ROCKY HILL
COUNTRY DAY SCHOOL

2021-22 UPPER SCHOOL COURSE OF STUDY

Graduation Requirements in the Upper School:

A. Academic Credits: (1 semester course = .5 credit)

- Total academic credits:
  - Class of 2022: 21 credits
  - Class of 2023: 22 credits
  - Class of 2024: 23 credits
  - Class of 2025 and beyond: 24 credits
- English: 4 credits
- History & Social Science: 3 credits, including World and U.S. History
- Mathematics: 2 credits and through Algebra II
- Science: 2 credits of lab sciences, including Biology (freshman year)
- Modern & Classical Language: 2 credits and through Level 3 of a language. English Language Learners must take, or place out of, the ELL program courses through Level 3, which fulfills the language requirement.
- 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
- Seminar Courses (.5 credits per year):
  - Class of 2022: 1 credit
  - Class of 2023: 1.5 credits
  - Class of 2024 and beyond: 2 credits

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 (fall participation mandatory)

The Upper School strongly recommends the following course selections:

- 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 beginning in 2021-2022 is 6 courses including seminar, regardless of progress toward meeting graduation requirements. The Upper School strongly recommends that students not take more than 7 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.

Independent Research/Study

Students who wish to study or conduct independent research in an area of 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 run with consideration of student interest. Courses are sometimes not run in a particular year due to low student interest, master schedule considerations, or faculty staffing reasons.

“Advanced” courses are college level introductory courses, designed for students who wish to challenge themselves significantly.

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 much more. 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 curriculum also features 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 in possession of an informed sense of self. In their junior and senior years, students are offered the option to further challenge themselves by selecting an advanced humanities class that integrates History and English curricula in a rigorous all-rotation course. All other courses are year-long classes 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. 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.

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?" Students will explore a plurality of themes including identity, kinship, acculturation, power, and abuse of power, that resonate through memoirs, a graphic novel, short fiction, and poetry. By building on the foundational skills of English 9, the students' approach to reading, discussing, and

writing will emphasize the value of process—an evolution that occurs to render a well-crafted response from a promising question or idea.

English 11, 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.

Advanced Humanities 11: American Studies, full year, 2 credits

Prerequisites: Successful completion of English 10, World History II, and recommendation of the Humanities Department
This course will be counted toward both English and History graduation requirements (1 credit each) and run through all intensive rotations.
This interdisciplinary course offers a college-level introduction to American cultural history and literature. In addition to studying major topics in American history, students will explore cultural artifacts, such as novels, plays, poetry, art, music, and oratory, in order to fully understand the development of American culture in all its complexity. Students will explore history in depth with a focus on building analytical skills and interpretation of primary sources. Essays and project assignments will be geared toward developing students' analytical skills, persuasive writing, and abilities to engage with primary documents, historical scholarship, and literary works. This will be a discussion-based course, in which our understanding of the material will evolve discursively.

Advanced Humanities 12: Border Crossings, full year, 2 credits

Prerequisites: Successful completion of English 11 and US History, or Advanced Humanities 11, and recommendation of the Humanities Department
This course will be counted toward both English and History graduation requirements (1 credit each) and run through all intensive rotations.
This interdisciplinary course offers a college-level introduction to world cultural history and literature through the theme of migration. In addition to reading major works of world literature, students will engage with cultural artefacts such as non-fiction texts,

art, music, and oratory, with the aim to fully understand the historical role of migration on the constitution of classic and modern bodies of literature. Students will build advanced analytical skills with a focus on reading literary texts as they interact with their historical context. Essays and project assignments will be designed to build on the students' critical, interpretive, and creative skills developed in their junior year, as well as their ability to engage with literary and historical texts and scholarship. This will be a discussion-based course, in which our understanding of the material will evolve discursively.

Contemporary Poetry, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
The current moment is being hailed as a golden age of poetry. This course will survey the vast variety of current poetry, reading full length poetry books and chapbooks, as well as social media, podcasts, and other digital media to explore the way that living authors are using poetry to share and shape their worlds. The course will invite students to do some of their own creative work, as well as become familiar with poetic terminology and analysis.

Creative Writing, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
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 collective project of their choice (e.g. collaborative long work, collection of individual pieces, newspaper…) Writers of all levels of skill are welcome—the main requirement is a willingness to experiment and step out of one's comfort zone.

Gender and Sexuality Studies, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
This course will explore notions of gender and sexuality throughout history, and in our contemporary cultural moment. Using literature, media, and primary sources, classes will center important personalities and moments in the history of the struggle for

LGBTQ+ civil rights. It will also 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. Students may elect to focus on and receive graduation credit for either History or English.

Origins of American Music, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
This course will explore the history of some of the most significant musical genres and trends in American history, by focusing on their origins. Students will come to understand the genealogical links between plantation songs, blues, country, and rock and roll. They will study the emergence of jazz as it travels through communities such as those in New Orleans, Kansas City, and Harlem. They will observe critical links between church music, soul and R&B, and afrobeat and jazz. They will get to study the birth of hip-hop in New York house parties, the popularization of punk in downtown clubs, the cultivation of disco in LGBTQ+ communities, and the proliferation of EDM in festivals. In this way, students will learn not only the history of important musical genres, but also the history of significant community movements. Projects will be geared toward researching primary and secondary scholarship and will offer the opportunity for creative expression. Students may elect to focus on and receive graduation credit for either History or English.

Reading the Visual World, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
We will explore the way that modernity is organized around the visual, both with respect to the way that machines are able to capture reality and the way that reality is able to be manipulated, explored, clarified, and obscured by the dimensions of visual evidence around us. The course will be organized around three generic media: the graphic novel, the film, and digital media. We will use as our objects of study examples from all of these media, with the ultimate goal of becoming more critically aware of visual culture. Students will be asked to create projects and do self-directed research, as well as composing more traditional critical and personal essays.

The Beat Generation, semester 1, .5 credit

This course is open to students in 11th and 12th grade.
Students may elect to focus on and receive graduation credit for History or English.
During the 1950s, a group of experimental writers in New York, and then San Francisco, began to publish literary works that would become a cultural movement, a predecessor

to the Counterculture hippies of the 60s. They were "beat, downtrodden; beat, moving to the rhythms of jazz; beat, seeking the beatific vision of America." This course examines the cultural impact of the Beats in the period spanning the end of WWII, through the 50s and into the 60s. Topics will include 1950s conservatism, conformity, and resistance, the freedom of the open road, identification with the tenets of Buddhism, and the dawn of the Cold War and Civil Rights. Students will examine the works of preeminent Beat writers but also the women and minority writers central to the Beat movement, focusing on the wide breadth of their experimentation with various forms and media--the open-form novel and poem, the modern poetry reading, and the spoken word recording.

The Counterculture, semester 2, .5 credit

This course is open to students in 11th and 12th grade.
Students may elect to focus on and receive graduation credit for History or English.
The rebellion, protest, and experimentation of the 60s are often seen as a frontier in the ongoing American search for self, and certain aspects continue to resonate with us today. Like many artists involved in pivotal cultural movements, the major figures of the Counterculture generation communicated their values and beliefs in manifestos and "rules of life": love of the world and other people, openness about drug experimentation, dedication to the freedom of expression, defiance in the face of social conformity and the status quo, engagement with music, art, musicians, and artists, and sexual and intellectual freedom. Students will consider how the works of different authors, artists, and musicians articulate the shifting concept of identity and provide a social history of a cultural landscape. Together we will examine writings of the Counterculture authors, influences of the Cold War, the Civil Rights movement, as well as the anti-war movements of the 1960s: the sexual revolution, second-wave feminism, gay rights, and folk and rock music.

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

This course is open to students in 10th, 11th, and 12th grade. Students may elect to focus on and receive graduation credit for History or English.
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, designing and conducting an ethnographic study, 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 and political responsibility, or global sustainability--or simply fancy yourself a "foodie”--this course makes your interests accessible while sharpening your rhetorical awareness.

HISTORY & SOCIAL SCIENCE

Students are required to take World History I: Cornerstones of Civilization and a World History elective in 9th grade, World History II and a World History elective in 10th grade, and US History in 11th grade. Requirements for students entering after 9th 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 9th 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 10th 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.

World History Elective: 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.

World History Elective: East and South Asia Rising Powers, semester, .5 credit

Option for 9th and 10th 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.

World History Elective: 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.

World History Elective: 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.

U.S. History, full year, 1 credit

Prerequisites: Successful completion of World History II and two World History electives
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.

Advanced Humanities 11: American Studies, full year, 2 credits

Prerequisites: Successful completion of English 10, World History II, and recommendation of the Humanities Department
This course will be counted toward both English and History graduation requirements (1 credit each) and run through all intensive rotations.
This interdisciplinary course offers a college-level introduction to American cultural history and literature. In addition to studying major topics in American history, students will explore cultural artifacts, such as novels, plays, poetry, art, music, and oratory, in order to fully understand the development of American culture in all its complexity. Students will explore history in depth with a focus on building analytical skills and interpretation of primary sources. Essays and project assignments will be geared toward developing students' analytical skills, persuasive writing, and abilities to engage with primary documents, historical scholarship, and literary works. This will be a discussion-based course, in which our understanding of the material will evolve discursively.

Advanced Humanities 12: Border Crossings, full year, 2 credits

Prerequisite: Successful completion of English 11 and US History, or Advanced Humanities 11, and recommendation of the Humanities Department
This course will be counted toward both English and History graduation requirements (1 credit each) and run through all intensive rotations.
This interdisciplinary course offers a college-level introduction to world cultural history and literature through the theme of migration. In addition to reading major works of world literature, students will engage with cultural artefacts such as non-fiction texts, art, music, and oratory, with the aim to fully understand the historical role of migration

on the constitution of classic and modern bodies of literature. Students will build advanced analytical skills with a focus on reading literary texts as they interact with their historical context. Essays and project assignments will be designed to build on the students' critical, interpretive, and creative skills developed in their junior year, as well as their ability to engage with literary and historical texts and scholarship. This will be a discussion-based course, in which our understanding of the material will evolve discursively.

Art History I: Prehistoric to Renaissance Art, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
Students may elect to focus on and receive graduation credit for either History or Art.
In this course students will analyze and interpret art in its historical context, from the first developing forms of art in prehistory, through the periods of Egyptian, Greek and Roman, Asian, African, Byzantine, Islamic, Native Meso-American, Medieval Art, and up to the arrival of the art of the Renaissance. While exploring the works of art for meaning, students also explore the historical events at the time of its creation, weaving the stories of the time and place, in all its symbolism and achievements.

Art History II: Renaissance to Modern Art, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade who have successfully completed Art History I. Students may elect to focus on and receive graduation credit for either History or Art.
In Art History II, we pick up with the birth of the Northern and Italian Renaissance, an era where not only art, but also science and literature, flourished. When many of the greats at this time had their hands in all of these. We continue through the periods of Baroque, Rococo, the Enlightenment and Neoclassicism, and into Romanticism and Realism. We then start our turn towards modern art, beginning with Impressionism, and following through the eras that highlighted the art of Fauvism, Expressionism, Cubism and Futurism. We then continue through the 20th century, which includes the expansion of photography as art, as we also highlight Abstract Expressionism, Dadaism, Surrealism, Photo Realism, and other forms of modern art, as seen through the lens of the time and place of their creation.

Economics Through Entrepreneurship, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.

Students will be introduced to economic concepts and terms such as supply and demand, market analysis, value proposition, business canvas, etc. by creating their own entrepreneurial endeavor. They will also navigate the process of starting a business, figuring 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.

Ethics, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
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.

Forms of Resistance, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
"History is written by the victors." True, but what happens to the "losers?" This thematic course will look at various flashpoints in history in which defeated groups have been faced with the challenge of defeat both in military and ideological terms. The bulk of the course will focus on ways in which these defeated groups have resisted the rule of the victors or dealt with the shame of defeat. Possible areas of focus include various indigeneous groups, Quebec, the French Resistance during WWII, the American South, political parties, and other social movements. Students will complete a research project in addition to engaging in discussion, critical reading, and writing.

Gender and Sexuality Studies, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.
Students may elect to focus on and receive graduation credit for either History or English.

This course will explore notions of gender and sexuality throughout history, and in our contemporary cultural moment. Using literature, media, and primary sources, classes will center important personalities and moments in the history of the struggle for LGBTQ+ civil rights. It will also 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.

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

This course is open to students in 9th, 10th, 11th and 12th grade.
This course will explore the foundations of Chinese culture and the reasoning behind cultural behaviors and trends. 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.

Honors Pandemic History, semester, .5 credit

This course is open to students in 11th, and 12th grade.
In this advanced interdisciplinary course, students will have an opportunity to consider human pandemics in all their complexity: as epidemiological incidents, as historical events, as drivers of the development of literary, artistic, and even architectural trends, and as political flashpoints. As we consider what shape our own society will take in the wake of the COVID-19 pandemic, it will be critical for all of us to understand how pandemics occur and how societies react through politics and culture. Students will examine a broad array of historical examples, ranging across time and geography, including the pandemics in the ancient world, the Black Death, man-made pandemics that devastated Native American societies after the Columbian arrival, the 1918 Influenza, the AIDS pandemic, and our current age of global pandemic exchange. Essays and projects will develop students' research and analytical skills.

Origins of American Music, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade.

Students may elect to focus on and receive graduation credit for either History or Art.
This course will explore the history of some of the most significant musical genres and trends in American history, by focusing on their origins. Students will come to understand the genealogical links between plantation songs, blues, country, and rock and roll. They will study the emergence of jazz as it travels through communities such as those in New Orleans, Kansas City, and Harlem. They will observe critical links between church music, soul and R&B, and afrobeat and jazz. They will get to study the birth of hip-hop in New York house parties, the popularization of punk in downtown clubs, the cultivation of disco in LGBTQ+ communities, and the proliferation of EDM in festivals. In this way, students will learn not only the history of important musical genres, but also the history of significant community movements. Projects will be geared toward researching primary and secondary scholarship and will offer the opportunity for creative expression.

Psychology, semester, .5 credit

Open to students in 11th and 12th grade.
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.

The Beat Generation, semester 1, .5 credit

This course is open to students in 11th, and 12th grade.
Students may elect to focus on and receive graduation credit for History or English.
During the 1950s, a group of experimental writers in New York, and then San Francisco, began to publish literary works that would become a cultural movement, a predecessor to the Counterculture hippies of the 60s. They were "beat, downtrodden; beat, moving to the rhythms of jazz; beat, seeking the beatific vision of America." This course examines the cultural impact of the Beats in the period spanning the end of WWII, through the 50s and into the 60s. Topics will include 1950s conservatism, conformity, and resistance, the freedom of the open road, identification with the tenets of Buddhism, and the dawn of the Cold War and Civil Rights. Students will examine the works of preeminent Beat writers but also the women and minority writers central to the Beat movement, focusing on the wide breadth of their experimentation with

various forms and media--the open-form novel and poem, the modern poetry reading, and the spoken word recording.

The Counterculture, semester 2, .5 credit

This course is open to students in 11th, and 12th grade.
Students may elect to focus on and receive graduation credit for History or English.
The rebellion, protest, and experimentation of the 60s are often seen as a frontier in the ongoing American search for self, and certain aspects continue to resonate with us today. Like many artists involved in pivotal cultural movements, the major figures of the Counterculture generation communicated their values and beliefs in manifestos and "rules of life": love of the world and other people, openness about drug experimentation, dedication to the freedom of expression, defiance in the face of social conformity and the status quo, engagement with music, art, musicians, and artists, and sexual and intellectual freedom. Students will consider how the works of different authors, artists, and musicians articulate the shifting concept of identity and provide a social history of a cultural landscape. Together we will examine writings of the Counterculture authors, influences of the Cold War, the Civil Rights movement, as well as the anti-war movements of the 1960s: the sexual revolution, second-wave feminism, gay rights, and folk and rock music.

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

This course is open to students in 10th, 11th, and 12th grade.
Students may elect to focus on and receive graduation credit for either History or English.
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, designing and conducting an ethnographic study, 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 and political responsibility, or global sustainability--or simply fancy yourself a "foodie"--this course makes your interests accessible while sharpening your rhetorical awareness.

Honors Tribalism and Polarized Politics, semester, .5 credit

This course is open to students in 11th and 12th grade.
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.

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 or Math 9; 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 Integrated 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, our Integrated Calculus courses.

Algebra II, full year, 1 credit

Prerequisite: Integrated Geometry
This course is designed to build on the mathematical concepts developed in pre-algebra and algebra courses and reinforced in Integrated Geometry. In this course students investigate advanced algebra topics such as systems of equations, quadratics and polynomials, imaginary and complex numbers, and exponential and logarithmic functions. Students will be working to develop proficiency in their algebraic skills while also building their understanding of concepts such as how transformations apply to different functions and the connection between different representations of a function (equation, graph, table, context). To supplement the lessons, videos, online interactives (Desmos), group activities and explorations, and projects provide students an opportunity to develop mathematical reasoning, critical thinking skills, and problem solving techniques. Successful completion of this course is a requirement for graduation.

Honors Algebra II, full year, 1 credit

Prerequisites: Honors Geometry (usually B or better), or Integrated 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 develop their problem-solving skills. Students who successfully complete this course will be prepared for Honors Integrated Calculus.

Integrated Calculus I, full year, 1 credit

Prerequisite: Algebra II
This level of mathematics is presented as an integrated curriculum set up to give ample time to the concepts of pre-calculus and calculus, while also developing the students' notion of a function, increasing the students' facility in working with different types of functions, facilitating the accumulation of problem-solving skills, and strengthening the students as learners of mathematics. The three general principles in this curriculum are: (1) Encouraging students to develop mathematical reasoning and problem-solving skills, (2) Making connections between mathematical ideas and representations of functions through development of a conceptual framework that is both authentic and pertinent, and (3) Generating intellectual excitement and a sense of the usefulness of the subject matter. Sequential topics include: Introductions to basic functions and their characteristics, introduction to trigonometric identities and general computations, and applications using derivatives and limits.

Honors Integrated Calculus I, full year, 1 credit

Prerequisites: Successful completion (B or higher) Honors Algebra II and/or recommendation of the Mathematics Department
This Honors level of Integrated Calculus encompasses all the characteristics of the standard level course, but is presented at an accelerated pace and with advanced application and computations for each topic. In addition to the topics covered in the standard course, students will also investigate limits using higher order algebraic processes, analyze more complex applications of both limits, and utilize advanced differentiation techniques in trigonometric and inverse trigonometric functions.

Introduction to Calculus, full year, 1 credit (Acad. Year 2021-22 ONLY)

Prerequisite: Successful completion of Pre-calculus

This 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. Topics covered include detailed study of the first and second derivative of polynomial, algebraic, exponential, logarithmic, and trigonometric functions with applications to curve-tracing, maxima-minima related-rate problems, and the anti-derivative. 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.

Advanced Calculus, full year, 1 credit (Acad.Year: 2021-22 ONLY)

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

This course incorporates an abstract, formal approach to mathematics and is intellectually rigorous. The topics covered include an introduction to the concepts of differential and integral calculus. Students will examine limits, derivatives, and integrals along with their related applications using both algebraic and geometric interpretations. Students will demonstrate their grasp of essential concepts through their interactions in completing challenging problems, calculator labs, and group work, which will provide opportunities for students to communicate mathematical understanding. This course is recommended for those planning careers in fields related to mathematics or science and who enjoy and have a strong interest in the study of mathematics.

Advanced Calculus II: Topics in Calculus, full year, 1 credit

Prerequisites: Successful completion of AP Calculus (AB) (B or better) and recommendation of the Mathematics Department

This course is designed for students who have been highly successful in Honors Calculus and want to continue their study of calculus techniques and concepts. The course will include work on vectors, matrices, conic sections, and polar coordinates. This challenging course covers sequences and series, and high level methods of integration. Students will move beyond the concept of the two-dimensional x, y plane and learn how to work with mathematics in a third dimension. They will also learn the calculus of this x, y, z space and apply this math to solve real world problems. Students enrolling in this course must be motivated independent learners.

Personal Finance, semester, .5 credit

Prerequisite: Successful completion of Algebra II
Mathematics plays a fundamental role in today's world, including in 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, .5 credit

Prerequisite: Successful completion of Algebra II
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.

Introduction to Accounting, semester, .5 credit

Prerequisite: Successful completion of Algebra II
Accounting is the language of business. In this course, students with no prior training learn fundamental skills, building an appreciation for the role of accounting in managing a profitable business. Students will learn the basic concepts, conventions and rules of the double entry system and practice techniques to analyze ratios from the balance sheet. The concepts of ethics, integrity, and confidentiality are woven in throughout the course. Completion of this course gives students a preview of and practice with some of the computations covered in an introductory college accounting course —essential for Business majors—office work, or managing their own small businesses.

An Introduction to 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.

Advanced Statistics, full year, 1 credit

Prerequisites: 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

Advanced 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; therefore, students in this class are expected to be able to interpret problems and communicate their conclusions in context. The topics for Advanced Statistics are divided into four major themes: exploratory analysis, probability, planning a study, and statistical inference. After successful completion of this course, students will have developed skills and acquired content knowledge that will prepare them well for an introductory college statistics course.

SCIENCE

Introductory Biology, 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 using laboratory skills. Concepts taught will include understanding and practice of the scientific method and experimental design, ecology, the cell, plant growth and reproduction, bioenergetic concepts, Mendelian genetics, the central dogma, evolution, viruses, bacteria, and pathogens. Applications include connecting biological content to social issues and understanding how current knowledge of biology topics is developed through the work of scientists, often in a cooperative and/or sequential way. This course is intended for students who will benefit from a less quantitative and less molecular approach to Biology, and learn best in a more intentionally paced environment.

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 the scientific investigation while being introduced to a wide variety of general biology topics. Critical thinking skills as they pertain to the "how and why" of biological concepts will be continually developed throughout the year through laboratory sessions, topical readings, and classroom discussion. Laboratory investigation plays an essential role in this class to not only teach concepts in a hands-on way but to also help students build confidence in lab science skills. Student exploration of macromolecules, enzymes, cell structures, cell metabolism, cell division, genetics, and gene expression all take place in the laboratory setting. Using campus and the shoreline as points of investigation, other topics during the year may include the concepts of evolution, classification, and an introduction to animal and plant kingdoms.

Honors Biology, full year, 1 credit

Laboratory Science; fulfills biology requirement for graduation
This course is fast-paced and requires above-average reading comprehension and written communication skills. It has an emphasis on the application of concepts and the use of 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 period, which often

include lab activities to reinforce or apply concepts, and time to design and implement investigations. This course is for incoming ninth grade students with genuine science interests, who are motivated learners, have demonstrated high academic achievement, and outstanding organizational skills. While covering similar content as Biology, Honors Biology emphasizes the molecular aspects in the understanding of biology, the evolution connections within every topic, often diving deeper into content than in standard Biology, and emphasizes the development of experimental design skills. This course makes use of data collection software, statistical analysis, computer simulations, interactive media, and topical articles.

Chemistry, full year, 1 credit

Laboratory Science
Prerequisites: Successful completion of Biology, Algebra I, and enrollment in or completion of Geometry
This course is an introduction to the basic concepts of chemistry, which include atomic structure, chemical bonding, reaction stoichiometry, states of matter, solutions, enthalpy of reactions, and acids and bases. In addition, the connection between structure and properties is explored, as well as how chemical principles are seen in everyday life. These concepts are learned through a mixture of small group activities, 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, and/or nuclear chemistry. The continuing development of data analysis and scientific writing is emphasized.

Honors Chemistry, full year, 1 credit

Laboratory Science
Prerequisites: Successful completion of Biology or Honors Biology, Algebra I, and Geometry, as well as the recommendation of the Science Department
This course is for students who have demonstrated outstanding achievement in Introductory Biology, and who also have exceptional science interest and strong math skills. Honors Chemistry covers the same content as Chemistry, but at a faster pace and with a deeper quantitative approach to both laboratory investigations and problem-solving. Additional chemical concepts are also introduced, including nuclear chemistry and chemical equilibrium, and other topics such as reaction kinetics, electrochemistry, and/or organic chemistry may also be covered. The continuing

development of data analysis and scientific writing 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 Biology
This course, typically 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. The topics will be viewed mainly through the lenses of discovery and exploration, 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 concepts 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 Biology, and recommendation of the Science Department
This course, typically taken during a student's junior or senior year requires a strong foundation in algebraic concepts and basic trigonometry. Honors Physics 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 the world and universe work. Group problem-solving sessions, discussions, laboratory investigations, and independent reading will be emphasized throughout the course. Basic concepts in calculus such as limits, derivatives, and integrals will be introduced concurrently with the content in order to present an accurate depiction of physics concepts as first modeled by Isaac Newton and other early physicists.

Advanced Genetic Literacy in the 21st Century: Genetics, Biotechnology, Pathogenicity & Immunity, full year, 1 credit

Laboratory Science
Prerequisites: Successful completion of Honors Biology, Honors Chemistry, and enrollment in or completion of Pre-calculus or Integrated Calculus I, as well as the recommendation of the science department
This course will initially examine both the evolution of the human genome and numerous genetic conditions, both heritable and inheritable, that challenge normal human functioning. Understanding DNA and genetics will lead students into understanding basic biotechnology, the capabilities of 21st-century biotechnology, and the challenges to responsibly implement these capabilities. The course will spend some time focused on understanding the relationship bacteria and viruses have with humans, both helpful and harmful. Finally, students will understand the cellular and molecular basis for the development of human immunity, and the role biotechnology is taking with the development of both this immunity and in remedying some of the human diseases and disorders initially studied. Students will make use of various genetic literacy online resources, public media, and text readings. Laboratory experiences will be both hands-on and use online resources. Assessment will include unit testing, post-lab questions, personal-choice projects and presentations, and writing summaries of topical articles.

Advanced Topics in Chemistry: Atoms All Around Us, full year, 1 credit

Laboratory Science
Prerequisites: Successful completion of Honors Chemistry and Honors Algebra II, and recommendation of the Science Department
This Advanced level course is for students who have demonstrated outstanding achievement in Honors Chemistry, and who also have a strong interest in physical science. It builds on content introduced in Honors Chemistry to promote a deeper understanding of the chemistry involved in certain everyday applications, such as production and recycling of plastics, cooking, obtaining clean water, and how batteries work. Students will build on their prior knowledge of bonding, properties, thermochemistry, and acid-base chemistry, as well as develop an understanding of how kinetics, oxidation-reduction, electrochemistry, and organic chemistry apply in the context of these real-world processes. These concepts are learned through a mixture of small group activities, individual and group problem sets, class discussions, laboratory exploration, and projects. The continuing development of data analysis and scientific writing, at a level appropriate for a second-year chemistry student, is emphasized. After

successful completion of this course, students will have developed lab skills and acquired content knowledge that will prepare them well for introductory college chemistry courses.

Advanced Physics: Electricity & Magnetism, full-year, 1 credit

Laboratory Science
Prerequisites: Successful completion of Honors/Discovering Physics and Pre-calculus, and recommendation of the Science Department
This course, typically taken during a student's senior year, is for the student who wants to continue their exploration of physics concepts after completing the Honors or Discovering Physics course, who also has a particularly strong background in mathematics. Beginning with 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 and 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 circuitry components and modern electronics. Calculus concepts such as limits, derivatives, and integrals will be discussed as the content is introduced in order to better represent how the concepts were modeled by pioneers of the field such as Maxwell, Ampère, and Faraday.

Forensic Science I, semester 1, .5 credit

Laboratory Science
Prerequisite: Successful completion of a Biology course
Offered in rotating years; will be offered in the academic year 2022-23, 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 the 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, semester 2, .5 credit

Laboratory Science
Prerequisites: Successful completion of Forensic Science I and a Biology course
Offered in rotating years; will be offered in the academic year 2022-23, NOT in 2021-22
This course is a continuation of the learning and fun from Forensic Science I. Emphasis will continue 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.

Advanced Human Physiology, full year, 1 credit

Laboratory Science
Prerequisites: Successful completion of both a Biology and a Chemistry course (often at the honors level; Introductory Biology does not satisfy the prerequisite), and the recommendation of the Science Department
Honors-level Elective: this course is for students with genuine science interest, who have demonstrated dedication and high achievement in Biology or Honors 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 is an ulcer? What is an allergy? Human physiology is all about the human body. Understanding how the human body works is moving toward understanding one of the most magnificent and complicated natural machines. Basic anatomy is covered as 7 of the 11 basic body systems are studied in detail, starting at the whole organ level and moving to understanding cellular and molecular functioning. Assessment is system unit testing, post-lab 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 offered 2021-22. Will NOT be offered in 2022-23
This course focuses on the interrelationships of geological, chemical, biological, and physical processes that drive the environment on the planet and the natural world.

Students will gain an understanding of human impacts on the environment and examine sustainable solutions for resolving and/or preventing them. During the year, the topics discussed will have both a global and local focus. Students identify and analyze environmental topics through hands-on activities, data analysis, classroom discussion, topical readings, and laboratory exercises; 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 global and local water resources including water use and availability, drinking water, and water quality and pollution. The class will also investigate the how and why of climate change, exploring the impacts on world resources, and the disruption of ecological processes. Additionally, students will examine other topics such as renewable energy, ecosystem services, and endangered species and habitats, often using our local salt marsh, estuary, and watershed as focal points. Students should be prepared for laboratory and field investigations to pair with the in-depth study of environmental topics.

Marine Biology full-year, 1 credit

Laboratory Science
Prerequisite: Successful completion of a Biology course
Our literal "backyard" will serve as a jumping-off point for students to investigate the estuary outside our door. Students will explore the salt marsh and rocky shore to become familiar with marine habitats, organisms, and estuarine concepts with a strong emphasis on Narragansett Bay. Students are expected to have a basic understanding of the experimental design process and data analysis and should be prepared for extensive laboratory and field investigations to pair with the in-depth study of local marine ecology. Marine primary production and the classification of marine species, including microorganisms, invertebrates, and vertebrates are also 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, using both data analysis and class discussions. Throughout the semester, topics such as fisheries science, aquaculture, and conservation are explored.

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 or recommendation of department
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, Part I, full year, 1 credit

Prerequisites: Successful completion of French III and recommendation of the Language Department
Students who have met the language requirement may be invited to participate in this advanced course on Francophone culture. 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. In addition, students will analyse literary works and discuss expressions of Francophone art.

Advanced French and Francophone literature, full year, 1 credit

Prerequisite: Successful completion of French IV
This course will give students the opportunity to strengthen their communicative skills by analysing literary texts in original versions from French and Francophone authors. The students will be able to make connections between the literary text and the historical, social, and geopolitical context in which this text has been written. Throughout the year, students learn how to identify rhetorical, structural and stylistic elements in these literary texts, being able to use this knowledge during their presentations and discussions in the target language.

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, full year, 1 credit

Prerequisites: Successful completion of Latin III and recommendation of the Language Department

Latin IV will offer students a glimpse into first-hand and descriptive insights into the daily lives of Romans by concentrating its study on poetry of Rome's Silver Age. This course will focus on epigrammatic inscriptions, and how that style transformed throughout time, and from poet to poet. The beginning of this course will introduce students to the pithy epigrams of Publilius Syrus and Martial. Eventually, students will read more extensive poems by Martial, Catullus, Ovid, and Horace, and they will be able to gain a deeper sense of an authorial style and insight into both the mundane and enduring elements of the daily lives of ancient Romans. The composition of a set of Syrus-like epigrams, or a construction of a modern-day Ovidian tale will be among the choices for projects throughout the year, and students will have opportunities to build their reflective and analytical writing skills by examining the aesthetics of poetic meter and literary devices.

Advanced Latin: Satire to Sexism, full year, 1 credit

Prerequisites: Successful completion of Latin III or higher and recommendation of the Language Department

This course 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. By the end of the course, students will have had the opportunity to 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.

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, writing, and presenting 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, writing, and presenting. Students expand their language skills by using authentics 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 societies 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.

Advanced Spanish: Temas de globalización en las Américas, full year, 1 credit

Prerequisites: Successful completion of Spanish IV and recommendation of department
Facing global issues in the Americas: how are people from Latin America and the Latinx community in the US impacted by global issues? What are the solutions they are developing? Students will explore different cultures, current trends, and historical perspectives of a variety of Spanish speaking countries, which will be analyzed through mostly authentic materials: written texts, infographics, and audio sources, as well as class discussions and writing activities. This advanced level course offers students an opportunity to study globalization and innovation in the Spanish language.

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.

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 RHCD 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 I, 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 II and III, full year, 1 credit

Prerequisite: English Communication I 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, and 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 III 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 allow them 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 explorations 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 discussions, 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 from 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 explorations 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 in 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 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. They will complete a variety of drawings 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, leading 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 I
This course is for the students who have completed Drawing and Painting I and want to continue their development. They will complete a variety of drawings 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, leading 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 II
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.

Advanced Portfolio (either 3D Design, 2D Design, or Drawing), full year, 1 credit

Prerequisites: An Arts Foundations course, one year of art electives, and the recommendation of the instructor
The Advanced Portfolio course is designed for students who are seriously interested in the practical experience of art. Advanced Portfolio consists of three portfolios: 2D Design, 3D Design, and Drawing. Advanced Portfolio 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. Advanced Portfolio 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. Advanced Portfolio students will complete assigned summer work prior to the Advanced Portfolio course. This class includes a review of the student portfolios by RHCD Art Department faculty and guest artist(s).

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, concepts, and methods.

Ceramics III, semester, .5 credit

Prerequisites: Ceramics I and II; 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

Prerequisites: 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 may need a digital camera (preferably SLR) for this course.

Digital Photography II, 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 III, semester, .5 credit

Prerequisite: Photography II or the recommendation of the instructor
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 the recommendation of the instructor
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 RHCD can provide Adobe editing software for students.
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. 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.

Art History I: Prehistoric to Renaissance Art, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade. Students may elect to focus on and receive graduation credit for either History or Art.
In this course students will analyze and interpret art in its historical context, from the first developing forms of art in prehistory, through the periods of Egyptian, Greek and Roman, Asian, African, Byzantine, Islamic, Native Meso-American, and Medieval Art, and up to the arrival of the art of the Renaissance. While exploring the work of art for meaning, students also explore the historical events at the time of its creation, weaving the stories of a time and place, in all its symbolism and achievements.

Art History II: Renaissance to Modern Art, semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade who have successfully completed Art History I. Students may elect to focus on and receive graduation credit for either History or Art.

In Art History II, we pick up with the birth of the Northern and Italian Renaissance, an era where not only art, but also science and literature, flourished. Many of the greats at this time had their hands in all of these. We continue through the periods of Baroque, Rococo, the Enlightenment and Neoclassicism, and into Romanticism and Realism. We then start our turn towards modern art, beginning with Impressionism, and following through the eras that highlighted the art of Fauvism, Expressionism, Cubism and Futurism. We then continue through the 20th century, which includes the expansion of photography as art, as we also highlight Abstract Expressionism, Dadaism, Surrealism, Photo Realism, and other forms of modern art, as seen through the lens of the time and place of their creation.

OTHER ELECTIVE COURSES (NON-DEPARTMENTAL)

Maker I, 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 II, full year, 1 credit

Requirements: Student purchased dust mask and hearing protection, successful completion of Maker I
After learning the essentials in Maker, students will have an opportunity to hone their skills and express their personal styles even more in Maker II. 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.

Fundamentals in Programming and Design, 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 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.

Programming and Game Design, semester, .5 credit

This course is offered every other year. Prerequisite: Fundamentals in Programming and Design

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 user interface to full functionality. This course will build on a foundational 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 2021/2022 Mariner Handbook which will be distributed prior to summer break.

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 the 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 the 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 the Director of Athletics prior to Nov 1