



2022-23 UPPER SCHOOL COURSE OF STUDY

Graduation Requirements in the Upper School:

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

- Total academic credits:
 - Class of 2023: 22 credits
 - Class of 2024: 23 credits
 - Class of 2025 and beyond: 24 credits
- Humanities: 7 credits, including English 9, English 10, and World and U.S. History
- Mathematics: 2 credits and through Algebra II
- Science: 2 credits of lab sciences, including Biology
- 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 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 Experience

The Senior Experience is the culmination of students' Rocky Hill experience. During their senior year, students design an individual month-long learning experience that allows them to explore an area of passion or vocation, identify and contact community partners, and dedicate a one-month period of time to pursuing their project or internship. A primary requirement is that students organize a program that provides a significant opportunity but is uncompensated, so that students may focus on learning. They are responsible for managing all of the details of the schedule, setting objectives, initiating all communications necessary, and preparing a final presentation of the results of their internship. Faculty mentors play an essential role in supporting students 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.

HUMANITIES

Overview

Throughout the four-year journey, students will study the world's finest examples of literature and written expression to enhance their own thinking. They will also study significant themes in History, social science, culture, and anthropology. Students will try their hand at writing creative fiction, analytical essays, poetry, memoirs, drama, personal narratives, blogs, and much more. They will also learn about and discuss historical events, and subjects like ethics, psychology, gender and sexuality, music, and cultural trends. 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.

World History I: Imperialism, Colonialism & Resistance, 1 credit

Required for 9th graders

This year-long course will focus on examining how imperialism, colonialism and people's resistance to these forces have shaped the world. Students will explore this theme through various case studies across time with a focus on Latin America, Africa, and Asia. Students will learn about the systems and ideologies involved with

colonialism and imperialism including topics such as the transatlantic slave trade, racism, religion, revolution, human rights and resistance. Throughout the course, students will develop their analytical, research, writing, presentation, discussion, and collaboration skills.

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.

World History II: Conquest, Authoritarianism, and Interdependence in the Mediterranean World, 1 credit

Required for 10th graders.

This year long course will examine some of the major developments in the interconnected world of Europe, the Middle East, and North Africa. From the birth of Western Civilization to the birth of the European Union, this course will track changes in the role of religion, philosophy, and governmental structure throughout the ages. Particular focus will be given to the dynamic relationship between Western Europe, Eastern Europe, and the Arabic world, including the Crusades, the rise of the Ottoman Empire, Zionism, and the recent exodus of immigrants into Europe from the Middle East. Throughout the course, students will develop their ability to engage in discussion, learn to do primary source research, and work together on group projects.

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.

U.S. History, full year, 1 credit

Prerequisites: Successful completion of World History II

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 for 2 Humanities credits and fulfill the US History and 11th grade English requirement (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 for 2 Humanities credits and run through all intensive rotations.

This interdisciplinary course offers a college-level introduction to world cultural history and literature through the theme of "crossings." In addition to reading major works of

world literature, students will engage with cultural artifacts such as non-fiction texts, art, music, and oratory, with the aim to fully understand the historical role of migration and hybridity 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.

Advanced 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. They will examine present issues and roots of polarization, along with polarized rhetoric and culture, and debated questions of citizenship and political action. Students will practice research skills, discussion, analytical writing and understanding variable perspectives. They will also develop creative and critical projects to consider polarization and how to respond to it individually and as communities.

Art History: 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: 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.

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.

Economics Through Entrepreneurship, semester, .5 credit

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

This course begins by examining social entrepreneurship within the local and global startup world. These inspiring stories from founders will provide the connection and lens through which we will examine who has access to being an entrepreneur and how access to the resources entrepreneurs need and how this access is determined, as well as the growing support mechanisms in the form of policy, funding, and inclusion are changing the landscape for underrepresented groups of entrepreneurs with bold ideas. With an emphasis on mission-driven ventures, this course will tie together critical concepts in economics such as circular economy, supply & demand, and key factors in the formation and factors which impact economies. These understandings will be contextualized through exposure to founders across multiple sectors and the frameworks and mindsets they employ to develop companies and organizations which, by design, achieve social, cultural, or environmental impact while being sustainable, revenue-generating ventures. This direct access and collaboration with real-world experts in design thinking, problem solving, customer journey and empathy mapping, and prototyping, supports our learn by doing model, resulting in students creating a business model canvas (a roadmap) with which they can develop over their time at RHCD, with the support of founders in our E2 program, our partner networks, and with the Director of Innovation and course instructors.

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.

Folklore, semester, .5 credit

Open to 10th, 11th, and 12th grade students.

This semester long class will examine the deep roots of oral tradition in humanity. Before and even after the advent of the printing press, the vast majority of knowledge was passed down through stories and songs. How did that affect the way people saw the past, present, and future? Throughout the course, we will read and hear folktales from all around the world, from the tales of 18th and 19th century United States to

Ancient Greek Mythology to proverbs told in African cultures. Towards the end of the class, we will look at the role that folklore and storytelling continues to play in modern society. Students will be assigned a variety of analytical and creative writing in addition to a good deal of public speaking practice.

Gender and Sexuality Studies, semester, .5 credit

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

In this course students will explore the construction and meanings of gender and sexuality in American history and in our contemporary cultural moment. Students will develop an intersectional lens to examine the complex ways gender and sexuality intersect with other identities such as race, class, and age and the implications this has in various spheres and institutions such as the family, schools, law, and the media. Students will look at literature, media, art, and primary sources, to learn about the various historic and current social movements to advance women's and Queer rights. The course will emphasize reading, discussion, writing, and presentation. Students will engage in personal reflection regularly throughout the course as a means to help you better understand yourself, others, and consider your role in creating social change.

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.

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.

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.

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 Indigenous Paradigm and History of the Americas, semester, .5 credit

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

Scholars, such as Susan A. Miller, have recommended not only that we study different aspects of Indigenous, Native American, and American Indian history and culture, but that we study them in entirely different ways. This would require decentering colonial perspectives and rethinking reading practices and the transmission of history, including hearing directly from historians and representatives in and around our local communities. It would mean acknowledging pre- and post-Columbian America as a dynamic, cosmopolitan space, in which people built cities, exchanged knowledge, practiced complex politics, and shaped the landscape. It would mean demonstrating links among global communities that share similar perspectives and contend with similar contemporary issues, despite experiencing vastly different histories. It would mean decentering the violent legacy of colonization in order to honor the perspectives of the people and communities most impacted. It would involve rethinking how we use language and rhetoric and how we situate cultural knowledge within communities. Finally, it would mean developing interdisciplinary connections between literature, art, history, ecology, math, and science in ways that recognize Indigenous knowledge systems and consider how these ways of thinking about the world help us to understand pressing issues of today. This is, therefore, a fully interdisciplinary course, in which students will engage in critical analysis of primary and secondary sources, produce creative works in diverse media, and collaborate on major projects related to exploring and communicating topics in history, current events, and culture.

The Rhetoric of Food and Culture, Part 1. semester, .5 credit

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

What is it about food memories that shape the narratives of our lives? 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 Part 1. of this course--the rhetoric of food narratives, the construction and communication of identity, and the anthropology of food--we will explore the relationship of food to the pen by reading and reviewing a variety of texts, writing in and out of class, and designing and conducting an ethnographic study. Students will engage with texts crafted for different purposes, situate texts in time and space, and understand the authors and audiences that participate in the food writing community.

The Rhetoric of Food and Culture, Part 2. semester, .5 credit

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

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")-- Part 2. of this course makes your interests accessible while sharpening your rhetorical awareness. Certain food politics, health, and lifestyle concerns drive efforts to change America's "food culture" and render its defining practices more sustainable. This has given rise to campaigns promoting gardening, composting, healthy cooking, and food literacy. With a focus on the environment and local and global sustainability, we will host chef-authors, tour local restaurants, and interview farmers and food purveyors. Throughout, students will read critically, argue ethically and effectively, and write productively as they also consider the appropriation of global cuisines, the rise of food culture, and culinary tourism.

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 advanced algebra 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.

Integrated Calculus II - 1 credit

Prerequisite: Successful completion of Integrated Calculus I

This course continues the exploration that began in Integrated Calculus I by investigating more advanced Calculus topics along with higher level algebraic calculations. It reviews the concept of limits and basic derivatives and introduces the topics of advanced differential and integral calculus. 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 antiderivative. 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 Integrated Calculus II, full year, 1 credit

Prerequisites: Successful completion of Honors Integrated Calculus (usually B or better), and recommendation of the Mathematics Department

This course builds upon the concepts initially explored in Honors Integrated Calculus I and incorporates an abstract, formal approach to mathematics and is intellectually rigorous. Students will review the basic differentiation techniques presented in Honors Integrated Calculus I, then progress to studying advanced derivatives of inverse trig, logarithmic and exponential functions. Students will also be introduced to the antiderivative, along with its related applications using both algebraic and geometric interpretations of the definite and indefinite integral, and the calculations of areas between curves, volumes of solids and cylindrical cross-sections. 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 Topics in Calculus & Analysis, full year, 1 credit

Prerequisites: Successful completion of Advanced Calculus (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.

College Algebra, semester, .5 credit

Open to seniors who have completed Algebra II

This is a one semester math elective for seniors who wish to revisit and review math topics in preparation for a first year math course in college. At the end of the course, students will be able to confidently graph lines and parabolas; solve linear equations/inequalities in one variable.; factor, add, subtract, multiply, and divide polynomials; evaluate functions or expressions and apply the quadratic formula.; manipulate formulas involving radicals, exponentials, and logs; and compute lengths and angles in triangles using trigonometric functions.

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: Algebra II, recommended that students have successfully completed Honors Algebra II ,

Advanced Statistics is designed to introduce students to the major concepts and approaches for collecting, analyzing, and drawing conclusions from data. The course has 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

Biology, full year, 1 credit

Laboratory Science; fulfills biology requirement for graduation

All 9th grade students are enrolled into a biology course, however students who matriculate after grade 9 without a biology course will be enrolled into it their first year at RHCD. Students must pass Semester 1 of this course to enroll in Semester 2.

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

Students must earn a C+ or above for semester one Honors Biology to continue on with semester two honors level biology.

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, graphical analysis, computer simulations, interactive media, and topical articles.

Chemistry, full year, 1 credit

Laboratory Science

Prerequisite: Successful completion of Biology, Algebra I, and enrollment in or completion of Geometry. Students must pass Semester 1 of this course to enroll in Semester 2.

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. Students must earn a C+ or above in Semester 1 of Honors Chemistry to continue in Semester 2 at the Honors level.

This course is for students who have demonstrated outstanding achievement in 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 Integrated Calculus 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 and cutting edge biotechnology, and the challenges to responsibly and ethically 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.

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/Biology Concepts does not satisfy the prerequisite), and the recommendation of the Science Department

As an Advanced-level Elective this course is for students with genuine science interest, who have demonstrated dedication and high achievement in Biology or Honors Biology, and success in Chemistry. 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? How does the brain create memories? 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 and expert lectures.

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 2023-24

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 2023-24

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.

Environmental Science - Ecosystems and Human Interactions, semester 1, 0.5 credit

Laboratory Science

Prerequisite: Successful completion of a Biology course

This class will be taught through the lens of both a global and local focus of how humans interact with the geological, chemical, biological, and physical processes that drive the natural world. This semester-long course will explore the topics of ecosystems and ecosystem services, the human "footprint" on the earth, watersheds and water resources, and endangered species. Students will examine how we benefit and need the earth to survive and how we impact the earth with our daily activities. Additionally

we will examine the importance of maintaining healthy watersheds and how the availability of clean water resources are impacted by human activity. Lastly, we will explore our relationship with the other animals of the world, through the study of ecosystems and endangered species. Students will identify and analyze these 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. Upon completion of this course, students will have gained an understanding of the intimate relationship between humans and the natural world, and what actions we might take to resolve or mitigate our impacts.

Environmental Science - Climate Change and Global Implications, semester 2, 0.5 credit

Laboratory Science

Prerequisite: Successful completion of a Biology course

This class will be taught through the lens of both a global and local focus of how humans interact with the geological, chemical, biological, and physical processes that drive the natural world. This semester-long course will explore the topics of pollution, climate change, renewable energies and mitigation strategies to human influenced environmental issues. Students will examine types of pollution and how these are linked to climate change, and how climate change is impacting sea level rise, weather extremes, and ecosystems. The topic of renewable energies and other mitigation strategies to lessen climate change impact will also be explored. Students will identify and analyze these 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. Upon completion of this course, students will have gained an understanding of how climate change is impacting nearly all facets of the natural world and how we might use sustainable solutions for lessening our human impact.

Marine Biology, full-year, 1 credit

Laboratory Science Prerequisite: Successful completion of a Biology course

Students must pass Semester 1 of this course to enroll in Semester 2.

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 a language course for total beginners or students who have studied French before and need to improve their communicative skills before diving into more complex structures. This class explores 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 through simple tasks, as well as developing their intercultural competence. Grammar and vocabulary are taught in an inductive way, inserted in context, allowing students to be involved more fully in understanding the language as they work out different performance tasks, and increase their motivation. Culture, geographical, and historical facts from their countries of origin and the French-speaking countries are interwoven throughout the class, as well as topics related to diversity, inclusion and belonging. All classes aim to be taught mostly 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 structures that will be useful for students during their performance tasks including a review of those studied in French I. While still considered a beginner level course, students are taught to express themselves with more sophisticated and complex structures. 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 - French cinema, full year, 1 credit

Prerequisite: Successful completion of French IV

This course will introduce students to the study of French cinema. The class will move chronologically through France's major cinematic movements, beginning in the late 1930s with the films of Jean Renoir. In addition, the course will devote considerable attention to the ground-breaking films and filmmakers of La Nouvelle Vague, as well as to the major box-office hits of the late 20th and early 21st centuries that have influenced the French psyche. Throughout the year, students will familiarize themselves with the basic vocabulary of film theory, and they will hone their analytical and presentational skills. Considerable emphasis will be placed on class participation and discussion.

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 South America, Central America, the Caribbean, and Mexico and make basic cultural comparisons. Listening, speaking, reading, writing, and presenting are integrated into 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 and the cultural importance of food in the Spanish speaking world. Students practice their developing language skills through the use of audiovisuals, voice recordings, selected readings, authentic texts, and partner or group projects. Students are encouraged to use the target language as much as possible in order to have a full immersion experience.

Spanish II, full year, 1 credit

Prerequisite: Spanish I

Are you excited about Spanish II? This course begins with a brief review of the first-year program and continues the study of Spanish with continued emphasis on culture as well as themes and topics centered on Diversity, Equity, Inclusion, Justice, and Belonging. Some of these themes include having a balanced academic and social life, learning and understanding the importance of celebrations in the Spanish-speaking world, making celebrations accessible and inclusive, identities, which will be explored from childhood thru adolescence, and finally, students will examine their ideas of beauty and aesthetics. Students are encouraged to use the language at all times in order to have a rewarding language experience.

Spanish III, full year, 1 credit

Prerequisite: Spanish II

In Spanish III, students focus on conversational skills and fine-tuning their language skills. Grammar concepts, such as verb tenses, are reviewed as a tool to improve upon the skills of reading, writing, speaking, listening, and presenting. Students learn about Latin American culture and topics of justice, inclusive language, and how to use knowledge for good. Students engage with the material by engaging with class discussions, authentic resources, and debates in Spanish. All classes aim to be taught exclusively in the target language.

Spanish IV, full year, 1 credit

Prerequisite: Spanish III

Spanish IV students delve into a full year of music. We start with exploring how one's identity is tied to music, we explore the history and change of Latin American Music from the 1960's to the present, discuss the role of sexualization and empowerment in Latino Music, and research and discuss the effects as well as advantages and disadvantages of bilingualism in today's music scene.

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

Prerequisites: Successful completion of Spanish IV and recommendation of department

The first part of this advanced level course asks students to explore their linguistic identity and its connection to their culture, create a linguistic profile, discuss how borders affect language, investigate and present the history of the Spanish language from Europe, to the Americas, to the United States. The second part of this course

asks students to inquire about their family's immigration story and challenges them to consider that immigration stories can be political, social, and financial. Finally, students learn and discuss the changing landscape of latino immigrants in Rhode Island.

Heritage Spanish Speakers Course I, full year, 1 credit

Prerequisites: recommendation of the department

This course is offered to students who identify as Latinx/Hispanic and have a high level of oral proficiency in the Spanish language. This course will allow students to discover their identities, explore their cultures, and develop a deeper understanding of the Spanish speaking world.

Curso para Hispanohablantes de Herencia I, 1 año, 1 crédito

Prerrequisitos: recomendación del departamento de lenguas.

Este curso es ofrecido a estudiantes que se identifican como latinx/hispanos y tienen un alto nivel de competencia oral en español. Este curso permitirá a los estudiantes descubrir sus identidades, explorar sus culturas y desarrollar una comprensión más profunda del mundo de habla hispana.

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 course is an option for students who are interested in continuing to pursue both music and art. 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.

Introduction to Songwriting I, semester, .5 credit

This class is open to all students regardless of instrumental background. The course will be dedicated to learning some fundamentals of harmony and music theory on a keyboard. Students will learn basic scales and chord progressions in an effort to see how songs of different musical genres are constructed.

Introduction to Songwriting II, semester, .5 credit

This course will be dedicated to synthesizing knowledge from Intro to Songwriting I by putting into practice the theory they learned in the first rotation, while utilizing the recording studio to create original songs. Midi keyboards and recording software for laptops will be provided.

Intermediate Songwriting, 1 credit

This course is open to students who have a background in reading and playing music, as a knowledge of basic music theory, chords, scales, and harmony will be assumed and built upon. Students will learn about chord extensions, inversions, and substitutions, and they will implement that knowledge by analyzing songs of their choosing, reharmonizing them to add their own personal touches, and working on composing songs of their own. Midi keyboards and recording software for laptops will be provided.

String Ensemble, full year, 1 credit

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 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

Offered in rotating years; will be offered in 2023-24, NOT in 2022-23

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. Students will be introduced to a theme or prompt that will guide each artwork and will have autonomy in the materials used for each project.

Portfolio Drawing and Painting, semester, .5 credit

Prerequisite: Drawing and Painting III

Offered in rotating years; will be offered in 2023-24, NOT in 2022-23

This class is for 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. The students will spend most of their time developing a body of work that reflects a particular theme or investigation.

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. 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.. This class includes a review of the student portfolios by RHCD Art Department faculty and an exhibition of their work.

Mixed Media I, semester, .5 credit

Prerequisite: Drawing and Painting I

Offered in rotating years; will be offered in 2022-23

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, Drawing and Painting I

Offered in rotating years; will be offered in 2022-23

Introduction to Printmaking exposes students to a wide range of printmaking techniques including, 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.

Digital Photography I, semester, .5 credit

Prerequisite: An Arts Foundations course

Digital Photography I 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 and composition. Students will learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, teaching them how to archive, organize, and optimize their photographs for print or web purposes. The students will explore the significance of photography within the larger context of the art world. Students will work towards creating a multi-week final project portfolio, showcasing all they've learned. Students may need a digital camera (must have a Manual setting option) for this course.

Digital Photography II, semester, .5 credit

Prerequisite: Digital Photography I

In Digital Photography II, students will explore the use of light, and how to begin using and manipulating different light sources, both natural and artificial, in order to create well exposed images. Students will begin exploring portraiture, 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 commercial product photography. Using historic examples students will be exposed to still life, commercial, portrait, and creative photography genres. Students will choose one of these genres in which to make a personal final project. Students may need a digital camera (must have a Manual setting option) for this course.

Digital Photography III, semester, .5 credit

Prerequisite: Photography II or the recommendation of the instructor

Students in Digital Photography III are introduced to Advanced Lighting Techniques (both natural light and studio lighting), Advanced Portraiture, and Advanced Lightroom and Photoshop. Students also learn about working with a client, and explore the photographer/client relationship. They are encouraged to meet with their client, plan a session based on their client's needs, and then submit the final images to the client, as well as to the class. Students are encouraged to find their personal creative voice, as they move towards a final portfolio, which reflects their chosen area of interest. Students also create an online final portfolio site, showcasing their final project. Students may need a digital camera (must have a Manual setting option) for this course.

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 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, 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. Students may need a digital camera (must have a Manual setting option) for this course.

Art History: 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: 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.

Filmmaking I (Storytelling and Film Study), semester, .5 credit

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

In this course, students begin to explore the basics of filmmaking, as they explore a variety of established films, analyzing them for the essential elements found in nearly all successful works on film. Students will learn the fundamentals of storytelling, such as character development, story structure, plot devices, and scriptwriting, which will help them create a completed script, ready to film in Filmmaking II. Students taking this course will have access to resources from "Save the Cat", including a variety of books and other online and print resources provided to the school by the team at "Save the Cat". Students will also meet local writers and filmmakers, to gain a deeper understanding of the writing processes established professionals use. Whether writing for a short film, feature film, television episode, documentary, or other film genres, the first step is a great story, told well.

Filmmaking II (Let's Film it!), semester, .5 credit

This course is open to students in 10th, 11th, and 12th grade who have successfully completed Filmmaking I.

In this course, students take the script they developed in Filmmaking I, and prepare it for capturing on camera. Taking their scripts, they will create storyboards, shot lists, and hold a casting process, in order to bring their stories to life. They take time to observe "dailies", honing their skills through group discussions and feedback which often leads to re-writes and pick-ups, essential parts of the filmmaking process. Students take their work through the editing process, streamlining and refining their projects, while also adding a score, sound effects, visual effects, and more, using Adobe Premiere or DaVinci Pro video editing software. Students also continue using the print and digital resources provided to the school from "Save the Cat", to enhance their filmmaking process. At the end of the semester, students will host a Film Fest, where they will present their completed works.

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