

POLY PREP COUNTRY DAY SCHOOL

Upper School Curriculum Guide

Grade 9 Addendum

2024-25 Academic Year

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GRADUATION REQUIREMENTS

Upper School students are required to enroll in a minimum of **SIX courses** each semester. Students in Grades 9 and 10 are strongly encouraged to enroll in **SEVEN** courses each semester. A total of **22 academic credits** are required for graduation. Full-year courses earn 1.0 credit; semester-long courses earn 0.5 credit.

Each student must fulfill the following requirements in order to graduate:

- 8 semesters of English
- 8 semesters of mathematics
- 6 semesters of history, including two semesters of United States history and one semester of a world history seminar
- 6 semesters of science
- 6 consecutive semesters of the same classical or world language (with Level III completion)
- 5 semesters of arts
- 4 years of physical education
- 2 semesters of computer & information science, including Introduction to Computer Science Principles
- 1 semester of Health & Wellness
- 1 semester of Philosophy Seminar (Grade 12)
- 1 semester of Senior Capstone (Grade 12, spring)
- Fulfillment of the Upper School service learning requirement

DEPARTMENTAL CORE REQUIREMENTS

- English: World Literature, American Literature, Electives
- History: Foundations of the Modern World, Ideologies of the 20th Century World (1 semester), World History seminar (1 semester); United States History seminars (2 semesters)
- Mathematics: Geometry, Algebra II, Precalculus, Calculus
- Science: Biology, Chemistry, Physics
- Languages: 6 consecutive semesters of classics or world languages with Level III completion
- Arts: Visual Art, Music, and Dance, Drama, Debate, or Speech
- Physical Education: 4 years of personal fitness classes or team sport participation

OUR CURRICULUM: AN OVERVIEW

Our Upper School curriculum places a premium on intellectual development centered on creativity, critical thought, and personal growth through the embrace of risk and challenge. Our courses are deliberately designed to encourage questions rather than provide answers, and students are encouraged to connect their classroom learning to events in the world beyond our campus. In every discipline, we set standards of academic excellence aimed at fostering habits of mind that will serve our students throughout their lives. Our expectation is that students learn to read, write, analyze, and quantify with purpose, focus, and clarity. The Poly Prep curriculum sequence is expressly designed to enable our students to be agents of positive change in whatever fields and contexts they choose, and to do so with dedication to mind, body, and character. To this end, anti-racism is an essential component of our curriculum; in addition to empowering our students to promote social and racial justice, anti-racism fosters their abilities to discern systems and structures from varied perspectives and with a critical lens, equipping them to imagine their world as it might be.

COMMUNITY TIMES & ENGAGEMENT

ASSEMBLY

Upper School Assembly is a community-building time for the division to share and learn from one another. We host student-driven presentations, performances, and guest speakers. Assembly is on Day 7 from 9:55 to 10:40; attendance is mandatory for all Upper School students and faculty.

CLUBS & ACTIVITIES

We have a wide array of clubs and activities available to our Upper School students. All clubs are student-driven and supervised by a faculty advisor. Club offerings change every year based on student interest; a Clubs Fair occurs in September to introduce students to the year's offerings. Clubs & Activities block is on Day 4 from 2:30 to 3:35.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING DISCUSSION GROUPS

Integrated into our mission statement is a commitment to diversity, equity, inclusion, and belonging. All Upper School students are required to participate in important discussions during the DEIB advisory period, facilitated by a faculty advisor, and will be enrolled in a DEIB advisory section during the registration period. DEIB Advisory is on Day 2 from 1:20 to 2:25.

SERVICE LEARNING PROGRAM

The Service Learning Program promotes social responsibility, learning through experience, care for the community, and volunteerism—all essential elements in the development of good character. The program supports Poly's mission of character education by aligning educational programming with the other pillars of the community, such as DEIB (Diversity, Equity, Inclusion and Belonging), Health, and Sustainability. The program builds as students grow, providing students with opportunities to deepen their understanding as they take on different roles and meet a variety of needs, in the school and in the community beyond the school. The program offers students a structured but flexible platform for their service learning education, removed from other curricular pressures. We encourage students to fulfill their Service Learning requirement through participation in a Service Learning Team (SLT). The content and focus of each SLT changes every year and students will learn more about the 2024-25 opportunities in the first few weeks of the school year.

COURSE REQUESTS & ENROLLMENT PROCESS

All Grade 9 students will be enrolled in English 9, History 9, Science (Biology or Advanced Biology), Math (Geometry,

Accelerated Geometry or Advanced Geometry), Classics or World Language, Introduction to Computer Science Principles, and Health & Wellness. Grade 9 students will be asked to choose one of four options to fulfill their Arts requirement and will be placed into classes depending on their chosen option.

In the Upper School daily schedule, there are 8 period streams. All Grade 9 students will be enrolled in 7 courses, as listed above. We recommend that Grade 9 students leave one period stream free in at least the first semester to adjust to the demands and time commitment of the Upper School coursework. However, if a student wishes to take two language classes or another elective offering available to Grade 9 students, we recommend speaking with your dean as your primary academic advisor.

UPPER SCHOOL PROGRAM SEQUENCE

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	World Literature	American Literature Creative Writing Workshop	Elective Seminars Advanced Seminars	Elective Seminars Advanced Seminars
HISTORY	Foundations of the Modern World	Ideologies of the 20th Century World Electives	US History: Civics US History Seminars World History Seminars Advanced Seminars Electives	US History Seminars World History Seminars Advanced Seminars Electives
MATH	Geometry Accelerated Geometry Advanced Geometry	Algebra II Accelerated Algebra II Advanced Precalculus Electives	Topics in Precalculus Precalculus Accelerated Precalculus Advanced Calculus I Electives	Differential Calculus Calculus Accelerated Calculus I Accelerated Calculus II Advanced Calculus II Electives
SCIENCE	Biology Advanced Biology	Chemistry Advanced Chemistry Science Research I	Physics Advanced Physics Science Research I / II Electives	Science Research II Electives

CLASSICS & WORLD LANGUAGES	*French I-III	*French II-IV	*French III-IV	French Literature
	*Latin I-III	*Latin II-III	*Latin III-IV	French IV-V
	*Mandarin I-III	*Mandarin II-IV	*Mandarin III-IV	Latin IV
	*Spanish I-III	*Spanish II-IV	*Spanish III-IV	Mandarin IV-V
			Advanced Topics in French & Affiliated Cultures	Spanish IV-V
			Advanced Topics in Mandarin & Affiliated Cultures	Advanced Topics in French & Affiliated Cultures
			Advanced Topics in Spanish & Affiliated Cultures	Advanced Latin Prose & Poetry
			Advanced Spanish Literature	Advanced Topics in Mandarin & Affiliated Cultures
				Advanced Topics in Spanish & Affiliated Cultures
				Advanced Spanish Literature
			Intro to Italian	
			Intro to Japanese	

**Classics and World Languages: Advanced Sections for Qualified Students*

COMPUTER & INFORMATION SCIENCE	Introduction to Computer Science Principles	Introduction to Computer Science Principles	Programming I: Object-Oriented	Advanced Programming III: Java
		Programming I: Object-Oriented	Programming II: Game Design	Advanced Computer Science Applications
		Programming II: Game Design	Advanced Programming III: Java	Electives
		Electives	Electives	

PERFORMING ARTS				
*Concert Band	*Concert Band	*Concert Band	*Concert Band	*Concert Band
*Concert Choir	*Concert Choir	*Concert Choir	*Concert Choir	*Concert Choir
Comedy in Performance	Comedy in Performance	Comedy in Performance	DanceFIT	DanceFIT
DanceFIT	DanceFIT	DanceFIT	*Dance	*Dance
Debate	*Dance	*Dance	Debate	Debate
Foundations of Theater	Debate	Debate	Film & Video	Film & Video
*Intermediate Theater Performance	Foundations of Theater	Foundations of Theater	Foundations of Theater	*Intermediate Theater Performance
*Introduction to Competitive Speech & Rhetoric	*Intermediate Theater Performance	*Intermediate Theater Performance	*Intermediate Theater Performance	*Introduction to Competitive Speech & Rhetoric
Introduction to Public Speaking	*Introduction to Competitive Speech & Rhetoric	*Introduction to Competitive Speech & Rhetoric	*Introduction to Competitive Speech & Rhetoric	*Introduction to Competitive Speech & Rhetoric
*Music Theory	Introduction to Public Speaking	Introduction to Public Speaking	Introduction to Public Speaking	*Theater
Piano Lab	*Music Theory	*Music Theory	Jazz Band	Jazz Band
*String Ensemble	Piano Lab	Piano Lab	*Theater	*Theater
	*String Ensemble	*String Ensemble	Piano Lab	*Theater
		Music Production	*Theater	*Theater
		Music Studies	Piano Lab	Music Production
		*Music Theory	Music Production	Music Studies
		Piano Lab	Music Studies	*Music Theory
		Stagecraft/Set Design	*Music Theory	Stagecraft/Set Design
		*String Ensemble	Stagecraft/Set Design	*String Ensemble
			*String Ensemble	Electives

**Performing Arts: Advanced Sections for Qualified Students*

VISUAL ARTS	<p>Foundations in Studio Art</p> <p>Introduction to Pop-Up Art & Paper Mechanics</p> <p>Textile Arts</p>	<p>Art of Styling</p> <p>Introduction to Costume Design</p> <p>Introduction to Pop-Up Art & Paper Mechanics</p> <p>Ceramics</p> <p>Drawing Practices II</p> <p>Digital Photography</p> <p>Foundations in Studio Art</p> <p>Graphic Novels</p> <p>Painting</p> <p>Textile Arts</p> <p>Wheel Throwing</p>	<p>Advanced Ceramics</p> <p>Advanced Drawing & Painting Portfolio</p> <p>Advanced Modernism in Art and Literature</p> <p>Advanced Museum Studies w/ The Met</p> <p>Advanced Photography Portfolio</p> <p>Art of Styling</p> <p>Ceramics</p> <p>Digital Photography</p> <p>Drawing Practices II</p> <p>Graphic Novels</p> <p>Introduction to Costume Design</p> <p>Painting</p> <p>Wheel Throwing</p>	<p>Advanced Ceramics</p> <p>Advanced Drawing & Painting Portfolio</p> <p>Advanced Modernism in Art and Literature</p> <p>Advanced Museum Studies w/ The Met</p> <p>Advanced Photography Portfolio</p> <p>Art of Styling</p> <p>Ceramics</p> <p>Digital Photography</p> <p>Drawing Practices II</p> <p>Graphic Novels</p> <p>Introduction to Costume Design</p> <p>Painting</p> <p>Wheel Throwing</p>
HEALTH & WELLNESS	Health & Wellness			

INTERDISCIPLINARY STUDIES	Introduction to Journalism	Introduction to Journalism Advanced Journalism Introduction to Psychology	Introduction to Journalism Advanced Journalism Law & Jurisprudence Introduction to Psychology Advanced Psychology	Introduction to Journalism Advanced Journalism Law & Jurisprudence Philosophy Seminar Introduction to Psychology Advanced Psychology Advanced Social Psychology Senior Capstone
PHYSICAL EDUCATION	Personal Fitness Athletics	Personal Fitness Athletics	Personal Fitness Athletics	Personal Fitness Athletics

ARTS PATHWAYS

Students entering Grade 9 will select one of the following options:

- ❖ Two semesters (full year) of music ensemble (concert choir, band, or string ensemble)
- ❖ Two semesters of dance
- ❖ One semester of dance and one semester of performing arts (speech, debate, or acting)
- ❖ One semester of visual arts and one semester of performing arts (speech, debate, acting, or dance)

After selection of one of the above options, Grade 9 students will be enrolled in classes that will enrich their understanding and appreciation of the arts. In Grades 10-12, students will be able to choose individual courses that enhance and build upon their first year experience.

Students entering Grade 10 will select courses that allow them to continue to develop an individualized arts pathway towards the completion of the arts graduation requirements (2.5 years).

MULTIDISCIPLINARY ARTS

Students fulfill one-semester courses in Visual Arts, Music (or year-long music ensemble), and Speech/Acting/Debate combined with one year of additional electives in any discipline

PERFORMING ARTS

Students fulfill two years of courses in their emphasis area (Dance, Debate, Drama, or Music) and one semester of Visual Arts

VISUAL ARTS

Students fulfill two years of courses in the Visual Arts and one semester of either Music or Speech/Acting

By committing to the Performing Arts or Visual Arts pathway, a student undertakes a more intensive curricular focus built around their emphasis area and its respective course options. There are additional opportunities to take elective classes beyond the pathway, but the prioritized focus provides more depth and eligibility for advanced coursework. In Grade 9, a year's worth of arts classes is geared toward a foundational arts experience, but in Grade 10, students are able to add additional electives to deepen their pathway commitment.

EXCELLENCE IN THE ARTS CERTIFICATE PROGRAM

Students entering Grades 11 and 12 may apply for this certificate program with a commitment to additional arts coursework and leadership or service opportunities. This program will provide additional support for the arts college process, mentorship in the student's arts emphasis areas (including support for Senior Capstone projects), and help in showcasing student achievements in the arts. Students in Grades 11 and 12 may apply during course registration and should speak with their dean and Michael Robinson, Head of Arts, about the application process. Participation in the Excellence in the Arts Certificate Program will be noted on student transcripts.

ARTS: PERFORMING ARTS

DANCE

DanceFIT

Grades: 9, 10, 11, 12

Term Length: 1 (offered fall & spring)

Credit: 0.5

A dynamic dance experience intended for all incoming students, this course offers a progressive study of the foundational techniques (ballet, jazz, modern, hip hop), the human body in motion, and expressions through choreography. Dancers learn basic anatomy and injury prevention with points of focus and assessed benchmarks based on overarching principles in correct posture, placement, central line of balance, transferring weight, pirouette preparation, port de bras, musicality, and coordination. The course conditions students for an artistic, athletic, or therapeutic pathway. Full and immersive participation is both required and necessary in preparation for possible performance opportunities throughout the school year.

Note: This course can fulfill Arts and PE requirements.

MUSIC

Concert Band

Grades: 9, 10, 11, 12

Term Length: 2

Credit: 1

Concert Band is open to all Upper School students who play a woodwind, brass, or percussion instrument. Students in Concert Band explore a variety of instrumental music while developing technical playing ability, musicianship, and ensemble skills. Although students in Concert Band receive specialized instruction from artists-teachers who regularly attend rehearsals, we encourage our young musicians to take instrumental lessons, either through Poly's after-school programs, at a recognized music school, or with a private teacher. This class is highly suggested as a prerequisite for future enrollment in Advanced Band and Jazz Band.

Concert Choir

Grades: 9, 10, 11, 12

Term Length: 2

Credit: 1

Concert Choir is open to all interested Upper School singers. Vocalists in Concert Choir develop their musicality and vocal technique, performance and ensemble skills, and music literacy while preparing a wide variety of vocal music repertoire. Students become better singers and musicians while preparing for two major concerts per year. Every two years, members of Concert Choir travel during spring break as cultural ambassadors of Poly Prep. Recent destinations have included New Orleans, Costa Rica, Berlin, Prague, and Cuba. During years when the choir does not travel, students perform at prestigious New York City venues such as Carnegie Hall or Lincoln Center. This class is highly suggested as a prerequisite for future enrollment in Advanced Concert Choir.

Music Theory: Fundamentals

Grades: 9, 10, 11, 12

Term Length: 1 (Spring)

Credit: 0.5

This course explores the mechanics and architecture of music. Students will learn about notation, key signatures, and chord structure as they improve their melodic and rhythmic reading abilities and acquire basic part-writing skills. This course is recommended for students who participate in our music ensembles, take private music lessons, wish to enroll in Advanced Music Theory and Composition, or for students of all experience levels who seek a better understanding of music.

Piano Lab

Grades: 9, 10, 11, 12

Term Length: 1 (Fall), 1 (Spring)

Credit: 1

Piano Lab welcomes piano students with or without prior experience in basic keyboard skills. In Piano Lab, students embark on a journey into foundational piano techniques and proficiency. This course places collaborative ensemble work at its core, allowing students to develop teamwork abilities and experience the joy of making music together. Beyond perfecting piano performance, students will explore key elements of music theory, including notation, rhythm, melody, and harmony.

String Ensemble

Grades: 9, 10, 11, 12

Term Length: 2

Credit: 1

Students who play violin, viola, cello, and bass develop music literacy and ensemble playing skills while exploring concert repertoire in this chamber ensemble. Students enrolled in String Ensemble must read music at a sophisticated level and are encouraged to take instrumental lessons through Poly's after-school music program, a recognized music school, or with a private teacher. This class is highly suggested as a prerequisite for future enrollment in Advanced String Ensemble

SPEECH & DEBATE

Debate

Grades: 9, 10, 11, 12

Term Length: 1 (offered fall & spring)

Credit: 0.5

Students enrolled in this course will work on developing their core persuasion, communication, and argument analysis skills while also learning how to compete in Public Forum, a competitive debate event. This course is designed to introduce students to both the foundations of complex argument creation as well as the competitive structure of debate rounds. By the end of the semester, students will feel comfortable preparing and delivering written arguments in advance and in the moment.

Introduction to Public Speaking

Grades: 9, 10, 11, 12

Term Length: 1 (Spring - 2 sections)

Credit: 0.5

This semester-long introductory course consists of units in public performance, speechwriting, interview skills, and posture and body awareness. This course is meant to help students become better and more confident public speakers and listeners by introducing them to techniques designed to lessen anxiety, the use of visual aids to enhance presentation, and the practice of speeches and speechwriting. Throughout the semester, students will deliver various styles of speeches in order to learn concepts and models of communication, effectively support their ideas, develop strong delivery and listening skills, select and organize materials in preparation for a speech, and utilize multimedia tools in presentations, among other skills.

Introduction to Competitive Speech and Rhetoric

Grades: 9, 10, 11, 12

Term Length: 1 (Fall & Spring)

Credit: 0.5

This course makes apparent to students the "public speaking" that happens all around us, in advertisements, apologies, pep talks, protests, reviews, interviews, dinner table discussions, memes, and more. Unlike classical rhetoric (practiced

by Aristotle et al.), modern rhetoric techniques in this course emphasize cooperative speaker-audience relationships over antagonistic ones, communication over persuasion, and uniqueness over uniformity. Students work with each other instead of against each other, prioritize clarity and understanding over agreement, and cultivate their unique voices rather than conforming to a particular standard or model of performance. In-class simulations provide students with opportunities to explore a diverse range of contexts. Students will use the content generated in these exercises to write and deliver an end-of-semester speech—an original 5-10 minute presentation on a topic of their choosing.

Competitive Speech

Grades: 9, 10, 11, 12

Term Length: 1 (Fall & Spring)

Credit: 0.5

This course is designed to support members of the Speech Team, students who have completed Introduction to Competitive Speech and Rhetoric, and/or students with a background in theater and performance. This course is designed to provide individual support for each student in their chosen area of focus while also emphasizing collaboration and peer support. Class time will be dedicated to individual meetings, full-class exercises, and feedback sessions. Students will either create an original oratory on a topic of their own choosing, with an emphasis on writing, research, and thesis development; or develop a dramatic monologue, with an emphasis on story adaptation, character development, and dramatic arc. This class provides students opportunities to perform substantial work and to exercise autonomy over their message. The work developed over the course of the semester will be showcased by participation in a speech showcase or a speech and debate tournament.

Prerequisite: Introduction to Competitive Speech and Rhetoric, competitive speech experience, or teacher approval

THEATER

Foundations of Theater

Grades: 9, 10, 11, 12

Term Length: 1 (Fall & Spring)

Credit: 0.5

Foundations of Theater is a semester-long introductory course that focuses on ensemble building; improvisation; methods of acting; scene studies and script work; adapting literature and building a character; and performance techniques. Students will be exposed to various theatrical texts and gain basic skills in acting, analyzing scripts, and developing a working vocabulary of theater terms. Students will also learn how to break down scenes and use the Stanislavsky method to create a character. Theater warmups, games, and improvisation will help teach students basic stage directions while they develop their voice and body as instruments in acting. Previous theater study is not required.

Intermediate Theater Performance

Grades: 9, 10, 11, 12

Term Length: 1 (Fall & Spring)

Credit: 0.5

Intermediate theater performance is a semester-long course for the experienced student who wishes to continue building a portfolio of their performances. It is focused on theater skill definition and could include units on audition tools and techniques, monologue and scene study, repertoire acquisition, voice and speech, and dramaturgy. This course may culminate in a performance showcase at the end of the semester. According to skill level and dynamic of the class, units might include one act or scene performance, devised or written student plays, and audition tools and preparation. Students will learn through masterclass format performances by their peers, and are expected to memorize materials.

Prerequisite: Foundations of Theater, production experience, or instructor approval. Fulfills public speaking requirement.

Comedy in Performance: A study in Creation, Production, Execution

Grades: 9, 10, 11, 12

Term Length: 1 (Fall)

Credit: 0.5

Comedy in Performance is a semester-long experiential course for the student to begin building or expanding a comedic portfolio of their performances/creations. The semester will explore comedic performances like stand up, improv comedy, clowning, modern clowning as anti-colonial performance art, sketch, television, and film. Students will engage with texts, writers, and performers ranging from classical to contemporary, from Moliere and Shakespeare, to Tiny Fey and Mindy Kaling. The class will train in Improv Comedy techniques in the style of the Groundlings and Upright Citizens Brigade for long form improv performances and to generate source material for written sketches. Over the semester students will also devise, create, produce, and revise several comedic shorts suitable for entertainment platforms like TikTok or YouTube. By the end of the semester the student will have a deeper understanding of their own comedic voice as well as having built a comedic performance portfolio including, but not limited to, monologues, scenes, original scripts, and original comedic shorts.

ARTS: VISUAL ARTS

LEVEL I COURSES

Foundations in Studio Art

Grades 9, 10

Term Length: 1 (Fall & Spring)

Credit: 0.5

As a foundational studio art class, this curriculum focuses on discovery, exploration, and skill development in an artmaking lab setting. Through drawing and painting, we survey a variety of techniques to build skills, such as line, value, composition, and color theory. Students will be introduced to elements of art history that situate their own making in a social and cultural context. The exploration of skill and history gives students a deeper sense of creative potential and practice to harness their imaginations, bolster confidence, and encourage individuality and personal expression.

Introduction to Pop-Up Art & Paper Mechanics

Grades: 9, 10

Term Length: 1 (Fall)

Credit: 0.5

Students will contemplate visual arts as a function of communication by examining their cultural norms around celebration and the social implications of “holiday”. They will propose new or previously overlooked social phenomena worthy of commemoration by developing interactive greeting cards, aimed to expand upon current gaps in representation, access, and inclusion. Participants will learn and practice fundamental techniques of pop-up paper art and engineering through the 7-step design thinking process. Time permitting, they will also develop decorative packaging for their paper products. Primary activities will include: precise paper cutting and folding, paper collage, fabrication drawing and drafting, package design, and product styling.

Textile Arts

Grades: 9, 10

Term Length: 1 (Fall & Spring)

Credit: 0.5

This course is designed as an introduction to textile arts through a variety of hands-on projects. From weaving on hand looms to embroidery and fabric printing, students will learn foundational techniques to create abstract and figurative imagery and text. We will also take a look at the ways in which historical and contemporary fiber artists have used their materials for functional, aesthetic, and social and political purposes.

ENGLISH

English 9: World Literature

Grade: 9

Term Length: 2

Credit: 1

In this introduction to Upper School English, students develop reading, writing, and critical thinking skills while studying a selection of both classic and modern texts in a variety of genres. Literature from writers such as Tsitsi Dangarembga, Shyam Selvadurai, Marjane Satrapi, William Shakespeare, and Franz Kafka pushes students to discover, name, and discuss how important ideas both reflect and transcend time, place, and culture. Students learn to analyze texts and organize their analyses in well-structured essays, key skills for their academic careers across the disciplines. Students might also find themselves researching artifacts to recreate Kafka's Prague apartment or understanding the Tamil Tiger rebellion in *Funny Boy*; using the text of *Othello* to build a case for a mock trial of the main characters; participating in a Socratic seminar on the role of education as both an instrument of and resistance to colonialism in *Nervous Conditions*; or creating visual and verbal elements of a proposal to adapt a novel to film. Teaching toward a process of writing is also fundamental to this course. As students draft, workshop, and revise, they become confident academic writers, questioning and analyzing literature closely while honing their unique authorial voices.

HISTORY

History 9: Foundations of the Modern World

Grade: 9

Term Length: 2

Credit: 1

This foundational course provides students with a global view of the world from 1500 to the late 19th century. In the first semester, they will consider increasingly globalized trading patterns that resulted from Iberian exploration and the emergence of trading companies, as well as effects of expanding empires, including those of Ming China, the Ottomans, Spain, and the Dutch. In the second semester, students will use a variety of primary and secondary sources to develop historical thinking skills and learn about the trans-Atlantic slave trade and the Enlightenment. Additionally, we will investigate political and economic circumstances that prompted political revolutions across the globe and the changes brought about by industrialization. Throughout, students will be asked to draw connections between historical events and critically assess their global repercussions. In a culminating project, they will employ these skills to write a term paper reflecting on history learned over the course of the year from a bird's-eye view. This course aims to introduce students to a wide array of historical analysis skills and empowers them to find their own voices as historians and writers. Practicing historical reading and writing provides students with skills needed to think critically and write coherently about complex issues and questions.

CLASSICS & WORLD LANGUAGES

**Students who want to continue in the same language studied in Middle School will take a placement test in April to determine the appropriate language level for Grade 9.*

French I

Grades: 9, 10

Term Length: 2

Credit: 1

This full-year class introduces Upper School students to the French language and the francophone world. Through the use of a highly integrated language program, students read, hear, and see how French is used around the world in specific situations. Students learn to speak and write about a variety of topics in French I, including personal introductions, telling time, discussing the weather, ordering food at a French restaurant, going shopping with friends, and recounting past events. Students are assessed through tests and quizzes, conversations, role-plays, and video projects. In addition to the textbook and its accompanying videos, two films allow us to learn more about francophone culture and French grammar. Students interact with the French world via the Internet on a regular basis. We teach this course almost exclusively in French from the first day. By the end of the year, students are able to ask simple questions in French and express themselves in the target language.

French II

Grades: 9, 10

Term Length: 2

Credit: 1

In French II, students continue to develop their listening, speaking, reading, and writing skills by studying topics in context. With a spotlight on a communicative and interactive approach, students study a variety of topics, including leisure activities, food, entertainment, health and sports, home and neighborhoods, fashion and clothing, and travel. Students engage in conversations, role-play exercises, multimedia activities, and oral presentations about themselves and the world around them. We highlight francophone culture by researching and presenting information about a French-speaking country, and use multimedia activities and the Internet to increase exposure to the language. Authentic, level-appropriate songs, poetry, and stories such as Goscinny's *Petit Nicolas* and *Le Petit Prince* extend the immersion experience, as do parts of films, including *Man on Wire* and *Paris, je t'aime*. Throughout, students relate what they are reading, hearing, and viewing to the skills and topics presented in class.

Prerequisite: French I, 8th-grade French

Advanced French II

Grades: 9, 10

Term Length: 2

Credit: 1

Students in Advanced French II continue to develop their listening, speaking, reading, and writing skills by studying topics in context at an accelerated pace. Using a communicative and interactive approach, students learn to converse about a variety of topics in the target language, such as leisure activities, food, entertainment, health and sports, home and neighborhood, fashion and clothing, and travel. In addition to conversations, role-play activities, multimedia activities, and oral presentations about themselves and the world around them, students study francophone culture and deliver presentations about individually selected French-speaking countries. We also discuss cross-cultural differences. Multimedia activities include videos, audio, and extensive Internet sources. We incorporate authentic, level-appropriate material in the classroom, including songs, poetry, and stories such as Goscinny's *Petit Nicolas* and excerpts from *Le Petit Prince*. Students watch parts of films such as *À bout de souffle*, *Joyeux Noël*, *Man on Wire*, and *Paris, je t'aime*, and relate what they are reading, hearing, and viewing to the topics and skills introduced in class. Students interact with these materials by expressing their opinions, writing movie reviews, creating their own stories, and comparing their own culture to a francophone one.

Prerequisite: French I or 8th-grade French

Note: Departmental approval required

French III

Grades: 9, 10, 11

Term Length: 2

Credit: 1

Taught exclusively in French, this third-year language class focuses on using French for communicative purposes. Students review all verb tenses previously studied and then incorporate the conditional and subjunctive moods. Students speak and write about a wide variety of topics: summer vacation, the workforce, careers, the French educational experience, fairy tales and legends, relationships, and the “great outdoors.” In addition to the textbook and ancillary literary materials, students view a number of films to augment their understanding of French culture. Music, film, and various audio sources allow students to continuously hear authentic examples of the French language, mimic these examples, and express themselves freely.

Advanced French III

Grades: 9, 10, 11

Term Length: 2

Credit: 1

Advanced French III reinforces basic vocabulary and grammatical structures, while introducing advanced constructions and more abstract language through encoding (speaking and writing) and decoding (listening and reading) skills. Every aspect of the course is conducted in the target language, and we expose students to a variety of native speakers through music, recorded discourse, films, and video clips. On a regular basis, students read authentic, level-appropriate literature and write essays on related themes. By the end of the year, students have studied all the verb tenses and major structural grammar, and been assessed both formally and in more informal classroom expressions.

Note: Departmental approval required

Latin I

Grade: 9

Term Length: 2

Credit: 1

This course includes all the materials and skills taught in the Latin A/B sequence (using *Ecce Romani*, Book I). The emphasis is on understanding the structure of the language, building vocabulary in Latin and English, and gaining facility in translation. As part of its examination of Roman culture and history, the course addresses the politics, religion, and literature of the Late Republic and Early Empire.

Latin II and Advanced Latin II

Grades: 9, 10

Term Length: 2

Credit: 1

Working with a variety of online and print-based grammatical primers, students learn the use of the pronominal system, fourth and fifth declension nouns, passive verb forms, and the ablative absolute. Students investigate aspects of Roman culture or literature more closely through an independent project. Advanced Latin II, for which the prerequisite is approval by the Classics Department, covers the same ground as Latin II but at a faster pace. It aims at a greater variety of readings, including close analysis of original poetry.

Prerequisite: Latin I or prior Middle School level I

Note: Departmental approval required

Latin III and Advanced Latin III

Grades: 9, 10, 11, 12

Term Length: 2

Credit: 1

In the first semester of Latin III, students master the remaining topics in Latin grammar, including indirect discourse, conditional sentences, impersonal constructions, and gerunds. Thereafter, students read excerpts first adapted and then unadapted from the classic Latin authors: Cicero, Ovid, Catullus, Horace, and Virgil. Students

independently present projects that illustrate literary, political, and social life in the 1st century BCE and the 1st century CE. In Advanced Latin III, the grammar sequence is completed early in the year, and much of the spring semester is given over to reading in the original. Advanced Latin III, for which the prerequisite is approval by the Classics Department, covers the same ground as Latin III but at a faster pace. It aims at a greater variety of readings, including close analysis of original poetry and prose, and the study of metrics, rhetorical figures, and literary allusions.

Note: Departmental approval required

Mandarin I

Grades: 9, 10

Term Length: 2

Credit: 1

This yearlong Mandarin class introduces students to the Mandarin language and the Mandarin-speaking world. Students begin by learning the character systems, the importance of the tones, and the role Mandarin plays in current society. Throughout the course, students learn how to read, write, and type characters, as well as speak and understand them. Despite the common perception of Mandarin's difficulty, students usually know the basic greetings, how to count up to 9999, dates, and even how to tell time, both in written and spoken format, by the second week of this course because of the language's simple and logistic patterns. Throughout the year, students have the opportunity to explore and learn the language in interactive, fun, and productive ways. As students become more comfortable hearing and speaking Mandarin, they perform improvisational skits and converse in class to make the language come alive. We also study Chinese cities and geography, ethnic groups, tea ceremonies, and calligraphy.

Note: This course will only run if minimum enrollment numbers are met

Mandarin II

Grades: 9, 10

Term Length: 2

Credit: 1

Mandarin II students are expected to add to their basic understanding of the language in all aspects: listening, speaking, reading, and writing (both typing and handwriting). Throughout the year, students have more opportunities to actually use the language in a real setting. For example, after studying a clothing/shopping unit or a food/restaurant unit, students travel to Chinatown in Manhattan or Brooklyn to practice their language skills with native Mandarin speakers. Students videotape the activity, share with their classmates, and offer constructive feedback to one another. In addition, students visit one of the Chinese-related museums in Manhattan to attend workshops and learn about different topics, including Chinese immigrants in New York City and Chinese New Year. Students regularly research, present, and share findings about current Chinese society to deepen their understanding of the target language and culture.

Prerequisite: Mandarin I or 8th-grade Mandarin

Mandarin III

Grades: 9, 10, 11, 12

Term Length: 2

Credit: 1

In Mandarin III, students advance their learning and understanding of the Mandarin language and culture by adding rich context to their engagement with the target language. As in Mandarin II, students continue to improve their understanding of Chinese language and society by undertaking different activities and discussing current events. This course adds a new dimension that focuses on presentation skills in the target language. Students explore various customs, traditions, and topics unique to Chinese society, including Chinese gift-giving, online communication norms, legends, and animal symbolism. This course also introduces Chinese traditional medicine and its basics in the target language. We invite a traditional Chinese medicine practitioner to class to talk about her practice. In addition, students visit one of the Chinese medicine clinics or a Chinese herbal shop to experience this extraordinary and rich aspect of Chinese culture.

Spanish I

Grades: 9, 10

Term Length: 2

Credit: 1

In this introductory course, students develop their listening, speaking, reading, and writing skills and learn basic grammar, syntax, and vocabulary through a variety of methods. Students connect with the Spanish-speaking world through technology, film, video, YouTube, and social media. We encourage students to create their own dialogues and conversations and provide them the opportunity to use and share what they have learned through projects. Students communicate Spanish greetings and farewells; discuss personal information and daily activities; and describe family members, friends, weather, seasons, and holidays. Spanish I promotes basic communication in Spanish and a love for Hispanic and Latino culture and language.

Spanish II

Grades: 9, 10

Term Length: 2

Credit: 1

A continuation of Spanish I, or an extension of prior years of study, Spanish II has a primary focus on a relationship between students and others in the world, or “ellos.” While students continue to examine who they are in Spanish, they compare and contrast their life and culture with those of others in the world. In order to do this, we study a variety of global contexts, specifically in the Spanish-speaking world, from offices to rain forests, and technology to the arts. In this class, we work on Spanish writing, speaking, reading, and listening skills using a number of resources, including texts, websites, videos, and songs. All of these tools help us work toward using Spanish in a practical and critical way.

Prerequisite: Spanish I or 8th grade Spanish

Advanced Spanish II

Grades: 9, 10

Term Length: 2

Credit: 1

Through a variety of activities and technology resources, we challenge students to simultaneously develop the four language skills: reading, writing, listening, and speaking at a high level of proficiency. Students learn how to express themselves orally and in writing in formal and informal settings. We introduce grammatical structures and frame them in a situational context in which students also learn about the cultural richness of Spanish and Latin American cultures. The course covers the eight most common verbal tenses in all three grammatical moods (imperative, indicative, and subjunctive) and uses literary texts to identify and reinforce language structures. Assessments consist of oral presentation (including role-playing), composition writing, and a variety of reading and listening comprehension exercises.

Prerequisite: Spanish I or 8th grade Spanish

Note: Departmental approval required

Spanish III

Grades: 9, 10, 11

Term Length: 2

Credit: 1

As Spanish III students continue to build the foundations for listening, reading, writing, and speaking the target language, they see and make Spanish grammar and vocabulary come alive through authentic songs, videos, and other multimedia forms in which Hispanic culture is described by its main protagonists. A variety of activities challenge students to simultaneously develop the four language skills: reading, writing, listening, and speaking at a high level of proficiency. Students learn how to express themselves orally and in writing in formal and informal settings. We introduce grammatical structures and frame them in a situational context in which students also learn about the richness of Spanish and Latin American cultures. The course covers the eight most common verbal tenses in all three grammatical moods (imperative, indicative, and subjunctive) and uses literary texts to identify and reinforce language structures. Students work on creative projects such as making a Telenovela in groups and engage in class discussions on an exciting

Spanish series called “El Internado.”

Advanced Spanish III

Grades: 9, 10, 11

Term Length: 2

Credit: 1

Following Poly Prep’s mission to foster global citizenship, this course is designed to broaden and strengthen students’ multicultural competence by developing their communication skills as Spanish speakers and writers and exposing them to in-depth knowledge about Spanish and Latin American cultures and societies. Through the use of authentic audiovisual and print material including songs, films, radio and television broadcasts, and literary texts selected from a variety of Spanish and Latin American regions, students learn to understand and respond clearly and confidently to written and spoken materials and to develop awareness and genuine appreciation of the multifaceted Spanish-speaking world.

Note: Departmental approval required

COMPUTER AND INFORMATION SCIENCE

Introduction to Computer Science Principles

Grades: 9, 10

Term Length: 1 (Fall & Spring)

Credit: 0.5

Students are introduced to the field of computer science through hands-on, project-based learning experiences that explore a wide array of topics. The term begins with a preview of the design process that developers use every day to create projects in the technology field. Proceeding to the principles of programming, students will first learn to code websites using text-based markup language (HTML & CSS). Students will then use block-based coding languages, such as Scratch (a visual programming language created by the MIT Media Lab), to design and develop an app that they can test on their mobile devices. Throughout the term, students will consider the evolution of the computer through the history of computer science and examine the ethical implications of technology for our society. They will practice developing algorithmic thinking and problem-solving skills that will benefit them as they progress through the field of computer science, as well as in approaching general problems both in and out of the classroom. Given the dynamic nature of technology, the specific platforms used in this course are flexible in order to keep up with advances in the field.

MATHEMATICS

**All students entering Grade 9 will take a math placement test in April; the math department will determine the appropriate math level for students.*

Geometry

Grade: 9

Term Length: 2

Credit: 1

This course allows Grade 9 students to explore topics in Euclidean geometry with an emphasis on algebraic applications and the Cartesian plane in order to reinforce their algebra skills. Students will begin their study of geometry by exploring parallel and perpendicular lines and various angle pairs with an emphasis on writing and solving equations. They will then explore congruent triangles and relationships in triangles using hands-on techniques like paper-folding as well as digital technology. In the spring, the course will focus on quadrilaterals, circles, areas of various polygons, right triangles, and similarity. Within each unit of study, students will discover geometric properties and then apply those properties to problem sets requiring algebraic solutions.

Note: Placement determined by departmental review, including a placement test

Accelerated Geometry

Grade: 9

Term Length: 2

Credit: 1

In this course, students explore the concepts of Euclidean geometry through project-based activities. We begin our geometric exploration with parallel lines and angle relationships, winding our way through the postulates of Euclid. Students use Geogebra and other computer technologies and reference primary source materials such as Euclid's *Elements* to investigate the properties of the medians, altitudes, and bisectors of triangles and, as they become more adept with the programs, create more robust projects, such as animated kaleidoscopes. Students also study quadrilaterals, polygons, and properties of circles. In the spring, student projects focus on indirectly measuring the height of tall objects on campus using right triangle trigonometric relationships and a clinometer to measure structures. Problem-specific lessons are used to introduce each new topic and the availability of 27 acres of Poly Prep's grounds and structures helps to enhance the uniqueness of these project-based lessons.

Prerequisite: Algebra I

Note: Placement determined by departmental review, including a placement test

Advanced Geometry

Grade: 9

Term Length: 2

Credit: 1

In this course, students will explore many of the definitions, postulates, and theorems contained in Euclid's *Elements*. We begin by developing an understanding of the undefined terms of geometry, various applications of the Pythagorean Theorem, complex applications of linear functions, and coordinate geometry. Then, students' understanding of right triangles is extended by introducing special right triangles and trigonometry. Properties of quadrilaterals and triangles are also explored in depth. After solidifying a strong foundation of geometric ideas, students learn about deductive reasoning and proofs using many of the postulates and theorems they previously learned. Proofs are integrated throughout the remainder of the course as students learn about additional properties of triangles, polygons, similarity, and circles. Non-routine problem-solving using the Exeter Mathematics 2 problem sets and the Harkness Roundtable Approach allows students to engage in meaningful discourse about mathematics. Students have the opportunity to showcase, discuss, and debate their work with their peers during most class sessions, allowing them to explain their thinking and develop an appreciation of varied approaches to problem solving.

Prerequisite: Algebra I

Note: Placement determined by departmental review, including a placement test

SCIENCE

**Students interested in Advanced Biology have the option to take a placement test in April; the science department will determine the appropriate level for students. Students will also have an opportunity to apply for advanced science in Grade 10 at the end of their first year.*

Biology

Grade: 9

Term Length: 2

Credit: 1

How and why do species evolve over time? How can there be so many similarities among organisms, and yet so much biodiversity? And how are the characteristics of one generation related to the characteristics of the next? Biology strives to help students answer these questions as well as introduce students to the characteristics of living systems and reinforce the general principles of scientific methodology. We begin the year by observing the ecology of Poly's 25-acre Dyker Heights campus. Students then study basic organic chemistry to acquire an understanding of biologically important molecules and the chemical reactions that sustain organisms. Biology students explore the continuity of life through cell structure and function, genetics, evolution, and cellular reproduction. In addition, major body systems are

incorporated into related topics throughout the year. In this laboratory course, students collaborate on and design investigations. By evaluating the validity of data they produce and collect, they enhance their understanding of the scientific method and its applications.

Advanced Biology

Grade: 9

Term Length: 2

Credit: 1

This advanced course is taught as a first-year biology course in the advanced science track. Emphasis is placed on gaining conceptual understanding of the fundamental enduring ideas in biology through deep engagement with real-world data. These key concepts include understanding the following: that the process of evolution drives the diversity and unity of life; that biological systems utilize energy and molecular building blocks to grow, reproduce, and maintain homeostasis; that living systems retrieve, transmit, and respond to information essential to life processes; and that biological systems and interactions possess complex properties. While students learn a large amount of content in this course, inquiry and reasoning are equally important. Lessons and labs focus on connecting concepts across main ideas and biological scales, establishing lines of evidence, continuing development of experimental design and data collection techniques, and applying mathematical skills. Students in this class must be highly motivated and able to plan and organize their work, budget time effectively, and take considerable responsibility for their own learning.

Note: Departmental approval and placement exam required

INTERDISCIPLINARY STUDIES

Journalism

Grades: 9, 10, 11, 12

Term Length: 2

Credit: 1

Journalism is a free pass to ask questions of the world around us. With a recorder, notebook, and open mind, students get to explore places and people's lives that are different from their own, to interrogate assumptions about the status quo, and to hold authority figures and institutions accountable—even here on campus. In this class, students are reporters and, sometimes, editors or media critics. In the second semester, students become podcasters, photojournalists, and video journalists. This course overlaps with English, History, and Art curricula—we'll be reading and writing intensively, learning complex research skills, and experimenting with creative forms of storytelling. Journalism is about making sense and meaning of complicated subjects for readers, and getting into the habit of interrogating what we don't understand is key to this work. This practice, and the other skills we will develop throughout the course, will serve students well in becoming stronger writers, smarter readers, and more confident, compassionate citizens.

HEALTH & WELLNESS

Health and Wellness

Grade: 9

Term Length: 1 (Fall & Spring)

Credit: 0.5

Understanding and taking responsibility for our health and wellness is a lifelong imperative. This course will explore how individual behaviors, societal and institutional structures, and social norms work to advance or adversely impact one's physical and mental health and the health of others. Discussion and content knowledge will include topics such as sleep, food, exercise, depression/anxiety, substance use, relationships, sexual and reproductive health, and what it means to be a responsible "sexual citizen." Through group discussion, decision-making exercises, and reflection on health topics and critical analyses of the structures, norms, and identities that shape their lives, students will acquire tools to adopt an intentional approach to their physical, mental, and sexual health. As

important, they will also become acquainted with the health resources that exist to support them and their peers within the Poly Prep community.

Note: Required for all Grade 9 students

Personal Fitness

Grade: 9, 10, 11, 12

Term Length: 1

Credit: 0.5

Physical exercise is essential for our wellbeing. Our physical education classes combine elements of strength training, cardio, and stretching based on each student’s individual needs. Personal Fitness offers an opportunity for student athletes to continue their physical development and, for those who do not participate in our Athletics program, the ability to develop their own physical fitness routine.

Athletics

Grade: 9, 10, 11, 12

Credit: Participation waives PE requirement

Students have an opportunity to participate in a Junior Varsity or Varsity sport. Students who play on a Poly Prep team are exempt from Physical Education. All students will be enrolled in PE until they are officially listed on an athletics roster.

Athletics offerings include the following:

FALL	WINTER	SPRING
Cross-Country Football Soccer Tennis (Girls) Volleyball (Girls)	Basketball Hockey Squash Swimming Track & Field (Indoor) Wrestling	Baseball Golf Lacrosse Softball Tennis (Boys) Track & Field