



Sage Ridge School
College Preparatory Excellence

Sage Ridge School

(Grades 5 – 12)

COURSE DESCRIPTION GUIDE
2011-2012



SAGE RIDGE SCHOOL

ACADEMIC COURSE DESCRIPTIONS

HISTORY

SURVEY OF THE AMERICAS (GRADE 5)

COURSE DESCRIPTION

Students explore the cultures of the early Americas and the development of colonialism in the “New World.” By looking at the major events, significant people, and important ideas of these histories, students examine the past from different perspectives. Through the use of secondary sources, primary sources, and visual aids, students engage with history and learn through discussion. The themes of movement, adaptation, diversity, change, and conflict are cornerstones of their studies. Students investigate the consequences of the colonization of South and Central America. Concurrently, students explore current events and how these events shape the world we live in today. As a culminating project, students participate in a mock session of Congress facilitated by the AP Government class.

TEXT

Hakim, Joy. A History of US. The First Americans: Prehistory-1600. 3rd ed. Oxford: Oxford University Press, 2003.

WORLD CULTURES AND GEOGRAPHY (GRADE 6)

COURSE DESCRIPTION

History 6 introduces students to the wonder that is the Earth and the 6.5 billion people who inhabit it. This course emphasizes the interactions between the various elements that characterize Earth's surface and how these elements influence the lives of people and cultures around the world. Students become geographers, describing the changing pattern of places in words, maps, and various media, explaining how these patterns come to be, and unraveling their meaning. Looking at contemporary events, students apply what they learn about various cultures in the Eastern Hemisphere to the current global stage. Students also use the World Wide Web and other digital resources to explore the history and geography of a wide variety of ancient cultures.

TEXTS

Bednarz, Sarah W. et.al. ed., *World Cultures and Geography Eastern Hemisphere*

Jiang, Ji-li, *Red Scarf Girl: A Memoir of the Cultural Revolution* Ceely, Jonathan, et al. *Writing a Research Paper*.

INTRODUCTION TO WORLD HISTORY (GRADE 7)

COURSE DESCRIPTION

The goal of this course is to familiarize the student with a fundamental body of history, ideas, and concepts that form the basis for understanding the world in which we live. The scope of the course begins with the River Valley Civilizations and continues through all areas of the world to 1500. Topics studied include, but are not limited to, ancient Asian civilizations, Africa, Greece, Rome, The Middle Ages, Islamic Empires, East Asian Empires, and the Americas. This course seeks to survey history on all continents.

TEXT

Ancient World History: Patterns of Interaction, (2007) McDougal Littell Inc.

SUPPLEMENTAL TEXTS/READINGS

Cheng, Weng-Un Journey to the West: The Adventures of the Monkey King - Summer Reading

Nystrom, Elsa A. Primary Source Reader for World History: Volume 1: To 1500

INTRODUCTION TO UNITED STATES HISTORY TO 1877 (GRADE 8)

COURSE DESCRIPTION

The intention of this course is to expose students to the diversity of sources that contribute to our understanding of American History. Through interactive exercises, hands-on activities, and an exploration of connections between the people, events and issues that form the panorama of American History, students gain a more textured and comprehensive understanding of the ways in which the American democracy has developed. The scope of this course begins with the early colonial period and proceeds through Reconstruction.

TEXT

History Alive! United States History through Industrialism (2011) TCI

SUPPLEMENTAL TEXTS/READINGS

Crane, Stephen *The Red Badge of Courage* – Summer Reading

Ravitch, Diane *The American Reader: Words That Moved a Nation*

ANCIENT & MEDIEVAL HISTORY (GRADE 9)**COURSE DESCRIPTION**

This course examines the origins of human civilization. It explores the ways in which society, culture, and ideas contributed to social and political institutions of the major civilizations (Fertile Crescent, Persia, India, China, Japan, Africa, Rome, Greece, the Islamic world, & medieval Europe). This course also focuses on ancient values and traditions that continue to have great resonance to this very day. In this respect, the great religions and philosophical traditions (polytheistic belief systems, Confucianism, Taoism, Hinduism, Buddhism, Islam, Judaism, and Christianity) are surveyed for both their content and bearing on the human condition. Great emphasis is placed on depth learning, reflective thinking, the power of language, and the relevancy of historical knowledge. During the year students learn to critically and creatively engage with primary sources and are introduced to historical research. The treatment of writing and rhetoric complements instruction in the 9th grade English course.

TEXT

McKay, Hill, Buckler, Ebrey, and Beck. *A History of World Societies*. vol.1, 8th ed.

SUPPLEMENTAL TEXTS/READINGS

Aristophanes. *Ecclesiazusae*

Epictetus. *Handbook of Epictetus (The Encheridion)*, trans. P.N. White

Keith, William M. *Essential Guide to Rhetoric*

Plato. *The Great Dialogues of Plato*, trans. W. H. D. Rouse

Radice, Betty. *The Letters of Abelard and Heloise*

The New Revised Standard Version Bible

Tzu, Lao. *Tao Te Ching of Lao Tzu*, trans. Brian Brown Walker

Shorter readings include *The Ramayana*, articles from *The Social Dimension of Western Civilization*, vol. 1, edited by Richard Golden, a chapter from *Emperor of China: A Self-Portrait of K'ang-Hsi* by Jonathan D. Spence, and excerpts from *The Code of Hammurabi*, *The Qur'an*, Confucius, Livy, Herodotus, Thucydides, the Dali Lama, Miyamoto Musashi, Kamo-no-Chomei, and Sei Shonagon.

HONORS ANCIENT & MEDIEVAL HISTORY (GRADE 9)**COURSE DESCRIPTION**

This course examines the origins of human civilization. It explores the ways in which society, culture, and ideas contributed to social and political institutions of the major civilizations (Fertile Crescent, Persia, India, China, Japan, Africa, Rome, Greece, the Islamic world, & medieval Europe). This course also focuses on ancient values and traditions that continue to have great resonance to this very day. In this respect, the great religions and philosophical traditions (polytheistic belief systems, Confucianism, Taoism, Hinduism, Buddhism, Islam, Judaism, and Christianity) are surveyed for both their content and bearing on the human condition. Great emphasis is placed on depth learning, reflective thinking, the power of language, and the relevancy of historical knowledge. During the year students learn to critically and creatively engage with primary sources and are introduced to historical research. The treatment of writing and rhetoric complements instruction in the 9th grade English course. Honor students are expected to complete additional reading and writing assignments. The honors section provides enhanced opportunities to engage with challenging topics and develop argumentative essays.

TEXT

McKay, Hill, Buckler, Ebrey, and Beck. *A History of World Societies*. vol.1, 8th ed.

SUPPLEMENTAL TEXTS/READINGS

Aristophanes. *Ecclesiazusae*

Epictetus. *Handbook of Epictetus (The Encheridion)*, trans. P.N. White

Hesse, Hermann. *Steppenwolf*

Keith, William M. *Essential Guide to Rhetoric*

Plato. *The Great Dialogues of Plato*, trans. W. H. D. Rouse

Radice, Betty. *The Letters of Abelard and Heloise*

The New Revised Standard Version Bible

Tzu, Lao. *Tao Te Ching of Lao Tzu*, trans. Brian Brown Walker

Shorter readings include *The Ramayana*, articles from *The Social Dimension of Western Civilization*, vol. 1, edited by Richard Golden, a chapter from *Emperor of China: A Self-Portrait of K'ang-Hsi* by Jonathan D. Spence, and excerpts from *The Code of Hammurabi*, *The Qur'an*, Confucius, Livy, Herodotus, Thucydides, the Dali Lama, Miyamoto Musashi, Kamo-no-Chomei, and Sei Shonagon.

PREREQUISITE

The Honors course requires a minimum 2nd semester grade of A- in SRS 8th grade history. New Student to SRS: A minimum score above the 65th percentile on the SRS admissions test and submission of a writing sample.

MODERN EUROPEAN HISTORY (GRADE 10)

COURSE DESCRIPTION

The course surveys European history from the fall of Constantinople through the modern day. Through the use of primary and secondary sources, students make connections between the past and present and analyze different historical periods. Students compose narrative and analytical essays, as well as an historical research paper. The topics and themes addressed by the course complement material from the 10th grade English course. Students are required to apply ideas to different historical periods and to contemporary society and politics.

TEXT

McKay, John. *Western Society: Brief History, Complete Edition*

SUPPLEMENTAL TEXTS/READINGS

Drakulic, Slavenka. *How We Survived Communism and Even Laughed*.

Heilbroner, Robert. *The Worldly Philosophers*

Perry, Marvin. *Sources of the Western Tradition*. vol. 2, 8th ed.

AP MODERN EUROPEAN HISTORY (GRADE 10)

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement European History exam in May. The course surveys European history from the fall of Constantinople through the modern day. Through the use of primary and secondary sources, students make connections between the past and present and analyze different historical periods. Students compose narrative and analytical essays, as well as an historical research paper. The topics and themes addressed by the course complement material from the 10th grade English course. Students are required to apply ideas to different historical periods and contemporary society and politics.

TEXT

McKay, John. *A History of Western Society: Since 1300 for Advanced Placement*. 9th ed.

SUPPLEMENTAL TEXTS/READINGS

Birdsall, Vialt. *Modern European History* (optional)

Corbin, Alain. *The Village of Cannibals: Rage and Murder in France, 1870*, trans. Arthur Goldhammer

Drakulic, Slavenka. *How We Survived Communism and Even Laughed*.

Golden, Richard. *The Social Dimension of Western Civilization*. vol. 2, 5th ed.

Heilbroner, Robert. *The Worldly Philosophers*

Perry, Marvin. *Sources of the Western Tradition*. vol. 2, 8th ed.

PREREQUISITE

A minimum 2nd semester grade of B in Honors Ancient and Medieval History or A- in Ancient and Medieval History.

UNITED STATES HISTORY (GRADE 11)

COURSE DESCRIPTION

The purpose of this course is for students to develop a comprehensive understanding of, and appreciation for, the events and personalities that shaped the American nation. Students explore the history of the American nation from colonial times to 2000. Some of the major themes covered include the following: the American dream, America in the world, science and technology, economic opportunity, civil rights, immigration and migration, cultural diversity, and constitutional issues. The foundations of the American Republic and its federal structure are given special emphasis.

Primary Text

Boyer, *The Enduring Vision: A History of the American People*, Concise 6th

Supplemental Texts:

Davidson & Lytle, *After the Fact: the Art of Historical Detection*, McGraw Hill, 6th edition

Power, Samantha, *A Problem from Hell*, Harper Perennial. 2003.

Zinn, Howard, *A People's History of the United States*, Abridged Teaching Edition, Perennial Press, April 2003.

AP UNITED STATES HISTORY (GRADE 11)

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement examination in United States history; as such it follows the course content outlined by the College Board. Students explore the history of the American nation from colonial times to 1990. Some of the major themes covered include the following: the American dream, America in the world, science and technology, economic opportunity, civil rights, immigration and migration, cultural diversity, and constitutional issues. The foundations of the American Republic and its federal structure are given special emphasis.

Primary Text

Boyer, *The Enduring Vision: A History of the American People*, Volumes I and II

Supplemental Texts:

Davidson & Lytle, *After the Fact: the Art of Historical Detection*, McGraw Hill

Ellis, Joseph, *Founding Brothers*

Meltzer, Tom and Hofheimer Bennett, Jean, *The Princeton Review's Cracking the AP U. S. History Exam, 2010 Edition*

Power, Samantha *A Problem from Hell*, Harper Perennial. 2003.

Riordon, William L., *Plunkitt of Tammany Hall*, Signet 1995. 0-45152620-1

Wheeler and Becker, *Discovering the American Past: A look at the Evidence, Volumes I and II*

Zinn, Howard, *A People's History of the United States*, Text book edition Perennial Press, April 2003.

PREREQUISITE

A minimum 2nd semester grade of B in Honors Modern European History or an A- in Modern European History.

SENIOR SEMINAR: TWENTIETH CENTURY INTELLECTUAL HISTORY

COURSE DESCRIPTION

The Intellectual History Seminar draws upon the readings in the SRS history and English curricula. The course is an exploration of political, social, philosophical, and artistic responses to war, imperialism, colonialism, nationalism, and the ideologies that underlie the policies and programs that shaped the twentieth century. The course, because of its 'capstone' nature, focuses on twentieth-century Europe and those peoples within its immediate sphere of influence. The readings unabashedly celebrate the history of human hope as it faces despair and champion the role that the humanities, in spite of being, on occasion, appropriated by tyrants, have had in giving voice to that hope. This course asks students to consider the efficacy of the individual voice against the 'isms' of the past century.

SUPPLEMENTAL TEXTS/READINGS

(Please see pages 46 –47)

AP UNITED STATES GOVERNMENT

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement examination in U.S. Government and Politics. As such, it follows the course content outlined by the College Board. Students study major concepts in U.S. government with specific focus on the Constitutional structure of U.S. government and public policy formation. In addition, they explore the institutions, groups, beliefs, and ideas that drive public policy. To gain a real world understanding of politics, students actively participate in political activities of their choosing.

TEXT

Wilson, James Q. and DiIulio, John J. Jr., *American Government*, 10th Ed. High School AP version

SUPPLEMENTAL TEXTS/READINGS

Serow, Ann and Everett Ladd, *The Lanahan Readings in The American Polity*, 4th Edition, 2007.
Fast Track to a 5: for AP U.S. Government

THE UNITED STATES CONSTITUTION: ORIGINS AND APPLICATION

COURSE DESCRIPTION

When somebody claims that something is unconstitutional, what do they mean? This course answers that question by examining the foundations of the U.S. Constitution with special focus on the Bill of Rights. Student will study Supreme Court cases that answer such questions as: *Can colleges give admission preference to students based on their race? Can states ban same-sex marriages? Can you legally burn the U.S. flag as a form of protest? Do students check their first amendment rights at the school door? Can school require students to recite the Pledge of Allegiance? Can a church group use a school building to meet for religious purposes after school hours? Can the federal government make gun control laws?* Ultimately, students will be able to justify their answer to the following question: Are the current Constitutional precedents consistent with the intent of the founding fathers? If not, why not? If so why? The most exciting aspect of the course will be the moot Supreme Court trials.

Texts

Jamie B. Raskin, *We the Students: 3rd Edition*, CQ Press, 2008.

Levy, Leonard, *Origins of the Bill of Rights* Yale University Press 1999

PREREQUISITE

A minimum 2nd semester grade of B in either Modern European and/or United States History.

ENVIRONMENTAL HISTORY, LAW, AND POLICY

COURSE DESCRIPTION

This course is ideal for students who have interest in the law and the environment. The course starts with the history of the environmental movement and the latest environmental policies. Our primary focus is on the jurisprudence pertaining to environmental issues such as population, economic growth, energy, pollution, and climate change. Specifically, we study the National Environmental Policy Act, the Clean Air Act, and the Resource Conservation and Recovery Act.

Text

Benjamin Kline, *First Along the River*, 2007

INTRODUCTION TO LITERARY ANALYSIS (GRADE 5)**COURSE DESCRIPTION**

Students read from a variety of literary forms and genres including the folktale, fable, myth, legend, short story, poem, and novel. Through reading different kinds of literature, students analyze and interpret the purposes of many different authors. Additionally, students develop the skills of listening, reading, thinking, speaking, and writing about literature. While both analysis and synthesis are central to this course, students also develop skills in grammar and mechanics. Focusing on effective word choice and sentence construction, students analyze their own writing and others, mastering, in addition, a well-constructed paragraph. Students engage in writer's workshop every day to develop the structure of their writing and also to demonstrate the process of writing for different purposes. Through one on one workshops and also small group instruction, students write every day using methods to encourage creativity and thought development. Students also participate in the research process and gain report writing skills.

All students pre-write, outline, draft, review, edit, and publish unified paragraphs with topic sentences, support and closing sentences. They write in the standard five rhetorical modes: descriptive, persuasive, expository, creative, narrative. They learn parts of speech (nouns, pronouns, verbs [action and linking], moods [declarative, interrogative, imperative, exclamatory], and work with independent and dependent clauses and prepositional phrases. They learn to correct run-on sentences. They learn rules for capitalization and basic punctuation, including commas and semicolons in independent clauses and the apostrophe in contractions and possessives. They learn the use of quotation marks in direct quotations and in titles. They learn plurals and possessives, synonyms and antonyms, regular and irregular spelling patterns.

TEXTS

Adams, S. and Kenneth Hodkinson. *Wordly Wise 3000: Book 2*. Cambridge: Hugh Price, 1996.

Griffith, John W. and Charles Frey, ed. *Classics of Children's Literature*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2005.

Kemper, Dave, Ruth Nathan, Carol Elsholz, and Patrick Sabranek. *Writers Express*. Wilmington, MA: Houghton Mifflin, 2000.

Lowry, Lois. *Number the Stars*. Boston: Yearling, 1989.

O'Dell, Scott. *Island of the Blue Dolphins*. New York: Laurel-Leaf Books, 1960.

Richter, Conrad. *The Light in the Forest*. New York: Vintage Books, 1981.

Steinbeck, John. *The Red Pony*. New York: Penguin Books, 1992.

Yolen, Jane, ed. *Favorite Folktales from Around the World*. New York: Pantheon Books, 1986.

READING, WRITING, AND THINKING (GRADE 6)**COURSE DESCRIPTION**

This course guides students in their development of the skills necessary to read for various and specific purposes, to communicate clearly through writing and speech, and to think actively about the material presented. Each student writes frequently, formally and informally. Student writing is used to develop a greater awareness of grammar, mechanics, conventions, and purpose. The class reads a variety of genres from the core anthology and other works to develop the skills required to comprehend, interpret, and enjoy what is read. Contextualizing the work in time and place adds depth of understanding. Students learn effective speaking and listening skills culminating in a presentation to the class of a research topic. Students learn to apply grammar principles to their writing and become adept using complete sentences of various structure and style.

All students learn the five-paragraph essay, to form an observation thesis from a topic, set a thesis in the context of the introduction, and support the thesis with text. Students craft simple narratives in the 1st and 3rd person, learn to compare and contrast effectively, and to persuade by rudimentary argumentation. Students learn to establish and maintain consistent tone and point of view. Students learn to craft strong independent clauses and to correct fragments, tense and

pronoun shifts. Students practice the use of the comma and the semicolon with independent clauses. Students review parts of speech and various sentence structures. Students are introduced to MLA citation format

TEXTS

de Saint-Exupéry, Antoine. Richard Howard (Translator). *The Little Prince*.

Hemingway, Ernest. *The Old Man and the Sea*.

Little Worlds: Short Stories for the Middle School.

Jiang, Ji-li. *Red Scarf Girl: A Memoir of the Cultural Revolution*.

Twain, Mark (Clemens, Samuel). *The Adventures of Tom Sawyer*.

Vocabulary from Classical Roots A.

Rules of the Game : Grammar through Discovery 1

INTRODUCTION TO WORLD LITERATURE (GRADE 7)

COURSE DESCRIPTION

Introduction to World Literature explores best-loved tales as passed down through the ages by a multitude of different voices from many different lands. From their close reading of course texts, the students come both to understand and to appreciate the vital role that stories play in giving meaning and continuity to the human experience. Students in this class also become acquainted with the terms, techniques, and conventions commonly employed in formal literary discourse. Students practice the craft of effective writing within a variety of rhetorical modes, but emphasize persuasion and the theoretical argument. Students focus on how their perspective on a text intersects with what they have to say about how that text elicits or justifies their reading. Students learn how to construct a viable thesis, write a convincing five-paragraph essay, tie support directly to the thesis, and conclude in a forceful manner. Close attention is paid to grammar and mechanics, as well as to how the style of student writing (i.e. tone and point of view) contributes to a strong, effective argument.

All students perfect the five-paragraph essay by learning to craft clear transitions, sharpening the introduction by strategic placement of the thesis statement, and establishing the background necessary to direct the essay logically toward a conclusion. Students practice both the observation thesis and the argument thesis. Students learn to maintain paragraph unity for an argument and develop judgment about what counts as strong textual support. Students learn the logic of subordinating one idea to another, while they learn how to avoid shifting tenses and pronouns. Students continue to practice establishing and maintaining tone and point of view. Students may be asked to diagram sentences to understand simple syntactical patterns: 'subject-verb-complement' and 'subject-verb-direct and indirect objects'. This very necessary step enables students to begin to manage predication and referents. Students practice MLA citation format.

TEXTS

Anouilh, Jean, *Antigone*

Aristophanes, *Four Plays by Aristophanes*

Bradbury, Ray, *Dandelion Wine*

Cole, Joanna, ed., *Best Loved Folktales of the World*

de Saint-Exupéry, Antoine, *Night Flight*

Dickens, Charles, *Great Expectations*

Frank, Anne, *Diary of Anne Frank*

Ibsen, Henrik, *Four Major Plays, Vol. 2 "An Enemy of the People"*

Kemper, Sebranek, Meyer, *Write Source: A Book for Writing*

Orwell, George, *Animal Farm*

Rushdie, Salman, *Haroun and the Sea of Stories*

Shakespeare, William, *The Taming of the Shrew*

Sophocles, *Antigone*

Various Authors, *Great Russian Stories*

Wiesel, Elie, *Night*

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings will be required throughout the year. These readings will be supplied by the instructor.

INTRODUCTION TO AMERICAN LITERATURE (GRADE 8)

COURSE DESCRIPTION

This course introduces students to the major voices of American literature. Students read prose and poetry, fiction and non-fiction, and literary essays in order to gain rudimentary knowledge of the development of an American aesthetic. The course addresses the assumption that literature is shaped as much by social concerns as it is by ‘genius.’ Additionally, this course treats the ‘coming of age’ theme as both an individual and a national experience.

All students begin to move away from the limits of the five-paragraph essay by learning to construct transition and summary paragraphs, by experimenting with logical placements of thesis statements, and multiple paragraph introductions that involve definition of terms and preliminary refutations. Students learn to recognize and correct predication and modification faults, ambiguous referents, and dangling participles. They learn the strengths of writing in the active voice and learn to re-write the passive into the active voice. They learn the moods (interrogative, imperative, declarative, and subjunctive), and practice includes proper verb tenses for writing in the subjunctive mood. They learn to correct run-on sentences through sentence combining exercises, including the proper ways to punctuate periodic sentences. Students may be asked to diagram sentences in order to craft stronger periodic sentences that may involve gerunds and participles, infinitive phrases, restrictive and non-restrictive clauses. Students practice MLA citation format.

TEXTS

Baum, Frank L., *Wizard of Oz*
Hansberry, Lorraine, *A Raisin in the Sun*
Hawthorne, Nathaniel, *Selected Short Stories of Nathaniel Hawthorne*
Hurstun, Zora Neale, *Their Eyes Were Watching God*
James, Henry, *Turn of the Screw and Selected Stories*
Lawrence, Jerome & Lee, *Inherit the Wind*
Lee, Harper, *To Kill a Mockingbird*
Miller, Arthur, *The Crucible*
Ravitch, Diane, *The American Reader: Words that Moved a Nation*
Sebranek, Patrick et al., *Writers Inc: A Student Handbook for Writing*
Steinbeck, John, *Of Mice and Men*
Twain, Mark, *Selected Short Stories of Mark Twain*
Wolff, Tobias, *Old School*
Yeziarska, Anzia, *Bread Givers*

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are required throughout the year. These readings are supplied by the instructor.

CLASSICAL LITERATURE (GRADE 9)

COURSE DESCRIPTION

The English literary tradition, like the English language itself, has roots in both Classical (i.e., Greek and Roman) and Celto-Germanic cultures. Students in Ancient and Medieval Literature consider these roots as they sample some of the greatest stories in the history of Western civilization. These works have been passed down through the ages because they continue to challenge and entertain their readers, and because the thoughts and fundamental questions they present penetrate into the very heart of human nature. As students immerse themselves in these works and explore the relationship between literature and culture, they learn to analyze human philosophies, thoughts, and social issues.

All students learn to construct arguable theses and preliminary refutations, experiment with introductions, establish scope and focus, establish tone and point of view, strengthen transitions, analyze and synthesize. Students learn to draw from multiple sources without losing the integrity of separate points of view, learn to generalize from particulars, and construct inter-paragraph logic and transitions. Students learn to avoid the 2nd person point of view. Students continue to subordinate and coordinate, while they learn to write balanced periodic sentences, which includes parallel construction and proper predication. As the writing becomes more complex, students review commas and coordinating conjunctions, semicolons and adverbial conjunctions, consistent tenses, moods, and voice. Students continue to work on correcting

ambiguous referents and modification faults, to recognize and revise mixed metaphors, and to deal with pronoun number and case in complex points of view. Students use MLA citation format.

TEXTS

Aeschylus, *The Oresteia*, trans. Peter Meineck.
Dante, *The Inferno*, trans. Mark Musa.
Euripides, *The Bacchae*, trans. Paul Woodruff.
Homer, *The Odyssey*, trans. Robert Fitzgerald.
Ovid, *The Metamorphoses*, trans. A.D. Melville.
Plato, *The Symposium*, trans. Paul Woodruff and Alexander Nehamas.
Sir Gawain and the Green Knight: A Verse Translation, trans. J.R.R. Tolkien.
Sophocles, *The Theban Plays: Oedipus Rex and Oedipus at Colonus*, trans. Robert Fagles.
Virgil, *The Aeneid*, trans. Robert Fitzgerald.
von Eschenbach, *Parzival*, trans. A.H.Hatto.
Vocabulary from Classical Roots (C)

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are provided by the instructor throughout the year.

HONORS CLASSICAL LITERATURE (GRADE 9)

COURSE DESCRIPTION

Students are expected to read, write, and reflect more often and more deeply than they do in a regular course.

All students learn to construct arguable theses and preliminary refutations, experiment with introductions, establish scope and focus, establish tone and point of view, strengthen transitions, analyze and synthesize. Students learn to draw from multiple sources without losing the integrity of separate points of view, learn to generalize from particulars, and construct inter-paragraph logic and transitions. Students learn to avoid the 2nd person point of view. Students continue to subordinate and coordinate, while they learn to write balanced periodic sentences, which includes parallel construction and proper predication. As the writing becomes more complex, students review commas and coordinating conjunctions, semicolons and adverbial conjunctions, consistent tenses, moods, and voice. Students continue to work on correcting ambiguous referents and modification faults, to recognize and revise mixed metaphors, and to deal with pronoun number and case in complex points of view. Students use MLA citation format.

TEXTS

Aeschylus, *The Oresteia*, trans. Peter Meineck
Dante, *The Inferno*, trans. Mark Musa
Euripides, *The Bacchae*, trans. Paul Woodruff
Homer, *The Odyssey*, trans. Robert Fitzgerald
Ovid, *The Metamorphoses*, trans. A.D. Melville
Plato, *The Symposium*, trans. Paul Woodruff and Alexander Nehamas
Sir Gawain and the Green Knight: A Verse Translation, trans. J.R.R. Tolkien
The Song of Roland, trans. Glyn Burgess, Penguin, 1990.
Sophocles, *The Theban Plays: Oedipus Rex and Oedipus at Colonus*, trans. Robert Fagles, Penguin, 1984.
Virgil, *The Aeneid*, trans. Robert Fitzgerald, Vintage (Penguin), 1990.
von Eschenbach, *Parzival*, trans. A.H.Hatto, Penguin Books, 1980.
Vocabulary from Classical Roots (C)

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are provided by the instructor throughout the year.

PREREQUISITE

A grade in the 2nd semester of 8th grade English, Verbal reasoning and vocabulary scores above the 65th percentile on the ERB's, and acceptable performance on a piece of writing designed by the English department.

WORLD LITERATURE (GRADE 10)

COURSE DESCRIPTION

World Literature addresses the development of modern European literature. By reading a number of primary works, students move from the Italian Renaissance to fin-de-siècle Modernism's indebtedness to a critique of classical, Renaissance, and Enlightenment ideals and, then, to Postmodernism's uneasy relationship with Modernism. Students have the opportunity to read broadly enough to include, among others, Pico della Mirandola, Machiavelli, Montaigne, More, and Shakespeare; Descartes, Swift, Voltaire and Rousseau; Chekhov, Ibsen, Dostoevsky, and Joyce; Kafka, Borges, and Lahiri. Students come to appreciate literature from a number of different cultures, noting the similarities and differences in their literary and philosophical treatments of the human experience. Readings in this course enable students to understand the development of the modern consciousness and the individual in its society.

All students learn to construct the classical 7-part argument, including the refutation and confutation, consider multiple points of view to arrive at a single, complex position, using rhetorically advantageous definition of terms. Students learn to identify and mimic tone: satire, formal and informal academic tone, playful, irreverent, and comic tones. Students learn to shape each essay to end logically with a claim or call to action. Students continue to subordinate and coordinate, and write balanced periodic sentences, including parallel construction and proper predication. Students continue to work on correcting ambiguous referents and modification faults, recognize and revise mixed metaphors, and deal with pronoun number and case in complex points of view. Students learn the proper construction and use of participial phrases and gerunds. Students use MLA citation format.

TEXTS

More, Thomas, *Utopia*, trans. David Wootton
Machiavelli, Nicolo, *The Prince*, trans. David Wootton
Shakespeare, William, *Othello*
Descartes, René, *Discourse on Method*, trans. Donald Cress
Swift, Jonathan, *A Modest Proposal*
Swift, Jonathan, *Gulliver's Travels*
Voltaire, *Candide*, trans. Donald Frame
Rousseau, Jean-Jacques, *Discourse on the Origin of Inequality*, trans. Donald Cress
Dostoevsky, Fyodor, *Notes from Underground*
Chekhov, Anton, "Three Sisters" in *Five Plays*, trans. Ronald Hingley
Ibsen, Henrik, "A Doll's House" in *Four Major Plays*, trans. James McFarlane and Jens Arup
Joyce, James, *Portrait of the Artist as a Young Man*
Kafka, Franz, *The Metamorphosis*
Borges, Jorge Luis, *Dreamtigers*
Lahiri, Jhumpa, *Interpreter of Maladies*
MLA Handbook, 6th edition, 2003

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are provided by the instructor and include short selections from the following authors or works:
Pico della Mirandola, selections from "On the Dignity of Man"
Montaigne, selections from "On Cannibals," and others
17th – 19th-century poetry
Marx, Karl, brief selections from *Economic and Philosophical Manuscripts*
Nietzsche, brief selections from "The Birth of Tragedy"

HONORS WORLD LITERATURE (GRADE 10)

COURSE DESCRIPTION

Honors World Literature, is a course which investigates the cultural and historical contexts in which modern European literature has developed. Students read an array of primary texts which move them from the Italian Renaissance to fin-de-siècle Modernism's indebtedness to and critique of classical, Renaissance, and Enlightenment ideals and, then, to Postmodernism's uneasy relationship with Modernism. Students read, among others, Machiavelli, Descartes, Voltaire,

Camus, Shakespeare, Chekhov, Kafka, Dostoevsky, Joyce, Borges, and Lahiri. The thematic foci of the course is the relationship of the individual to society as well as the development of a modern consciousness. The course explores examples of both literary and philosophical voices on these themes.

All students learn to construct the classical 7-part argument, including the refutation and confutation, consider multiple points of view to arrive at a single, complex position, using rhetorically advantageous definition of terms. Students learn to identify and mimic tone: satire, formal and informal academic tone, playful, irreverent, and comic tones. Students learn to shape each essay to end logically with a claim or call to action. Students continue to subordinate and coordinate, and write balanced periodic sentences, including parallel construction and proper predication. Students continue to work on correcting ambiguous referents and modification faults, recognize and revise mixed metaphors, and deal with pronoun number and case in complex points of view. Students learn the proper construction and use of participial phrases and gerunds. Students use MLA citation format.

TEXTS

Borges, Jorge Luis, *Dreamtigers*, trans. Boyer and Morland
Calvino, Italo, *If on a winter's night a traveler*, trans. William Weaver
Camus, Albert, *The Stranger*
Chekov, Anton, "The Cherry Orchard" in *Five Plays*, trans. Ronald Hingley
Descartes, Renè, *Discourse on Method*, trans. Donald Cress
Dostoevsky, Fyodor, *Notes from Underground*, trans. Larissa Volokhonsky
Hacker, Diane. *A Pocket Style Manual*, 5th ed.
Ibsen, Henrik, "A Doll's House" and "Ghosts" in *Four Major Plays*, trans. McFarlane and Arup
Joyce, James, *Portrait of the Artist as a Young Man*
Kafka, Franz, *The Metamorphosis*
Machiavelli, Nicolo, *The Prince*, trans. David Wootton
More, Thomas, *Utopia*, trans. David Wootton
Rousseau, Jean-Jacques, *Discourse on the Origin of Inequality*, trans. Donald Cress
Shakespeare, William, *Othello*
Swift, Jonathan, *A Modest Proposal*
--- *Gulliver's Travels*
Voltaire, *Candide*, trans. Donald Frame
MLA Handbook, 6th edition, 2003

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are provided by the instructor.

PREREQUISITE

A 2nd semester grade of B or better in Honors Classical Literature or a 2nd Semester grade of A- or better in Classical Literature. New Students to SRS must submit a writing sample and achieve a verbal reasoning and vocabulary score above the 65th percentile on the SRS entrance exam.

AMERICAN LITERATURE (GRADE 11)

COURSE DESCRIPTION

American Literature is a course which explores literature from the late eighteenth century to the present. Through the use of the *Norton Anthology of American Literature* as well as supplemental novels and essays, students read a wide array of texts including the political essays of Paine and Jefferson, the philosophical essays of Edwards, Emerson, DuBois, and William James, and including poetry and short stories by various additional authors. This course follows a chronological order and examines what William James calls the "moral multiverse" in American expression. Students focus on genre, narrative, point of view, characterization, and the development of a rich American literary tradition, indebted to both the Eurocentric and the diverse experiences in our short history.

All students learn to manipulate various rhetorical modes and styles in order to craft strong and interesting essays. Students continue to work on formal argumentation begun in 10th grade, and correct fallacious logic. All students begin

working on stylistic choices and logical construction of paragraphs: checking logical order of sentences, of paragraphs, of the essay as a whole, so that the conclusion seems inevitable. Students practice selecting and maintaining tone: satire, formal and informal academic tone, playful, irreverent, comic tones, and invective. Students learn to make choices between the effective use of the passive and active voices, subjunctives and contrary-to-fact statements, effective subordination, and to choose between dependent and independent clauses – focusing on the intended outcome. Students use MLA citation format.

TEXTS

Baym, Nina, ed., *Norton Anthology of American Literature: Shorter Edition*, 6th ed.
Ellison, Ralph, *Invisible Man*
Faulkner, William, *As I Lay Dying*
Fitzgerald, F. Scott, *The Great Gatsby*
Hacker, Diane. *A Pocket Style Manual*, 5th ed.
Hawthorne, Nathaniel, *The Scarlet Letter*
MLA Handbook, 6th edition, 2003

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are provided by the instructor.

ADVANCED PLACEMENT LANGUAGE & COMPOSITION: AMERICAN LITERATURE

(GRADE 11)

COURSE DESCRIPTION

Using as its backdrop a survey of American letters from the late eighteenth century to the present, Advanced Placement Language & Composition examines the complex and manifold relationships among language, thought, and action. The focus of this course reflects both the current emphasis on rhetoric and media literacy in the new AP Language & Composition Exam, and real educational concerns for today's college-bound young adults, the most aggressively marketed, intensively studied, and image-saturated generation in human history. Students in AP Language & Composition should expect to move at a more rapid pace, read more supplemental texts, and consider a wider range of issues, than what would be experienced in a non-AP survey of the same core material.

All students learn to manipulate various rhetorical modes and styles in order to craft strong and interesting essays. Students continue to work on formal argumentation begun in 10th grade, and correct fallacious logic. All students begin working on stylistic choices and logical construction of paragraphs: checking logical order of sentences, of paragraphs, of the essay as a whole, so that the conclusion seems inevitable. Students practice selecting and maintaining tone: satire, formal and informal academic tone, playful, irreverent, comic tones, and invective. Students learn to make choices between the effective use of the passive and active voices, subjunctives and contrary-to-fact statements, effective subordination, and to choose between dependent and independent clauses – focusing on the intended outcome. Students use MLA citation format.

TEXTS

Baym, Nina, ed., *Norton Anthology of American Literature: Shorter Edition*, 5th ed.
Carver, Raymond, *Where I'm Calling From*
Didion, Joan, *The White Album*
Ellison, Ralph, *Invisible Man*
Fitzgerald, F. Scott, *The Great Gatsby*
Faulkner, William, *As I Lay Dying*
Hawthorne, Nathaniel, *The Scarlet Letter*
James, William, *The Will to Believe and other essays in popular philosophy*
Morrison, Toni, *Beloved*
Robinson, Marilynne, *Housekeeping*
MLA Handbook, 6th edition, 2003

SUPPLEMENTAL TEXTS/READINGS

Various supplemental readings and visual “texts” (e.g., graphs, cartoons, photographs, commercial ads, films) will also be provided by the instructor.

PREREQUISITE

A 2nd semester grade of B or better in Honors World Literature or a A- or better in World Literature.

BRITISH LITERATURE (GRADE 12)

COURSE DESCRIPTION

This course introduces students to British fables, primary and secondary epics, lyric poetry, drama, essays, novels, and short fiction. Students read Beowulf and Chaucer, Sidney and Spenser, Marlowe, Shakespeare, and Stoppard, the novels of Austen, Hardy, Woolf, and Conrad, and selected poetry. Students learn to write about literary conventions, offer literary analyses, and come to understand the constraints of form and genre. They experiment with poetics and prosody and, thereby, experience the richness of poetry in the British tradition.

All students review and practice the skills they have learned over their six years in the program. They work most particularly on argument and persuasion, though they learn to craft the anecdote (one of the most difficult challenges) for their college essays. They learn the tricks for concision and precision, learning to edit 1000 words into 500. And, finally, students make sure that they leave SRS in control of predication and modification, pronoun number and case, consistent tenses, commas and semicolons, participial phrases and gerunds. Students use MLA citation format.

TEXTS

- Austen, Jane, *Persuasion*.
- Beowulf*, trans. Seamus Heaney.
- Chaucer, Geoffrey, *Canterbury Tales*, in *Modern English*, trans. Neville Coghill.
- Conrad, Joseph, *Heart of Darkness*.
- Hardy, Thomas, *Tess of the D'Urbervilles*.
- Marlowe, Christopher, *Dr. Faustus*.
- Mill, John Stuart, *The Subjection of Women*, Ed. Susan M. Okin.
- Milton, John, *Paradise Lost*.
- Shakespeare, William, *Hamlet*.
- Shakespeare, William, *Richard III*.
- Spenser, Edmund, *The Faerie Queene*.
- Stoppard, Tom, *Rosencrantz and Guildenstern are Dead*.
- Woolf, Virginia, *Mrs. Dalloway*.
- MLA Handbook*, 6th edition, 2003

SUPPLEMENTAL TEXTS/READINGS

- Supplemental readings are provided by the instructor and include short selections from the following poetry:
- Late Medieval, including selections from Malory
 - Renaissance
 - Metaphysical and Cavalier
 - Restoration and 18th century
 - Romanticism
 - Modernism, including selections from Dylan Thomas

ADVANCED PLACEMENT LITERATURE AND COMPOSITION: BRITISH LITERATURE (GRADE 12)

COURSE DESCRIPTION

Advanced Placement Literature and Composition is taught through an in-depth focus on British literature and is designed for students who wish to read and write at an advanced level. Specifically, this course introduces students to British fables, primary and secondary epics, lyric poetry, drama, essays, novels, and short fiction. Students read Beowulf, Spenser, Shakespeare, and Stoppard, the novels of Austen, Hardy, and Woolf, and selected poetry. Students learn to write

about literary conventions, offer literary analyses, and come to understand the constraints of form and genre. They experiment with poetics and prosody and, thereby, experience the richness of poetry in the British tradition.

All students review and practice the skills they have learned over their six years in the program. They work most particularly on argument and persuasion, though they learn to craft the anecdote (one of the most difficult challenges) for their college essays. They learn the tricks for concision and precision, learning to edit 1000 words into 500. And, finally, students make sure that they leave SRS in control of predication and modification, pronoun number and case, consistent tenses, commas and semicolons, participial phrases and gerunds. Students use MLA citation format.

TEXTS

Austen, Jane, *Persuasion*
Beowulf, trans. Seamus Heaney
Hardy, Thomas, *Tess of the D'Urbervilles*
Mill, John Stuart, *The Subjection of Women*, ed. Susan M. Okin
Milton, John, *Paradise Lost*
Shakespeare, William, *Hamlet*
Shakespeare, William, *Richard III*
Spenser, Edmund, *The Faerie Queene*
Stoppard, Tom, *Rosencrantz and Guildenstern are Dead*
MLA Handbook, 6th edition, 2003
Williams, Joseph, *Style: Ten Lessons in Clarity and Grace*

SUPPLEMENTAL TEXTS/READINGS

Supplemental reading will be provided by the instructor.

PREREQUISITE

A 2nd semester grade of B or better in AP Language and Composition, or a grade of A- or better in American Literature.

SPEECH AND DEBATE FUNDAMENTALS

COURSE DESCRIPTION

This course focuses on effective public speaking skills through the rubric of competitive forensics. Specifically, students will research a variety of topics relating to pertinent topics offered by the National Forensics League in preparation for competition in tournaments. Tournament participation is optional for the class, but it is a terrific way to help students develop their skills through multiple rounds of speeches and debates over the course of the tournament.

A variety of events will be offered to display the wide array of skills each participant possesses. Impromptu, Extemporaneous Speaking, Dramatic Interpretation, and Original Oratory are some examples of the types of events that students will have an opportunity to compete in. In addition, Policy Debate, Lincoln/Douglas Debate, and Congressional Debate are events that will hone the speaking skills, critical thinking, and research abilities of those who are in the class. Each tournament offers at least 8 hours of speaking time to each student, and in the event that participants successfully make it into elimination rounds, an additional 3 hours will be available to students.

FRESHMAN SEMINAR/PUBLIC SPEAKING (FRESHMAN REQUIREMENT)

COURSE DESCRIPTION

This semester class is dedicated to equipping 9th grade students with the knowledge, skills and dispositions for success in the upper school and beyond. It is a highly integrated class combining discipline specific strategies for success and development of healthy habits of mind. Emphasis is placed on allowing students to actively explore their own desires, fears, perceived strengths and weaknesses and provide a venue to discuss current issues and the content of the class with their peers. Public Speaking provides students with an opportunity to develop effective skills in the research, organization, and presentation of speeches to an audience. As young leaders, all Sage Ridge School students are required to cultivate this vital skill. This is a performance-based class, in which students survey and practice a variety of public

speaking styles and methods. The class utilizes the internet as a research and teaching tool. The class culminates with the SRS tradition of student speeches in front of their peers.

TEXT

Excerpts from Fujishin, Randy, *The Natural Speaker*, 6th ed.

SUPPLEMENTAL TEXTS/READINGS

Supplemental readings are provided by the instructor.

FOREIGN LANGUAGE

GRADE 5

SRS students in grade 5 do not take a foreign language.

INTRODUCTION TO LATIN (GRADE 6)

COURSE DESCRIPTION

This course is an introduction to Latin in which students learn the basic grammatical concepts of this 2,600 year old language through reading, writing, and speaking. Through their study of grammar and vocabulary, students come to recognize the relationship between English and Latin, and their exposure to topics in Greco-Roman history and mythology helps them appreciate the impact that ancient culture has had on our modern world. The influence of classical language and culture permeates all facets of modern life, and students who are familiar with the ancient world will find themselves better equipped to navigate our modern world.

TEXTS

Andresian, Anna. *SRS Introduction to Latin Workbook*.

LATIN IA (GRADE 7)

COURSE DESCRIPTION

This course prepares students to read, translate, write, and speak basic Latin sentences. Latin grammar is thus experienced both aurally and through the written word. Students are instructed in fundamental elements of Latin grammar, including basic uses of all noun cases, three noun declensions, all verb conjugations, the indicative, imperative, and infinitive moods, prepositional phrases, adjectives and adverbs, and pronouns. Along the way, students also learn about Roman mythology and culture.

TEXTS

Andresian, Anna. *Latin IA Workbook*.

Balme, Maurice and James Morwood. *Oxford Latin Course: Part I. 2nd Edition*. Oxford University Press, 1996.

Traupman, John. *The Bantam New College Latin & English Dictionary, Revised Edition*. Bantam, 2007.

LATIN IB (GRADE 8)

COURSE DESCRIPTION

In this course, students continue their instruction in Latin grammar through the experience of reading, writing, hearing, and speaking Latin. Emphasis is placed on learning to comprehend and compose more advanced sentences containing new material such as 4th and 5th declension nouns, numbers, past and future tenses, time constructions, special place constructions, and various uses of the ablative case without a preposition. Along the way, students also learn about Roman mythology and culture.

TEXTS

Andresian, Anna. *Latin 1B Workbook*.

Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Bolchazy-Carducci Publishers, 2006.

Balme, Maurice and James Morwood. *Oxford Latin Course: Part II. 2nd Edition*. Oxford University Press, 1996.

Traupman, John. *The Bantam New College Latin & English Dictionary, Revised Edition*. Bantam, 2007.

PREREQUISITE

A minimum grade of C in Latin IA.

LATIN I

COURSE DESCRIPTION

This course prepares students to read, translate, write, and speak basic Latin sentences. Latin grammar is thus experienced both aurally and through the written word, though there is an emphasis on reading and writing. Students are instructed in fundamental elements of Latin grammar, including basic uses of all noun cases, three noun declensions, all verb conjugations, the indicative, imperative, and infinitive moods, prepositional phrases, adjectives and adverbs, and pronouns. Along the way, students also learn about Roman mythology and culture.

TEXTS

Balme, Maurice and James Morwood. *Oxford Latin Course: Part I, Second Edition*. Oxford, 1999.

Balme, Maurice and James Morwood. *Oxford Latin Course: Part II. Second Edition*. Oxford, 1999.

Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Wauconda, 2006.

LATIN II

COURSE DESCRIPTION

Latin II is designed to complete the grammar of the *Oxford Latin Course*. The course begins with a brief review of the grammar learned in Latin I and the structure of Latin sentences. Students then complete the grammar of Part II of the *Oxford Latin Course* and learn more difficult sentence structure and syntax, such as subordinate clauses and conditionals in Part III. The primary goal of this class is to learn the fundamentals of the Latin language, its vocabulary, pronunciation, morphologies and syntax. Students also develop the ability to read intermediate Latin passages. By learning the Latin language and exploring various themes of Roman culture throughout the year, students deepen their appreciation for the values, customs, and institutions of the Roman people.

TEXTS

Balme, Maurice and James Morwood. *Oxford Latin Course: Part II, Second Edition*. Oxford, 1999.

Balme, Maurice and James Morwood. *Oxford Latin Course: Part III. Second Edition*. Oxford, 1999.

Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Wauconda, 2006.

Charles E. Bennett. *New Latin Grammar*. Bolchazy-Carducci Publishers

Charles E. Bennett. *New Latin Composition*. Bolchazy-Carducci Publishers

J. Traupman. *The Bantam New College Latin & English Dictionary*. Bantam

PREREQUISITE

A minimum grade of C in either Latin I or Latin IA.

LATIN III

COURSE DESCRIPTION

Latin III is designed to finish the grammar aspect of the *Oxford Latin Course* and to have the students begin reading intermediate Latin passages. Students finish advanced grammar in part three of the *Oxford Latin Course* by the end of the third quarter. Moreover, during the second semester, students begin reading texts by the original Latin authors. By the end of this course students are able to read and interpret the works written by Roman authors in their original form. They

become familiar with poetry and prose, meter, and the idiosyncrasies found within the writing of certain authors. Students may read passages by a range of authors like Caesar, Catullus, Cicero, Horace, Pliny, and Virgil. In addition, they study the rhetorical devices employed by these various authors and learn about the authors and the times in which they were writing. The selection of readings is intended to provide students with a variety of styles and themes from a canon of Latin authors.

TEXTS

Balme, Maurice and James Morwood. *Oxford Latin Course: Part III. Second Edition*. Oxford, 1999.

Balme, Maurice and James Morwood. *Oxford Latin Reader, Second Edition*. Oxford, 1999.

Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Wauconda, 2006.

Charles E. Bennett. *New Latin Grammar*. Bolchazy-Carducci Publishers

Charles E. Bennett. *New Latin Composition* Bolchazy-Carducci Publishers

J. Traupman. *The Bantam New College Latin & English Dictionary*. Bantam

PREREQUISITE

A minimum 2nd semester grade of C in Latin II.

LATIN IV

COURSE DESCRIPTION

Latin 4 is a reading course offered to students who have completed three years of Latin. The objective of this course is to expose students to a wide range of Latin literary genres, including drama, history, love poetry, epic poetry, oratory, and satire. Students will focus on developing their reading skills and will enjoy the opportunity (available only to those who are able to read Latin) to study and assess Roman culture through the Romans' own authentic Latin voice.

TEXTS

Balme, Maurice and James Morwood. *Oxford Latin Reader, Second Edition*. Oxford, 1999.

Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Wauconda, 2006.

Groton, Anne. *From Alpha to Omega, An Introduction to Classical Greek, Rev. Third Edition*. Focus Publishing.

Charles E. Bennett. *New Latin Grammar*. Bolchazy-Carducci Publishers

Charles E. Bennett. *New Latin Composition* Bolchazy-Carducci Publishers

J. Traupman. *The Bantam New College Latin & English Dictionary*. Bantam

LATIN V

COURSE DESCRIPTION

Latin V is a reading course intended for students who have completed AP Latin and who would like to engage in an additional year of Latin study. Authors to be covered include Plautus, Ovid, Catullus, Cicero, Caesar, and Martial. Instructor permission required.

TEXTS

(To be announced)

AP LATIN: VERGIL

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement Latin language exam given in May. In acceleration, Advanced Placement Latin introduces Latin literature to those students who have completed three years of Latin. The course features selections from Vergil's *Aeneid*, the story of a Trojan hero's flight from his conquered city to meet his destiny in Italy, a destiny that will lead to the founding of the Roman race. It is the aim of this course to deepen students' reading comprehension and translation skills and to guide them in developing the ability to analyze, interpret, and appreciate Latin literature in its original form. Students also examine the cultural and political context of the works to be covered and engage in literary analysis of the authors' techniques, meter, and message.

TEXTS

West, David, trans. *Virgil: The "Aeneid." A New Prose Translation*. New York: Penguin Books, 1990.0-140-44932-9
A Song of War: Readings from Vergil's Aeneid. Richard LaFleur, Alexander G. McKay. Prentice Hall, 2004.0-13-053450-1
A Vergil Workbook. Katherine Bradley & Barbara Weiden Boyd. Bolchazy-Carducci Publishers, Inc., 2006. 978-0-86516-614-1

PREREQUISITE

A minimum 2nd semester grade of B or better in Honors Latin III or A- in Latin III.

SPANISH IA (GRADE 7)

In Spanish IA students learn to use Spanish to spell and count, describe themselves, talk about their likes and dislikes and tell time. Students also discuss, write, read and listen about topics such as daily school life, hobbies, food, family, and clothing. Specific grammar points covered are as follows: conjugating verbs in the present tense (including irregular forms), adjective agreement and, pluralizing nouns, possessive adjectives, direct object pronouns, and comparatives. Cultural topics addressed include but are not limited to "the day of the dead," food and meal times in Spanish-speaking countries, comparing and contrasting U.S. education system with that of Spanish-speaking countries and much more. Though students may ask questions in English when needed, they are expected to speak Spanish in class as much as possible.

TEXTS

Avancemos Level 1 Textbook (Holt McDougal, 2010)
Avancemos Cuaderno: Practica por niveles Level 1 Workbook (Holt McDougal, 2010)
Larousse Spanish-English Dictionary

SPANISH IB (GRADE 8)

COURSE DESCRIPTION

In Spanish IB students learn to use Spanish to plan a vacation, ask for directions, talk about their ailments, describe their dream home, talk about past events, discuss their favorite movies and TV. shows, order a meal in a restaurant and discuss the environment. Specific grammar points covered include irregular present tense verbs, possessive adjectives, indirect objects, preterite (regular and some irregular verbs), comparing equities and differences, and informal tú commands. Students are required to work on projects that incorporate all language skills- writing, reading, listening and speaking. Such projects include but are not limited to the following: dialogues and skits, writing a short story in Spanish, creating and presenting a power point of their dream home, among others. Though students may ask questions in English when needed, by second semester, students are required to speak only in Spanish.

TEXTS

Paso a Paso IB Textbook (Prentice Hall, 1997)
Paso a Paso 1 Practice Workbook (Prentice Hall)
Paso a Paso 1: Writing, Audio and Video Activities Prentice Hall
Larousse Spanish-English Dictionary

PREREQUISITE

A minimum 2nd semester grade of C in Spanish IA.

SPANISH I

COURSE DESCRIPTION

Spanish IA students learn to use Spanish to spell and count, describe themselves, talk about their likes and dislikes and tell time. Students also discuss, write, read and listen about topics such as daily school life, hobbies, food, family, and

clothing. Specific grammar points covered are as follows: conjugating verbs in the present tense (including irregular forms), adjective agreement and, pluralizing nouns, possessive adjectives, direct object pronouns, and comparatives. Cultural topics include but are not limited to celebrations, holidays, foods and education in countries such as the U.S., Spain, Mexico and Puerto Rico. In the second semester, students learn to use Spanish to plan a party, describe their dream home, discuss their favorite sports, talk about their ailments, write emails and make phone calls. Second semester cultural topics include but are not limited to explorations of the countries of Ecuador, the Dominican Republic, Argentina and Costa Rica. Grammar covered in the second semester includes but is not limited to commands, the past tense, the present progressive and indirect pronouns. Though students may ask questions in English when needed, they are expected to speak Spanish in class as much as possible.

TEXTS

¡Avancemos! Textbook (Holt McDougal, 2010)
Larousse Spanish-English Dictionary

SPANISH II

COURSE DESCRIPTION

In Spanish II, students further their understanding and use of the past, present and future tenses. Students also are introduced to conditional tense while they expand their vocabulary through short reading and writing assignments. Speaking is emphasized through task-based activities and class discussions. Students explore Mexican culture through the video series, *La Catrina*. Students are expected to speak primarily in Spanish.

TEXTS

Paso a Paso 2 (Prentice Hall)
Paso a Paso 2 workbook (Prentice Hall)
Paso a Paso 2 WAVA (Prentice Hall)

PREREQUISITE

A minimum 2nd semester grade of C in Spanish I or Spanish IA.

SPANISH III

COURSE DESCRIPTION

Spanish III students continue to perfect their skills in the four areas of language learning (listening, speaking, reading and writing). Although the main emphasis remains on oral and aural ability, reading and writing skills become much more important at this level. Students present short oral presentations in Spanish using more advanced grammar and vocabulary. They are introduced to literature through short stories and poems which give them a view into the Hispanic world. Students also write essays on a variety of everyday or cultural topics using advanced grammar and vocabulary. Students communicate in Spanish only.

TEXTS

Paso a Paso 3 Textbook (Prentice Hall, 2002)
Paso a Paso 3 Workbook (Prentice Hall, 2002)
Paso a Paso 3 WAVA (Prentice Hall, 2002)
Larousse Spanish-English-Spanish Dictionary (Larousse, 2004)

PREREQUISITE

A minimum 2nd semester grade of C in Spanish II.

HONORS SPANISH III

COURSE DESCRIPTION

Honors Spanish III is an intensive study not only of grammar, reading, writing, speaking and listening in Spanish, but also the history, geography and nature of Spanish culture. Readings include short stories and poems from well-known Hispanic authors such as, Jorge Luis Borges, Pablo Neruda, among others. In-class activities include listening activities that work with video and audio materials, student discussions around the readings, in-class essays, task-based activities, and finally, student presentations. Homework and projects to be done outside of class include 100-200 word compositions, grammar practice exercises, research projects and listening and speaking labs. Students communicate only in Spanish.

TEXTS

Imagina Textbook (Vista Higher Learning)

Imagina Student Activities Workbook (Vista Higher Learning)

Larousse Spanish-English-Spanish Dictionary (Larousse, 2004)

PREREQUISITE

A minimum 2nd semester grade of B+ in Spanish II and/or instructor approval.

SPANISH IV

COURSE DESCRIPTION

In Spanish IV, students begin to move away from the traditional grammar class and begin to study the language through culture. However, students continue to review and perfect skills in the four areas of language learning (listening, speaking, writing, and reading). Students learn new vocabulary and grammar and they review all major verb tenses. Students learn to use more abstract vocabulary in discussions, classroom debates, and oral reports dealing with everyday, cultural, or political topics. Students regularly write 250+ word essays in Spanish that compare/contrast points of views or topics discussed in class. In addition, students study basic Spanish literature by reading excerpts and short stories as well as cultural articles. Students present a wide variety of in-depth reports to the class. Students communicate using only Spanish.

TEXTS

Conversación y Repaso (Heinle & Heinle, 2004)

Civilización y Cultura (Heinle & Heinle, 2004)

Literatura y Arte (Heinle & Heinle, 2004)

PREREQUISITE

A minimum 2nd semester grade of C in either Spanish III or Honors Spanish III.

AP SPANISH LANGUAGE

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement Spanish language exam given in May. Students are required to review most grammar as a self-study using *AP Abriendo Pasos: Gramática*. Students while practicing AP formats using *AP Spanish: Preparing for the Language Examination*, a text that provides specific practice for each of the 5 sections of the AP exam: Listening Comprehension, Reading Comprehension, Formal and informal Writing, and Formal and informal Response in Speaking. In addition, students expand their vocabulary and are required to write definitions of words in Spanish from works by various authors from Mexico, The Caribbean, Spain, Latin and Central America. Readings vary in formats from literary works and news articles. There is an increased focus on speaking through class discussions, interactive task-based classroom activities, debates and student teaching. Students are required to keep a weekly journal in Spanish and in the second semester, to practice the speaking sections of the AP exam by recording themselves in the language lab. Students practice listening through video news clips and audio excerpts which explore accents of native speakers from a variety of Spanish-speaking countries.

TEXTS

AP Abriendo Pasos: Gramática(Prentice Hall, 2007)

AP Spanish: Preparing for the Language Examination Textbook (Prentice Hall, 2000)

Larousse Spanish-English Dictionary(Larousse)

PREREQUISITE

A minimum 2nd semester grade of B in Honor Spanish III or an A in Spanish III and/or instructor approval.

AP SPANISH LITERATURE

COURSE DESCRIPTION

This course is designed to prepare students for the Advanced Placement Spanish Literature Exam given in the May. The content of the course is comparable to a third-year college/university introduction to Peninsular and Latin American Literature. The students read all of the texts listed on The College Board's reading list, which spans eight centuries and is representative of Peninsular and Latin American authors found in college survey courses. Students learn to analyze various forms of literature and recognize themes of Peninsular and Latin American Literature. Appropriate vocabulary needed to facilitate their analysis is also introduced.

TEXT

Abriendo Puertas Toma 1 y 2 (McDougal Littell, 2003)

PREREQUISITE

A minimum 2nd semester grade of B in AP Spanish Language and/or instructor approval.

SCIENCE

INTRODUCTION TO LAB SCIENCE (GRADE 5)

COURSE DESCRIPTION

The science curriculum for fifth grade is a general overview of life sciences, physical sciences, and earth sciences. Students examine the natural world through experimentation and questioning with an emphasis on the scientific method. Students learn to ask questions, make observations, hypothesize, and set up and perform simple experiments. Students also work frequently with operational definitions and classification, spending time honing their skills of observation. Daily scientific inquiry incorporates journaling, drawing, and note-taking. While there is a basic text, hands-on experimentation and demonstrations form the basis for learning.

TEXT

Cooney, Timothy, et. al. *Science*. Glenview, Illinois: Scott Foresman, 2006.

INTEGRATED SCIENCE I (GRADE 6)

COURSE DESCRIPTION

This course is the first in the three-year spiral curriculum and serves as an introduction to major themes in contemporary biology, physics, chemistry, ecology, and earth science. Students integrate disciplines through group discussion and laboratory exploration. Emphasis is placed on scientific inquiry and safety, the nature of matter, the elements and the periodic table, and molecular bonding and chemical reactions in living organisms and in ecological systems. Major topics also include beginner-level cellular, genetic, evolutionary, ecological, and physiological mechanisms. Students learn about phylogeny and biological systems through simple analysis of bacteria, plants, fungi, unicellular and multi-cellular animals, and an introduction to human biological systems including reproductive anatomy and a survey of the function of

the endocrine system. Topics also include a study of motion, light, and magnetism. The learning emphases of this course include the following: exposure to and utilization of specific vocabulary to explain phenomena, acquisition and analysis of data obtained in the laboratory accompanied by an introduction to report writing, and comprehension of how atoms, molecules, and forces interact to produce the world that students see and unseen worlds that they begin to comprehend.

TEXTS

Science Explorer: Physical Science, Pearson Prentice Hall, 2005.

Science Explorer: Life Science, Pearson Prentice Hall, 2005.

INTEGRATED SCIENCE II (GRADE 7)

COURSE DESCRIPTION

This course is the second in the three-year spiral curriculum and serves as a continuation of major themes in contemporary biology, physics, chemistry, ecology, and earth science. Students integrate disciplines through group discussion and laboratory exploration. Emphasis is placed on technology in science and safety, a more comprehensive study of the nature of matter and energy, an in-depth study of the properties of metals and nonmetals and ionic bonding, and the chemistry of water and organic compounds in relation to living organisms. Major topics also include molecular and Mendalian genetics, geologic time with regard to evolution, and ethics and argument. Students learn about phylogeny and biological systems through a detailed analysis of bacteria, plants, fungi, and unicellular and multi-cellular animals, including the biochemistry of photosynthesis and cellular respiration in eukaryotes. A careful study of vertebrate biology and sexuality follows. Topics also include a study of speed and velocity, light reflectivity, and astronomy. The learning emphases of this course include the following: exposure to and utilization of specific vocabulary to explain phenomena, acquisition and analysis of data obtained in the laboratory accompanied by detailed report writing and an introduction to abstract writing, and comprehension of how atoms, molecules, and forces interact to produce the world that students see and unseen worlds that they begin to comprehend.

TEXTS

Science Explorer: Physical Science, Pearson Prentice Hall, 2005.

Science Explorer: Life Science, Pearson Prentice Hall, 2005.

INTEGRATED SCIENCE III (GRADE 8)

COURSE DESCRIPTION

This course builds upon the skills and content covered in 7 grade science. Students will develop study skills and scientific inquiry skills while studying scientific topics. Students will study and explore topics in chemistry, life science, and physical science. The sequence of topics will center on the interrelationship of scientific information. Hands-on activities in the laboratory will afford students the opportunity to further develop skills needed to conduct effective scientific experimentation. The class will study, understand, and apply the scientific method throughout the year. Topics include changes in state and gas behavior, families of the periodic table and radioactivity, acids, bases, and solutions, organic chemistry, cells and inheritance, modern genetics, invertebrates, vertebrates, body systems, motion, forces, waves, and Earth Science

TEXT

Science Explorer: Physical Science, Pearson Prentice Hall, 2005

Science Explorer: Life Science, Pearson Prentice Hall, 2005

Supplemental Texts- provided by teacher

Science Explorer: Astronomy, Pearson Prentice Hall, 2002

CONCEPTUAL PHYSICS

COURSE DESCRIPTION

This course introduces physics as a science of ideas. A conceptual understanding of the fundamental ideas of classical and modern physics is emphasized while using algebraic mathematics. Topics from classical physics include Newton's laws, momentum, energy, projectile motion, the universal law of gravitation, heat, sound, states of matter, electricity and magnetism, and light. Topics from modern physics include atomic and nuclear physics, and relativity. Student also develops an appreciation for the historical context of the great discoveries in physics, and for the radical way in which modern physics has changed our understanding of the world.

TEXT

Trefil, James et. al. *Physics Matters* Wiley 2004 (online version)

BIOLOGY

COURSE DESCRIPTION

This course explores major themes in contemporary biology with emphasis on cellular, genetic, evolutionary, ecological, and physiological mechanisms. Understanding each of the concurrent levels upon which life is comprised is a key goal. Topics include the biochemistry of macromolecules, cell structure and function, molecular biology of enzyme function and DNA function, metabolism and photosynthesis, Mendelian and molecular genetics, current biotechnological methods, evolution, classification and taxonomy, a thorough introduction to major phyla in each of the 5 kingdoms, ecology and human physiology. The learning emphases of this course include the following: utilizing specific vocabulary to thoroughly explain biological phenomena, obtaining and analyzing data obtained in the laboratory, and coming to an understanding of how various levels of organization in living matter simultaneously work in concert.

TEXT

Campbell, Reese, *Biology, Seventh Edition*, Pearson Education, Inc., 2005.

CHEMISTRY

COURSE DESCRIPTION

This course explores major themes in contemporary chemistry with emphasis on the connection between seemingly abstract molecular interactions and human-scale, observable (and often measurable) processes. Topics include chemical terms and nomenclature, atomic structure, the periodic table, chemical reactions and stoichiometry, thermochemistry, electron configurations and models of the atom, bonding theory, resonance structures, and gas law and the ideal gas equation. The learning emphases of this course include the following: striving for systemic understanding of topic matter, using hands-on classroom activities and lab experiments to lend further relevance and enhance grasp of conceptual material, and gaining proficiency in solving algebra-based problems.

TEXTS

Brown-LeMay-Bursten, *CHEMISTRY: The Central Science, 10th Edition*

Handouts for lecture and lab will be provided throughout the year.

PHYSICS

COURSE DESCRIPTION

This course is designed as a junior or senior level course. Topics from classical physics include Newton's laws, momentum, energy, 1D and 2D motion, gravity, heat, sound, states of matter, electricity and magnetism, and light. The subject matter from modern physics includes atomic and nuclear physics, and relativity. The course contains a major laboratory component during which students design and carry out experiments, analyze data and draw conclusions. Students also develop an appreciation for the historical context of the great discoveries in physics, and for the radical way in which modern physics has changed our understanding of the world.

PREREQUISITE

A minimum 2nd semester grade of B in both Trigonometry/Intro To Calculus and Chemistry.

TEXT

Serway et. al. *Physics*, 1st Edition Holt, Rinehart and Winston 2006

ADVANCED PLACEMENT BIOLOGY

COURSE DESCRIPTION

The purpose of this course is to prepare students to take the AP Biology examination in May. AP Biology explores major themes in contemporary biology with emphasis on cellular, genetic, evolutionary, ecological, and physiological mechanisms. Understanding the hierarchy of organizational levels upon which life is comprised is a key goal. Topics include the biochemistry of macromolecules, molecular biology of enzyme function and DNA function, metabolism and photosynthesis, cell structure and function, Mendelian and molecular genetics, current biotechnological methods, evolution, classification and taxonomy, a thorough introduction to major phyla in each of the 5 kingdoms, ecology and human physiology. The learning emphases of this course include the following: utilizing specific vocabulary to thoroughly explain biological phenomena, obtaining and analyzing data obtained in the laboratory, and coming to an understanding of how various levels of organization in living matter simultaneously work in concert.

TEXTS

Campbell and Reese, *Biology, Seventh Edition*, Benjamin Cummings, 2005.

The College Board, *Biology Lab Manual*, College Entrance Examination Board, 2001.

PREREQUISITE

A minimum 2nd semester grade of B in biology.

BIOCHEMISTRY

COURSE DESCRIPTION

This course explores four major themes in biochemistry with emphasis on (I) the general scope of biochemistry; (II) the molecular architecture of living matter; (III) catalysis and control of biochemical reactions; and (IV) energy, biosynthesis, and utilization of precursor molecules. Topics include understanding weak chemical interactions in the aqueous environment of the cell, cellular energetics, and the structure and function of nucleic acids, proteins, carbohydrates, and lipids. Protein evolution, membrane construction, and cellular transport are also discussed. A study of protein contractile systems, molecular motors, and enzymatic catalysis follow. Anaerobic and aerobic metabolism of carbohydrates including cellular respiration, photosynthesis, and fermentation are covered in detail. A discussion of lipid metabolism follows, specifically exploring fatty acids, triacylglycerols, lipoproteins, membrane lipids, steroids, isoprenoids, and eicosanoids. Investigation of biosynthesis, utilization, and turnover of nitrogenous compounds and metabolism of amino acids, porphyrins, and neurotransmitters follow. Examination of nucleotide metabolism, metabolic coordination and control, and signal transduction concludes the course. The learning emphases include the following: utilizing specific vocabulary to thoroughly explain biochemical phenomena, obtaining and analyzing data obtained in the laboratory, and mastering techniques such as electrophoresis of nucleic acids and proteins, Southern, Western, and Northern blotting, protein and nucleic acid purification, nucleic acid primer design and polymerase chain reaction, and bacterial cloning.

TEXTS

Mathews, van Holde, and Ahern, *Biochemistry, Third Edition*, Prentice Hall, 1999.

Boyer, *Biochemistry Laboratory: Modern Theory and Techniques, First Edition*, Prentice hall, 2006.

PREREQUISITE

A minimum 2nd semester grade of B in both Biology and Chemistry or the permission of the instructor.

ANATOMY AND PHYSIOLOGY

COURSE DESCRIPTION

This course explores major themes in contemporary anatomy and physiology with emphasis on levels of structural organization; identification of cells, tissues, organs, and systems; understanding relationships between structures; and physiological mechanisms. Learning the elements of the human body and how each functions in coordination with other elements is a key goal. Topics include the chemical, cellular, and tissue levels of organization; the integumentary and skeletal systems; muscular and nervous systems; the endocrine, cardiovascular, and lymphatic systems; the

respiratory, digestive, urinary and reproductive systems; and finally development and inheritance. The learning emphases of this course include the following: utilizing specific vocabulary to identify anatomical features and thoroughly explain physiological phenomena, observing and analyzing structures and systems through dissection in the laboratory, and coming to an understanding of how various levels of organization in living matter simultaneously work in concert.

TEXTS

Tortora and Derrickson, *Principles of Anatomy and Physiology, Twelfth Edition*, John Wiley&Sons, Inc., 2009. Allen and Harper, *Essentials of Anatomy and Physiology Laboratory Manual*, John Wiley&Sons, Inc., 2004.

PREREQUISITE

A minimum 2nd semester grade of B in both Biology and Chemistry or the permission of the instructor.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement Environmental Science Examination given in May. The course uses concepts and information from natural sciences such as ecology, biology, chemistry, and geology and social sciences such as economics, politics, and ethics. The purpose is to understand (1) how the earth works, (2) how human beings are affecting the earth's life support systems (environment), and (3) how to deal with the environmental problems the world is currently facing.

TEXTS

How To Prepare for the AP Environmental Science Exam, Gary S. Thorpe, M.S., Barron's Educational Series Inc., 2004.
Living in the Environment-Principles, Connections and Solutions, 13th edition, G. Tyler Miller, Thomson Learning Inc., 2004.

The Cartoon Guide to the Environment, Larry Gonick and Alice Outwater, Harper Perennial, 1996.

PREREQUISITE

A minimum 2nd semester grade of C+ in Biology and Chemistry or the permission of the instructor.

ADVANCED PLACEMENT PHYSICS B

COURSE DESCRIPTION

The purpose of this course is to prepare students for the Advanced Placement Physics Examination (B) given in May. AP Physics B is an advanced course, intended for students who have completed (conceptual) physics and chemistry. This is a comprehensive trigonometry based course covering topics in Newtonian mechanics, fluids, heat and kinetic theory, electricity and magnetism, waves, optics, atomic and nuclear physics. Additional topics such as relativity and calculus based mechanics are covered after the AP exam in May. The course has a major laboratory component complete with data collection, interpretation and analysis.

TEXT

Serway and Faughn, *College Physics, 7th Edition*, Thomson Brooks/Cole

PREREQUISITE

A minimum 2nd semester grade of B or better in Physics/ Conceptual Physics, trigonometry/intro to calculus or the permission of the instructor.

ADVANCED PLACEMENT PHYSICS C: MECHANICS

COURSE DESCRIPTION

AP Physics C is an advanced course, intended for students who have completed (conceptual) physics, chemistry and AP Calculus AB (concurrent enrollment is also sufficient). AP Physics C follows the curriculum as defined by the College Board, and is equivalent to the first semester of an introductory course for scientists and engineers. This is a comprehensive calculus based course covering topics in kinematics, Newton's laws of motion, work, energy, linear

momentum, circular motion, rotation, oscillations and gravitation. Additional topics such as relativity are covered after the AP exam in May. The course also has a major laboratory component complete with data collection, interpretation and analysis.

TEXT

Halliday et. al. *Fundamentals of Physics Volume 1, Seventh Edition* Wiley (2004)

PREREQUISITE

A minimum 2nd semester grade of B or better in Physics/ Conceptual Physics, trigonometry/intro to calculus or the permission of the instructor.

AP CHEMISTRY

COURSE DESCRIPTION

This course is designed to be the equivalent of a general chemistry course usually taken during the first year of college and is intended to prepare students to take the AP Chemistry exam administered by the College Board. Subject matter learned by students in Chemistry will be revisited in greater depth in this class, and additional topics will be presented including: properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibrium, chemical thermodynamics, electrochemistry, organic chemistry and nuclear chemistry. Laboratory experience is an integral part of the course and will include making observations of chemical reactions and substances, recording data, calculating and interpreting results based on the quantitative data obtained, and effectively communicating the results of experimental work.

TEXTS

Brown-LeMay-Bursten, *CHEMISTRY: The Central Science, 10th Edition*

Handouts for lecture and lab will be provided throughout the year.

PREREQUISITE

A minimum 2nd semester grade of B or better in Chemistry or the permission of the instructor.

MATHEMATICS

MATHEMATICS 5

COURSE DESCRIPTION

Through hands-on use of manipulatives and problem solving, the 5th grade mathematics curriculum teaches students how to develop and discuss different methodologies to arrive at solutions. Students build a solid understanding of the base-ten system, place value and number sense and learn to incorporate mental mathematics into their everyday problem solving. Topics covered include introductory number theory, fractions and decimals, measurement and basic graphing, and an introductory look at concepts found in basic algebra and geometry. These include but are not limited to ratios, percents and probability. Technology is an integral part of the course with the frequent use of calculators and hands-on computer devices. Although this course includes instruction on algorithmic solutions to problems, it also presents solutions conceptually through group discussion, use of manipulatives, and writing assignments.

TEXT

Larson et. Al. *Math: Course 1*, McDougall Littell, 2007

PRE-ALGEBRA (GRADE 6/7)

COURSE DESCRIPTION

This course is designed to introduce and reinforce skills of arithmetic properties, algebra, geometry, measurement, number theory, patterns, data analysis, logic and reasoning. Concepts introduced at this level include basic operations with whole numbers, fractions, decimals, and integers and their applications to Algebra and Geometry. Students will also strengthen their communication, problem solving, reasoning, representation, and technological skills.

TEXT

Larson et. Al. *Math: Course 2*, McDougal Littell 2007

ALGEBRA IA (GRADE 7)

COURSE DESCRIPTION

This course is the first level of a college preparatory mathematics sequence which culminates with Trigonometry, Advanced Placement Calculus or other advanced math classes. This course teaches students to use symbols and sets; variables and open sentences; equations and inequalities; functions and variation; and linear equations with systems. This course emphasizes numerical, analytical and graphical approaches to problem solving.

TEXT

Larson et. al. *Algebra I*, McDougal Littell 2007

ALGEBRA IB (GRADE 8)

COURSE DESCRIPTION

This course completes the second half of Algebra I. This class propels students into the college preparatory mathematics sequence which culminates with Trigonometry, Advanced Placement Calculus or other advanced math classes. This course teaches students to use exponents; polynomials and factoring; quadratic equations and functions; radicals with geometry connections; rational equations and functions; probability and statistics. This course emphasizes numerical, analytical, and graphical approaches to problem solving.

TEXT

Larson et. al. *Algebra I*, McDougal Littell 2007

ALGEBRA I AB (GRADE 8/9)

COURSE DESCRIPTION

This course is specifically designed for new students who are entering Sage Ridge School at the 8th or 9th grade level who:

- Have not completed a comprehensive Algebra I curriculum elsewhere or
- Have not completed the Sage Ridge Algebra IA curriculum or
- Have been identified as needing an additional year of algebra I prior to promotion to Algebra II

Algebra I AB is intended to cover the essential topics included in both Algebra IA and Algebra IB thereby allowing for subsequent promotion to Algebra II. This course is not suitable for accelerated or advanced students and is not an optional progression from the Sage Ridge Pre-Algebra course.

TEXT

Larson et. al. *Algebra I*, McDougal Littell 2007

ALGEBRA II (GRADE 9)

COURSE DESCRIPTION

This course includes advanced topics in algebra and increases the breadth and depth of understanding of basic algebraic concepts. It also introduces the student to the basics of analytic geometry, and sequences and series that are necessary for the student to ultimately progress on to calculus and other advanced mathematics classes. Topics include numerical, analytic and graphical analysis of linear, polynomial, rational, exponential and logarithmic functions. Applications of these functions to various disciplines are also included in the course.

TEXT

Larson et. al. *Algebra 2*, McDougal Littell, 2007

PREREQUISITE

A minimum 2nd semester grade of C in Algebra I.

ANALYTIC GEOMETRY (GRADE 10)

COURSE DESCRIPTION

The study of analytic geometry is intended to capitalize on two years of preparatory algebra. This foundation allows for an exploration of Euclidian and non-Euclidian topics, matrices, triangle and unit circle trigonometry, vectors, systems of equations and conic sections. The class emphasizes the understanding and interrelationship of geometric and algebraic vocabulary and theorems. The course begins with necessary introductory vocabulary and continues with algebraic and geometric proofs based on an axiomatic system. Students learn to complete geometric proofs including similar polygons, constructions, the area of plane figures, right angle trigonometry, area and volume of solids, coordinate geometry and transformations. Quadratic and higher degree polynomial algebra is utilized extensively in this course. Successful completion of Analytic Geometry prepares a student for further work in trigonometry and calculus.

TEXT

Larson, et. al. *Geometry*. McDougal Littell, 2007

PREREQUISITE

A minimum 2nd semester grade of C in Algebra II.

TRIGONOMETRY AND INTRODUCTION TO CALCULUS (GRADE 11)

COURSE DESCRIPTION

This is an intermediate course in mathematics with a focus on trigonometry and a conceptual understanding of basic calculus. This course covers the full gamut of trigonometry including dual definitions in terms of the unit circle and right angles, analytic trigonometry, polar coordinates with complex numbers, analytic geometry and transcendental functions. The segment on calculus focuses on a conceptual overview of calculus with strong emphasis on the concept of a limit and how it relates to the operations of differentiation and integration. Successful completion of this course prepares students for Advanced Placement Calculus.

TEXTS

Stewart, James et.al. *Trigonometry* Brooks/Cole 2003

Kline, Morris *Calculus: An Intuitive and Physical Approach* Dover 1998

PREREQUISITE

A minimum 2nd semester grade of C in Analytic Geometry and/or instructor approval.

MATHEMATICAL MODELING

COURSE DESCRIPTION

This is an elective course in mathematics with a focus on developing, implementing and optimizing mathematical models for physical, biological, economic and other systems. This course will acquaint students with software modeling, using programs such as Mathematica and Excel. Primary emphasis will be placed on the functional definition of a mathematical model, examples of mathematical models, real-world data collection and resources for developing models and assessing the accuracy and precision of mathematical models.

TEXTS

None

PREREQUISITE

A minimum 2nd semester grade of C in Trig/Intro to Calculus and/or instructor approval.

ADVANCED PLACEMENT CALCULUS AB**COURSE DESCRIPTION**

The purpose of Advanced Placement Calculus AB is to prepare the students for the AP Calculus AB examination given annually in May. It is equivalent to a first course in a college calculus sequence. Topics included are differentiation, integration, differential equations, the calculus of transcendental functions and their applications to other disciplines. The calculus is considered by many to be one of the crowning achievements of human civilization. This body of knowledge is also examined from both historical and analytical perspectives.

TEXT

Larson et. al. *Calculus of a Single Variable*, Sixth Edition McDougal Littell/Houghton Mifflin, 1998

PREREQUISITE

A minimum grade of B in Trigonometry/Introduction to Calculus and/or instructor approval..

ADVANCED PLACEMENT CALCULUS BC**COURSE DESCRIPTION**

The purpose of Advanced Placement Calculus BC is to prepare students for the AP Calculus BC examination given annually in May. It is equivalent to a second course in a college calculus sequence. Topics included are all topics from the AP Calculus AB course along with the following ones specific to BC: use of parametric equations, polar and vector functions, Euler's method, L'Hopital's Rule, series, convergence and divergence of series, Taylor, Maclaurin and power series. The calculus is considered by many to be one of the crowning achievements of human civilization. This body of knowledge is also examined from both historical and analytical perspectives.

TEXT

Larson et. al. *Calculus of a Single Variable*, Sixth Edition McDougal Littell/Houghton Mifflin, 1998

PREREQUISITE

Passage of the AP Calc AB test. A minimum 2nd semester grade of B in AP (AB) Calculus or an A- in Trigonometry/Introduction to Calculus and/or instructor approval.

ADVANCED TOPICS IN MATHEMATICS**COURSE DESCRIPTION**

This is an advanced course in mathematics for students that have completed the Advanced Placement Calculus BC course. This course covers ordinary differential equations comparable to a one-semester college course. In addition, differential equations are used to model the behavior of systems in the natural world, and predict how these systems will behave in the future. Topics included are separation of variables, homogeneous equations, integrating factors, first degree and higher order differential equations, Laplace transforms, systems, series methods, and numerical techniques. Topics involve applications in the fields of physics, chemistry, biology, engineering and economics.

TEXT

Tenenbaum, Morris et. al. *Ordinary Differential Equations*, Dover, 1985

PREREQUISITE

Completion of AP Calculus BC and permission from the Instructor.

STATISTICS AND FINANCE**COURSE DESCRIPTION**

This is an introductory course in which data analysis and the design of data production along with probability-based inference are major foci. The course gives students both an understanding and useful skills for working with data. Exercises use real data and provide enough background to allow students to consider the meaning of their calculations. Topics include an overview of observational and experimental study designs, graphical and numerical descriptive statistics, probability distributions for simple experiments and random variables, sampling distributions, confidence

intervals and hypothesis testing for the mean and proportion in the one sample case. Finally, a segment of the course is devoted to financial mathematics such as compound interest, mortgages and annuities.

TEXT

Peck, Roxy et.al. Introduction to Statistics and Data Analysis 3rd Edition Brooks/Cole 2003

PREREQUISITE

A minimum 2nd semester grade of C in Algebra II and/or instructor approval.

AP STATISTICS

COURSE DESCRIPTION

This course is the equivalent of an introductory, non-calculus-based, college level statistics course. Topics include sampling, observational and experimental study designs, graphical methods and descriptive statistics for univariate and bivariate data, probability distributions and random variables, sampling distributions, confidence intervals, hypothesis testing (t-tests, chi-square tests), simple linear regression, and correlation. The interpretation of data in real world contexts will be emphasized. Unlike other mathematics courses, critical reading and writing skills are an essential component of the AP Statistics course.

TEXT

Peck et. al. *Introduction to Statistics and Data Analysis*, 3rd Edition, Duxbury Press 2008

PREREQUISITE

A minimum 2nd semester grade of B in Trig/Intro to Calculus and/or instructor approval.

THE ARTS

MUSIC 5

COURSE DESCRIPTION

This course is designed to introduce students to choral and instrumental string music. Primary focus is applied in two areas. The first of these involves assessment and appropriate development of basic music literacy. This includes, but is not limited to, note reading, sight-singing and key identification. Secondly this course develops the student's ability to perform, both vocally and with instruments, within an ensemble setting. The course culminates with the Sage Ridge School Winter Concert in which all students participate.

MUSIC 6

COURSE DESCRIPTION

Music 6 is a choral performance and music literacy class. Students are introduced to a wide variety of choral literature and learn the fundamentals of good choral singing, diction and voice production. Students also study basic music terminology as well as ear training and important aspects of music history. The work done by students in this class culminates with the Sage Ridge School Winter Concert in which all students participate.

MUSIC 7

COURSE DESCRIPTION

Music 7 is a performance ensemble in which students are introduced to music from a wide variety of styles and genres. Daily warm-ups are designed to maximize healthy singing as well as an effective transition to the music being rehearsed and performed. Students also study necessary elements of musicianship as they pertain to the music being studied in class.

The work done by students in the ensemble culminates with the Sage Ridge School Spring Concert in which all students participate.

HONORS MUSIC ENSEMBLE

COURSE DESCRIPTION

Honors Music Ensemble is a substitute for the regularly scheduled 7th and 8th grade art class (visual art, theater, and choral music). Students are admitted to the class through audition and/or permission of instructor. The Ensemble is performance-based and includes a sequence of performance activities that include public presentations, travel, and participation in events beyond the normal academic day. That is, the Ensemble participates in local and regional music festivals and contests, and in doing so collectively functions as an ambassador for the performing arts opportunities at SRS.

Prerequisites: Demonstrated instrumental proficiency. Previous or current private study of a musical instrument is a strong consideration for acceptance. There is no limitation as to instrument although consideration is given to balancing the instrumentation of the Ensemble.

Students may participate with the following instrument(s): Flute, Oboe, Clarinet, Saxophone, Bassoon, Horn, Trumpet, Trombone, Piano, Harp, Violin, Viola, Cello, and Bass

JAZZ BAND (ALL SCHOOL)

COURSE DESCRIPTION

Jazz band is a performance ensemble where students are introduced to music from the core repertoire. Daily warm-up and tuning exercises are designed to maximize effective ensemble playing as well as an effective transition to the music being rehearsed and performed. Students also study important aspects of jazz history as it pertains to the American experience and the music being studied in class. The work done by students in the ensemble will culminate in either the winter and/or spring concert.

MUSIC HISTORY (UPPER SCHOOL)

COURSE DESCRIPTION

This course introduces students to the major genres of western music. Topics included are the hallmarks of musical style, salient cultural features, and composers.

Music History offers students the opportunity to study the most important features of western music from the 6th century to the present day. Students learn to listen actively to music and to identify the salient musical and cultural features of each historical period. Notable composers of each period from Hildegard von Bingen, to Josquin, Palestrina, Bach, Mozart, Beethoven and Mahler are studied in detail. The study of their music helps each student to develop a meaningful relationship with the essential elements not only of the musical history of each time period but of the overarching cultural context as well.

MADRIGAL SINGERS (UPPER SCHOOL)

COURSE DESCRIPTION

Madrigal Singers is a performance ensemble. Students are introduced to musical literature from a wide variety of genres and styles. As the title of the course suggests this ensemble is also designed to cover a specific literature from the Renaissance which is referred to as the madrigal.

HONORS MUSIC ENSEMBLE (UPPER SCHOOL)

COURSE DESCRIPTION

Honors Music Ensemble may be a substitute for 9th grade chorus (1st semester) and 10th grade (2nd semester) History of Classical Music or History of Theater. Additionally may elect to take Honors Ensemble any of their eight semesters in the upper school. Students are admitted to the class through audition and/or permission of instructor. The Ensemble is performance-based and includes a sequence of performance activities that include public presentations, travel, and

participation in events beyond the normal academic day. That is, the Ensemble participates in local and regional music festivals and contests, and in doing so collectively functions as an ambassador for the performing arts opportunities at SRS.

PREREQUISITE

Demonstrated instrumental proficiency. Previous or current private study of a musical instrument is a strong consideration for acceptance. There is no limitation as to instrument although consideration is given to balancing the instrumentation of the Ensemble.

Students may participate with the following instrument(s): Flute, Oboe, Clarinet, Saxophone, Bassoon, Horn, Trumpet, Trombone, Piano, Harp, Violin, Viola, Cello, and Bass

THEATRE 5

COURSE DESCRIPTION

This course introduces students to theatre as an art form. Through a series of theatrical exercises and games, students develop their vocal and physical instruments. Breathing, phrasing and diction are stressed equally with improvisational play. These skills are challenged further through the reading, rehearsal and performance of monologues and scenes. Teamwork and healthy communication is promoted throughout this class.

READINGS

William Gibson's *The Miracle Worker*, Shel Silverstein's *The Giving Tree* and possible selections for Dr. Seuss and Shakespeare.

THEATRE 7

COURSE DESCRIPTION

The focus of this course is on the development of communication skills and the expression of creative ideas. Acting exercises help students to increase their awareness of self, to become more comfortable working with groups, and to develop poise and confidence when presenting before an audience. Through theatre games, improvisations, and scene work, students improve their speaking abilities and physical presentation skills. Students learn about the process of inventing and portraying characters through exercises that help students to understand human motivations, emotions, and ethical choices. Students perform short scenes and monologs and work with others to create original scripts. Finally, through the reading and discussion of plays, students gain an understanding of the total theatre process and the role of the theatre and other performing arts in society.

READINGS

The Flying Doctor, Molière
Trifles, Susan Glaspell
Our Town, Thornton Wilder

THEATRE 8

COURSE DESCRIPTION

This class accomplishes focuses on the development of the student as a student/performer/audience member. Through exercises and games, students develop their vocal and physical expertise and skill. Breathing, phrasing and diction are stressed equally with improvisational play. These skills are challenged further through the rehearsal and performance of contemporary monologues and scenes. To expand their appreciation and understanding of theatre further, students are required to read, attend and write a review of the current production by the Sage Ridge Players.

HISTORY OF THEATRE

COURSE DESCRIPTION

This course examines the role of theatre in history and civilization. Students will research the qualities and characteristics of theatre in the modern era and compare and contrast this with theatre in a post modern world (1986 – present). They will read and discuss works from different genres to enrich their perspectives and the quality of their contributions to

discussions. Effort will be made to link the content and experience of this class with the extra-curricular theatre performances scheduled throughout the year.

DIRECTING I

COURSE DESCRIPTION

Theatre Direction is a technically-focused, production-based theatre class which develops the student's understanding of the role of the director and the designer. Equal parts theoretical and practical, students will engage in script analysis, directorial analysis and research as well as scenic, costume, lighting and sound design. For the first quarter the focus will be the fall production. For the second quarter, students will create a production concept for a play of their choosing based on a list from the instructor.

Play List (copies provided by Instructor)

1. Scripts and additional resources depend on choices for fall and spring theatre productions
2. SRS Spring Musical (To Be Announced)

DIRECTING II

COURSE DESCRIPTION

Directing II builds on knowledge gained from *Directing I*. In this advanced class, we take theatre design techniques learned in the fall and apply them towards the SRS winter and spring productions. Equal parts theoretical and practical, students will engage in script analysis, directorial analysis and research as well as scenic, costume, lighting and sound design.

Prerequisite: Successful completion of Directing I and/or instructor approval.

VISUAL ART 6

COURSE DESCRIPTION

The focus of this course is the exploration and discovery of the visual arts through, creating arts, (studio work / various media / safety) Art in context, (role of art both historical and cultural) Art as inquiry, (reflection on art's meanings). Students use creative problem solving skills to answer visual challenges, as they explore a variety of two and three dimensional media in the art making process, including printmaking, drawing, painting, paper mache, clay, and collage. The elements and principals of design, multicultural and historical art and craft forms, and reflection on the art of self and others are the basis for projects.

VISUAL ART 8

COURSE DESCRIPTION

This course is designed to stimulate complex, creative thinking. The focus of this course is threefold and includes:

1. Creating Art – projects based on the elements and principals of design which are assigned in a variety of 2 and 3 dimensional media to stimulate understanding of how these media can be used to communicate a visual idea
2. Art in Context – projects which examine the historical and cultural basis for works of art
3. Art As Inquiry – reflections on the meanings of their own art and the art of others

Also stressed are creative problem solving, visual literacy, sequential thinking and conceptual blockbusting.

STUDIO ART I

COURSE DESCRIPTION

This course provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. Studio art offers the opportunity to illustrate ideas for artworks from direct observation, experiences, and imagination using art elements and principals. Projects are assigned using a variety of media and tools including design, drawing, painting, printmaking, graphic design, ceramics and sculpture. Large scale installation art is considered as well. Connections for these projects are provided through both cultural and historical examples of art.

STUDIO ART II

COURSE DESCRIPTION

Upper School Studio Art II is designed to follow up on concepts explored in US Studio Art. This class may serve as a transitional course from US Studio Art into AP Studio Art. The student is engaged in various aspects of art studio thinking habits. National Standards for visual art appropriate to the developmental level of high school students are used as a guide in assigning projects in this class. The Principles of Design are emphasized in projects which are personal and reflective of the student's understanding of the many aspects of art and art making. A variety of two and three dimensional media are used in studio projects. Each project includes an overview of historical and cultural influences on art styles and movements, as is choosing and evaluating subjects, symbols, and ideas in the student's work. This course may be taken as an independent study with instructor's approval.

ADVANCED PLACEMENT STUDIO ART (UPPER SCHOOL)

COURSE DESCRIPTION

The focus of this course is the portfolio of artworks which the students submit in May for evaluation by the AP examiners. The course addresses the three major concerns of the portfolio: a sense of quality in the student's work, the student's concentration on a particular visual interest or problem, and the student's need for breadth of experience in the formal, technical and expressive means of the artist. Students work intensively in a variety of media, themes, approaches, concepts and styles as they learn to make art that is both personal and reflective of an increased understanding of the many aspects of art and art making.

CERAMICS I

COURSE DESCRIPTION

Ceramics I is a semester course in which students explore a broad range of approaches to creating three dimensional art with clay. Assigned projects use a variety of hand building techniques, requiring the student to consider the physical characteristics of clay as an art making medium. Student work includes the production of functional as well as sculptural clay objects. Technical, historical and cultural aspects of ceramics, as well as ceramics vocabulary make up the content of this course. A sketchbook is an integral part of the course in which ideas for projects, ceramic vocabulary, and information is kept. Participation and completion of projects are the main components of assessment in this class.

CERAMICS II

COURSE DESCRIPTION

Ceramics II is a semester course which is designed to expand upon skills and techniques learned in Ceramics 1. This course is geared to the student who is motivated to undertake ambitious work in clay and further their understanding of ceramics as a means of artistic expression. As the student gains confidence in their abilities to work with this medium, they will begin to develop a personal style. Projects continue to stress both functional and sculptural concerns, with the student being asked to create work which reflects well thought out solutions to three dimensional visual problems.

Prerequisite: Successful completion of Ceramics I and/or instructor approval.

ART HISTORY (REQUIRED FOR GRADUATION)

COURSE DESCRIPTION

Art History 9 is a one semester course which explores the role of art throughout history in a discipline based way. While the focus of the course is on art of western civilizations, connections to non-western art are made. Connections are studied between the visual arts and performing arts. Connections between science, history and social customs of a particular time and place are studied as well. Students learn to consider art in a historical timeline manner beginning with

prehistory and continuing through Mesopotamia, Egypt, Greece and Rome , Medieval and Renaissance Europe, early and late modern, and postmodern periods.

TEXT

Brommer, Gerald F., *Discovering Art History*, Davis Publications

PHYSICAL EDUCATION

PHYSICAL EDUCATION 5

COURSE DESCRIPTION

Physical Education 5 will provide students with a minimum of 45 minutes of physical activity every day. During Physical Education, students will work on developing basic sports skills and strategies, learning the basic rules for a variety of sports and activities, health and skill related fitness, as well as sportsmanship and teamwork skills. Units in traditional and non-traditional sports and activities will be taught with an emphasis on lifetime activity. In addition to physical activity, students will learn about muscles, bones, hygiene, effects of exercise on different body systems, skin protection, and stress reduction, as well as keep an activity journal. The main objective of this class will be to provide students with the knowledge, skills, motivation and confidence to pursue a healthy, fit lifestyle.

PHYSICAL EDUCATION 6

COURSE DESCRIPTION

Physical Education 6 will provide students with a minimum of 45 minutes of daily physical activity. In 6th grade Physical Education, students will build on the skills and fitness they developed in 5th grade. More complex movement patterns and strategies will be practiced, and more rules will be utilized. Students will add to the exercises they can do to work on their health and skill related fitness, and will be expected to demonstrate good sportsmanship and teamwork skills more consistently. Students will participate in more in-depth study of the muscles and bones, the effects of exercise on body systems, sun protection, hydration, and will be expected to record more activity time in their activity journal. Students will be expected to formulate a basic personal philosophy of the importance of pursuing a healthy, active, fit lifestyle as they develop the knowledge, skills, motivation and confidence to do so.

PHYSICAL EDUCATION 7

COURSE DESCRIPTION

Seventh grade physical education provides students with a minimum of 45 minutes of daily activity. Students increase their skills and knowledge which have been established in 5th and 6th grade. This class allows each student to increase their athletic abilities, strategies, and learn the rules for many traditional and non-traditional sports. Efficient body movements are identified and utilized for increased performance, including agility, coordination, reaction time, speed, power, and balance. Students investigate the skeletal, muscular, respiratory, and cardiovascular systems to improve health and fitness development. A main focus of this class is daily practice of social skills, such as sportsmanship, teamwork, and cooperation.

PHYSICAL EDUCATION 8

COURSE DESCRIPTION

Eighth grade physical education provides students with a minimum of 45 minutes of daily activity. Students increase their skills, expertise, and knowledge which have been established in the 5th, 6th, and 7th grade. This class allows each student to hone in and increase their athletic abilities, strategies, understand the complexity of many traditional and non-traditional sports. Increasing the efficiency of body movements is a focus which is utilized to increase performance. Student muscular strength, cardiovascular endurance, appropriate competitiveness, sportsmanship, and flexibility are a focus of the class. Students thoroughly investigate the skeletal, muscular, respiratory, and cardiovascular systems to increase health fitness development.

COMPUTER SCIENCE

ADVANCED PLACEMENT COMPUTER SCIENCE A

COURSE DESCRIPTION

The purpose of this course is to prepare students for the AP Computer Science A Examination given in May. This course emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college level course in Computer Science. It also includes a study of design and abstraction. A large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. At the same time, the development of useful computer programs and classes are used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. An understanding of the basic hardware and software components of computer systems and the responsible use of these systems are also integral parts of the course.

TEXTS:

Java Concepts– Cay Horstmann

Barron's *AP Computer Science 2008-2009* – Roselyn Teukolsky

SENIOR SEMINAR: TWENTIETH CENTURY INTELLECTUAL HISTORY TOPICS AND INSTRUCTIONAL SEQUENCE

Modernity: “Our arrogant century” (Mazower, 180)

Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. New York: Vintage, 2000.

Introduction: Artistic subversion of utopias and dystopias

Yeats, William Butler, “The Second Coming” (photocopies)

James, William. “The Moral Philosopher and the Moral Life.” *The Will to Believe and Other Essays in Popular Philosophy*. New York: Dover, 1956. 208 – 210.

Delpech, Thérèse. “Epilogue: The Human Soul Torn to Pieces.” *Savage Century: Back to Barbarism*.

Trans. George Holoch. Washington, D.C.: Carnegie Endowment for International Peace, 2007. 175 – 181.

Colonialism and World War I

Hochschild, Adam. *King Leopold's Ghost*. New York: Houghton Mifflin, 1999.

(Summer Reading)

Twain, Mark. *King Leopold's Soliloquy*. New York: International Publishers, 1994.

Conrad, Joseph. *Heart of Darkness*. London: Hesperus Press, 2002.

Blunden, Edmund. *Undertones of War*. Chicago: U. Chicago Press, 2007

Assorted poetry from WWI. (photocopies)

Woolf, Virginia. *Mrs. Dalloway*. (1925) New York: Harcourt, 1953.

Fussell, Paul. *The Great War and Modern Memory*. Oxford: Oxford UP, 2000.

36 – 51, 69 – 74, 191 – 203, 220 – 230.

John Singer Sargeant. “Gassed”

World War II: Resistance and Reflection

Picasso. “Guernica”

Levi, Primo. *Moments of Reprieve: A Memoir of Auschwitz*. New York: Penguin, 1995.

Simpson, Mona. “If This is a Man.” *The Atlantic* June 2007: 114 – 118. (photocopies)

Levi, Primo. “The Death of Marinese.” *A Tranquil Star: Unpublished Stories*. New York: Norton, 2007. 25-30.

- Kertész, Imre. *Kaddish for an Unborn Child*. New York: Vintage, 2004.
- Kertész, Imre. "Heureka!" Nobel Lecture – Literature 2002. <http://nobelprize.org> (photocopies)
- Celan, Paul. *Selected Poems and Prose of Paul Celan*. Trans. John Felstiner. NY: Norton, 2001. 30-33.
- Tiedemann, Rolf. "Introduction." *Can One Live After Auschwitz?: A Philosophical Reader*. Trans. Rodney Livingstone et al. Ed. Rolf Tiedemann. Stanford: Stanford UP, 2003. xiii-xvii.
- Adorno, Theodor W. *Can One Live After Auschwitz?: A Philosophical Reader*. Trans. Rodney Livingstone et al. Ed. Rolf Tiedemann. Stanford: Stanford UP, 2003. 3 – 33, 161 – 162.
- Kovály, Heda Margolius. *Under a Cruel Star: A Life in Prague 1941-1968*. Trans. Franci Epstein and Helen Epstein (with the author). New Jersey: Holmes and Meier, 1997.
- Marx, Karl. *Economic and Philosophic Manuscripts of 1844*. Trans. Martin Milligan. Buffalo, NY: Prometheus Books, 1987. Selected Readings.

Post WWII, Post Colonialism, Postmodernism

- Szyborska, Wislawa. "Starvation Camp Near Jaslo" and "Parable." *Poems New and Collected: 1957 – 1997*. Trans Stanislaw Baranczak and Clare Cavanagh. New York: Harcourt, 1998. 42 – 43.
- Szyborska, Wislawa. "The Terrorist, He's Watching," "The Century's Decline," "The Children of our Age," "Tortures," and "Plotting with the Dead." *View with a Grain of Sand*. Trans. Stanislaw Baranczak and Clare Cavanagh. New York: Harcourt, 1993. 108, 147 – 154.
- Szyborska, Wislawa. "Monologue of a Dog." *Monologue of a Dog: New Poems*. Trans. Clare Cavanagh and Stanislaw Baranczak. New York: Harcourt, 2002.
- Szyborska, Wislawa. "The Poet and the World." Nobel Lecture – Literature 1996. <http://nobelprize.org>. (photocopies)
- Havel, Václav. "Washington, April 8, 2005." *To the Castle and Back*. Trans. Paul Wilson. New York: Knopf, 2007. 6 – 7. (photocopies)
- Vaculík, Ludvík. "Good News," "Fatal Illness," "Jonas and the Monster," "How to Survive 1984," "The Trail of the Lawman." *A Cup of Coffee with My Interrogator*. Trans. George Theiner. London: Readers International, 1987. 23 – 25, 36 – 39, 52 – 61, 65 – 69, 97 – 101.
- Klíma, Ivan. "Return to Prague," "The End of Civilization," "The Powerful and the Powerless," and "Culture vs. Totalitarianism." *The Spirit of Prague and Other Essays*. Trans. Paul Wilson. New York: Granta Books, 1993. 48 – 70, 74 – 77, 99 – 109, 110 – 116.
- Havel, Václav. "The Power of the Powerless." *Open Letters: Selected Writings 1965 – 1990*. Ed. and Trans. Paul Wilson. New York: Vintage, 1992. 125 – 155, 175 – 205.
- Havel, Václav. "What I Believe" and "The Task of Independence." *Summer Meditations*. Trans. Paul Wilson. New York: Vintage, 1993. 60 – 79, 80 – 101.
- Havel, Václav, et al. "Charter 77"
- Pehe, Jiri. "A Spring Awakening for Human Rights." *NYTimes*, August 24, 2008
- Drakulic, Slavenka. *Café Europa: Life After Communism*. New York: Penguin, 1999.
- Horne, Alistair. *A Savage War of Peace: Algeria 1954-1962*. NY: New York Review Books, 1977, 2006. 13 – 20.
- Kelley, Robin D.G. "A Poetics of Anticolonialism." *Discourse on Colonialism*. New York: Monthly Review Press, 2000. 7 – 28.
- Césaire, Aimé. *Discourse on Colonialism*. Trans. Joan Pinkham. New York: Monthly Review Press, 2000.
- Sartre, Jean-Paul. "Biography," "Announcement," and "Refusal." Nobel Lecture – Literature 1964. <http://nobelprize.org> (photocopies)
- Sartre, Jean-Paul. "Preface." *The Wretched of the Earth*. Trans. Constance Farrington. New York: Grove Press, 1963. 7 – 31.

Fanon, Frantz. *The Wretched of the Earth*. Trans. Constance Farrington. New York: Grove Press, 1963.

Feraoun, Moulaud. *Journal 1955-1962*. Trans. Wolf and Fouillade. Lincoln: U. Nebraska P., 2000.

Alleg, Henri. *The Question*. Trans. John Calder. Lincoln: U. Nebraska P., 2006.

Rejali, Darius. "A Painful History." *The Chronicle Review*. January 25, 2008. B7-B-9

Camus, Albert. *The Rebel: An Essay on Man in Revolt*. Trans. Anthony Bower. New York: Vintage International, 1991. (selections)

Matthews, Peter. "Bombs and Boomerangs." *The Battle of Algiers*. 1967.

Soyinka, Wole. *The Open Sore of a Continent: A Personal Narrative of the Nigerian Crisis*. Oxford: Oxford UP, 1996.

Soyinka, Wole. "This Past Must Address its Present." Nobel Lecture – Literature 1986. <http://nobelprize.org> (photocopies)

Wrong, Michela. *In the Footsteps of Mr. Kurtz: Living on the Brink of Disaster In Mobutu's Congo*. New York: Harper Collins, 2001.

Music and Film

The Lost Battalion (2001)

Gallipoli (1981)

All Quiet on the Western Front (1930) or

All Quiet on the Western Front (1979)

Breaker Morant (1979)

Night and Fog, directed by Alain Resnais (1956)

The Good German (2006)

Shostakovich Against Stalin: The War Symphonies (1995)

Testimony (1987, 2006)

Good Bye Lenin!, directed by Wolfgang Becker (2003)

The Good Shepherd (2008)

The Velvet Underground (samplings)

The Cure, "Killing an Arab," *Staring at the Sea*

The Battle of Algiers, directed by Gillo Pontecorvo (1966)

Winter Soldier, Vietnam Veterans Against the War (1972)

Faces of the Enemy, directed by Sam Keen (1987)

Lumumba, directed by Raoul Peck (2002)

Ghosts of Rwanda (Frontline 2004)

Syriana (2005)

Paradise Now (2005)

World War I: The Genesis and Legacy

SUPPLEMENTARY READING

1. World War I, by S.L.A. Marshall, Mariner Books, 1st edition, 2001 (1964), ISBN # 0-618-05686-6 (pbk.)
2. The Fateful Alliance: France, Russian and the Coming of the First World War, By George Kennan, Pantheon Books, 1984, ISBN # 0-304-53404-8
3. The First World War, by John Keegan, Vintage Books, 2000, ISBN # 0-375-40052-4
4. Memoirs of an Infantry Officer, by Siegfried Sassoon, Ingram Book Company, 1930, ISBN # 1-931313-81-4
5. Goodbye to All That, by Robert Graves, Anchor Books, 1998, ISBN # 0-385-9330-6
6. A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East, by David Fromkin, Owl Books, 1989, ISBN # 0-8050-6884-8
7. Cataclysm: The First World War as Political Tragedy, by David Stevenson, Basic Books, 2004, ISBN # 0-465-08185-

8. The First World War and International Politics, by David Stevinson, Clarendon Press/Oxford 1988, ISBN # 0-19-820281-4
9. One Palestine Complete, by Tom Segev, Henry Holt & Co., LLC, 1999, ISBN #0-8050-6587-3
10. The Age of Empire: 1875 – 1914, Hobsbawm E., Vintage Books, 1987, ISBN # 0-679-72175-4
11. War Book of the German General Staff, translation by Morgan, J. H., Stackpole Books, 2005, ISBN # 0-8117-0147-6
12. The First World War: A Complete History, by Martin Gilbert, Henry Holt and Company, 1994, ISBN #0-8050-7617-4
13. A World Undone: The Story of the Great War, 1914-1918, by G.J. Meyer, Bantam Dell, 2006, ISBN # 978-0-553-38240-2
14. With the German Guns, by Herbert Sulzbach, Pen and Sword Books, LTD., 1973 ISBN # 1-84415-019-4
15. A World Undone: The Story of the Great War, 1914 to 1918, by G. J. Meyer, Delta Trade Paperbacks, 2006, ISBN # 978-0-553-38240-2
16. Kingmakers: The Invention of the Modern Middle East, Meyer, K. E. & Brysac, S.B., W. W. Norton & Co. Ltd., 2008, ISBN # 978-0-393-06199-4
17. Lost Battalions: The Great War and the Crisis of American Nationality. Slotkin, R., Owl Books 2005, ISBN #13: 978-0-8-50-4124-8
18. The Guns of August, Tuchman, B., Ballantine Books, 1962, ISBN # 0-345-38623-X
19. King, Kaiser, Tsar, Clay, C., Walker Publishing Co., 2006 ISBN # 13: 978-0-8027-1677-4
20. The Proud Tower: A Portrait of the World Before the War, Tuchman, B., Ballantine Books, 1962, ISBN # 0-345-40501
21. Castles of Steel: Britain, Germany, and the Winning of the Great War at Sea, Massie, R. K., Ballantine Books, 2003, ISBN #0-345-40878-0
22. Brushes & Bayonets: Cartoons, Sketches and Paintings of World War I, Edited by Gosling, L. Osprey Publishing, 2008, ISBN # 978-1-84603-095-6
23. Historic Photos of Paris, Schall, R., Turner Publishing Company, 2007, ISBN – 13: 978-1-59652-388-3
24. Dreadnought: Britain, Germany, and the Coming of the Great War, Massie, R. K., Ballantine Books, 1992, ISBN # 0-345-37556-4
25. The World War I Databook: The Essential Facts and Figures for all the Combatants, compiled by Ellis, J. & Cox, M., Aurum Press, Ltd., 2001 ISBN # 1-85410-766-6
26. The 1916 Experience: Verdun and the Somme, Edited by Thompson, J., Carleton Books Ltd., 2007, ISBN 978-1-84442-450-4

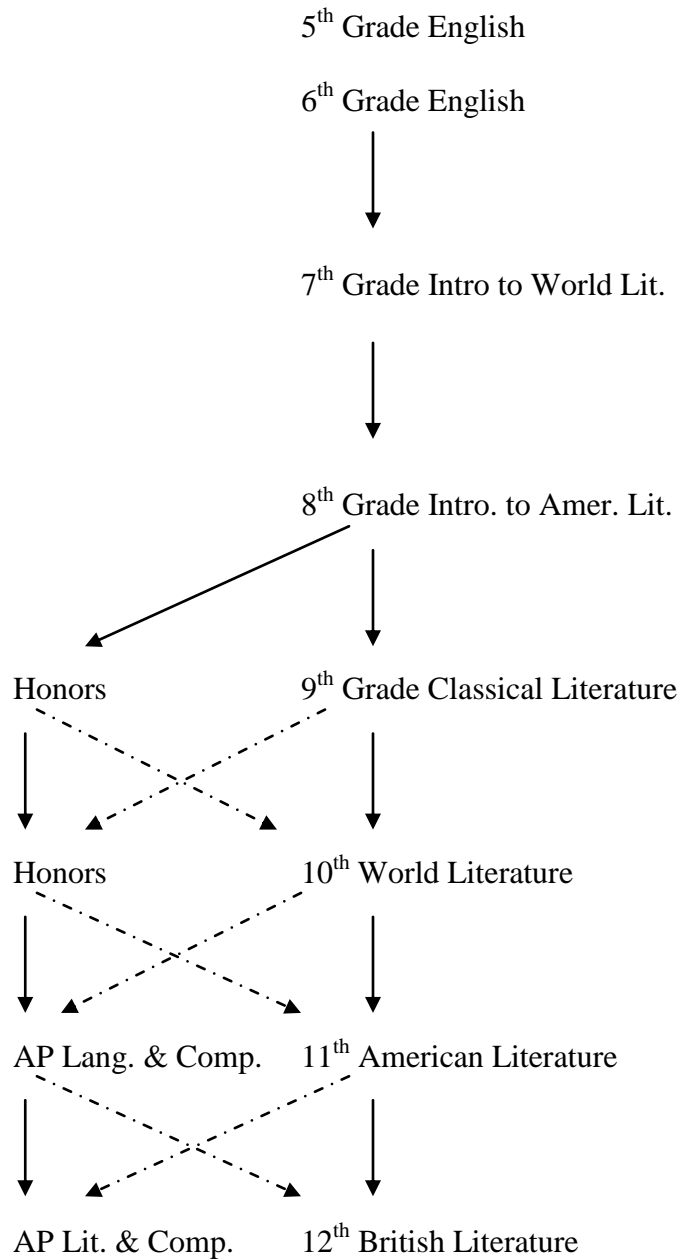
SUPPLEMENTARY AUDIO AND VISUAL PRESENTATIONS

1. World War I: The Complete Story, By CBS News (Five Video Cassettes), 1988, ISBN # 0-7939-5926-8
2. The Great War: Classical and Popular Selections from the Time of World War I, by National Public Radio, ISBN # 7464-60989-2
3. Vintage WWI Propaganda Films, Quality Information Publishers, Three WWI films include a government produced segment of WWI battles, various human interest stories, and comical cartoon drawing, a Cornwall, NY 1915 Celebration, etc.
4. The Great War: The Complete History of World War I (DVD, 1-3) Green Umbrella, Inc., A Koch Entertainment LP Company, 2006
5. Blood and Oil: The Middle East in World War I (The Minutes of History Series), a film by Marty Callaghan, Incom Entertainment Company, 2006, ISBN # 1-59218-042-6
6. The 1916 Experience: Verdun and the Somme, Edited by Thompson, J., Carleton Books Ltd., 2007, ISBN # 978-1-84442-450-4
7. Over There: Songs from America's Wars, Marlborough Singers and Marlborough Chamber Players, 2002, ISBN # 32466-5662-2

8. World War I (DVD, 1&2), Narrated by Branagh, Sir K., Nugus/Martin Productions Ltd., ISBN # 1-87323-00003-7
9. The Great War: An Evocation of Music and Drama Through Recordings Made at the Time, compiled by Pavillion Records Ltd., ISBN # 7-27031-93552-0
10. The Great War, Classical and Popular Selections from the Time of WWI (DVD), National Public Radio, ISBN # 0-7464-60989-2
11. World War I (DVD, Tapes 1-5), CBS, Fox Video Inc. 1988, ISBN # 0-8616-25926-3

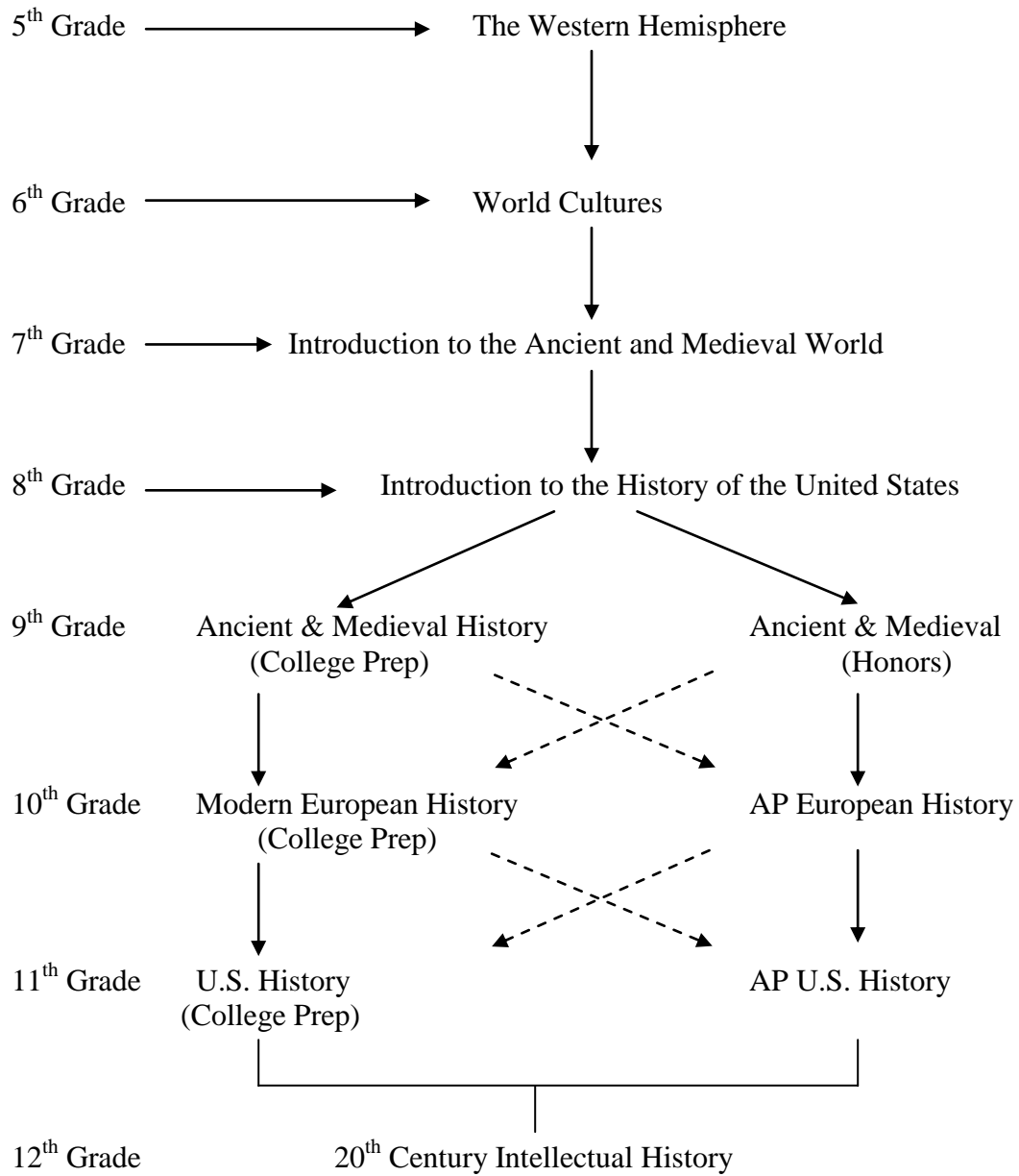
APPENDICES

SAGE RIDGE SCHOOL ENGLISH DEPARTMENT SEQUENCE

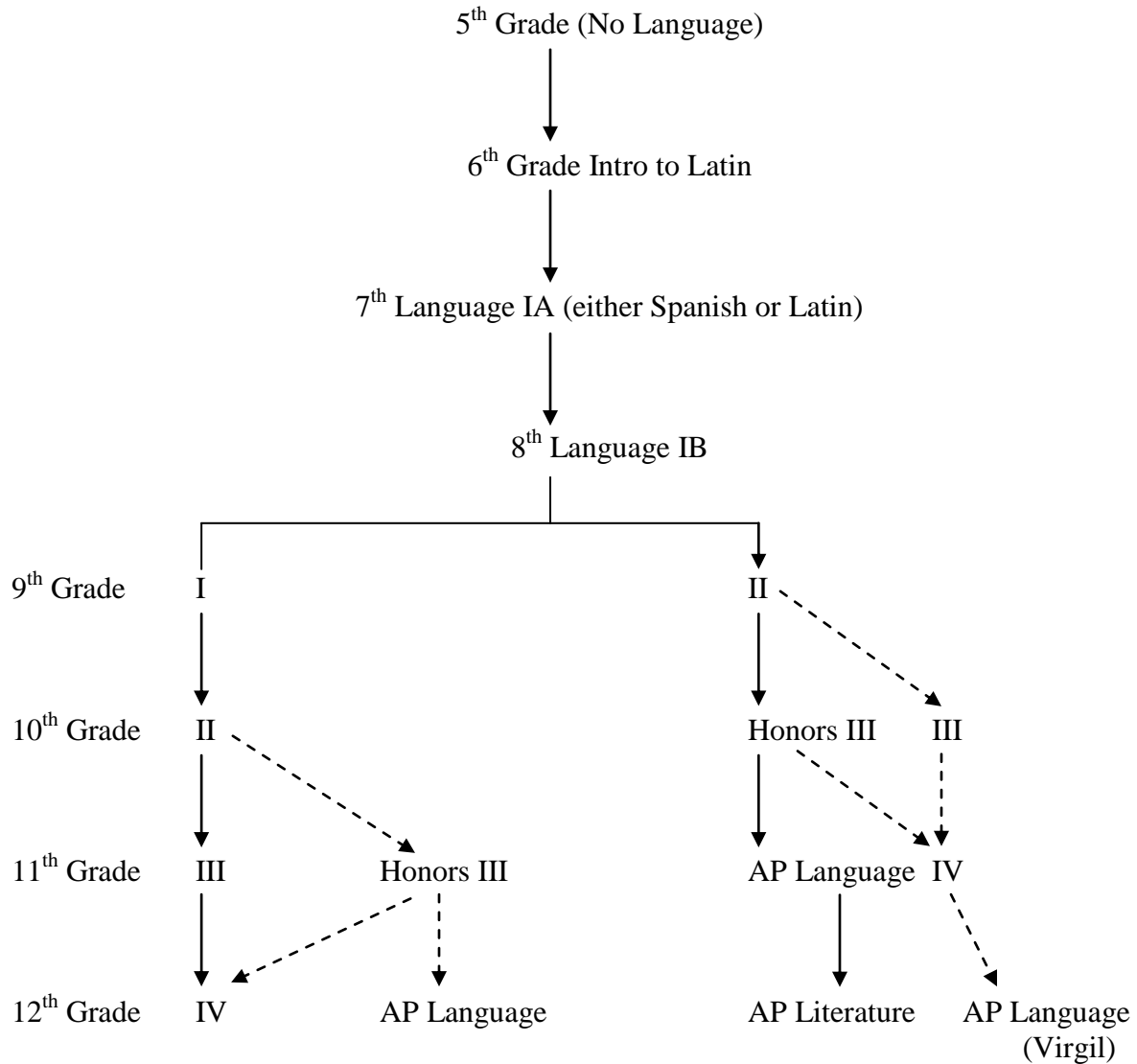


- Note:
- 1) Students who enter Sage Ridge School with weak grammar and writing skills may be placed into a grammar and writing class in addition to their regular English class.
 - 2) The college prep, honors and AP courses are not “tracks” but “levels” that are re-evaluated on an annual basis regarding student placement.

SAGE RIDGE SCHOOL HISTORY DEPARTMENT SEQUENCE



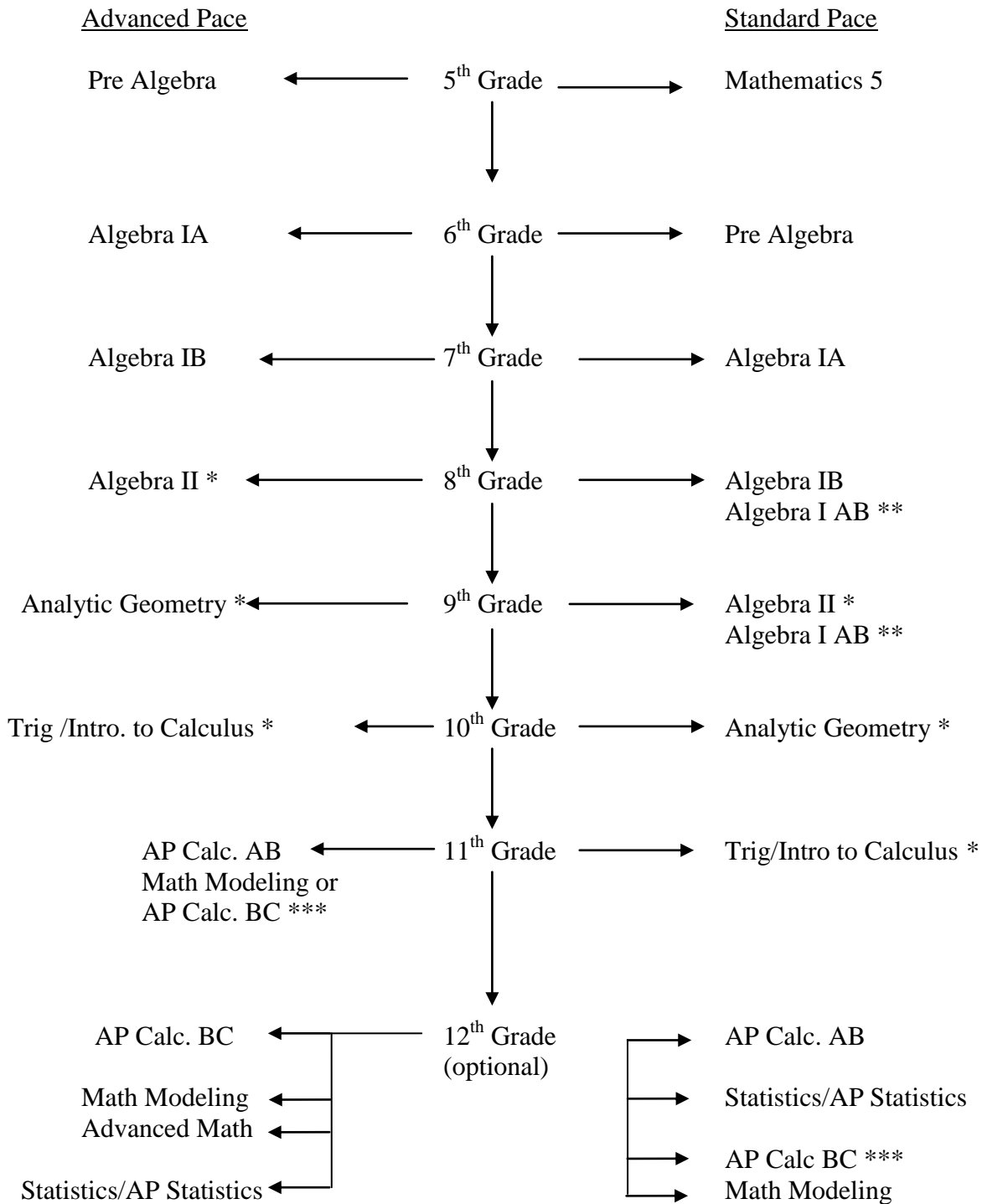
SAGE RIDGE SCHOOL LANGUAGE DEPARTMENT SEQUENCE



- Note:*
1. Students entering Sage Ridge School who wish to be placed in any level above level I must first take Sage Ridge’s “in-house” placement exam. Results will be evaluated to determine proper placement in Sage Ridge’s program.
 2. Students in 9th grade Language I or II who earn less than a C- will be required to repeat the course.
 3. Students entering SRS in grades 8-10 with no language experience are placed in either level one Latin or Spanish.

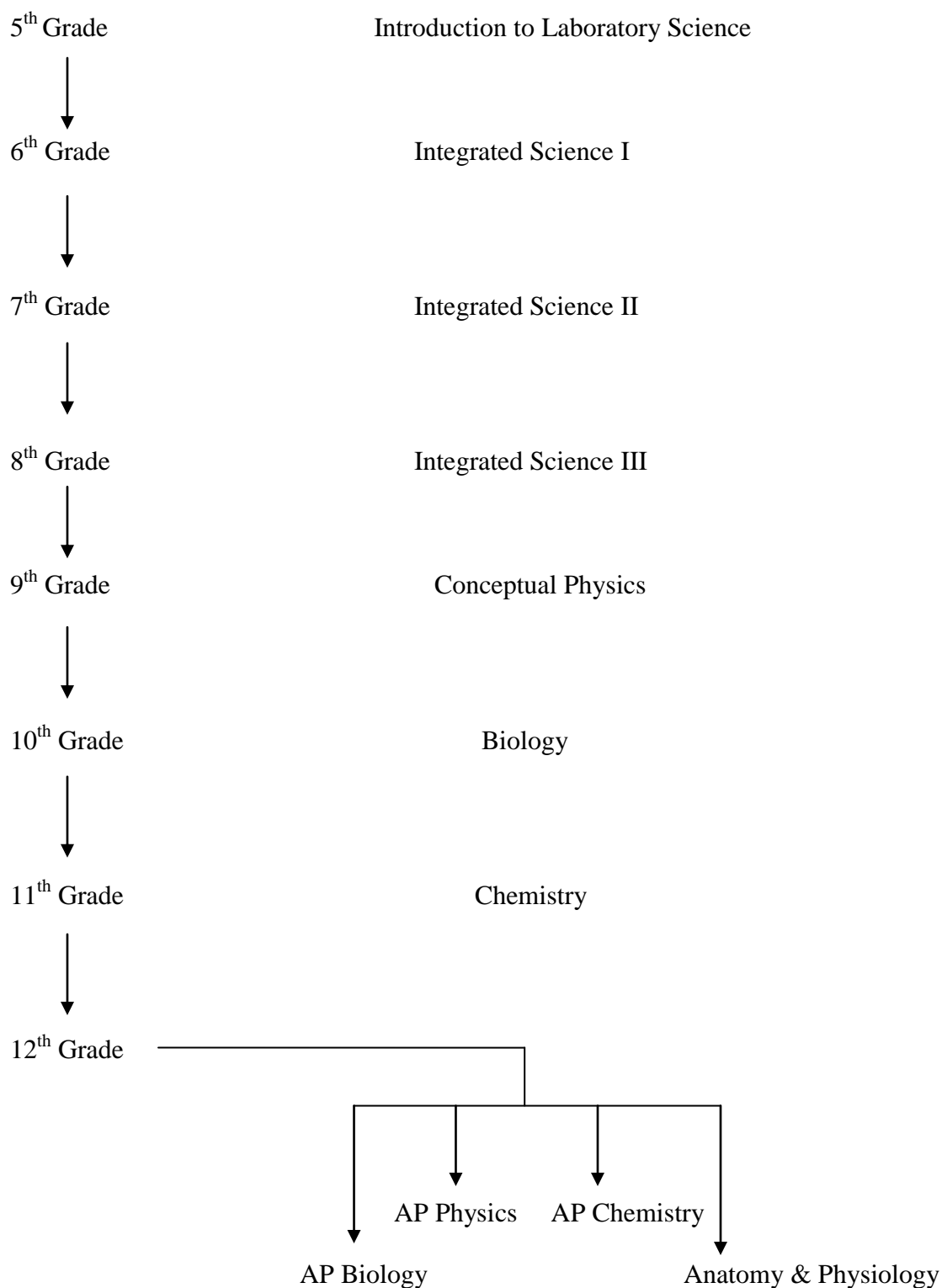
SAGE RIDGE SCHOOL MATH DEPARTMENT SEQUENCE

SAGE RIDGE SCHOOL MATH DEPARTMENT SEQUENCE



- * Honors sections will be available, if possible, based enrollment and scheduling
- ** For students entering SRS in grades 8 or 9 (see course description)
- *** AP Calculus BC without completion of AP Calculus AB is by exception and instructor approval only

SAGE RIDGE SCHOOL SCIENCE DEPARTMENT SEQUENCE



Note: Biology, Chemistry, and Physics are required of all students. Once these requirements have been met, students may take more than one science in any single year. Advanced Placement (AP) courses are recommended after the standard course in that subject. Biology and Chemistry prepare students for the SAT II tests in those subjects and follow the pre-AP curriculum as defined by the College Board.