

**Sage Ridge School**  
*College Preparatory Excellence*

# **Sage Ridge School**

## **(Grades 5 – 12)**

**CURRICULUM GUIDE**  
**2010-2011**



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*Please note information contained within this Curriculum Guide  
may change without notice.*

Sage Ridge School admits qualified students without regard to  
race, religion, national, and/or ethnic origin.

# SAGE RIDGE SCHOOL

## **Mission Statement**

Sage Ridge School is committed to a traditional college preparatory curriculum for a diverse student body.

The pursuit of excellence in academics, the arts, physical endeavor, and ethical behavior is emphasized in an environment nourished by the dynamic relationship between students and teachers. The School fosters self-expression, service, and a sense of community while encouraging students to think critically, communicate clearly, and pursue a lifelong passion for learning.

## **Value Pillars**

- Integrity
- Community
- Courage
- Respect
- Scholarship

## **History and Philosophy**

Sage Ridge School is a coeducational day school providing a quality education for children of families who are supportive of the School's mission. The School was established in the spring of 1996 by a group of concerned parents and educators who decided to create a new educational choice for students of the Truckee Meadows. Later that year, through the efforts of these parents, the School was founded as an independent, non-profit institution with no religious affiliation. The Sage Ridge School Founder. The purpose of these Founders was to create a school that would:

- Challenge students through an integrated, core curriculum
- Generate excitement for learning
- Foster self-discipline while nourishing self-confidence
- Emphasize and incorporate sound ethical and moral values in all that it does
- Encourage a sense of social responsibility
- Serve a diverse student population
- Provide adequate need-based financial assistance for qualified applicants
- Offer a wide range of extra and co-curricular activities
- Require a high standard of conduct
- Prepare students for subsequent academic challenges of the most rigorous nature

Sage Ridge School is governed by a self-perpetuating Board of Trustees. The Board of Trustees is responsible for setting the goals and policies of the School. In addition, it appoints a Headmaster to devise, implement, and monitor day-to-day operational policies and practices to meet these goals, and to provide educational leadership for the School's community. The Headmaster is solely responsible for the evaluation, hiring, and termination of all employees. The current Headmaster, who arrived in July, 2002, is William H. Heim III.

Sage Ridge School is a fully Accredited member of the Pacific Northwest Association of Independent Schools (PNAIS) and an active member of National Association of Independent Schools (NAIS), Independent School Management (ISM), National Association of Secondary School Principals (NASSP), National Association for College Admission Counseling (NACAC), and Western Association for College Admission Counseling (WACAC).

## 2009- 2010 - School Calendar

### July 2009

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Number of Student Days = 0

### August 2009

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 12 - New Teachers Arrive  
 August 17 - Returning Teachers  
 August 21 - New Student Open House-US Overnight  
 August 24 - Book Day  
 August 25 - First Day of School

Number of Student Days = 5

### September 2009

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 3 - Outdoor Ed Parent Meeting  
 September 7 - Labor Day  
 September 14-18 Outdoor Education Week  
 September 23 - Back to School Night  
 September 25-26 - BOT Retreat  
 Number of Student Days = 21

### October 2009

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 26 - Faculty In-service - No Students  
 October 30 - Nevada Day

Number of Student Days = 20

### November 2009

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 26-27-Thanksgiving Break

Number of Student Days = 19

### December 2009

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 14-18 - 1<sup>st</sup> Semester Finals Week  
 December 21- January 1 - Winter Break

Number of Student Days = 14

**Shaded Days = No School**

### January 2010

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 4-15 - Mini Session  
 January 18 - Martin Luther King Jr.'s Birthday

Number of Student Days = 19

### February 2010

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February 15 - Presidents' Day  
 February Break -15<sup>th</sup> - 19<sup>th</sup>

Number of Student Days = 15

### March 2010

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 22 - Faculty In-services - No students

Number of Student Days = 22

### April 2010

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 12-16 - SRS Spring Break

Number of Student Days = 17

### May 2010

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 31-Memorial Day

Number of Student Days = 20

### June 2010

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 7-11  
 2<sup>nd</sup> Semester Finals Week  
 Last Day of Classes - June 11th  
 Graduation - June 12th

Number of Student Days = 9

**Total Number of School Days = 181**

## **The Sage Ridge School Honor Code**

The School has a student Honor Council which has the responsibility of administering the Honor Code. The Honor Code states that:

“Integrity is the first principle of an education at Sage Ridge School. Dedicated to the protection of that integrity, for individuals and well as community, the Honor Code exists to assure full academic and personal honesty. The Sage Ridge community does not tolerate lying, cheating, or stealing, nor does it tolerate defamation of character or the intentional misrepresentation of the school.”

The Honor Pledge, which is included on every quiz, test, and major paper, reads, “I pledge that any work that I do at Sage Ridge School will be my own and I will not give or receive any unauthorized aid.” All students are informed of and required to sign the Honor Code on the second day of class. By signing the Code, students agree to abide by its precepts, both in spirit and action.

## **THE MIDDLE SCHOOL**

### **Mission**

The middle school program is designed to nurture the intellectual, ethical, social, emotional, and physical development of each student as they move from childhood through the beginnings of adolescence. Emphasis is placed on learning skills, organization, and the acquisition of responsible independence as students develop the ability to synthesize, then analyze, and communicate through exposure to a wide variety of experiences and educational methodologies.

### **Acceleration**

Students who have demonstrated through their performance that they are capable of advancing in their course work may be accelerated in mathematics and/or foreign language. This acceleration may occur in any grade. It should be understood, however, that acceleration is only undertaken after a careful review of the student’s ability, past performance, maturity level, and work ethic.

### **Outdoor Education**

The Outdoor Education program at Sage Ridge School occurs during Outdoor Education Week in September and provides educational opportunities for students in environments that extend beyond the formal classroom. All trips balance academics with teambuilding and personal growth. Trips include some aspect of adventure and the concept that each student is embarking on a “journey.” Each course involves some component of physical challenge.

The program is organized and administered by the division heads who work closely with the grade level team leaders to ensure proper alignment both within and across grade levels. Participation is required of all students. Parents are provided with trip information well in advance of the trip dates, and costs for the trips are built into the student activity fee. Middle School trips for the 2009/2010 year are as follows:

5th Grade	Great Basin Camp Galilee, Lake Tahoe Ca
6th Grade	Marin Headlands Institute, near Sausalito, Ca
7th Grade	Point Reyes National Park, Olema Campground, Ca
8th Grade	Yosemite National Park, Ca

## Middle School Sample Student College Preparatory Schedule by Grade

<i>5<sup>th</sup> Grade</i>	<i>6<sup>th</sup> Grade</i>	<i>7<sup>th</sup> Grade</i>	<i>8<sup>th</sup> Grade</i>
Introduction to Literacy Analysis	Reading, Writing, and Thinking	Introduction to World Literature	Introduction to American Literature
Survey of the Americas	Geography and Culture	Introduction to World History and Western Civilization	Introduction to United States History
Mathematics 5	Pre-Algebra	Algebra IA	Algebra IB
Introduction to Lab Science	Integrated Science I	Integrated Science II	Integrated Science III
No Language	Introduction to Latin	Latin IA/Spanish IA	Latin IB/Spanish IB
Music 5	Visual Arts 6/Music 6	Music 7/ Theatre 7	Theatre 8/Visual Arts 8
Physical Education 5	Physical Education 6	Physical Education 7	Physical Education 8

(s) denotes semester course

### Summer Reading, Summer of 2009

Summer reading is an essential part of the School's focus on developing cultural literacy and an appreciation for outstanding literature.

#### Rising 5th Grade

DeCamillo, Kate, *The Tale of Despereaux*

#### Rising 6th Grade

L'Engle, Madeleine, *A Wrinkle in Time*

#### Rising 7th Grade

Intro. to World Literature

Frank, Anne, *The Diary of a Young Girl*

Intro. to World History

Bradford, Ernle, *Thermopylae*

#### Rising 8th Grade

Introduction to American Literature

Bradbury, Ray, *Fahrenheit 451*

Introduction to American History

Shaara, Michael, *Killer Angels*

## THE UPPER SCHOOL

### Mission

The Upper School endeavors to create a world-class educational environment in which students are challenged intellectually and always encouraged to evaluate their current limits in light of past and present learning. Central to this endeavor is the belief that a classical liberal arts education is the best preparation for admission to selective colleges/universities and for life.

### Acceleration

Students who have demonstrated through their performance and work ethic that they are capable of advancing in their course work may be accelerated in mathematics and/or foreign language. This acceleration usually occurs in the 8<sup>th</sup>, and sometimes, the 9<sup>th</sup> grade, although there are certainly times when it may be appropriate in grades other than these. It should be understood, however, that acceleration is only undertaken after careful review of the student's ability, past performance, maturity level, work ethic, and, in the case of new students, standardized test scores.

### Course Levels

There are three levels of courses in the Upper School: College Preparatory, Honors, and Advanced Placement. Placement into honors and advanced placement courses only occurs after a careful review of student grades, standardized test scores, teacher recommendations, the student's work ethic, and ability to manage an enhanced workload. In addition, it should be noted that the course levels carry with them differing levels of homework requirements, both in terms of time and difficulty.

### Sample Student College Preparatory Schedule by Grade

<i>9<sup>th</sup> Grade</i>	<i>10<sup>th</sup> Grade</i>	<i>11<sup>th</sup> Grade</i>	<i>12<sup>th</sup> Grade</i>
Classical Literature	World Literature	American Literature	British Literature
Ancient & Medieval History	Modern European History	United States History	Senior Seminar: 20 <sup>th</sup> Century Intellectual History
Algebra II	Analytic Geometry	Trigonometry and Introduction to Calculus	Elective
Conceptual Physics	Biology	Chemistry	Elective
Spanish/Latin (I or II)	Spanish/Latin (II or III)	Spanish/Latin (III or IV)	Elective
Public Speaking Choral/Music	Art History (s) History of Classical Theater (s) or Music (s)	Elective	Elective

(s) denotes semester course

### Graduation Requirements

Students must earn a minimum of 24 credits (includes four mini-semesters) in the Upper School and achieve a grade point average (GPA) of 2.00 on a four point scale in order to be eligible for a Sage Ridge diploma. Note: Students who enter SRS in the 10<sup>th</sup> or 11<sup>th</sup> grade have their mini-semester requirement adjusted accordingly.

## **22 Core Academic Credit Distribution**

English	4.5
History	4.0
Science	3.0
Mathematics	3.0
Foreign Language	3.0
Fine Arts	1.5
Elective coursework	3.0

## **1 Mini-Semester Credit Distribution**

9th grade mini-semester	0.25
10th grade mini-semester	0.25
11th grade mini-semester	0.25
12th grade min-semester	0.25
Outdoor Education	

## **1 Senior Project Credit Distribution**

Senior Essay	0.5
Senior Internship	0.5

## **Non-Academic Graduation Requirements**

45 Hours of Community Service

10th grade	15 hrs.
11th grade	15 hrs.
12th grade	15 hrs.

Six (6) Extra Curricular Credits (ECC)

## **Requirements**

American Literature, British Literature,  
Public Speaking  
United States and Senior Seminar  
Biology, Chemistry, Physics (conceptual or mathematics-  
based)  
Mathematics through Trigonometry/Calculus and/or Three  
(3) years in US  
Three (3) years in US or through AP-level in one  
Foreign language  
Art History and History of Music or History of  
Theatre, Choral Music  
To be chosen from the above academic areas

## **Requirements**

Two mini-semester courses  
Two mini-semester courses  
Two mini-semester courses  
Two mini-semester courses  
Annual Participation Required

Passing Grade: "D" is the Minimum Passing Grade  
(C- for Class of 2012)  
Passing Grade: "Low Pass" on a "High Pass,  
Pass, Low Pass, Fail" scale

## **General Requirements**

Approval of CS Director for all hours.

Seven (7) hours may be completed in the summer from the  
July 01 preceding the grade level in question.

Seniors must complete all hours by June 01; other students  
must complete at least eight (8) hours by the end of the  
academic year. If more than seven (7) hours remain to be  
completed at the end of the Academic year, their number  
will be doubled and students will have until June 30th to  
complete them.

One (1) ECC is equivalent to one (1) sport season, theatre  
production or a semester of Madrigal Choir. Of the twelve  
(12) possible seasons students must participate in six (6).  
Two (2) seasons of the six (6) can be satisfied by  
meaningful participation outside SRS with approval from  
the AD or Arts Area Subject Chair.

While these minimum requirements are designed to prepare all students for a selective college/university environment, most students will complete a course of study in excess of that described above. Newly admitted students may be eligible for Sage Ridge course credit after transcript review by the Upper School Head. *Note: Credit is not generally awarded for correspondence courses and only under special circumstances and prior approval by the Upper School Head for courses taken during the summer.*

## **Honors and High Honors Diplomas**

Students may graduate with Honors or High Honors if they have satisfactorily completed the following requirements:

### **Honors Diploma**

#### **25 Minimum Total Credits**

- Successful completion of the Sage Ridge College Preparatory Diploma
- Successful completion of 25 credits, including mini-sessions (Class of '13)
- An un-weighted GPA of 3.35(Class of '13)
- No semester grade of D or F in the 11<sup>th</sup> or 12<sup>th</sup> grades
- 50 hours of community service in each of the 11<sup>th</sup> and 12<sup>th</sup> grades – 25% during school year (Class of '13)
- Completion of three AP courses, total of 11 points, 1 required as a Junior
- Successful completion of four levels of mathematics in the Upper School, out of 15 at least one taken as Junior
- Two seasons of participation in Sage Ridge's drama, music, and/or athletic programs in each of the 11<sup>th</sup> and 12<sup>th</sup> grades
- A grade of not less than B on the senior essay
- A grade of not less than 'High pass' on the senior internship

### **High Honors Diploma**

- Successful completion of the Sage Ridge College Preparatory Diploma
- Successful completion of 26 credits, including mini-sessions (Class of '13)
- An un-weighted GPA of 3.75 (Class of '13)
- No semester grade of D or F in the 11<sup>th</sup> or 12<sup>th</sup> grades
- 80 hours of community service in each of the 11<sup>th</sup> and 12<sup>th</sup> grades – 25% during school year (Class of '13)
- Completion of six AP courses, total of 21 points, 2 required as a Junior
- Successful completion of AP level of mathematics in the Upper School
- Successful completion of four levels (or AP level) of a foreign language
- Two seasons of participation in Sage Ridge's drama, music, and/or athletic programs in each of the 11<sup>th</sup> and 12<sup>th</sup> grades
- A grade of not less than B+ on the senior essay
- A grade of not less than 'high pass' on the senior internship
- Completion of at least one AP course in either history or English
- Completion of at least one AP course in science

## **Summer Reading**

Summer reading is an essential part of the School's focus on developing cultural literacy and an appreciation for outstanding literature. In preparation for the 2009-2010 school year, the following selections were required:

### **Rising 9th Grade**

Ancient and Medieval Literature

Transl. N.K. Sandars (Penguin), *The Epic of Gilgamesh*,

Ancient and Medieval History

Herodotus, *Histories (Books I, VI, VII)*

### **Rising 10th Grade**

World Literature - Honors

Dostoevsky, Fyodor, *Crime and Punishment* (unabridged)

World Literature - College Preparatory

Gaarder, Jostein, *Sophie's World*

Modern European History (Honors and College Preparatory)

Milton, Giles, *Nathaniel's Nutmeg*

### Rising 11th Grade

American Literature - AP

Morrison, Toni, *Beloved*

American Literature - College Preparatory

West, Nathanael, *Day of the Locust*

U. S. History

Michener, James, *Chesapeake* (College preparatory: pp. 1-364; AP, entire work)

### Rising 12th Grade

British Literature - AP

Woolf, Virginia, *To the Lighthouse*

British Literature - College Preparatory

Fforde, Jasper, *The Eyre Affair: A Thursday Next Novel*

Senior Seminar

Achebe, Chinua, *Things Fall Apart*

## **Outdoor Education**

The Outdoor Education program at Sage Ridge School provides educational opportunities for students in environments that extend beyond the formal classroom. All trips balance academics with teambuilding and personal growth. Trips include some aspect of adventure and the concept that each student is embarking on a "journey." Most of the experiences also involve some component of physical challenge.

The program is organized and administered by the Outdoor Education Coordinator who works closely with the Upper School Head to ensure proper alignment, both within and across grade levels. Student participation is required. Parents are provided with trip information in a timely fashion, and costs for the trips are built into the student activity fee. Trips for the 2008/09 year are as follows:

9th Grade Leavitt Meadows (Naturalists at Large), South of Bridgeport, Ca

10th Grade Pinnacles National Monument, Soledad, Ca

11th Grade Point Reyes National Seashore (Sea Trek)

12th Grade Oregon Shakespeare Festival, Ashland, Or

## **Research Papers**

Research across the curriculum is an essential part of the education of Sage Ridge students. At a minimum, research papers are assigned as follows:

9 <sup>th</sup> Grade -	all history classes	5-7 pages
10 <sup>th</sup> Grade -	all history classes	8-10 pages
11 <sup>th</sup> Grade -	all English classes	10-12 pages
12 <sup>th</sup> Grade -	Senior Essay	20+ pages

### **Mini-Session Courses**

Mini-session courses, conducted over a two-week period between the first and second semester, enrich students' academic experience beyond the core curriculum. Students take two courses, one three-hour class in the morning and one three-hour class in the afternoon. Courses are graded, worth one-eighth of a credit and computed into the student's GPA. A sampling of courses from past years is shown below:

*Global Issues*

*Dragons in Myth and Legend*

*The Brain and How We Learn*

*Creative Writing in Poetry*

*Creative Computing with Microsoft Word*

*The Nature of Science-Fiction*

*Art as Culture*

*Apoptosis: Programmed Cell Suicide*

*Calculus: History and Application*

*Chile: A Nation Divided*

*Clay as Art*

*Comparative Mythology*

*Shakespearean Comedy*

*Symbolic Logic*

*The World between WWI and WWII*

*Mathematica*

*The American Presidency*

*Contemporary Environmental Issues*

*Economics*

*Emerging Infectious Diseases*

*Feminist Theory and Film*

*Film Noir and Philosophy*

*Forensics*

*Fundamentals of Debate*

*History of the 60s*

*Latin American Culture and Dance*

*Modern Physics in Philosophy*

*Novels of Jane Austen*

*Poetry Forms in Anglo/American Traditions*

*Gender & Sexuality*

*Aviation/Aeronautics*

*Intro. to Foreign Affairs*

*Forensics*

*Intro. To Archaeology*

### **Senior Essay**

The Senior Essay (SE) is defined as an in-depth study of a limited topic within a subject area offered at the School. The purpose of the Essay is to provide all students with a culminating independent research experience. Emphasis is placed on the process of engaging in a personal academic endeavor, on the communication of ideas in a logical and coherent manner, and on the effective presentation of information. The SE is assigned a value of ½ credit and computed into the student's GPA in the second semester of the senior year. The SE is due to the student's thesis advisor by May 1 of the student's senior year. Previous Essay topics have included:

- Intellectual Freedom: The Impossibility of an Ideal Democracy
- The Kyoto Accords
- How Stanley Kubrick's Dr. Strangelove Illuminated the Atomic Age
- Modern Don Quixote Screenplay
- Creationism v. Evolution
- Free Market Economics and the Iraqi Insurgency
- Rebirth of Notre Dame Football under Head Coach Charlie Weis
- The Body Rockers: What Happened to Androgynous Punk Rock?
- Global Warming
- The Evolution of Mexican Cinema: Causes of Decline and Contributions to Reestablishment
- Black Carbon: Snow and Glacial Melting in the Bolivian Andes
- A Feminist Defense of Chaucer's Wife of Bath
- Viruses: Benefits and Dangers to Society
- Jewish Artists and the Evolution of American Theatre

- Magic and Religion in Harry Potter

### **Senior Internship**

The genesis of Sage Ridge’s Senior Internship lies in the School’s belief that one of its primary responsibilities is to assist students in the life transition from a somewhat sheltered secondary environment to that of the real world of work. Sage Ridge believes that doing well in higher education, and in life in general, does not depend solely on the amount of knowledge students have acquired but also on whether or not they have learned how to intelligently process information, efficiently manage their time, and work constructively toward both individual and group goals. Finally, the Senior Internship acquaints students with the increased freedom and responsibility of life outside of the Sage Ridge campus. Examples of past Internship sites have included:

- Alpha Analytical
- Atlantis Casino and Resort, Marketing Department
- Bible, Hoy and Trachok
- Brüka Theatre
- Carlin Williams Architecture
- Catholic Community Services of Northern Nevada
- Flinch Design and Communications
- HomeGate Realty
- Jeff Ross Photography
- KTVN Channel 2 News
- Learning Resource Center: UNR
- Nevada Hispanic Services
- Norman Stevens, Inc.
- Photography by Bret Hofmann
- Piper’s Opera House
- Spicer Photography

### **Independent Study**

Students who wish to engage in independent study must have completed the sequence of courses in a particular subject area or have an unusually strong interest and aptitude in a particular field outside the published curriculum. Interested students should first consult with a sponsoring teacher. Final decisions are made by the Upper School Head.

### **Independent Research**

The purpose of the independent research option is to provide an opportunity for able juniors and seniors to pursue academic research for credit. This is distinct from the Senior Essay. Although such an endeavor is traditionally linked to the fields of science, mathematics, and/or history, students may also develop, for example, a portfolio of art or write a musical composition. All independent research must have a written and oral component. Throughout the project, students work closely with their advisor who is responsible for evaluating the finished product.

### **Community Service**

In addition to school-wide community service projects, Upper School students have both collective and individual responsibilities with regard to community service. A discussion of these responsibilities follows:

#### **10-12th Grades**

Students are required to complete a minimum of 15 hours (for each grade) of community service in order to graduate from Sage Ridge School. Information about what constitutes community service, and how to complete the necessary forms is given to all students at the beginning of the school year. Students wishing to graduate with honors must complete 35 hours of community service in grades 11 and 12, for high honors 50 hours is required in grades 11 and 12 (requirement is for each grade).

A list of organizations accepting student volunteers is available from the Community Service Coordinator. Each student is encouraged to begin contacting potential agencies early in the school year and to prepare a plan to complete the number of hours required by the end of the year.

### **College Counseling**

Sage Ridge School is committed to helping families conduct authentic college searches aimed at finding an appropriate academic and social “fit” for each individual student. While searches must be essentially student-driven, the Director of College Counseling (DCC) is responsible for providing the advice, support, and information necessary to clarify the process of successfully identifying, researching, and applying to colleges. The DCC also strives to promote an understanding of our school and students as SRS’s liaison with college admission offices, as well as keep our community abreast of important admissions trends and procedures.



# **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.” While studying the major events, significant cultures, and the important ideas of these cultures, students are asked to re-examine the world from different perspectives. Students examine the growth and decline of civilization in North, South and Central America. The themes of movement, adaptation, diversity, change, and conflict are cornerstones of these studies. In addition, students are asked to recognize and identify the “American ideals” of equality and democracy that exist in the United States today and explore their roots in the colonization of this country. Finally, students are taught to use primary sources to support their arguments and ideas.

### **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 culture to the current global stage. Students use the World Wide Web to develop connections with students in other countries and continents.

### **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 AND WESTERN CIVILIZATION (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 classical Greece and proceeds through the late middle ages. Topics studied include, but are not limited to, ancient Greece, ancient Rome, The Middle Ages, and the Renaissance following the fall of Constantinople in 15<sup>th</sup> century. Non western civilizations (China, Japan, and India) are touched upon but not treated in depth.

### **TEXT**

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

### **SUPPLEMENTAL TEXTS/READINGS**

Scott, Sir Walter, *Ivanhoe* – Summer Reading

The Odyssey – Selections from Homer

Antigone – Sophocles

The Allegory of the Cave – Plato

The Apology of Socrates – Plato

Ovid's Metamorphoses

Beowulf – The Fight With Grendel

Dante's Divine Comedy

Manifesto of Catherine the Great

## **INTRODUCTION TO UNITED STATES HISTORY (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**

*Creating America – A History of the United States*, (2006) McDougal Littell Inc. For the David

### **SUPPLEMENTAL TEXTS/READINGS**

Shaara, Michael, *The Killer Angels* – Summer Reading

E. Shi and Holly A. Mayer., *Record: a documentary history of America from contact to Reconstruction*, 3<sup>rd</sup> Ed

## **ANCIENT & MEDIEVAL HISTORY (GRADE 9)**

### **COURSE DESCRIPTION**

This class examines the contributions made by previous civilizations to the development of the modern world. Special attention is given to similarities and differences between these cultures and the important intellectual, political, religious, and social advancements of the ancient and medieval world. The areas studied include Mesopotamia, Egypt, Greece, Rome, China, Japan, India, Southeast Asia, and Europe. In addition, students have the opportunity to read primary sources to explore a variety of cultural themes such as the following: the history of ideas, including the development of Greek philosophy, the rise of Islam, Buddhism, Confucianism, and Taoism, the development of political and social institutions such as democracies, representative governments, and socio-economic class systems. The year finishes with the study of the rise of Christianity, the development of feudalism, and the crisis of the medieval ages. Additionally, students learn how to analyze primary documents, evaluate alternative interpretations, develop coherent arguments, and write clearly and effectively.

### **TEXT**

McKay, Hill, Buckler, Ebrey, and Beck. *A History of World Societies*. Houghton Mifflin Co., New York New York, 2007.

### **SUPPLEMENTAL TEXTS/READINGS**

W.H. D. Rouse. *The Great Dialogues of Plato*. Signet classic.

Hoff. *The Tao of Pooh*. Viking Press, 1983.

Overfield. *The Human Record: Sources of Global History*, Vol. 1 to 1700. Houghton Mifflin. 2005

Confucius' *Analects*, *Ab Urbe Condita*, *Juvenal Satire III*, *Horace's Odes*.

This course will also be using sources from *The Perseus Project* located online at Tufts University, and the *Internet History Sourcebooks Project* located at Fordham University.

## **HONORS ANCIENT & MEDIEVAL HISTORY (GRADE 9)**

### **COURSE DESCRIPTION**

Honor students are expected to additional reading and writing assignments. The honors section provides enhanced opportunities to read primary sources and develop thesis-driven essays.

### **TEXT**

McKay, Hill, Buckler, Ebrey, and Beck. *A History of World Societies*. Houghton Mifflin Co., New York New York, 2007.

### **SUPPLEMENTAL TEXTS/READINGS**

*The Song of Roland*, (Penguin Classics). Translator, Glyn S. Burgess. Penguin, 1990.

W.H. D. Rouse. *The Great Dialogues of Plato*. Signet classic.

Hoff. *The Tao of Pooh*. Viking Press, 1983.

Overfield. *The Human Record: Sources of Global History*, Vol. 1 to 1700. Houghton Mifflin. 2005

Tao Te Ching, Confucius' Analects, selected speeches of Demosthenes and Lysias, Plutarch's Lives, Livy's *Ab Urbe Condita*, Tacitus' *Annals*, Juvenal *Satire III*, Horace's Odes, and Virgil *Eclogue I*.

This course will also be using sources from *The Perseus Project* located online at Tufts University, and the *Internet History Sourcebooks Project* located at Fordham University.

**PREREQUISITE**

A minimum 2<sup>nd</sup> semester grade of A- in SRS 8<sup>th</sup> grade history. New Student to SRS: A minimum score above the 65<sup>th</sup> percentile on the SRS admissions test and submission of a writing sample.

**MODERN EUROPEAN HISTORY (GRADE 10)**

**COURSE DESCRIPTION**

Students in modern European history examine the history of Europe from 1400-1950. Throughout this time span students study the ways in which Europeans transformed not only their physical, political, and cultural environments, but also their perceptions about the world around them. Materials and supplementary literature include but are not limited to a variety of primary sources including letters, maps, art, and music. Students are expected to participate in seminar-like discussions, write narrative and analytical essays, and continue building on their document analysis skills.

**TEXT**

McKay, John A *History of Western Society* 8<sup>th</sup> Ed. AP Version (0-61852273-5)

**SUPPLEMENTAL TEXTS/READINGS**

Milton, Giles. Nathaniel's Nutmeg. (0140292608) Summer Reading

Remarque, Erich Maria, *All Quiet on the Western Front* (World War I) (0449213943)

Heilbroner, Robert L., *The Worldly Philosophers* (Economic Thinkers) (068486214X)

Wiesner, *Discovering the Western Past: look at the Evidence* 5<sup>th</sup> Edition Volume II since a 1500 (0-684-86214-X)

**AP MODERN EUROPEAN HISTORY (GRADE 10)**

**COURSE DESCRIPTION**

The purpose of this course is to prepare students for the Advanced Placement Modern 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 draw connections between the past and present and analyze different historical periods. They collect, organize, and analyze historical material from a variety of sources. They also write narrative and analytical essays, as well as an historical research paper. Students are required to apply ideas to different historical periods and contemporary society and politics.

**TEXT**

McKay, John A *History of Western Society* 8<sup>th</sup> Ed. AP Version (0-61852273-5)

Perry, Marvin & al. *Sources of the Western Tradition*, Volume 2

**SUPPLEMENTAL TEXTS/READINGS**

Birdsall, Vialt. *Modern European History*

Corbin, Alain. Trans. Arthur Goldhammer. *Village of Cannibals*

Davis, Natalie Zemon. *The Return o Martin Guerre*.

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

Heilbroner, Robert L., *The Worldly Philosophers* (Economic Thinkers) (068486214X)

Marx, Karl & Engels, Friedrich. *The Communist Manifesto*.

Milton, Giles. Nathaniel's Nutmeg. (0140292608) Summer Reading

Tolstoi, Lev. *Hadji Murad*

**PREREQUISITE**

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

## **UNITED STATES HISTORY (GRADE 11)**

### **COURSE DESCRIPTION**

In United States History students 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 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 is given special emphasis.

### **TEXT**

Boyer, The Enduring Vision: A History of the American People, Concise 5<sup>th</sup> e, ©2005

### **SUPPLEMENTAL TEXTS/READINGS**

Brown, Dee, Bury My Heart at Wounded Knee, Henry Holt and Company, 2001. 0805066691

Davidson & Lytle, After the Fact: the Art of Historical Detection, McGraw Hill 1999. 0072294264

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

156584268

## **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.

### **TEXT**

Boyer, The Enduring Vision: A History of the American People, 5<sup>th</sup>, ©2004 5<sup>th</sup> edition, Volumes I and II

### **SUPPLEMENTAL TEXTS/READINGS**

Davidson & Lytle, After the Fact: the Art of Historical Detection, McGraw Hill 2005. 0072294264

Ellis, Joseph, Founding Brothers

Meltzer, Tom and Hofheimer Bennett, Jean, The Princeton Review's Cracking the AP U. S. History Exam, 2006-2007 Edition

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

Wheeler and Becker, Discovering the American Past: A look at the Evidence, 6<sup>th</sup> edition, Volumes 1 and II

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

2003. 156584268

### **PREREQUISITE**

A minimum 2<sup>nd</sup> 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**

### **ELECTIVE**

#### **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, ISBN:0-618-56244-3

#### **SUPPLEMENTAL TEXTS/READINGS**

Bose, Meena and DiIulio, John J. Jr., Classical Ideas and Current Issues in American Government, Houghton Mifflin 2007. ISBN: 0-618-45644-9

Serow, Ann and Everett Ladd, The Lanahan Readings in The American Polity, 4<sup>th</sup> Edition, 2007. ISBN: 1-930398-09-3  
Fast Track to a 5: for AP U.S. Government

#### **PREREQUISITE**

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

## **World War I: The Genesis and Legacy (one Semester Elective)**

### **ELECTIVE**

#### **COURSE DESCRIPTION**

The purpose of this course is to examine the causes, process, and legacy of the First World War. Special emphasis is placed upon the following: Europe in the first decade of the 20<sup>th</sup> century, the chain of events in the summer of 1914 that led to the start of war in August, the shifting political and military fortunes of the various combatants and the issue of the peace - the war guilt clause, the colonial fallout, the Russian "situation," the demise of the Ottoman Empire and formation of the "modern" middle east.

Note: The role of the United States is considered only to the extent that it impacts a) the military situation in the crucial summer and fall of 1918, and b) the making of peace from January through June of 1919. From time to time, American observations of the European scene are introduced. Most major assessments are of the take home variety.

#### **TEXTS**

*World War I: A Short History*, by Michael Lyons. Prentice Hall, 2<sup>nd</sup> Edition, 2000, ISBN #0-13-020551-6

#### **SUPPLEMENTAL READING/AUDIO/VISUAL**

(Please see pages 47-49)

## **ENGLISH**

### **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 1<sup>st</sup> and 3<sup>rd</sup> 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-Exupery, 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*  
Hurston, 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> semester of 8<sup>th</sup> grade English, Verbal reasoning and vocabulary scores above the 65<sup>th</sup> 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, René, *Discourse on Method*, trans. Donald Cress  
Dostoevsky, Fyodor, *Notes from Underground*, trans. Larissa Volokhonsky  
Hacker, Diane. *A Pocket Style Manual*, 5<sup>th</sup> 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*, 6<sup>th</sup> edition, 2003

#### **SUPPLEMENTAL TEXTS/READINGS**

Supplemental readings are provided by the instructor.

#### **PREREQUISITE**

A 2<sup>nd</sup> semester grade of B or better in Honors Classical Literature or a 2<sup>nd</sup> 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 65<sup>th</sup> 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 10<sup>th</sup> 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*, 6<sup>th</sup> ed.  
Ellison, Ralph, *Invisible Man*  
Faulkner, William, *As I Lay Dying*  
Fitzgerald, F. Scott, *The Great Gatsby*  
Hacker, Diane. *A Pocket Style Manual*, 5<sup>th</sup> ed.  
Hawthorne, Nathaniel, *The Scarlet Letter*  
*MLA Handbook*, 6<sup>th</sup> 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 10<sup>th</sup> 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 2<sup>nd</sup> 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*, 6<sup>th</sup> edition, 2003

Williams, Joseph, *Style: Ten Lessons in Clarity and Grace*

#### **SUPPLEMENTAL TEXTS/READINGS**

Supplemental reading will be provided by the instructor.

#### **PREREQUISITE**

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

## **PUBLIC SPEAKING**

### **COURSE DESCRIPTION**

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. Guided by Mr. Randy Fujishin's text *The Natural Speaker*, the class begins with improvisational speaking and progresses to informative and persuasive speaking. The class utilizes the internet as a research and teaching tool and includes a biography unit on great American speakers. The class culminates with the SRS tradition of student speeches at the Upper School Town Meeting.

### **TEXT**

Fujishin, Randy, *The Natural Speaker*, 6<sup>th</sup> 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 focuses on the relationship between classical antiquity and today's world, examining such topics as mythology, Roman history and culture, the Latin language, and the Greek alphabet. In addition, students acquire a fundamental grasp of phonetics and the evolution of the Indo-European language family, of which Latin, Greek, and English are distantly related members. Students gain a rudimentary knowledge of the 2,600 year-old Latin language, not only through reading and writing but also through spoken communication. 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**

Bell, Barbara. *Minimus: Starting Out in Latin*. Cambridge, 1999.

## **LATIN IA (GRADE 7)**

### **COURSE DESCRIPTION**

This course prepares students to read, comprehend, 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, such as verb conjugations, prepositions, and the noun case system. Along the way, students also learn about Roman history and institutions.

### **TEXTS**

Balme, Maurice and James Morwood. *Oxford Latin Course: Part I. 2<sup>nd</sup> Edition*. Oxford University Press, 1996.  
Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Bolchazy-Carducci Publishers, 2006.

## **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 additional noun and verb forms not treated in Latin 1A and uses of the ablative case without a preposition. Along the way, students also learn about Roman history and institutions.

#### **TEXTS**

Balme, Maurice and James Morwood. *Oxford Latin Course: Part II. 2<sup>nd</sup> Edition*. Oxford University Press, 1996.  
Andresian, Anna. *Looking at Latin: A Grammar for Pre-College*. Bolchazy-Carducci Publishers, 2006.

#### **PREREQUISITE**

A minimum grade of C in Latin IA.

### **LATIN I**

#### **COURSE DESCRIPTION**

This course introduces students to the achievements of the classical world through the study of Latin. 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 introductory 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. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

#### **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

read Virgil, Cicero, Pliny, Catullus, and Horace. 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 cannon 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 2<sup>nd</sup> 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**

(To be announced)

### **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 2<sup>nd</sup> semester grade of B or better in Honors Latin III or A- in Latin III.

## **SPANISH IA (GRADE 7)**

### **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, adjective agreement and, pluralizing nouns and demonstrative adjectives. 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**

*Paso a Paso IA* 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*

## **SPANISH IB (GRADE 8)**

### **COURSE DESCRIPTION**

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 t.v. 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 2<sup>nd</sup> semester grade of C in Spanish IA.

## **SPANISH I**

### **COURSE DESCRIPTION**

In this course students learn to spell and count, describe themselves, talk about their likes and dislikes and tell time. In addition, students discuss, write, read and listen about topics such as, daily school life, hobbies, food, family and clothing. Specific grammar points that are covered include conjugating verbs in the present, adjective agreement and, pluralizing nouns and demonstrative adjectives. Though students may ask questions in English when needed, they are expected to speak Spanish in class as much as possible.

### **TEXTS**

*Paso a Paso I* 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*

## **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 and subjunctive moods while they expand their vocabulary through short reading and writing assignments. Speaking is emphasized through task-based activities and class discussions. Students explore Spanish culture through video and magazine materials in Spanish as well as through discussions about their own observations of where Spanish culture exists in their everyday lives. Students are expected to speak primarily in Spanish.

#### **TEXTS**

*Paso a Paso 2* (Prentice Hall)

*Paso a Paso2 workbook* (Prentice Hall)

*Paso a Paso 2 WAVA* (Prentice Hall)

#### **PREREQUISITE**

A minimum 2<sup>nd</sup> 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 read Spanish articles, short stories, and essays which will 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)

### **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 and debates 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 2<sup>nd</sup> semester grade of B+ in Spanish II.

### **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 2<sup>nd</sup> 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 expand their vocabulary while practicing AP formats using *Triangulos*, a text that provides specific practice for each of the 5 sections of the AP exam: Listening Comprehension, Vocabulary and Sentence Structure, Reading Comprehension, Free Response in Writing, and Free Response in Speaking. In addition, students are introduced to various authors from Mexico, The Caribbean, Spain, Latin and Central America, reading from a variety of literary formats such as short stories, poems and journalistic essays. There is an increased focus on speaking through class discussions, interactive task-based classroom activities, debates and student teaching. Students are required to write 200+ word compositions in addition to other short paragraphs and in-class writing assignments. Students practice listening through video news clips and audio excerpts, which explore accents of native speakers from a variety of Spanish-speaking countries. In the second half of the course, the focus is centered on practicing for the AP exam by continuing to work with *Triangulos* as well as with AP exams from previous years.

#### **TEXTS**

*Abriendo Pasos: Gramática* Textbook (Prentice Hall, 2000)

*Triangulos* AP practice book (Wayside Publishing, 2000)

*Larousse Spanish-English Dictionary*(Larousse)

#### **PREREQUISITE**

A minimum 2<sup>nd</sup> semester grade of B in Honor Spanish III or an A in Spanish III.

### **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 2<sup>nd</sup> semester grade of B in AP Spanish Language.

## **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 Mendelian 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**

#### **TEXT**

To be inserted August 2009

## **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, 10<sup>th</sup> Edition*

Nelson, John H. & Kemp, Kenneth C., *Laboratory Experiments for CHEMISTRY: The Central Science, 10<sup>th</sup> Edition*

Critical-Creative Thinking Exercises and additional Supplementary Handouts 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*, 1<sup>st</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> semester grade of B or better in Physics/ Conceptual Physics, trigonometry/intro to calculus or the permission of the instructor.

## **MATHEMATICS**

### **MATHEMATICS 5**

#### **COURSE DESCRIPTION**

Through hands-on use of manipulatives and problem solving, the 5<sup>th</sup> 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 I (GRADE 6)**

#### **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

### **PRE-ALGEBRA II (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 I (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**

Brown et. al. *Algebra and Trigonometry*, Structure and Method, Book 1 McDougal Littell/Houghton Mifflin, 2004

## **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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> semester grade of C in Analytic Geometry.

**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 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.

**ADVANCED PLACEMENT CALCULUS BC**

**COURSE DESCRIPTION**

The purpose of Advanced Placement Calculus BC is to prepare students for the AP Calculus BC examination given 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 parametrics, 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**

A minimum 2<sup>nd</sup> semester grade of B in AP(AB) Calculus or an A- in Trigonometry/Introduction to Calculus.

**ADVANCED TOPICS IN MATHEMATICS**

**COURSE DESCRIPTION**

This is an advanced course in mathematics for students that have completed at least one year of Advanced Placement Calculus. 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**

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 3<sup>rd</sup> Edition Brooks/Cole 2003

**PREREQUISITE**

A minimum 2<sup>nd</sup> semester grade of C in Algebra II.

**AT STATISTICS (Elective)**

**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*, 3<sup>rd</sup> Edition, Duxbury Press 2008

***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 7<sup>th</sup> and 8<sup>th</sup> 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.

## **HISTORY OF CLASSICAL MUSIC (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.

### **TEXT**

(To Be Announced)

## **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 9<sup>th</sup> grade chorus (1<sup>st</sup> semester) and 10<sup>th</sup> grade (2<sup>nd</sup> 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.

## **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 (UPPER SCHOOL)**

### **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.

## **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 (UPPER SCHOOL)**

### **COURSE DESCRIPTION**

Ceramics is a hands on/ studio art class. The focus is on learning the various forming, decorating, and firing methods for clay which have been used throughout history by various cultures. Students are asked to demonstrate their understanding of these things through the projects assigned. 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 foremost in this class.

## **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**

Good health and fitness are an important part of developing a well rounded human being. This physical education class utilizes a variety of activities and resources to provide students with the knowledge, skills, and motivation to pursue a healthy, fit lifestyle. Fifth grade physical education class provides daily physical activity that has as its goal the

development of physical fitness and sports skills. In addition, students study the basic concepts of fitness and how it affects some of their body systems. Students also develop an understanding of the concepts of sportsmanship, teamwork, and appropriate competitiveness and practice them in their activities. Other topics which are introduced include basic nutrition, hygiene, and other wellness topics.

## **PHYSICAL EDUCATION 6**

### **COURSE DESCRIPTION**

This course utilizes a variety of activities and resources to provide students with the knowledge, skills, and motivation to pursue a healthy, fit lifestyle. The class also provides students with daily physical activity, as well as daily practice of social skills such as sportsmanship, teamwork, cooperation, responsibility, and appropriate competitiveness. Students in sixth grade are also be exposed to wellness topics such as basic hygiene, sleep needs, problem solving, goal setting, environmental considerations for exercising outside, and nutrition as they pertain to health and fitness.

## **PHYSICAL EDUCATION 7**

### **COURSE DESCRIPTION**

This course utilizes a variety of activities and resources to provide students with the knowledge, skills, and motivation to pursue a healthy, fit lifestyle currently and throughout the rest of their lives. This class provides students with daily activity, as well as daily practice of social skills such as sportsmanship, teamwork, cooperation, and appropriate competitiveness. In addition, this class studies wellness topics such as hygiene, life skills, disease prevention, and nutrition as they pertain to health and fitness.

## **PHYSICAL EDUCATION 8**

### **COURSE DESCRIPTION**

Eighth grade physical education utilizes a variety of activities and resources to provide students with the knowledge, skills, and motivation to pursue a healthy, fit lifestyle. Students engage in daily physical activity designed to stress the development of sportsmanship, teamwork, cooperation, and appropriate competitiveness. Basic hygiene and nutrition are also included.

## ***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

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## **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)

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## **World War I: The Genesis and Legacy**

### **SUPPLEMENTARY READING**

1. World War I, by S.L.A. Marshall, Mariner Books, 1<sup>st</sup> 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 # 0-465-08185-1
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

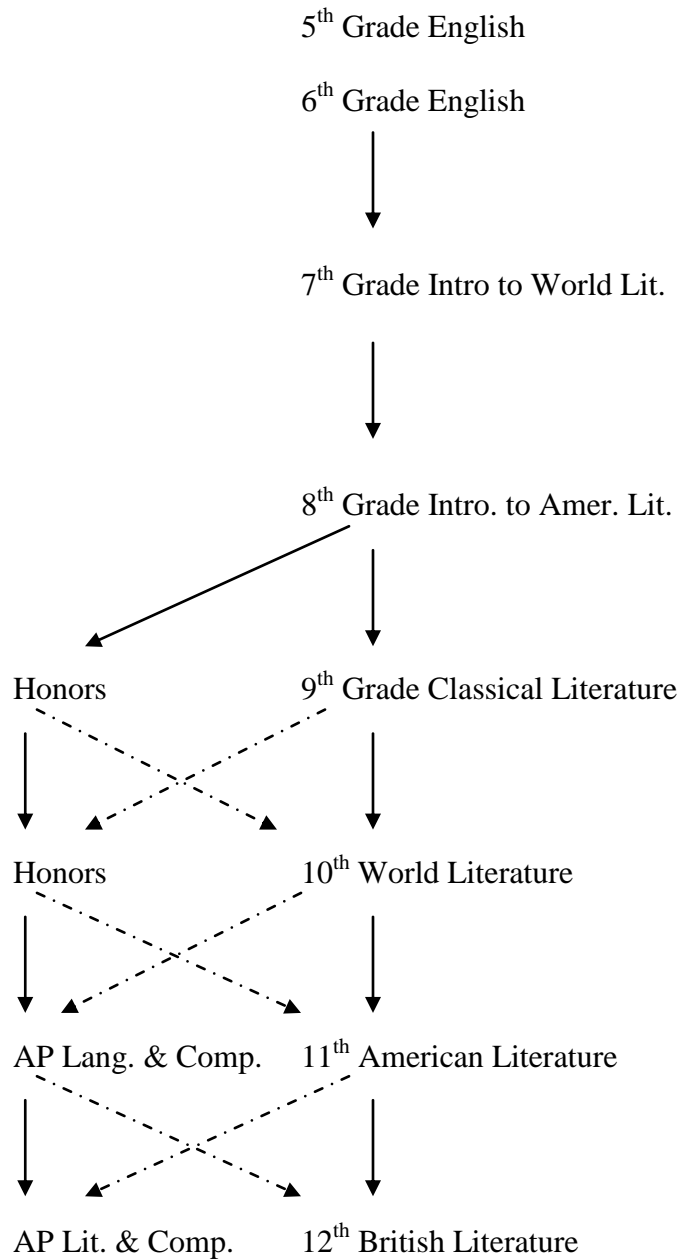
22. *Brushes & Bayonets: Cartoons, Sketches and Paintings of World War I*, Edited by Gosling, L. Osprey Publishing, 2008, ISBN # 978-1-84603-095-6
23. *Historic Photos of Paris*, Schall, R., Turner Publishing Company, 2007, ISBN – 13: 978-1-59652-388-3
24. *Dreadnought: Britain, Germany, and the Coming 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, Inecom 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

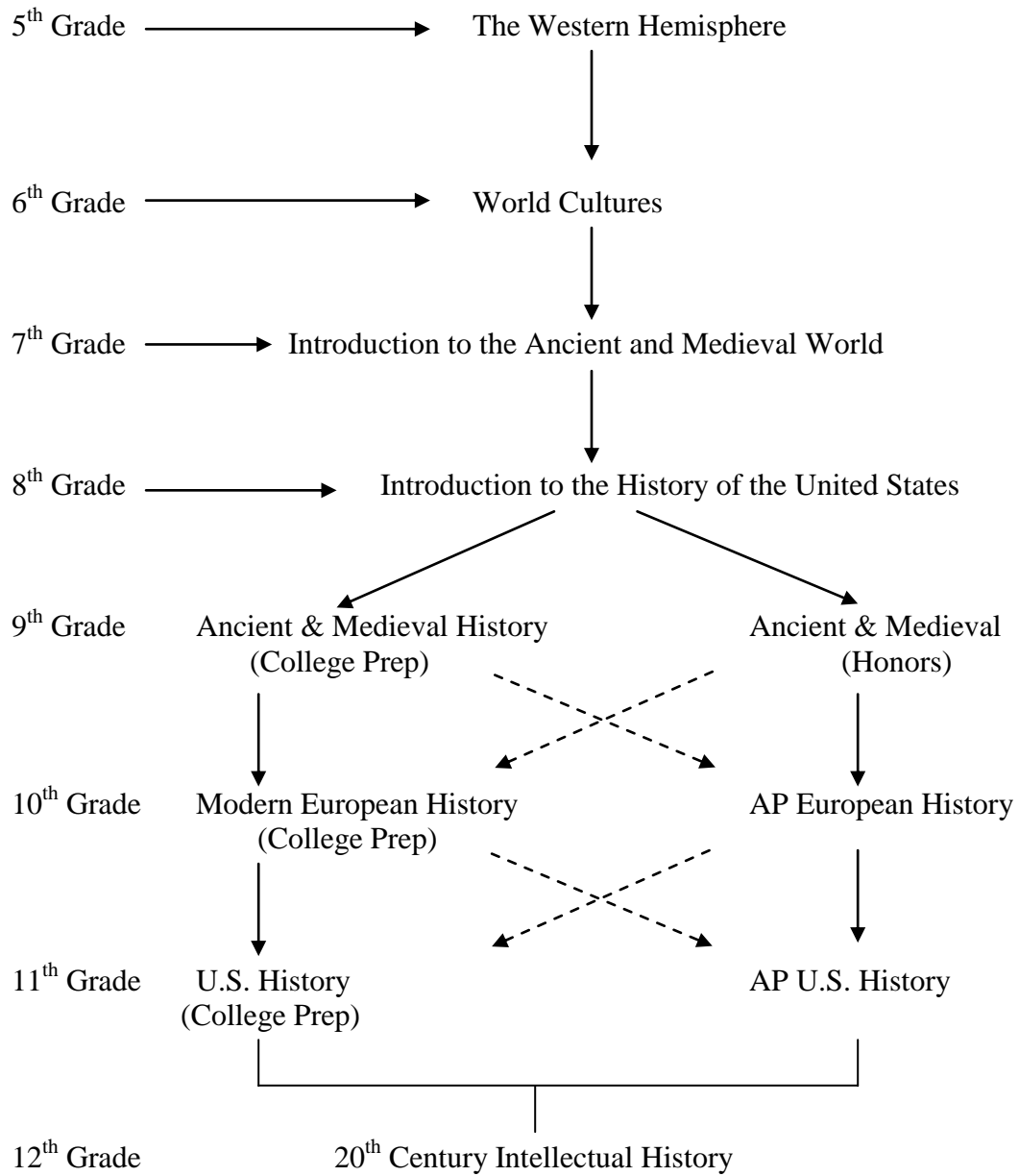
# APPENDICES

**SAGE RIDGE SCHOOL ENGLISH DEPARTMENT SEQUENCE**

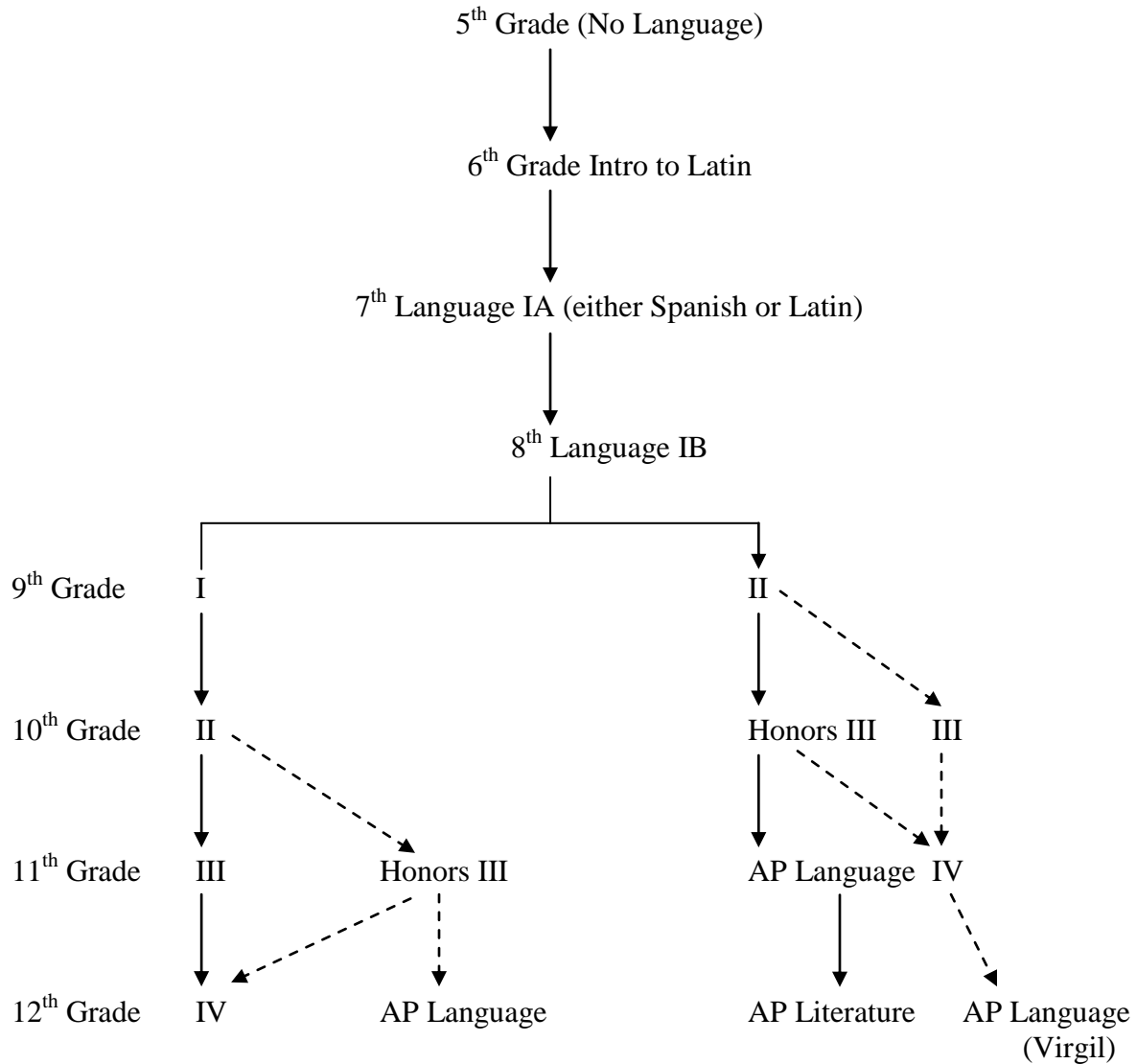


- Note:
- 1) Students who enter Sage Ridge School with weak grammar and writing skills may be placed into a grammar and writing class in addition to their regular English class.
  - 2) The college prep, honors and AP courses are not “tracks” but “levels” that are re-evaluated on an annual basis regarding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

## SAGE RIDGE SCHOOL HISTORY DEPARTMENT SEQUENCE

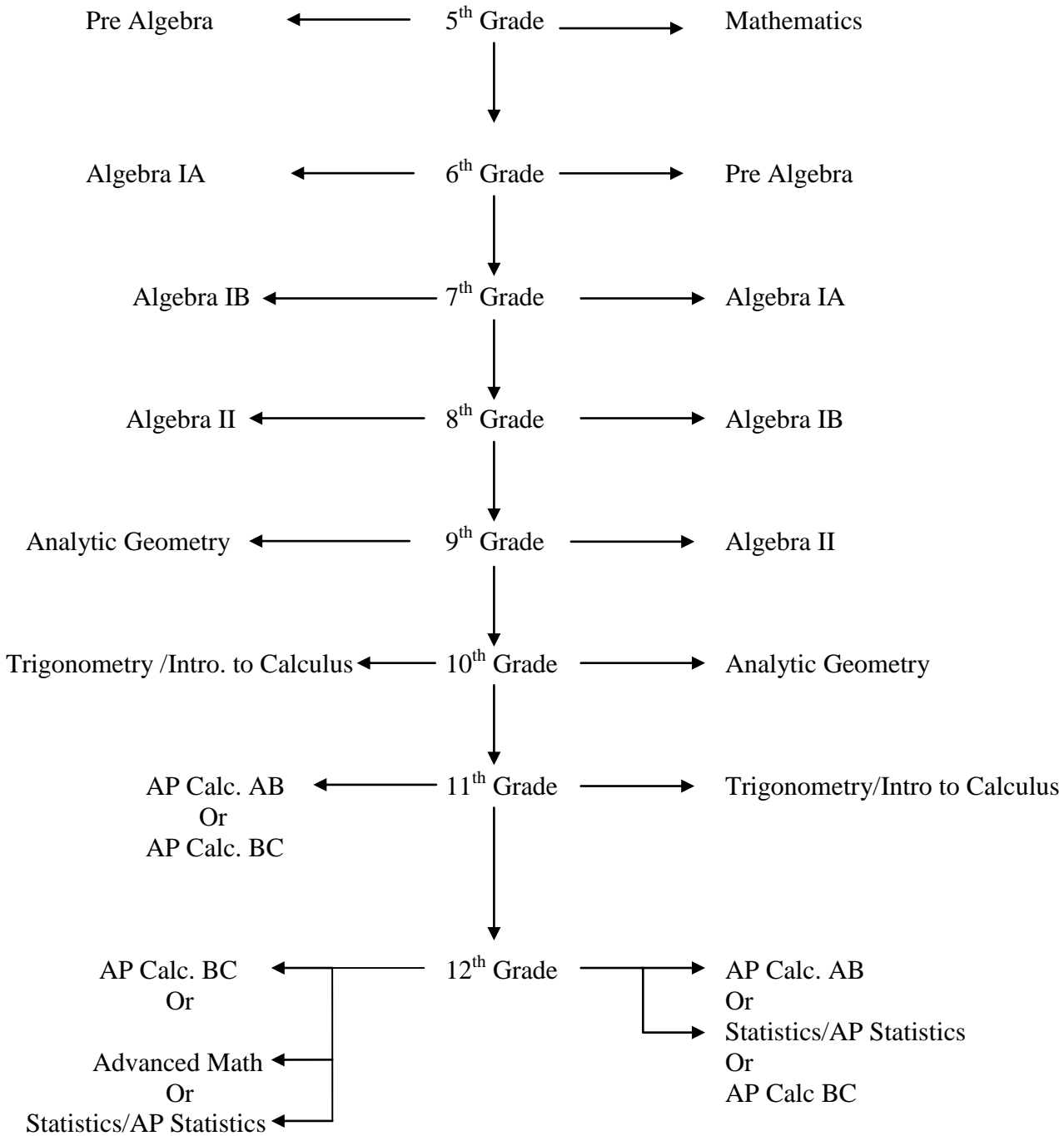


**SAGE RIDGE SCHOOL LANGUAGE DEPARTMENT SEQUENCE**

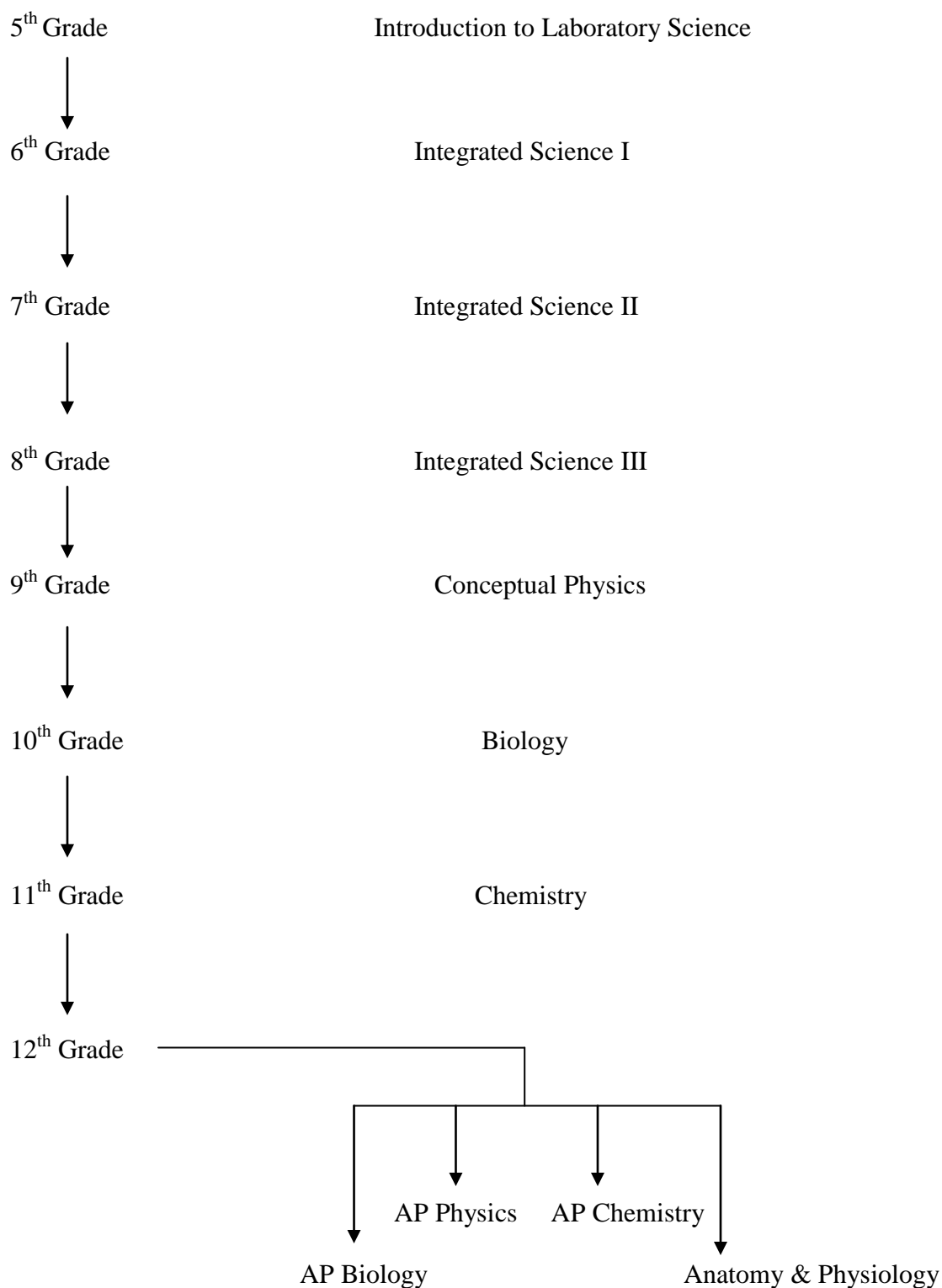


- Note:*
1. Students entering Sage Ridge School who wish to be placed in any level above level I must first take Sage Ridge’s “in-house” placement exam. Results will be evaluated to determine proper placement in Sage Ridge’s program.
  2. Students in 9<sup>th</sup> grade Language I or II who earn less 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 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.*