schedule in 9th grade. SEE will be supplemented by additional lessons on a variety of topics that support identity development and belonging in the community.

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**Course Title:** Financial Literacy

**Grade:** 11-12

**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

**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. An independent study course must be submitted 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.

