



## 2020-21 UPPER SCHOOL COURSE OF STUDY

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### Graduation Requirements in the Upper School:

- A. Academic Credits: 20 (1 year-long course = 1 credit)
- English: 4 credits
  - Mathematics: 2 credits and through Algebra II
  - Science: 2 credits of lab sciences, including Biology (freshman year)
  - History & Social Science: 3 credits, including World and U.S. History
  - Modern & Classical Language: 2 credits, through Level 3 of a language. English Language Learners must take, or place out of the ELL program courses through Level 3.
  - Arts: 2 credits in any combination of Music *or* Visual Arts
  - Elective Courses: 5 credits in any combination of courses from any department, excluding required courses
- B. Community Service: 40 hours, prior to beginning the Senior Internship  
\*10 hours per year
- C. Senior Internship Project: Successful Completion
- D. Athletics/Co-Curricular: 4 years, 2 seasons per year.

The Upper School *strongly* recommends the following course of studies:

- 4 years of English
- 4 years of Mathematics
- 4 years of a Modern or Classical language
- 3-4 years of Science
- 3-4 years of History & Social Science
- 1-2 years of Music
- 1-2 years of Visual Arts

## Course Load

The *required minimum* for each semester's work is 5 academic courses, regardless of progress toward meeting graduation requirements. Students are *strongly* encouraged to take 6 academic courses each semester through junior year. The Upper School *strongly recommends* that students not take more than 6 academic classes so that they have an open block in their schedule for doing school work, pursuing extra help, or for taking advantage of other opportunities on campus.

## Advanced Placement Maximum

The *maximum* course load in Advanced Placement is 4 courses at any one time.

## Independent Research/Study

Students who wish to conduct independent research, or study on a particular area or subject of their interest may apply for an Independent Research/Study. Working with a faculty or staff member, students develop a plan, including learning objectives and assessment methods, and propose what credits would be given for successful completion of their research/study. Any member of the Rocky Hill Country Day School faculty and staff may serve as the student's sponsor/supervisor, based on that person's own experience and expertise, and their interest and willingness to participate. If the proposal is accepted and approved by the Head of Upper School, the student is enrolled and expected to work independently, with support from the sponsor/supervisor. Please note that applications will only be approved for work that is significantly different from what is offered in RHCD courses.

## Senior Internship/Project

The Senior Internship is a four-part project that spans the length of students' senior year and is the culmination of their Rocky Hill experience. At the beginning of the selection process, students contact professionals in areas of interest and arrange a one-month internship commitment. A primary requirement is that students organize a program that provides a significant learning opportunity but that is uncompensated. Students are responsible for managing all of the details of the schedule, setting objectives, initiating all communications necessary, and for preparing a final presentation of the results of their internship. The student's adviser plays an important role in supporting the student throughout this process.

## Academic Courses by Department

*Note:* Courses are offered with consideration of student interest. Courses are sometimes not offered in a particular year due to low student interest, master schedule considerations, or faculty staffing reasons.

# ENGLISH

## Overview

Throughout the four-year journey, students will study the world's finest examples of literature and written expression to enhance their own thinking. Students will try their hand at writing creative fiction, analytical essays, poetry, memoirs, drama, personal narratives, blogs, and everything in between. To bolster student reading comprehension, writing skills, and verbal communication, teachers are equipped with a variety of instructional methods, including Harkness discussions, Project-Based Learning, inquiry-based pedagogy, and other student-centered methodologies. The curricula also feature a thoughtful, age-appropriate progression in a variety of skills including grammar and research. At the center of English class is the drive to become an engaged citizen, capable of critical thought, and possessive of an informed sense of self. English 11 is tracked, offering both Honors and regular levels; the former is distinguished by its rigor and occasionally features more texts in the semester. Courses are all year-long except for electives, open to sophomores, juniors and seniors, which are semester-long.

## English 9, full year, 1 credit

On the cusp of their own journey through high school, students in this class read a number of texts centered around the theme of journeys, both literal and figurative. Using Joseph Campbell's monomyth of the Hero's Journey, students will compare texts from diverse time periods and cultures, from Ancient Greece to modern Iran, and genres such as graphic novels and poetry. With students coming from many different middle schools, English 9 serves as a bridge between middle school and the rest of the upper school by mixing review of foundational skills and concepts with new material and increasing skill levels. Possible texts include *The Epic of Gilgamesh* (Mitchell translation); *The Odyssey* (Homer, Lombardo translation); *Twelfth Night* (Shakespeare); *Persepolis* (Satrapi); *Brown Girl Dreaming* (Woodson); and *The Immortal Life of Henrietta Lacks* (Skloot) as well as a variety of short stories and poems throughout the year.

## English 10, full year, 1 credit

The thematic context for English 10 is the human condition. Through challenging texts and thought-provoking writing assignments, students examine how the world's diverse social, cultural, and racial landscapes amplify and enrich their response to the question, "What does it mean to be human?" Texts may include: *1984*, *Frankenstein*, *Othello*,

The Chocolate War, A Raisin in the Sun, Brave New World, Black Ice, Night, Cry, the Beloved Country, and Our Town.

English 11: The American Experience, full year, 1 credit

Students engage with multiple facets of the American experience through a variety of thematic units, exploring the extraordinary society we call the United States by conducting a variety of creative and communicative projects, including fiction and non-fiction writing, readers' workshops, and public presentations. Building on the individual and global perspectives examined in English 9 and English 10, this course emphasizes students' growth as independent communicators, creators, and citizens. Topics may include the experience of war, immigration, Native American rights, the urban-rural divide, the legacy of slavery, and more.

English 11: American Literature (Honors), full year, 1 credit

Students examine the American experience through the lens of literature, exploring the concept of "America" in different periods and milieus. Building on the individual and global perspectives studied in English 9 and English 10, this course invites students to reflect on the extraordinary experiment we call the United States by engaging critically with a variety of texts, most literary: classic and contemporary American novels, poetry, drama, and short fiction. This class prepares students for AP English Literature & Composition by emphasizing skills such as close reading, literary analysis, and essay writing. This class is strongly recommended to students interested in taking AP English during their senior year, but not required for it.

AP Literature and Composition (12), full year, 1 credit

*Prerequisite: Successful completion of English 11 or Honors English 11 and recommendation of the English Department.*

AP English Literature is intended to prepare students for success in college by providing the experience of sophisticated critical reading and discussion of, and writing about, the major literary genres. The pace is swift and writing assignments frequent. The reading list is derived principally from the AP exam and reflects variety and balance in the coverage of periods, cultural origin, and gender. Students in AP English are expected to complete a summer reading and writing assignment prior to the start of 12th grade. Students enrolled in this course must take the AP exam at the conclusion of the course. Texts used in this course may include *Pride and Prejudice*, *Heart of Darkness*, *Things Fall Apart*, *Hamlet*, *Atonement*, and *The Things They Carried*, in addition to a wide variety of poems, essays, and short stories.

### Thrice Upon a Time: Fairy Tales Transformations, semester .5 credit

*Prerequisite: None*

If fairy tales are simplistic, even childish stories, what explains their enduring appeal? All cultures have tales of the supernatural intruding into the world to right wrongs and, occasionally, reward virtue. From *The Metamorphoses* to animation films, from folklore collections to contemporary cross-cultural rewritings, from prose to poetry, we will study the characteristics, evolutions, and functions of the genre by following a few tales through several of their successive versions. For each, we will then write our own versions in a variety of formats, creating our own collection(s) of tales.

### Reading the World in Translation (semester)

*Prerequisite: intermediate to superior reading ability in a second language (language III or higher)*

"*Traduttore, traditore*" ("translator, traitor"): the Italian phrase expresses the unease many readers feel when faced with a text in translation. Indeed, translation is risky business. By inserting a third party between reader and writer, it multiplies the occasions for ambiguity, misunderstanding, and even manipulation. Yet, translation allows our access to foreign cultures and lives, and therefore our ability to truly become educated readers and global citizens. Rather than renouncing literature in translation or reading it uncritically, this course invites students to examine how translation works. To do so, we will read a selection of works in translation together with translators' statements and critical reviews. We will also compare different translations of a single text to identify the difference a translator makes. Finally, each student will craft their own translation of a foreign text, gaining first-hand insight into the choices of the working translator.

### Navigating Rhetoric in the Digital Age, semester, .5 credit

*Prerequisite: None*

*Open to Sophomores, Juniors, and Seniors*

Rhetoric is often viewed as anathema or simply confined to political speech. In order to navigate the digital age, we must understand how to decode the messages so that we can make informed decisions. We will examine the foundations of rhetoric, as well as essays, speeches, popular culture text, imaginative literature, visual imagery, advertisements, and social media. In a world of increasing surveillance, fake news, and post-truth, the students will also analyze websites, blogs, and social media posts to become more discerning consumers of information. Students will learn how to persuade and craft a message in various formats---written, spoken, digital--so that they

will become empowered to analyze, create, and participate as informed citizens in the digital age.

### The Rhetoric of Food and Culture, semester, .5 credit

*Prerequisite: None*

*Open to Sophomores, Juniors, and Seniors*

Each of us has an intimate relationship with food. It's not something we merely consume for energy but an entity that reflects and shapes our opinions and values, ethics and beliefs, identity and culture. In this course, we will explore the relationship of food to the pen by reading and reviewing a variety of texts, writing in and out of class, hosting chef-authors, touring local restaurants, and interviewing farmers and food purveyors. Throughout, students will read critically, argue ethically and effectively, and write productively. Whether you're interested in food's connection to heritage or health, social responsibility or global sustainability--or simply fancy yourself a "foodie"--this course makes your interests accessible while sharpening your rhetorical awareness.

### Short Fiction, semester, .5 credit

*Prerequisite: None*

*Open to sophomores, juniors, and seniors*

From Renaissance comedy to futuristic sci-fi, from the traditions of the Iroquois to contemporary Japan, short fiction spans genres, eras, and cultures. This course will study traditional tales, including fairy tales, myths, and legends, canonical forms of the story by authors such as Jorge Luis Borges, Ernest Hemingway, and Nadine Gordimer, and contemporary exemplars from authors such as Haruki Murakami, Ken Liu, and N.K. Jemison. In addition to reading, analyzing, and discussing short fiction, students will have opportunities to craft and polish their own pieces, thus contributing their own work to this fascinating corpus.

### Creative Writing, semester, .5 credit

*Prerequisite: None*

*Open to sophomores, juniors, and seniors*

In this course, students will experiment with creative writing in a variety of genres, including short stories, screenwriting, poetry/song writing, and creative non-fiction (memoir). Students will read samples of each genre and write their own pieces, practicing each stage of the writing process from brainstorming to drafting. They will also workshop their writing with the class, practicing how to give and receive useful feedback to improve as readers and writers. By the end of the semester, students will develop, hand in, and share with the community a final portfolio of their work. Writers

of all levels of skill are welcome—the main requirement is a willingness to experiment and step out of one's comfort zone.

# MATHEMATICS

MATH 9, full year 1 credit

This course will cover and extend material from Algebra I as well as introduce more advanced topics. Areas of concentration will include understanding our number system, along with solving, graphing and writing linear and quadratic equations, inequalities and functions. Students will utilize math literacy skills through reading and writing assignments and will learn how to represent, analyze, and model mathematical situations, communicate their mathematics effectively, and apply their knowledge of mathematical concepts to solve problems. In this class, students will be introduced to the initial topics in Geometry, learn how to interpret data and conduct cohesive statistical analyses. To supplement the lessons in the textbook, additional instructional techniques may be implemented. Videos, online interactives (Desmos), assessments and projects will provide students an opportunity to develop mathematical reasoning, critical thinking skills, and problem solving techniques to investigate and explore the topics presented. After successful completion of Math 9, students will be well prepared to enter Integrated Geometry.

Integrated Geometry, full year, 1 credit

*Prerequisite: Successful completion of a middle school Algebra course.*

*Placement to be determined through score on the RHCD Math Placement Test, as well as the recommendation of the current mathematics teacher.*

This course is designed as a Geometry class with a comprehensive review of the Algebra topics to better prepare the student for success in Algebra II. Students who lack strong algebraic reasoning and computational skills will gain much needed reinforcement with an integrated curriculum of both Algebra and Geometry topics. In studying the properties and applications of common geometric figures in two and three dimensions, students will also review solving and graphing algebraic equations and inequalities. The study of transformations and right triangle trigonometry is presented along with the skill of solving radical functions. Inductive and deductive thinking skills are introduced in problem solving situations, and applications to the real world are presented. To supplement the lessons in the textbook, manual constructions, online interactives, assessments and projects are provided to give students an opportunity to develop mathematical reasoning, critical thinking skills, and problem solving techniques to investigate and explore all aspects of Algebra and Geometry. Students who successfully complete Integrated Geometry should take Algebra II next.

Honors Geometry, full year, 1 credit

*Prerequisite: Successful completion of a middle school Algebra course.*

*Placement to be determined through score on the RHCD Math Placement Test, as well as the recommendation of the current mathematics teacher.*

This course covers primarily the same topics as Geometry, but will be exploring these topics in more depth and will require more independent inquiry on the part of the students. The focus will go beyond understanding and application of geometric properties and delve into the derivation of some of the foundational theories of Euclidean Geometry. In this rigorous honors course, students will be challenged to develop their ability to form logical arguments, justify and provide reasoning for their conclusions, and make connections between different concepts. Beyond the typical geometry scope, students also investigate topics in solid geometry, fractal geometry, and the geometry of polyhedra. Triangle trigonometry is introduced in some depth. Successful completion of this course will prepare students for Honors Algebra II and eventually Honors Pre-calculus.

Geometry, full year, 1 credit

*Prerequisite: Successful completion of Algebra Foundations*

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are presented. To supplement the lessons in the textbook, videos, online interactives, assessments and projects provide students an opportunity to develop mathematical reasoning, critical thinking skills, and problem solving techniques to investigate and explore geometry. It also introduces writing proofs to solve (prove) properties of geometric figures. Students who complete Geometry should take Algebra II next.

Algebra II, full year, 1 credit

*Prerequisite: Algebra Foundations, or Algebra I.*

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. To supplement the lessons in the textbook, videos, online interactives (Desmos), assessments and projects provide students an opportunity to develop mathematical reasoning, critical thinking skills, and problem solving

techniques to investigate and explore geometry. This course involves extensive use of the TI- 84 graphing calculator, which is a requirement for this course. It is required that students successfully complete this course as a requirement for graduation.

Honors Algebra II, full year, 1 credit

*Prerequisite: Honors Geometry (usually B or better) or Geometry (usually A- or better) and recommendation of the Mathematics Department.*

In Honors Algebra II, students develop and expand their knowledge and understanding of functions through problem-based activities and explorative investigations. Around the discussion table, students cultivate the ability to express their mathematical thoughts effectively. Within this rigorous honors course, along with working to develop proficiency in their algebraic skills related to the relevant functions (linear, exponential, logarithmic, quadratic, radical, polynomial, and rational functions, as well as systems of equations) students are challenged to synthesize previously learned concepts in new situations, explore challenging and complex problems independently and collaboratively, and to develop their problem-solving skills. This course involves extensive use of the TI- 84 graphing calculator, which is a requirement for this course. Students are prepared for Honors Pre-Calculus or a math elective such as AP Statistics, Statistics, or Finance & Math Modeling.

Pre-calculus, full year, 1 credit

*Prerequisite: Geometry and Algebra II.*

This course prepares students for Calculus. The first part of the course is a detailed study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. The functions are studied analytically, graphically, and algebraically. Applications of these functions are studied in depth. The Texas Instruments TI-NSpire CX graphing calculator is used extensively in these investigations. The second part of the course consists of a detailed study of trigonometry. Topics include triangle geometry, including the Law of Sines and the Law of Cosines and their applications, radian measure, arc length, area of sector, trigonometric addition formulas, and trigonometric equations. Polar coordinates are also introduced. Students convert rectangular coordinates to polar, graph polar coordinates, and use polar coordinates to find roots of complex numbers. The conic sections are also studied. Students see many real applications of mathematics.

Honors Pre-calculus, full year, 1 credit

*Prerequisite: Successful completion of Algebra II and Geometry.*

*Recommended: Successful completion of Honors Algebra II and Honors Geometry (usually B or better) or Algebra II (A- or better) and recommendation of the Mathematics Department.*

In this course, students will extend on topics that were introduced in previous mathematics courses and learn to manipulate and apply more advanced functions and algorithms. This course explores the relationship between advanced algebra topics and trigonometry. Students will discover and comprehend the nature of graphs, nonlinear systems, and polynomial and rational functions – amongst other topics. As students venture from algebra to trigonometry, they will analyze and articulate the real-world application of these concepts. This course encourages a higher-level application of the material and allows students to have a deeper understanding of topics. Through an increased amount of coursework, students will investigate how mathematics concepts covered in the course are used to solve problems that they may encounter in real life. Overall, the purpose of this course is to study functions and develop the necessary skills for the study of calculus and higher-level mathematics.

Calculus, full year, 1 credit

*Prerequisite: Pre-calculus*

The course is an introduction to the concepts of differential and integral calculus. After a rigorous review of several topics covered in their previous Geometry, Algebra, and Pre-calculus courses, students examine limits, derivatives, and basic integrals. The meanings and uses of these topics are carefully handled so that students become adept at solving many types of related problems, and feel comfortable tackling a college-level calculus course in the future.

AP Calculus AB, full year, 1 credit

*Prerequisite: Successful completion of Honors Pre-calculus (usually B or better) or Pre-calculus (usually A- or better) and recommendation of the Mathematics Department.*

This college-level course is an introduction to the concepts of differential and integral calculus. Students examine limits, derivatives, and basic integrals and their meaning along with related problems. Students enrolled in this course must take the AP exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP Calculus AB exam, students may also be required to attend seminars over and beyond regular class time.

AP Calculus BC, full year, 1 credit

*Prerequisite: Successful completion of AP Calculus AB (usually B or better) and recommendation of the Mathematics Department.*

This college-level course covers sequences and series, methods of integration, differential equations, and the calculus of polar and parametric equations. Students enrolled in this course must take the AP Calculus BC exam at the conclusion of the course.

Origins of Mathematics - Ancient Egypt through Medieval Europe semester 1, .5 credit

Origins of Mathematics - Renaissance through Modern Times semester 2, .5 credit  
*Prerequisite: Algebra II*

These courses will explore major themes in mathematics and their historical development in various civilizations, their conception and use of mathematics, and how the historical conditions of those civilizations affected and were affected by mathematics. The courses will conduct mathematical applications and experiments using only equipment and knowledge available during that specific time period. This course encourages creative and flexible thinking by allowing students to enrich their mathematical problem-solving skills by seeing and recreating historical experiments that there are different and perfectly valid ways to view concepts and to carry out computations.

Personal Finance, semester 1, .5 credit

*Prerequisite: Successful completion of Algebra II*

Mathematics plays a fundamental role in today's world, including our complex financial environment. Using practical business problems and real-world personal financial issues, Personal Finance will explore areas of mathematics that help us understand, predict, and control our financial world. Topics such as investments, the stock market, business start-ups, banking, credit cards, insurance, business planning, home buying, and budgeting are the framework in which students will explore and master mathematical concepts and skills such as data analysis, fitting data to equations, interest formulas (simple, compound and continuous); and recent and future value.

Mathematical Modelling, semester 2, .5 credit

*Prerequisite: Personal Finance*

Mathematical modeling is the science and art of addressing real-world problems with a mathematical eye. The inherently interdisciplinary nature of the real-world is reflected in the practice of mathematical modeling, and makes it an endeavor appropriate for students from all disciplines. This course is designed to introduce students to fundamental concepts and methods of mathematical modeling, through a

hands on, project-oriented approach. They will learn how to interpret and communicate their analyses in written and oral form, thus strengthening the art of logical reasoning and developing quantitative skills.

Statistical Reasoning, full year, 1 credit

*Prerequisite: Algebra II*

This course introduces students to the process and methods for collecting, analyzing, and drawing conclusions from data. The major goal is for students to develop the ability to reason using statistical information, and to understand what their results and conclusions mean within the context of a situation. Students will be introduced to the statistical concepts covered in college statistics courses, particularly those in social sciences such as economics, psychology, and political science. There will be a particular focus on looking at areas where statistics show up in our everyday lives and how to be a better consumer of statistical information. The course covers exploratory analysis of data, designing studies, sampling data, correlation, and an introduction to statistical inference.

AP Statistics, full year, 1 credit

*Prerequisite: Successful completion of Honors Algebra II (usually A- or better), Honors Pre-Calculus (usually B or better), or Pre-calculus (usually A- or better), and recommendation of the Mathematics Department.*

AP Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is activity-based with an emphasis on the use of technology and written analysis of data. A key aspect of examining real data and using statistical techniques is to put that data into context and to understand the impact of the analysis. The topics for AP Statistics are divided into four major themes: exploratory analysis, probability, planning a study, and statistical inference. This basic order is followed throughout the year. Students enrolled in this course must take the AP Statistics exam at the conclusion of the course. Because of the volume of material that must be covered to adequately prepare for the AP exam, students may also be required to attend seminars over and beyond regular class time.

## SCIENCE

Biology Concepts and Applications: Global Issues, full year, 1 credit

*Laboratory Science, fulfills biology requirement for graduation*

Students will learn basic biological concepts along with their real-world modern applications, while developing and consistently using laboratory skills. Concepts taught will include understanding and practice of the scientific method and experimental design, biological molecules, ecology, the cell, plant growth and reproduction, bioenergetics, Mendelian genetics, the central dogma, evolution, viruses, and immunology. Applications include connecting biological content to social issues and understanding how present knowledge of biology topics is developed through the work of scientists, often in a cooperative and/or sequential way. The approach will suggest to students that they are expected to continue to make connections as an essential skill for responsible members of society. This course is intended for students who will benefit from a less quantitative approach to the subject and prefer a social science approach.

Introductory Biology, full year, 1 credit

*Laboratory Science, fulfills biology requirement for graduation*

The theme of form as it relates to function in nature unifies the concepts covered in this biology course as students seek to gain a clear understanding of the process of scientific investigation while being introduced to a wide variety of general biology topics. As the weather turns colder, students enter the laboratory to examine life on the molecular and cellular level. In the lab, students explore cell structures, cell metabolism, cell division, genetics, and gene expression. To take advantage of New England's warm spring weather and our natural waterfront classroom, the year continues with a study of ecology, including an investigation into the invertebrate community at the shoreline. The year concludes with an introduction to the concepts in evolution and classification. This conclusion includes an introduction to the animal and plant kingdoms, as spring invites students outside to campus locations to see organisms in the field.

Honors Introductory Biology, full year, 1 credit

*Laboratory Science, fulfills biology requirement for graduation*

The course is fast-paced with assumed above-average reading comprehension. It has an emphasis on the application of concepts and critical thinking skills. Students are expected to be dedicated to the out-of-class assignments to allow them to gain the most from every class experience. This course is for incoming freshmen with genuine

science interests that are motivated and have outstanding organization skills. While covering similar material as Introductory Biology, Honors Introductory Biology emphasizes the molecular developments in the understanding of biology and the development of advanced scientific skills and techniques. This course makes use of data collection software, advanced graphing techniques, statistical analysis, computer simulations, interactive media, and scientific journal articles to enhance students' own investigations and writings.

Introductory Chemistry, *full year, 1 credit*

*Laboratory Science*

*Prerequisite: Successful completion of Introductory Biology and Algebra I, and enrollment in or completion of Geometry.*

This course is an introduction to the basic concepts of chemistry, which includes matter, atomic structure, chemical bonding, reaction stoichiometry, solutions, heat, and acids, and bases. These concepts are learned through a mixture of lectures, laboratory exploration, projects, and class discussions. Students acquire skills such as careful measurement techniques, formula writing, molecule and compound naming, and problem-solving. These skills can be used to study more advanced chemical concepts which may include equilibrium, reaction kinetics, electrochemistry, organic chemistry, or nuclear chemistry. The continuing development of scientific writing and data analysis with computers is emphasized.

Honors Chemistry, *full year, 1 credit*

*Laboratory Science*

*Prerequisite: Successful completion of Introductory Biology, Algebra I, and Geometry, as well as the recommendation of the Science Department.*

This course is for students with exceptional science interest, who have demonstrated outstanding achievement in Introductory Biology. In addition to the basic topics covered in Introductory Chemistry the advanced mathematical background of students taking Honors Chemistry allows for a faster pace, as well as a deeper quantitative approach to both laboratory investigations and problem-solving. Some advanced chemical concepts are introduced, including chemical equilibrium and reaction kinetics, and other topics such as electrochemistry, nuclear and/or organic chemistry may also be covered. The continuing development of scientific writing and data analysis with computers is emphasized. The ability to complete independent work effectively is a critical determinant of a student's success in this course.

Discovering Physics, *full year, 1 credit*

*Laboratory Science*

*Prerequisites: Successful completion of Algebra II and Introductory Biology.*

The Discovering Physics course, traditionally taken during a student's junior or senior year, is an investigation of the fundamental principles of the physical world. Students will explore the world around them, learning about motion, force, momentum, and energy along the way. As the title of the course suggests, the topics will mainly be viewed through the lens of both discovery and exploration, thus making this course more hands-on and experimental, and less quantitative and abstract than its Honors Physics counterpart. Activities such as group podcasts, modeling of martial arts moves, and long term laboratory investigations will be used to uncover important material found in a typical classical physics class. Laboratory design and execution are emphasized, and there will be opportunities to create and revise student-led experiments throughout the course. A strong interest in experimental design is required, as well as an understanding of algebra concepts and basic trigonometry.

Honors Physics, full-year, 1 credit

*Laboratory Science*

*Prerequisites: Successful completion of Algebra II and Introductory Biology, and recommendation of the Science Department.*

The Honors Physics course, traditionally taken during a student's junior or senior year, is an in-depth exploration of the topics of Newtonian mechanics covered in a typical college-level Introduction to Physics course. While developing critical thinking, abstract reasoning, and mathematical modeling skills, students will uncover and analyze physical concepts such as acceleration, force, work, energy, and momentum in order to better understand how and why the world and universe works the way that it does. Basic concepts in calculus such as limits, derivatives, and integrals will be introduced concurrently with the material in order to present an accurate depiction of physics concepts as first modeled by Isaac Newton and other early physicists. Group problem-solving seminars, discussions, laboratory investigations, and independent reading will be emphasized throughout the course, and a strong foundation of algebra concepts and basic trigonometry is highly recommended.

AP Biology, full year, 1 credit

*Laboratory Science*

*Prerequisite: Successful completion of Introductory Chemistry, and Introductory Biology, and the recommendation of the Science Department.*

This is a college-level, lab-based course taught with the expectation of College Board rigor accompanied by genuine student interest and curiosity. AP Biology is fun, interesting, and requires a commitment to the volume of reading and independent research for the lab extension independent investigations. Some students earning high

grades in non-honors Introductory Biology, demonstrating a genuine interest in biology and commitment to learning, may and have had successes with the AP course. Building on the broad survey of topics covered in Honors Introductory Biology, AP Biology takes an integrated approach to several focused questions and prepares students for advanced placement in college science courses. The year begins with an in-depth, molecular study of gene expression and control, and recombination. Throughout the year, proposed questions are addressed by laboratory investigations—self-designed experiments, research projects, and outside reading assignments. *Students must take the AP Biology exam at the conclusion of this course.*

AP Chemistry, full year, 1 credit

*Laboratory Science*

*Prerequisite: Successful completion of Honors or Introductory Chemistry and recommendation of the Science Department.*

AP Chemistry is intended to provide students with a college-level foundation to support future advanced coursework in chemistry. This course provides a rigorous review of basic chemistry concepts, as well as sophisticated critical analysis and deeper discussion of chemistry topics, such as atomic structure, bonding, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry. The ability to work effectively in the laboratory, communicate results and reasoning clearly, and to solve problems independently are critical skills for students enrolled in this course. Due to the volume of material that must be covered to adequately prepare for the AP exam, students may be required to complete laboratory work outside of regular class time. Students are required to take the AP Chemistry exam at the conclusion of this course.

ADVANCED PHYSICS: Electricity & Magnetism, full-year, 1 credit

*Laboratory Science*

*Prerequisite: Successful completion of Honors/Discovering Physics and Pre-calculus.*

The Advanced Physics: Electricity & Magnetism course, typically taken during a student's senior year, is for the student who wants to continue their exploration of physics concepts once completing the Honors or Discovering Physics course. Starting with principles of electrostatics, students will learn the models and mathematics behind why one's hair stands up when rubbed against a balloon, how a Van de Graaff generator works, and how electric fields are created/measured. Electrostatics leads into concepts such as voltage, current, resistance, and interactions between electric current and magnetic fields. Advanced, real-world applications such as alternating current, the electric motor, solenoids, and transformers will be analyzed in detail, and laboratory

investigations will emphasize the usage of basic circuitry components and modern electronics. Basic calculus concepts such as limits, derivatives, and integrals will be discussed as the material is introduced in order to better represent how the concepts were modeled by pioneers of the field such as Gauss, Ampère, and Faraday, and strong background knowledge of mathematics is highly recommended.

Forensic Science I , 1st semester, .5 credit

*Laboratory Science*

*Prerequisite: successful completion of a Biology course*

*Offered in rotating years; will be offered in academic year 2020-21, not in 2021-22*

This course focuses on the collection, identification, and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting analysis, blood typing, blood spatter analysis, body decomposition, hair and fiber examination, and DNA analysis. Case studies and current events will be explored; online activities and professional visits are part of this course. This fun course should allow students to see how science is used to answer questions rather than just learning science concepts. Note: students are encouraged to take this course in consecutive semesters (first and second), but may enroll in the first semester only.

Forensic Science II, 2nd semester, .5 credit

*Laboratory Science*

*Prerequisite: successful completion of Forensic Science I and a Biology course*

*Offered in rotating years; will be offered in academic year 2020-21, not in 2021-22*

This course is a continuation of the learning and fun from Forensic Science I. Emphasis will be continued to be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises with evidence analysis will include forensic anthropology (bone analysis), toxicology, glass evidence, and firearms and projectiles. The course will culminate with designing a "crime scene" with planted evidence for either a middle or upper school class to learn some basic forensics from the experienced students.

Human Physiology-Honors, full year, 1 credit

*Laboratory Science*

*Prerequisite: successful completion of both a Biology and a Chemistry course, and the recommendation of the Science Department.*

Honors-level Elective: this course is for students with genuine science interest, who have demonstrated dedication and achievement in Biology. How are bones formed and repaired? What is Alzheimer's disease? How does the eye function to create

images the brain can understand? How is muscle formed in a fetus? How does the human heart create its own heartbeat? What happens to food from the time it enters your mouth until it is absorbed as organic molecules in the small intestine? What is an ulcer? What is an allergy? Human physiology is all about the human body.

Understanding how the human body works is to move toward understanding one of the most magnificent and complicated natural machines. Students with a genuine interest in human biology will enjoy this elective, which also offers laboratory experiences without the formal lab report. Basic anatomy is covered as 7 of the 11 basic body systems are studied in detail. Assessment is system unit testing, postlab questions, personal choice projects and presentations, and writing summaries of reviewed articles.

Introductory Environmental Science, full year, 1 credit

*Laboratory Science*

*Prerequisite: successful completion of a Biology course*

*Offered in rotating years; Will be NOT be offered academic year 2020-21. Will be offered 2021-22*

This is a cross-disciplinary science course that examines the geological, chemical, biological, and physical processes that drive the environment on the planet, focusing on the interrelationships of these processes in the natural world. Topics covered will have both a global and local focus. Students identify and analyze environmental topics through hands-on activities and laboratory exercises that promote problem-solving through an environmental lens. Students are expected to have a basic understanding of the experimental design process and data analysis. The year begins with a brief study of the historical relationship between humans and the environment, to bring us to modern-day interactions. We then examine the state of water resources including water use and availability, drinking water, and water quality and pollution. The class will then do an in-depth investigation on climate change, examining the various impacts on our world. Students will examine other topics such as renewable energy, endangered species and habitats, as well as the marine habitats of the school's salt marsh and estuary, and the local Potowomut/Hunt River. Not only will students examine these topics on a global scale, but all will also have a local component as well. Students should be prepared for laboratory and field investigations to pair with the in-depth study of local ecology. Students will gain an understanding of human impacts on the environment and examine sustainable solutions for resolving and/or preventing them.

Marine Biology full-year, 1 credit

*Laboratory Science*

*Prerequisite: successful completion of a Biology course*

Students use the shoreline of the school's adjacent salt marsh and estuary to become familiar with and identify the many species that reside locally and will have a strong emphasis on what is going on in Narragansett Bay. Students should be prepared for laboratory and field investigations to pair with the in-depth study of local marine ecology. The semester begins with an investigation of the Potowomut River salt marsh and its importance to the bay, as well as learning how to take water quality measurements from the school dock. The taxonomy of marine species, including microorganisms, macroalgae, marine plants, invertebrates, and marine vertebrates is examined in detail in this course. Additionally, students will investigate the dynamics of Narragansett Bay in terms of fisheries, bay water quality, and climate change impacts on local resources, with both data manipulation and class discussions. Students conclude the semester with an investigation into marine habitats and relationships between organisms in marine communities, including a study of the human impacts on these communities. Throughout the semester, topics such as marine productivity, fisheries science, aquaculture, and conservation are explored.

# HISTORY & SOCIAL SCIENCE

Students are required to take World History I: Cornerstones of Civilization and a World History (WH) elective in 9<sup>th</sup> grade, World History II and a WH elective in 10<sup>th</sup> grade, and US History in 11<sup>th</sup> grade. Requirements for students entering after 9<sup>th</sup> grade with courses transferred from other schools will be considered on a case-by-case basis.

World History I: Cornerstones of Civilization, semester .5 credit

*Required for 9<sup>th</sup> graders.*

This semester course introduces students to the major pillars of any civilization: the influence of geography and its impact on the ability to grow food, access fresh water, find resources, and trade. Students will learn about economics and culture, including major religions, and how they contribute to alliances or sometimes lead to conflict. Students will also begin to look at the way groups of people tried to control behavior through different governance systems. Throughout the course, students will hone their analytical, research, writing, discussion, and collaboration skills.

World History II: Origins of the Present, semester, .5 credit

*Required for 10<sup>th</sup> graders.*

This semester course examines the present through some of the same aspects examined in the freshman curriculum. We will examine geopolitical power struggles, current social issues and their origins, look at the causes and effects of globalization, and analyze the causes of modern day conflicts. Students will work on reading, writing, discussion, and collaboration skills. Information will come from a variety of perspectives and mediums, including primary and secondary literature, fiction, and film.

WH2: East and South Asia Rising Powers, semester .5 credit

*Option for 9<sup>th</sup> and 10<sup>th</sup> graders toward the World History requirement.*

Half of the world's population lives in Asia and the continent claims two of the three largest economies in the world. The proximity of diverse groups to one another, along with the forces of globalization, have led to alliances, but have also created tension and conflict. Students will examine current tensions and the history behind them, and in doing so, gain a better understanding of current events. For instance, why did the Roman Empire, British Empire, and now the United States run up a massive trade deficit with China? Should one be concerned about a trade deficit? Why or why not? How might the U.S. best deal with it? Students will hone analytical, research, writing, discussion, and collaboration skills during this semester-long course.

WH2: Southwest Asia/Middle East: Allies or Foes? , semester, .5 credit

*Option for 9th and 10th graders toward the World History requirement.*

The U.S. has fought three major wars within the past 30 years in this region, and multiple conflicts from the area are reported with each news cycle. Why does this region matter? Why is the region so torn with strife? Which groups are allies? Which are enemies? Why? We will start by examining current events and then examine the relevant background of the issue. In doing so, students will develop a better understanding of the forces at play in the region, while also honing research, writing, discussion, and collaboration skills during this semester-long course.

WH2: Africa/Latin America: Independence and Globalization semester, .5 credit

*Option for 9th and 10th graders toward the World History requirement.*

The southern hemisphere is an often forgotten region of the world, often finding itself victim to outside influence and the negative effects of globalization. This course will examine Latin America and Sub-Saharan Africa in the 20th and 21st centuries, looking at the perspective of people in the developing world. Possible countries of focus include El Salvador, Haiti, Mexico, South Africa, Rwanda, and Sierra Leone. The class will use a mix of literature, film, and primary and scholarly sources to help students gain an understanding of the regions and their issues. Students will be assessed on various writing, reading, and discussion skills, and will complete both an individual and a group research project over the course of the semester.

WH2: Modern Europe: Industrialization to Interdependence, semester, .5 credit

*Option for 9th and 10th graders toward the World History requirement.*

For the last few centuries, Europe has been the driving force behind many of the changes in the world. This course will examine some of the important themes that were instrumental in the formation of contemporary Europe, starting with industrialization, moving to international conflict, and eventually getting to the formation of the European Union and the consequences of the continent's unification. Students will complete primary source research, and they will complete research projects both in a group and as individuals. Readings will include a mix of literature, scholarly sources, and primary sources. Throughout the course, students will hone their discussion, critical reading, writing, and collaboration skills.

U.S. History, full year, 1 credit

*Prerequisite: Successful completion of a World History II course*

*Juniors and Seniors Only*

U.S. History explores the development of the American nation from the Colonial period up to the 21st century. Through discussion, projects, essays and debate, students

strengthen their understanding and interpretation of American history. Themes studied include American identity, war and foreign policy, economics and the role of government, and the fight for rights. Students practice formulating an opinion based on evidence to support a thesis in discussion and analytical writing. Research skills will incorporate varying sources and be refined through close reading of primary sources and identifying bias through history.

AP U.S. History, full year, 1 credit

*Prerequisite: Successful completion of a World History II course, or U.S. History, and the recommendation of the department.*

This course offers an introduction to the study of history at the college level, while preparing students for the AP exam. Students explore history in depth with a focus on building analytical skills and interpretation of primary sources. Readings and essays are geared toward the multiple-choice section, document-based essays, and free response essays that appear on the AP exam. Students enrolled in this course must take the AP exam at the conclusion of the course.

Media Literacy in Current Events, semester, .5 credit

*Open to all students, with preference to 11th and 12th grade students.*

How do you find reliable sources to understand the world today? What role does bias play in influencing our perception of the world? How do we research well? This course will use contemporary skills of media literacy to explore current events and the news today. Students will research current events, identify and analyze news sources for validity and bias, discuss and debate points of view, formulate and support theses in writing, and attempt to interest local news outlets (print or online) in some of the collective work. Students will write point papers, analytical essays, op-ed pieces, as well as conduct debates.

Economics Through Entrepreneurship, semester, .5 credit

*Open to all students, with preference to 11th and 12th grade students.*

Students will be introduced to economic concepts, such as market analysis, value proposition, business canvas, etc. by creating their own entrepreneurial endeavor. They will also navigate the permitting process, figure out how to raise capital, advertise, manufacture, distribute, and evaluate their product or service. During the semester, students will have the opportunity to meet with and query entrepreneurs as well as professional experts who can assist them with their venture. Our hope is that through the "learning by doing" process, students will not only learn about important

concepts, but leave the class with an actual business entity, or at the very least, a detailed plan with which they can go on to start one.

**Psychology, semester, .5 credit**

*Open to Juniors and Seniors*

In psychology students examine how mental processes impact human behavior and how this has been studied. Based on student interest determined at the beginning of the course, students explore various topics that may include verbal and non-verbal communication, consciousness, cognition, abnormal psychology, social disorders, growth and development, and research methods. Students complete at least two independent projects, one researching behavior in their immediate community and one a case study of a subject of their own choosing.

**Sports in American Society, semester, .5 credit**

This semester-long course will examine the role of organized athletics in American society. Topics will include the role that race, class, gender, age, professionalism, and amateurism play in sports of all levels. Readings will address the topics of the role that athletics have played in education as well as the dynamics of professional and amateur sports. Projects may include working with younger student-athletes at Rocky Hill, organizing and participating in athletic activities at school, and observing organized sports at the youth, high school, college, and professional levels with an eye towards what is truly valuable about athletics in society. Students will continue to work on their writing, discussion, and critical thinking skills as they complete an independent project on the topic of their choice, as well as reflect on their experiences both participating and observing athletic events.

**Ethics, semester, .5 credit**

What does it mean to be an ethical person? Is it in the way you care for yourself? The way you treat others? The ways in which you care for a group? The environment? This course, through film, literature, philosophy, and history, will examine various ethical dilemmas in a basic study of ethics. We will study some of the philosophers that have had a formative effect on the ways in which people behave, and will also look at ethical problems present in the modern day world. Students will confront major ethical issues through a variety of projects, writing, and reading.

**Honors Senior Seminar in Tribalism and Polarized Politics, semester, .5 credit**

*Prerequisite: Successful completion of U.S. History, or AP U.S. History*

Do people really listen to each other? Are politics polarized to a point of no return? In this course, students will look at psychology and anthropological studies to better understand human culture, and then apply these lessons to historical and present day divisive issues around the world. Students will practice research skills, discussion, analytical writing and understanding variable perspectives.

**The Power of Women**, semester, .5 credit

This course will use “Good and Mad” and “Rage Becomes Her” as a basis to place contemporary feminism within a historical context. Students will explore the role of women through U.S. History, and explore notions of gender in the 21st century. The course will examine intersectionality and the successes and failures of each wave of feminism through history, using texts, song and film. The course will emphasize reading, discussion and analytical writing.

**Video Influencers**, , semester, .5 credit

Evolving methods of communication alter the ways in which people consume news and have also empowered individuals to publicly distribute their own messages. Video has been an especially powerful format and students will examine how it is used depending on the intended message, channel, and content. For instance, students might analyze the different ways in which current events are reported through television, documentary films, Snapchat, TikTok, or Instagram posts. As part of the learning experience, students will develop and deliver their own video messages through different media channels, and in doing so, they will also deepen their understanding of the influence and impact of the media.

# MODERN AND CLASSICAL LANGUAGES

French I, full year, 1 credit

This is the introductory language course for students who have studied little or no French, as well as for those who might previously have experienced difficulty in learning the language. This class introduces the question of identity (as a student, a friend, a family member, a citizen, etc.) through the comprehension of various materials that allow students to learn to listen, speak, read, and write in the target language from the beginning through simple tasks. Grammar and vocabulary are taught in an inductive way, allowing students to be involved more fully in understanding the language as they work out different language structures, and to increase their motivation. Culture, geographical, and historical facts are interwoven throughout the class. All classes aim to be taught exclusively in the target language and students are encouraged to communicate in the target language.

French II, full year, 1 credit

*Prerequisite: French I*

This course continues to introduce major grammatical and conversational points and includes a review of those studied in French I. While still considered a beginner level course, students are taught to express themselves with more sophisticated vocabulary and grammar. Students learn how to appropriately behave and act in real-world situations and analyze various authentic materials in order to allow them to strengthen both their linguistic and cultural proficiency in the target language. Grammar and vocabulary are taught in an inductive way, allowing students to be involved more fully in understanding the language as they work out different grammar structures and to increase their motivation. All classes aim to be taught exclusively in the target language and students are encouraged to communicate in the target language.

French III, full year, 1 credit

*Prerequisite: French II*

In the third Level, students review the grammar structures presented in Levels I and II and are introduced to a more sophisticated language in use, while they also start engaging the subtleties of the language. Students continue to learn how to appropriately behave and act in increasingly complex real-world scenarios, while they also explore and analyze a wide range of authentic materials in order to strengthen both their linguistic and cultural proficiency in the target language. Grammar and vocabulary are taught in an inductive way, allowing students to be involved more fully in understanding the language as they work out different rules and to increase their

motivation All classes aim to be taught exclusively in the target language and students are encouraged to communicate in the target language.

French IV: The Francophone World, full year, 1 credit

*Prerequisite: Successful completion of French III and recommendation of the Language Department.*

After completing the foreign language requirements of Rocky Hill School, students may be invited to participate in this advanced course on Francophone society. This class will give students a chance to engage the subtleties of the language while analyzing and discussing a wide range of authentic materials portraying various aspects of the Francophone world. This class intensely works on strengthening students' communicative skills in order to prepare them for the AP French Language and Culture class. All classes aim to be taught exclusively in the target language.

French V: The Francophone World, full year, 1 credit

*Prerequisite: Successful completion of French IV and recommendation of the Language Department.*

This course continues to explore and discuss various aspects of the Francophone world such as current issues, literary works, art, historical events, and so on. This course is offered to students who have successfully completed The Francophone Society, Part I course and who wish to continue with their language studies. While this course will allow students to continue learning about French syntax, it will mainly focus on strengthening students' communicative skills.

AP French Language and Culture *Prerequisite: Successful completion of French III or higher and recommendation of the Language Department.*

The AP French Language and Culture course will strengthen the students' communicative skills by allowing them to use interpersonal (interacting with someone through speaking or writing), interpretive (listening and reading), and presentational (present information through writing or speaking) skills in real-life situations. Students will continue to expand and diversify their vocabulary, refine their mastery of French syntax, and develop their cultural awareness of French-speaking countries. Throughout the year, students will be exposed to a variety of contemporary and historical materials. At the end of the year, students will take the AP French Language and Culture exam.

Latin I, full year, 1 credit

This is the beginning language course for students who have studied little or no Latin or for those who might have experienced difficulty in learning the language previously. Latin I formally introduces the fundamental grammatical constructions and the basic

vocabulary of the language. Students learn to think about language in a way that English rarely requires. Students learn to treat a Latin sentence as a collection of puzzle pieces that fit together through logical analysis. The textbook presents the fundamental form and structure of the Latin language in a methodical, straightforward manner. Background lectures on the history, art, architecture, culture, and daily life of the Romans are provided to help students understand that Latin was once a living language that contributed so much to English.

Latin II, full year, 1 credit

*Prerequisite: Latin I*

Latin II bridges the gap between introductory language study and the reading of actual Latin texts. The course begins with a rapid review of the major principles presented in Latin I, and then introduces more complex sentence structures, notably uses of participles and subjunctive moods. A single form of a Latin word may have several grammatical interpretations, and as students find themselves with more and more options, the task of translation requires them to remember all these options and sift through them carefully until they find the best one. Throughout the year, students read passages from the works of Caesar, Cicero, and Catullus, adapted at first, then eventually unaltered. Additionally, students will tackle some of Caesar's *Dē Bellō Gallicō*. We'll relive the thrilling showdown between Vercingetorix and Caesar on that fateful day on the hilltop in Alesia.

Latin III, full year, 1 credit

*Prerequisite: Latin II*

In Latin III, students complete their study of Latin grammar and devote themselves to the translation of unedited Latin passages. This course features the prose of Cicero and Sallust and an introduction to the poetry of Catullus and Ovid. Students also complete a creative project based on the "Cena Trimalchionis" from Petronius' *Satyricon*. The translation of unadapted Latin literature requires instinct as well as intellect, and the former can only be developed through practice and patience, both of which are emphasized in this course.

Latin IV/V, full year, 1 credit

*Prerequisite: Successful completion of Latin III and recommendation of the Language Department.*

Latin IV/V will begin with a focus in the first semester on the intent and impact of Roman satire through the works of such notable authors as Horace and Juvenal. It will conclude in the second semester with an exploration of the many roles which women served in Roman society with a particular focus on the extent to which their roles as

members of a male-dominated society were indispensable to the progress of pre-to-post Imperial Rome. Students will be able to gain understanding of the zeitgeists that were prevalent throughout the formative and waning periods of Roman expansion by focusing on unadapted poetic texts that sought to be illustrative of fact via expression of hyperbole. Students will also read selections from Ovid's *Metamorphoses*, going on a journey from the far Eastern corners of the Roman empire west towards Rome itself by reading Ovid's episodic narrative. They will consider the power dynamics and politics embedded within Ovid's retelling of Greek myths and legends.

AP Latin, full year, 1 credit

*Prerequisite: Successful completion of Latin III or higher and recommendation of the Language Department.*

The AP Latin course will cover approximately 2,000 lines of Virgil and Caesar. Students will translate selections from books 1, 2, 4 & 6 of the *Aeneid*, books 1, 4, 5, & 6 of *De Bello Gallico*, and read the entirety of both works in English. Since the students have a solid grounding in grammar, when preparing their translations they will go beyond simply giving a literal translation by also considering rhetorical devices and literary themes in these passages. They will also practice reading at sight. Sight translations strengthen language skills in that they help students to think on multiple levels while translating. Students must be able to have a broad understanding of the text, as well as careful attention to detail. Another component of reading at a more advanced level is placing the texts in their historical and literary context, and students will discuss in class how these authors discussed important figures and events in the late Republic and early Empire. Students are required to take the AP exam at the conclusion of the course.

Spanish I, full year, 1 credit

This is the beginning language course for students who have studied little or no Spanish. Students discuss the cultures of Central America, Latin America, and Mexico and make basic cultural comparisons. Listening, speaking, reading, and writing are integrated in a culturally relevant context. The curriculum is presented to students in an engaging and accessible platform with topics ranging from identity, to everyday situations, to more complex topics, such as, celebrations in the Spanish speaking world and the importance of food. Students practice their developing language skills through the use of audiovisuals, voice recordings, selected readings, authentic texts, and partner or group projects. Students are required to use the target language at all times in order to have a full immersion experience.

Spanish II, full year, 1 credit

*Prerequisite: Spanish I*

This course begins with a brief review of the first-year program, and continues the study of Spanish with continued emphasis on culture through listening, speaking, reading, and writing. Students expand their language skills by using authentic texts including: books, magazines, movies, commercials, songs, podcasts and video conferencing. Furthermore, students participate in more analytical discussions of cultural comparisons. There is emphasis on demonstrating proficiency through partner and group projects. Grammar concepts are taught in context and students learn to communicate in the present, past, and future. Students are required to use the target language at all times in order to have a full immersion experience.

Spanish III, full year, 1 credit

*Prerequisite: Spanish II*

Grammar concepts studied in Spanish II, especially verb tenses, are reviewed thoroughly, with an emphasis on more accurate application of grammar concepts to both speaking and writing proficiency. Students improve their conversational ability and demonstrate a solid knowledge of Hispanic culture in class discussions in Spanish. All classes aim to be taught exclusively in the target language.

Spanish IV, full year, 1 credit

*Prerequisite: Spanish III*

Students review all grammar structures taught the previous three years and are introduced to new concepts and vocabulary to strengthen writing and speaking proficiency. Students present higher-level cultural comparisons during class discussions and in writing assignments. In addition, students begin literature analysis through the introduction of short readings of prominent Hispanic authors. All classes aim to be taught exclusively in the target language.

Spanish V: Language and Culture of the Spanish Speaking World, full year, 1 credit

*Prerequisite: Spanish IV*

Students will develop an appreciation of major themes in contemporary Hispanic society and their historical origins. Authentic materials such as films, news articles, newscasts, television shows, podcasts, songs, and literature will be used to explore various social and economic issues from a truly global perspective. Students will participate in class discussions, essays, and oral presentations. Grammar topics will be reviewed as needed and some more advanced grammar topics will be presented. The class will be conducted in Spanish.

AP Spanish Language and Culture, full year, 1 credit

*Prerequisite: Successful completion of Spanish III and recommendation of the Language Department.*

The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world. It offers them the opportunity for advanced placement in their college language study. Both formal and informal oral and written proficiency is emphasized. The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. All classes aim to be taught exclusively in the target language. Students enrolled in this course must take the AP exam at the conclusion of the course.

Mandarin III, full year, 1 credit

*Prerequisite: Mandarin II*

Mandarin III reinforces and expands upon the four skills: speaking, reading, writing, and listening, which were established in Mandarin II. In this course, students will continue to develop and refine their speaking proficiency, with an emphasis on oral interaction in more complex and detailed scenarios. By the end of the course, students will be able to initiate, sustain, and conclude a conversation with other speakers of Mandarin. Students will also continue to develop their writing, and by the end of this course be able to write "formally" (a register appropriate in a business setting). In addition, course participants will continue to develop cultural awareness through the study of Chinese culture and important historical events. One major goal to be achieved by the conclusion of the class is for the instructor and students to use only Mandarin during the instructional sessions.

Mandarin IV, full year, 1 credit

*Prerequisite: Mandarin III*

Mandarin IV reinforces and expands upon the proficiency of four skills: speaking, reading, writing, and listening, which were established in Mandarin III. In this course, students will continue to be engaged in reading simple literature, such as stories about Chinese idioms and other authentic reading materials. Students are expected to give and follow a series of directions, instructions, and requests, and meet practical writing needs to compose short letters, blogs or notes by using both high-frequency vocabulary, new vocabulary, and learned grammatical structures. Upon course completion, students will be able to comprehend verbal exchanges by using listening and reading strategies to make inferences and draw conclusions. In addition, students

will have gained the ability to summarize, explain, and critique information from a variety of oral and written sources. One major goal to be achieved by the conclusion of the class is for the instructor and students to use only Mandarin during the instructional sessions.

**Mandarin Culture: Chinese Harmony-Feng Shui** , semester, .5 credit

*Prerequisite: none. Taught in English*

This course will explore the foundations of Chinese culture and the reasoning behind the accepted behaviors of the Chinese people. Through the understanding of how to use the ancient Chinese method of creating a harmonious environment, Feng Shui, students will develop a deeper knowledge of Chinese culture, thus enabling them to better understand China. The course will cover the following topics: the core concepts in Chinese philosophies and religions: Confucianism, Taoism, and Buddhism, the five elements and two energies, wind and water, Yin and Yang, etc, and creating balance via harmony with nature. The class will be taught in English. The final project will showcase students' room design using architectural elements aligned with the principles of Feng Shui.

## ENGLISH LANGUAGE LEARNERS (ELL)

The ELL program helps students whose native language is not English make the transition to mainstream classes at Rocky Hill Country Day School. The curriculum develops proficiency in reading, writing, speaking, and listening comprehension. Recognizing the special and unique needs of international students, the ELL teacher provides support and guidance in areas of cultural adjustment, family correspondence, and academic advising as students grow accustomed to Rocky Hill Country Day School.

When a non-native speaker of English enrolls at Rocky Hill Country Day School, their TOEFL or Duolingo score, in conjunction with the recommendation of the ELL teacher, will determine placement in the appropriate ELL level class. Newly enrolled students who earn a score of 90 or higher on the TOEFL, or 59 or higher on the Duolingo, may opt out of the program.

Currently enrolled students who take a TOEFL exam *in the United States* or a Duolingo exam *on the RHS campus* and earn a score of 90 or higher on the TOEFL, or 59 or higher on the Duolingo, may exit the program at the start of the subsequent academic year. Students who earn a very low writing score in the TOEFL or Duolingo will be required to take the ELL Writing Seminar.

English Communication 1, full year, 1 credit

This English language course is designed to aid non-native English speakers in further developing their combined listening, spoken, and written language skills. This course specifically focuses on enhancing vocabulary and applying new vocabulary and phrases to various contexts and situations. The course also focuses on citation methods, plagiarism, American academic classroom culture, basic presentations, grammar and mechanics.

English Communication 2, and English Communication 3, full year, 1 credit

*Prerequisite: English Communication 1 or permission from the instructor*

This English language course is designed for students who have mastered competencies of English Communication 1. This course focuses on paragraph and short essay writing in the American style, advanced grammatical structures, transition words, eliminating sentence errors such as fragments and comma splices. The course prepares students to perform pre-college level writing tasks successfully.

Advanced Writing Seminar, full year, 1 credit

*Prerequisite: English Communication 3 or permission from the instructor*

This elective course allows for English language learners to strengthen their proficiency in college-level reading, research, and writing tasks in the American style. The skills acquired move well beyond those required for the TOEFL test, and thus more accurately prepare a student for college. The course will provide opportunities for students to learn about new academic disciplines as well as allowing for students to explore their own research interests in great depth. The course requires students to create, build, and maintain a digital writing portfolio.

## ARTS: MUSIC

Music and Visual Arts Foundations, full year, 1 credit

This is a foundational course in music and the visual arts, and is the first art course a student takes in the Upper School. On the days spent in the music rooms, students will learn fundamental musical skills as well as gain performance experience in either chorus or band. Instrumentalists must have previous experience on their instrument, while no experience is needed to join chorus. The visual arts foundations course includes both 2D and 3D visual arts projects and provides students with a strong and comprehensive foundation in visual art before they move on to the more advanced courses. Students are introduced to the elements of art and principles of design through exciting exploration of various media and techniques. Composition, observation, and rendering skills are emphasized. The structure of the course will consist of guided exercises, class projects, artist videos, art historical context, group discussion and critiques. In this introductory art class, students are also introduced to the significant role of the artist sketchbook in the creative process.

Chorus: full year, 1 credit

This course provides all students with the opportunity to participate in the school's Choral program. Students will focus on the development of vocal skills, ear training, musical notation and performance practice. The singers will apply these skills as they prepare and perform throughout the year, both on and off campus. Students will have the opportunity to perform as a large group as well as in smaller ensembles as they explore all genres of music, ranging from contemporary and folk music, to musical theater and traditional choral repertoire. No prior experience is necessary. Students may take consecutive semesters of this course, as the repertoire will change with each new semester.

Band, full year, 1 credit

*Prerequisite: Permission of the instructor.*

This course prepares students to perform with expression and technical accuracy, both individually and within an ensemble. All the qualities of good musicianship are emphasized, including tone quality, sight-reading, blending, rhythmic accuracy, interpretation, and intonation. A variety of musical selections are rehearsed and performed both on and off campus.

## ARTS: VISUAL

Art Foundations full year, 1 credit

*Prerequisite: None*

Art Foundations is a foundation course and also the first art course a student takes, usually, but not always, in Grade 9. Students gain experience in a variety of materials, and develop problem-solving skills. The course includes both 2D and 3D projects and provides students with a strong and comprehensive foundation in visual art before they move on to the more advanced courses. Students are introduced to the elements of art and principles of design through exciting exploration of various media and techniques. The structure of the course will consist of three rotations including one quarter of ceramics, one quarter of drawing and painting, and one quarter of mixed media, culminating with a student driven *Capstone* in the fourth quarter. In this introductory art class, students are also introduced to the significant role of the artist sketchbook in the creative process.

Drawing and Painting I, semester, .5 credit

*Prerequisite: an Arts Foundations course*

This course is for the students who have completed Art Foundations or Music and Visual Arts Foundations, and want to continue their exploration of two-dimensional art in more depth. A variety of drawings will be completed using different media such as graphite, charcoal, pastel, ink, and mixed media. The elements of art, the principles of design, and color theory will be emphasized and lead into painting. Students will have the opportunity to work in watercolor, acrylic, and oil paints. We will explore basic techniques as well as more sophisticated concepts and objectives. There will be a strong emphasis on art historical context as well as contemporary artistic practice. Each class will examine the various processes and methods that artists employ to conceptualize and create work. Students will be asked to document their research and creative process in their sketchbooks. First and foremost, the studio will be a place where students can learn to think critically and creatively while developing solid problem solving skills.

Drawing and Painting II, semester, .5 credit

*Prerequisite: Drawing and Painting 1*

This course is for the students who have completed Drawing and Painting 1 and want to continue their development. A variety of drawings will be completed using different media such as graphite, charcoal, pastel, ink, and mixed media. The elements of art, the principles of design, and color theory will be emphasized and lead into painting.

Students will have the opportunity to work in watercolor, acrylic, and oil paints. We will explore basic techniques as well as more sophisticated concepts and objectives. There will be a strong emphasis on art historical context as well as contemporary artistic practice. Each class will examine the various processes and methods that artists employ to conceptualize and create work. Students will be asked to document their research and creative process in their sketchbooks. First and foremost, the studio will be a place where students can learn to think critically and creatively while developing solid problem solving skills.

Drawing and Painting III , semester, .5 credit

*Prerequisite: Drawing and Painting 2*

Drawing and Painting III is for students who are interested in continuing their drawing and painting studies.. This course will allow students to refine their technical ability as well as focus on developing conceptual art making practices. A variety of drawings and paintings will be completed using a range of media and techniques.

Portfolio Drawing and Painting, semester, .5 credit

*Prerequisite: Drawing and Painting III*

This class is for advanced students who are committed to developing their work. Students work independently, exploring the relationships between form, process, and content. They are encouraged to question their work and expand their ideas and approaches to their work. Group and individual critiques help students develop a better vocabulary with which to speak and think about art making. All students are required to produce a cohesive body of work that reflects their personal style.

AP Studio Art (either 3D Design, 2D Design, or Drawing), full year, 1 credit

*Prerequisite: an Arts Foundations course, one year of art electives, and the recommendation of the instructor.*

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The AP Studio Art program consists of three portfolios-2D Design, 3D Design, and Drawing. AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment. Students create a portfolio that consists of three sections: Quality, Concentration, and Breadth. The students will create a total of 25 pieces at minimum to fulfill the requirements of the portfolio. AP Studio Art students develop greater command of technical skills and various media while pursuing more thematic depth and complexity, as well as a wider range of creative responses in their work. The students spend a great deal of time developing their Concentration. A Concentration is a body of related works that demonstrate a student's commitment to the thoughtful

investigation of a specific visual idea. The Concentration should grow out of the student's idea and demonstrate growth and discovery through a number of conceptually related works. AP students will complete assigned summer work prior to the AP Studio Art course.

Mixed Media I semester, .5 credit

*Prerequisite: Drawing and Painting I*

The Mixed Media I course will focus on image making through the application of various artistic genres including painting and drawing, collage and assemblage, mosaic, photo montage and found objects. Color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, spatial concepts and critical thinking skills will all be emphasized extensively. This class uses printmaking, drawing and painting media as a way of exploring how to combine those various media and techniques to allow the student to develop imagery with a personal thematic approach.

Introduction to Printmaking, semester, .5 credit

*Prerequisite: Art Foundations*

Introduction to Printmaking exposes students to a wide range of printmaking techniques including wood block printing, linoleum block printing, drypoint etching, monoprints, and solar plate prints. The major emphasis is on the development of printmaking skills, and students are encouraged to explore personal modes of creative expression, as well as the cultural and historical backgrounds of the techniques. The students will also learn artist bookbinding techniques, leading to their final project—a hand-bound book of a collection of their prints.

Ceramics I, semester, .5 credit

*Prerequisite: an Arts Foundations course*

This course is an introduction to ceramics for students who have completed Art Foundations. The goal of this course is to equip students with confidence in creating three-dimensional clay forms. Furthermore, this course will foster a deeper appreciation for ceramics within a cultural and historical context and explore the capabilities of ceramics as a medium of self-expression. During the semester, students will demonstrate basic pottery skills necessary to complete projects such as pinch pots, coil pots, slab pots, and glazing techniques. Students will build upon basic skills with an introduction to textural techniques including paddling, graffito, slip trailing, and piercing. After gaining proficiency in these foundational skills, students will move on to the potter's wheel.

Ceramics II, semester, .5 credit

*Prerequisite: Ceramics I*

This course will begin by ensuring that students have achieved a solid foundation in the fundamental skills of the potter's wheel including centering clay, trimming techniques, and how to store and finish a thrown pot. This will prepare students to move on to more complex forms and skills. As students progress into more advanced ceramics techniques, there will be frequent opportunities to make connections with other fields such as technology, mathematics, and history. This course emphasizes the refinement of craftsmanship, concept, and methods.

Ceramics III, semester, .5 credit

*Prerequisite: Ceramics I and 2II(may be taken without taking Portfolio Ceramics)*

This course will allow students to refine their technical ability in order to stimulate individual creativity. Projects will demand that students utilize and integrate all previously learned technical skills in order to express an artistic vision. Advanced topics covered include learning about various clay bodies, glazes, kilns, and firing techniques. In order to expose students to the full potential of ceramics as a modern medium of self-expression, students will conduct research into the work of ceramic artists.

Portfolio Ceramics, semester, .5 credit

*Prerequisite: Ceramics I, II, III and the recommendation of the instructor.*

This class is for advanced students who are committed to developing their work. Students work independently, exploring the relationships between form, process, and content. They are encouraged to question their work and expand their ideas and approaches to their work. Group and individual critiques help students develop a better vocabulary with which to speak and think about art making. All students are required to produce a cohesive body of work that reflects their personal style.

INTRODUCTION TO DIGITAL PHOTOGRAPHY, semester, .5 credit

*Prerequisite: an Arts Foundations course*

Introduction to Digital Photography is a semester course that focuses on the basic operations and functions of a digital camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography learning about its scientific and technological developments, important innovators in the field, and relevance in diverse cultural contexts. Students will learn image techniques and digital manipulation using Adobe Photoshop, Lightroom, and Bridge, teaching them how to archive, organize, and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital

images as well as critically analyze the use of visual media as a means of communication in our society today. The students will explore the significance of photography within the larger context of the art world. Students will need a digital camera (preferably SLR) for this course.

**DIGITAL PHOTOGRAPHY 2**, semester, .5 credit

*Prerequisite: Introduction to Digital Photography*

In Digital Photography 2, students will be introduced to tools and genres used by professional photographers. During class, the students will be instructed to use both on-camera flash and studio lighting techniques. Students will produce professional quality headshots and environmental portraits, as both subject and photographer. Students will also learn the basics of table-top studio photography (photographing small to medium sized objects in the classroom) and editorial photography. Together we will explore the relationship between photographer and client playing the roles of each in our projects. Using historic examples students will be exposed to the Documentary, Still Life, Fashion, Photo Illustration, and Art Photography genres. Students will choose one of these genres in which to make a personal final project.

**DIGITAL PHOTOGRAPHY 3**, semester, .5 credit

*Prerequisite: Photography II or at the discretion of the teacher*

Students in Digital Photography III begin by immersing themselves in the works and artist philosophies of different well known photographers. By studying their work, and creating a series of images in the style of each photographer, they are encouraged to find a style of photography they will eventually explore more intensively. Students are also introduced to Advanced Lighting, Advanced Portraiture, and Advanced Lightroom and Photoshop. As students narrow their focus, the semester culminates with a final portfolio which reflects their area of interest.

**DIGITAL PHOTOGRAPHY IV**, semester, .5 credit

*Prerequisite: Photography III or at the discretion of the teacher*

During this semester, students in Digital Photography IV will spend their time further honing in on developing their voice, as they prepare for a culminating exhibition. They will be focusing on long term project planning, and building a portfolio of images for exhibition, as they work to shoot for the chosen theme of their exhibition portfolio. Students will be hands on in every area of preparation for the exhibition, including photographing, editing, printing, mounting, and hanging their images for display. They will also develop an artist statement, and prepare themselves to present their work and discuss it in public, at the exhibition.

VIDEO PROJECTS, semester, .5 credit

*Requirements: a video camera (with at least 720p 24fps capability; a phone camera is fine), a computer with video editing software that can operate at adequate speed.*

Students will focus on developing their own projects and seeing them through to completion. Projects will be of their own choosing, and students will write scripts, storyboard, cast, direct, record video and audio, process, edit, post, and show their video or series of videos. Possible projects might be a single documentary or fictional piece, but could also be a collection of shorter works such as college sports recruiting videos, a vlog series, or internal school news reports. Students will refine their skills in all areas of video making. This course can be taken more than once, but new projects or major segments that are additional chapters of existing projects must be completed by the end of each semester.

## OTHER ELECTIVE COURSES (NON-DEPARTMENTAL)

MAKER, full year, 1 credit

*Requirements: Student-purchased dust mask and hearing protection.*

In this course, students will learn by doing as they explore the creativity, technical skill, and philosophy of the Maker movement. While completing several projects in the span of the course, students will learn about electronics, robotics, woodworking, and computer design software such as Fusion 360 and TinkerCAD. Traditional tools such as drills, saws, and sewing machines will be combined with cutting edge methods like 3D printing to complete projects in the Makerspace. Arduino microcontrollers will be utilized in some assignments, and this will introduce programming and computer science elements which will help with the extensive robotics unit. Design principles, artistry, portfolio building, and teamwork will be emphasized throughout the year and students will have a chance to discover their inner engineers.

MAKER 2, full year, 1 credit

*Requirements: Student purchased dust mask and hearing protection. successful completion of Maker 1.*

After learning the essentials in Maker, students will have an opportunity to hone their skills and express their personal styles even more in Maker 2. This course emphasizes more opportunities for passion projects, personal inventions, and peer review that will take place in a student-led environment. Advanced design challenges in 3D printing, woodworking, and microcontroller application are also included, and will give students a chance to broaden their technical horizons while collaborating with others.

PROGRAMMING AND DESIGN FUNDAMENTALS, semester, .5 credit

*This course is offered every other year.*

Approaching programming as a thinking process, this course will introduce the fundamental concepts and structures that are common to all programming languages. Using Python as our language, students will design simple and complex applications and games with an emphasis on game theory and the user experience. The range of concepts will include basic programming structures to object oriented programming tools. No prior programming experience is required. Students will have the opportunity to create a project that can integrate with one of their other classes or projects. The culminating project will include the full development of a game for display and use by other Upper School students. Students will design the game, write instructions or

guides, develop a prototype for testing, and present their game to the Rocky Hill community.

#### **ADVANCED PROGRAMMING AND GAME DESIGN, semester, .5 credit**

*This course is offered every other year.*

Building on the fundamentals from the first semester, this course takes a more in-depth look at key concepts and strategies in programming by creating interactive games and storytelling. Continuing in Python, students will explore the PyGame and other libraries using skills that they have learned to design games and experiences to share with others. This class will expand student's existing knowledge and delve into object-oriented programming by using add-on modules to extend the capabilities of Python, and help gain a full understanding of application design from the user interface to full functionality. This course will build on a foundation understanding of programming concepts and techniques that can be applied to a wide range of other languages.

#### **SERVICE LEARNING, semester, .5 credit**

*Prerequisite: An accepted project proposal*

Students in this course will experience the rewards of service learning and gain valuable experience in organization, leadership, collaboration, and project design.

*Prior to enrollment in the class*, an interested student, or small team of students, will identify an area of need and propose a project to address that need. Once accepted into the class, students will work independently, under the mentorship of a RHS faculty or staff member, to develop and implement their project design over the course of the semester. Motivated and self-directed students will be better positioned to be successful in this course.

#### **STUDENT LEADERSHIP, semester, .5 credit**

This course will be focused around the development of a personal leadership style.

Through study and understanding of different leadership principles, concepts, and theories, students will become confident and empowered to take on leadership roles in their school, on their teams, and in their off-campus life. Students will study and practice skills such as effective communication, delegation, motivation, persuasion, and organization.

# ATHLETICS

All Rocky Hill Country Day School students in grades 9 – 12 must participate in at least two seasons of athletic co-curricular activity, selecting from the list below. This fulfills not only the Rhode Island state physical education mandate, but also the RHCD mission of educating the whole child – mind, body, and spirit, as well as a graduation requirement. All students MUST register for one of their selections in the fall season. In order to receive credit for a season, students must complete their activity in good standing and with good attendance. These policies will be outlined in the 2020/2021 Mariner Handbook which will be distributed prior to summer break.

## Upper School Athletic Co-Curricular Offerings 2020/2021

### Fall

- Girls Field Hockey – open to 9 - 12 grade; competitive team sport with daily practices and preseason practices; V & JV
- Girls Soccer – open to 9 - 12 grade; competitive team sport with daily practices and preseason practices
- Boys Soccer - open to 9 - 12 grade; competitive team sport with daily practices and preseason practices; V & JV
- Coed Sailing – open to 8 - 12 grade; competitive team sport with daily and preseason practices; experience required
- Coed Cross Country – open to 9 - 12 grade; competitive team sport with daily practices and preseason practices
- Coed Equestrian – open to 6 - 12 grade; competitive team sport with weekly practices and weekend shows; experience required; fee required; students must commit to both Fall and Winter season; can be done simultaneously with other co-curriculars
- Lifetime Fitness – open to RETURNING students only 10 – 12 grade; 3 x per week; fee
- Sports Management – open to RETURNING students only 10 – 12 grade; daily; includes physical fitness activity
- Fall Deckhands - open to RETURNING students only 10 – 12 grade; daily practices; includes physical fitness activity
- Athletic Alternative - open to RETURNING students only 10 – 12 grade; must be submitted to and approved by Director of Athletics prior to September 5.

## Winter

- Girls Basketball - open to 9 - 12 grade; competitive team sport with daily practices
- Boys Basketball - open to 9 - 12 grade; competitive team sport with daily practices; multiple teams
- Boys Ice Hockey - open to 9 - 12 grade; competitive team sport with daily practices; fee
- Coed Esports - open to 9 - 12 grade; competitive team sport with daily practices and fitness activity; fee
- Coed Equestrian - open to 6 - 12 grade; competitive team sport with weekly practices and weekend shows; experience required; fee required; students must commit to both Fall and Winter season; can be done simultaneously with other co-curriculars
- Yoga – open to 9 – 12 grade; 3 x per week
- Lifetime Fitness – open to 9 – 12 grade; 3 x per week; fee
- Winter Deckhands – open to 9 – 12 grade; daily practices; includes physical fitness activity
- Athletic Alternative - open to 9 – 12 grade; must be submitted to and approved by Director of Athletics prior to Nov 1.

## Spring

- Girls Lacrosse - open to 9 - 12 grade; competitive team sport with daily practices and preseason practices
- Boys Lacrosse - open to 9 - 12 grade; competitive team sport with daily practices
- Coed Sailing - open to 8 - 12 grade; competitive team sport with daily practices
- Coed Tennis - open to 9 - 12 grade; competitive team sport with daily practices; tryouts
- Coed Golf - open to 9 - 12 grade; competitive team sport with daily practices
- Lifetime Fitness – open to 9 – 12 grade; 3 x per week; fee
- Sports Management – open to 9 – 12 grade; 5 x per week; includes fitness activity
- Spring Deckhands – open to 8 – 12 grade; daily practices; includes physical fitness activity
- Athletic Alternative - open to 9 – 12 grade; must be submitted to and approved by Director of Athletics prior to Nov 1.