



**Upper School Program of Studies
2025-2026**

PREFACE

Some of the words and terms used in this booklet or in the course selection and scheduling process may not be familiar to all students and parents. The following explanations may be helpful.

Advanced Placement (AP) Courses

Advanced Placement, or AP, refers to college-level courses taught according to syllabi approved by The College Board Advanced Placement Program and/or to courses designed to prepare students for College Board AP Tests. Success, as measured by grades in AP courses, can be a factor in college admission. Successful performance on AP tests (a score of 3, 4, or 5 on a five-point scale) may lead to college credit and/or advanced standing in college. For further information on policies for granting AP credit, please consult specific colleges and universities.

Conflict

A scheduling conflict occurs when two or more selected courses are offered at, or can only be scheduled at, the same time.

Course Request

During the scheduling process, students request particular courses. They do not enroll in these courses until the courses are assigned to the actual schedule; they are simply requests. On occasion, a course request cannot be fulfilled because there is a conflict with another course request or because the course has been canceled, usually due to staff availability or low enrollment.

Credits

One credit is earned upon successful completion (passing grade) of a course that meets every day assigned in the rotation for a full academic year. A half-credit is earned upon successful completion (passing grade) of a course that meets every assigned day in the rotation for a semester or a course that meets only on select days during the rotation over the course of a full year.

Elective Courses

Individual elective courses are, by definition, not required. However, students ultimately choose to take some electives in order to satisfy graduation requirements.

Extracurricular Activities

Extracurricular refers to student clubs and activities that meet outside of the regular school day and which are not part of specific courses within the traditional school curriculum.

Full Course Load

Episcopal expects students to pursue six courses during each semester in Upper School. A student may enroll in a maximum of seven courses. A junior or senior enrolled in three or more honors or Advanced Placement courses may choose a reduced load of five courses with the permission of their advisor, their college counselor and their Form Dean.

Grade Point Average (GPA)

GPA is computed annually for all students. Episcopal uses a 4.0 unweighted GPA scale.

Honors Courses

Honors courses are those which are taught at a high school level but which, like AP courses, provide the greatest challenge and the best preparation for admission to, and success at, highly selective colleges.

Interscholastic

Interscholastic refers to athletic and scholastic activities that involve competitive events with other secondary schools.

Prerequisite

A prerequisite is a course that a student must complete in order to qualify for entry into another course. Before students can take Algebra 2, for example, they must complete Geometry. Thus, Geometry is a prerequisite for Algebra 2.

Required Courses

Required courses are specific courses that must be taken by all students to satisfy graduation requirements. Examples of required courses include, but are not limited to, Biology 1, World Literature, and United States History.

Semester

A semester is half of a school year and includes two of the four marking periods. Semester 1 begins in September and ends in late December. Semester 2 begins in January and ends in June.

Study Hall

All III Form students are required to attend study halls during all of their free periods. All IV Form students must attend one study hall if they have two free blocks. The Form Dean may require any student who is on the fortnight list or in academic distress/on academic probation to attend study hall. (Failure to do so may be considered a class cut, which warrants a Saturday detention.)

INTRODUCTION

The cornerstone of an Episcopal Academy education is the academic program. The school has a long tradition of providing a rigorous and challenging curriculum designed to develop the intellectual powers of our students and help them succeed in life. The academic program is intellectually challenging; it requires integrity, a strong work ethic, motivation, and a willingness to seek help when needed. These are characteristics students need to be successful in the Upper School at Episcopal. The Upper School experience at Episcopal employs a liberal arts curriculum rooted in classical education. As with all of the units at Episcopal, there is a particular focus on educating the Mind, Body, and Spirit of each student in the Upper School. However, added emphasis is also placed on preparing students for college and post-graduate study and in teaching them to take personal responsibility for their own education.

DIPLOMA REQUIREMENTS (CORE CURRICULUM)

Students must successfully earn at least 19.0 credits while in Upper School as follows:

- All US students must be enrolled and attend classes for four full academic years. Students who enroll after the conclusion of their 9th or 10th grade year, must be enrolled for three full years and two full years, respectively.
- 4.0 credits of English, including Introduction to Literature, World Literature, Honors American Literature or two non-honors electives and Honors English Language and Storytelling or two non-honors electives.
- 3.0 credits of Mathematics, including Algebra 2 and Geometry, or the approved departmental equivalent with courses beyond this level;
- 3.0 credits (or six semesters) of science:
 - *All six semesters must be lab-based.*
 - *Four of the six semesters must include: Biology 1, Chemistry 1, Physics 1, and Environmental Science 1. These courses must also be completed by the middle of their junior year.*
 - The remaining two required semesters must include either two Level 2 semester courses or one AP Science course.

Note: Of the two Level 2 courses fulfilling the requirement, students are strongly encouraged to take at least one Life Science Level 2 course (Biology or Environmental Science) and at least one Physical Science Level 2 course (Chemistry or Physics).

- 3.0 credits of History, including one year of World History and one year of United States History; Pre-Modern History is a prerequisite for all AP History courses;
- 2.0 credits of the same Classical or World Language taken while in Upper School;
- 1.0 credit of Religion;
- 1.0 credit of Art distributed across at least two areas (music, theater/dance, and visual art) OR 2.0 credits of art concentrated in one area;
- 0.5 credit in Computer Science;
- 0.5 credit in 9th Grade Seminar;
- Completion of a May Term course for each year of enrollment in Upper School;
- Completion of the III Form Outward Bound course. (Waived for any student who enters EA after 9th grade or those that are medically excused by Outward Bound.)
- Fulfillment of the EA athletic requirement as described in the Athletics section

Seniors must pass each course taken for a diploma to be awarded. Likewise, all non-academic requirements and obligations must be satisfied before the diploma is awarded. Successful completion of four May Term courses is a requirement to earn an Episcopal diploma, as is the 9th grade Outward Bound course. If a student is unable to attend Outward Bound due to a medical exemption (as determined by Outward Bound physicians), the requirement will be waived. The requirement will also be waived for any student who enters Episcopal after 9th grade. If a student chooses not to attend Outward Bound, the student must complete a comparable course at the family's expense, approved beforehand by the Form Dean and Head of the Upper School, in order to receive a diploma.

The faculty, in consultation with the Form Deans and Head of Upper School, may waive any of the above requirements. The Head of Upper School and Form Deans, in consultation with the Academic Dean and appropriate department chairs, may approve alternative means of satisfying any of the above requirements.

DAILY SCHEDULE & SEMESTER SYSTEM

The Upper School operates on an 8-day rotating schedule. Days are numbered 1 through 8 and blocks are lettered A through H. The school year consists of two semesters and a two-week, interdisciplinary, experiential May Term.

SCHEDULING & COURSE CHANGES

The scheduling process begins in March for the next school year. The normal course load at Episcopal Academy is six courses per semester. A student may enroll in a maximum of seven courses. A junior or senior enrolled in three or more honors or Advanced Placement courses may choose a reduced load of five courses, with the permission of their advisor, college counselor, and Form Dean, in consultation with the Head of Upper School.

Many courses are offered at more than one instructional level in order to accommodate individual differences with respect to academic preparation, interests, and other student needs. Students should

select the instructional level within each discipline that affords the greatest opportunity for both intellectual challenge and academic success. It is important to review course content, prerequisites, credits, and instructional levels as indicated in this Program of Studies in order to make the most appropriate course selections.

Scheduling Process

Students must be scheduled for a minimum of five or six class periods (depending on grade level), or the credit equivalent, per day. Unless given expressed permission, this requirement applies to both semesters.

Course Selection

The course selection process is a complex experience in decision making. Students are encouraged to confer with their parents, advisors, college counselors, and dean and to take full advantage of the many excellent opportunities available within the high school academic program. Courses that are under-subscribed may not be offered and courses with low selection numbers may be canceled.

Procedure for Selecting a Course of Study

After students choose their courses and meet with their advisor, their selections are prepared for data processing. Students should be sure to verify their selections for accuracy. If scheduling conflicts occur, students are notified and asked to participate in resolving the conflict. Students are urged to consider the following suggestions as they select an individualized course of study:

- Identify both short-range and long-range goals.
- Consider the total program; anticipate course selections for future grade levels. ●
Review previous courses and grades.
- Consult with parents, teachers, deans, college counselors, and advisors.
- Read this Program of Studies booklet carefully.
- Review requirements for graduation.
- Select courses with the appropriate instructional level.
- Enter all final choices in Veracross.
- Students should verify their selections. Please note that schedule conflicts may occur, and students may be asked to submit different course requests.

Schedule Change Guidelines: Adding, Dropping, and Withdrawing from a Course Course registration should represent firm choices on the part of the student. Changes are not encouraged. Students should understand that a change in their schedule could produce changes, minor or major, in their schedules.

Students should contact their advisor or dean if they wish to add a course. Any changes made after the spring scheduling process are on a space-available basis only. Students may add courses until the end of the drop/add period in September. With the approval of the Form Dean, a teacher, and/or an advisor, a student may drop a course if he or she continues to meet the course load minimum. The following

parameters apply:

- Students enrolled in a year-long course may drop the course without penalty until the end of the year-long course drop/add period. After that point, the course will be listed on the student's official transcript with a W indicating withdrawal.
- Students enrolled in a semester course may drop the course without penalty until the end of the semester-course drop/add period for each respective semester. After that point the course will be listed on the student's official transcript with a W indicating withdrawal.

Moving From AP/Honors to non-AP/Honors Sections

For 9th, 10th, and 11th grade students, a move down from an AP or honors course to the equivalent non-AP or honors level course can occur at any time before Spring Break. No moves will be permitted after that date.

For 12th grade students, a move down from an AP or honors course to the equivalent non-AP or honors course can occur at any time before Christmas Break. No moves will be permitted after the break. In consultation with the Head of Upper School, only the Form Dean and the respective department chair may approve a request for such a course change even prior to the drop deadline. Each student must also check with a college counselor before proceeding with the change.

In the case of any approved drop from AP or honors before the conclusion of the drop/add deadline, the student will not carry with them any grade but will start from scratch in the new course. In the case of any approved drop from AP or honors after the drop/add deadline, the student will take the grade from the AP or honors section with them after a 7% increase in the overall average (for example a 74% overall average in an AP/honors section would become an 81% once the drop has been completed).

AP Course Registration Deadline

Due to the amount of summer work required for each AP course, no student will be permitted to enroll in an AP course for the upcoming academic year after August 1st unless they receive permission from the respective department chair.

GRADING POLICY

Departmental grading standards for semester work are determined by a procedure that fits that particular department's needs. Each department will inform students of their grading standards and policies.

Grading System, Grading Scale, Grade Point Average

Only those courses taken at EA, or Global Online Academy courses taken through EA, are included in a student's GPA. A standard 4.0 unweighted GPA scale is used.

GRADE CALCULATIONS

Semester Courses

- 90% for the semester work, plus 10% for the semester exam or culminating assessment (if applicable).

Year-long Courses

Semester Grades (running total of work done throughout the course)

- Semester one: 100% based on semester one work.
- Semester two: Cumulative score of all work done throughout the course.

Final Year Grade

- 80% work done throughout the year (reflected in “Semester Two” grade), plus 20% for the final exam or other cumulative assessment.

LETTER GRADES

Letter grades appear on reports and the school transcript.

A+ B+ C+ D+

A B C D

A- B- C- D

F (Failing/Failure)

P (Passing/Pass)

W (Withdrawal)

A final grade of D, while earning credit for the course, may suggest that the student is not ready to proceed to the next course in a sequence. Grades below 60 (i.e., F) reflect unsatisfactory achievement and therefore are not credit worthy.

EFFORT GRADES

E Exceptional

G Good

S Satisfactory

N Needs Improvement

U Unsatisfactory

- E: Work habits and effort exceed what is expected. Is an active learner, always submits homework, and adds to the learning experience of the class.
- G: Completes all assignments and gives his or her best effort at all times.
- S: Work habits and effort meet the requirements of the course. Student completes work and does what is expected.
- N: Effort varies from sufficient to insufficient, with uneven work habits.
- U: Effort is poor overall.

CLASS RANK

Episcopal Academy does not provide a class rank.

ADVANCED PLACEMENT PROGRAM

Enrollment in AP and Honors courses requires the approval of the academic department. This curriculum guide provides prerequisites for each course. The faculty may recommend that a student drop down a course level if it becomes clear that the placement is inappropriate. Carefully developed in cooperation with The College Board, AP courses are subject to an auditing process to ensure that curricular requirements are satisfied. This process has been successfully completed for all Advanced Placement courses offered at EA. Students enrolled in an AP course are required to sit for the corresponding AP examination in May. AP exams are scheduled nationally, generally occurring during the first two weeks of May for all enrolled students.

III FORM WORKSHOP

Eligible III Form students receive instruction in the areas of organization and study skills. Instruction in this for-credit course is intended to supplement the regular course offerings. In the organization and study skills strands, students are taught explicit strategies to improve their skills in the areas of time management and note taking. They learn to create a study plan, prepare for tests, and plan long-term projects. Students in III Form Workshop receive a full credit (if taken all year) and the course is assessed on a letter-grade scale. The grade is calculated into a student's GPA.

9th GRADE SEMINAR

The 9th Seminar course, a mandatory course taken by all 9th grade students. The course will run during an open block and students will meet twice during the eight-day rotation. Students will explore the following topics with a faculty facilitator: effective communication skills, equity and inclusion development, time management and organizational skills, academic integrity, a variety of mental health topics, and social media. The course will be given a .5 credit on a student's transcript and will be assessed using a pass/fail rubric. The course is not calculated into a student's GPA.

10th GRADE TUTORIAL

Eligible IV and V Form students receive follow-up instruction in the areas of organization and study skills. Instruction in this course is intended to supplement the regular course offerings. This course does not appear on a student's transcript and is run during a common study hall.

MAY TERM

May Term is an interdisciplinary program that allows EA's Upper School students to experience engaging, rigorous courses that enable students to study topics in depth and often in the field. During May Term's two-week span, each student enrolls in only one course and learns a subject area through intensive, experiential on- and off-campus study. This may include day trips, guest speakers, hands-on work and international travel.

GLOBAL ONLINE ACADEMY

Global Online Academy (GOA) is a not-for-profit consortium of leading independent schools from around the world. GOA offers EA students the opportunity to learn alongside peers from around the world. GOA courses allow EA to expand what we offer, and help students test their passions in ways typically unavailable on a single campus. The mission of Global Online Academy is to replicate in online classrooms the intellectually rigorous programs and excellent teaching that are hallmarks of its member schools; to foster new and effective ways, through best practices in online education, for students to learn; and to promote students' global awareness and understanding by creating truly diverse, worldwide, online schoolroom communities. Students take GOA courses for credit at EA, and grades earned in GOA classes are included in a student's GPA. GOA course workload and course intensity is equivalent to courses taken on our campus. GOA courses cannot be used to fulfill EA graduation requirements, however. They can only be taken as elective courses. Unlike many online courses, students are not passive receptors of pre-recorded lectures from their teachers. Instead, students collaborate on challenging and interesting projects with students from around the world. They are also expected to manage their workload and time effectively to support the asynchronous nature of the courses.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Credits earned toward graduation only begin at the start of the 9th-grade year (III form). Grade point average (GPA) is cumulative from III Form through VI Form and only calculated at the end of each academic year. No credit will be awarded for classes taken before the start of III form and the grade earned will have no impact on the student's Upper School GPA.

COMPREHENSIVE EXAMS

Final exams for semester courses are held in December for first semester courses. Final exams for year-long courses and second-semester courses are held in May. All students are required to take exams. During the final examination period in May, students are required to be on campus only when taking exams. The dress code remains in effect during exams. A student is not expected to take more than two examinations in the same day. Arrangements will be made for students who need to reschedule an exam due to a conflict should the student have more than two exams scheduled for the same day. The student is responsible for informing the Form Dean of the conflict.

LILLEY ADVANCED INDEPENDENT STUDY

Designed for students who exemplify academic curiosity, intellectual rigor, and scholarly passion, the Lilley Fund for Advanced Independent Study provides an incredible opportunity for Episcopal Academy students to engage in the in-depth study of an academic interest that extends beyond EA's curriculum. Students work closely with an EA Upper School teacher to explore and master one or more advanced topics in their chosen discipline. Prior to applying, students must carefully consider the scholarly commitment and necessary time to ensure success. Mastery of foundational work in the discipline is a prerequisite. The Advanced Independent Study is a graded honors-level course. Department Chair support and approval are required. Enrollment in approved independent study courses will be governed by all of the same policies as standard courses (grading system, drop/add period, course withdrawal, GPA calculation, attendance expectation, transcripts, etc.).

AWARDS

Prizes

The Upper School prizes are awarded to students annually at Commencement, the May Awards Assembly, the three athletic assemblies, and the fall Honors Chapel Service.

Cum Laude Society

The Cum Laude Society, founded in 1906 and established at The Episcopal Academy Chapter in 1952, is an organization that recognizes superior scholarship, promotes justice, and upholds honor. The society consists of 368 chapters located in the United States, Canada, England, France, Spain, Puerto Rico, and Republic of the Philippines. A school may induct no more than 20 percent of its senior class, commencing with up to 10 percent of the class identified for membership at the conclusion of the junior year. Induction takes place during the Fall Honors Chapel Service. Additional seniors may be inducted at the final chapel service following spring semester examinations. Selection for the Cum Laude Society is based on the student's cumulative GPA beginning with the sophomore year at EA, with appropriate consideration given to the rigor of the student's academic schedule.

STUDY ABROAD

For course planning purposes, students interested in studying abroad should discuss options with their Form Dean in the school year prior to the year in which they plan to travel. It is the student's responsibility to provide the Episcopal Academy with verified grades and credits upon returning to campus. High school level credits earned at a recognized institution will be treated as transfer credits. Grades earned while traveling abroad will not be factored into the student's grade point average (GPA).

COLLEGE COUNSELING

Recognized for its exceptional college counseling, The Episcopal Academy's college counseling team believes that the college search allows students to celebrate their successes, discern their preferences, and set goals. Students choose their own paths, paths that allow them to continue their academic and personal growth. Communication is key to a successful search. While the focus is on the students, there is ongoing communication between students, parents and the college counselors. With more than five decades of experience in university admission, the college counselors offer rich, informed perspectives on the college search process, which starts with small group meetings and evolves into a one-to-one student/parent/counselor partnership late sophomore, junior and senior years. Although the most intensive college work happens in the last two years, college counselors are available as resources for students and their families at all grades of the Upper School.

LIBRARY

The Roger Annenberg Memorial Library-Learning Center

The mission of The Episcopal Academy Libraries is to ensure that our students, faculty, staff, and families are efficient and effective users of ideas and information resources, and value literature and reading for pleasure to gain new perspectives and to stimulate the imagination. We achieve this mission by working collaboratively with academic departments to embed information literacy skills and curriculum that prepares students to be informed critical thinkers, evaluators of scholarship and data, and ethical users and creators of information. To access the Upper School Library webpage from the EA home page (www.episcopalacademy.org):

- Using the Academics drop-down menu in the top bar, click on Libraries
- Under the heading "Explore our Libraries", select Upper School Annenberg Library. In addition to the EA homepage, there is a direct link to the Library website in Veracross and Canvas.

Library Operation & Circulation

The library is open from 7:30 A.M. until 6:00 P.M., Monday through Friday. The library faculty is always available and happy to help students with information and research needs.

COURSE OFFERINGS BY DEPARTMENT

- Visual Art -

Mr. David Sigel, Chair

Mr. John Binstock

Ms. Hilary Hutchison

Ms. Ellen Erikson

Through Craftsmanship, self-discovery, and studio-based environments, students are encouraged, motivated and shaped by practicing artists/educators. The students of the Episcopal Academy are challenged to own and develop the ideas and skills learned to create a visual language, individual vision, art appreciation, and unique works of art.

Foundations of Art.

One semester, one-half credit.

This prerequisite course offers an introduction and an approach to establishing a strong foundation within the vast field of visual arts. Each session of the Foundations course requires students to rotate in three-week intervals among the visual arts faculty and five studio disciplines: Drawing, Painting, Photography, 3-D Design, and Woodworking. This brief, yet saturated, creative experience is set up to promote studio skills, art appreciation, critical thinking, and exposure to a wide variety of materials and techniques developed in the upper level studio courses.

2-D Design I.

One semester, one-half credit.

2-Design I is a beginning course which builds on the ideas, concepts, and skills introduced during the Foundations of Art course. Students learn about elements of design and composition through observational rendering, art history, museum visits, and practice. Materials range from graphite, to colored pencil, ink wash, watercolor and a variety of mixed media. Students are assessed based on the completion of well-crafted assignments, class participation, and individual growth demonstrated in a portfolio critic format.

2-D Design II: Digital.

One semester, one-half credit.

This intermediate digital and multimedia studio-based course provides a more advanced level of study in the field of developing a graphic solution. Students are challenged to test their skills with the development of well-crafted projects, while exploring an individual creative solution and body of work. Much focus is given to the observational subject. Materials include traditional and computer-based platforms. Students are assessed based on the completion of each assignment, class participation, and individual growth demonstrated in a portfolio critic format. 2-D Design I is a prerequisite.

Honors 2-D Design III.

Full year, one credit.

The Honors 2-D Design III course is open to students who have achieved high marks in prerequisite visual art courses and demonstrated true dedication to their study. They understand the time commitment beyond scheduled classes and/or have submitted a portfolio for review by the Visual Arts Department. The course work consists of observation-based structured assignments, which test and combine complex methods, theories, and advanced levels of skills through a variety of media and an emphasis on development of an individual's creative responses.

Honors 2-D Design IV.

Full year, one credit.

This advanced course focuses on the development of a unique and creative individual solution to assignments, the construction of self-directed explorations, and the development of a portfolio. The body of work is achieved while still holding a student to set deadlines, critiques, class schedules, assignments, and evaluations. The final critique and assessment is based on the culminating Honors Art Exhibition in the spring. Students enrolled in this second year of Honors 2-D Design receive credit for advancement of skills, complex studio assignments, and development of a portfolio for AP and college submission.

Honors 2-D Design V.

Full Year; One Credit

This advanced senior course focuses on the completion of an individual's visual arts portfolio. During the first quarter, a PAFA faculty member will critique already-produced pieces, and discuss additional work that should be completed for a strong submittal body of work. The finished portfolio will demonstrate skill and creative voice while exhibiting both wide breadth and concentration as outlined through college standards. The second quarter will be dedicated to creating an online presence through the development of a website and artist statement, and the third quarter will allow students the opportunity to develop, curate, and invite external artists to our gallery. During the final term, students will lead the planning, development, and marketing for their senior exhibition in the Gallery.

3-D Design I; Sculpture.

One Semester, one-half credit.

The 3-D Design I course introduces students to the practice of three-dimensional object making. The projects assigned give students the opportunity to work in a variety of materials in order to develop the skills, techniques, and language necessary for successful object making. This is a studio-based course. Subjects may include figure and animal sources, natural objects, architecture, utilitarian models, and design. Students are introduced to clay, plaster, wire, cardboard, found objects, and wood, in order to create finished projects that will explore the design and sculpture concepts of assemblage and construction, modeling and casting, carving, and installation. Students are evaluated on effort, projects, progress, and class participation.

3-D Design II.

One Semester, one-half credit.

The 3-D Design II course is open to students with an intermediate interest in 3-D object making. This course provides students with a more in-depth study of sculpture and design materials, methods, and techniques. Students are encouraged to explore complex forms and concepts within their work in order to develop a personal voice.

Honors 3-D Design III.

Full year, one credit.

The Honors 3-D Design course is a high-level studio course for students who have demonstrated a sophisticated understanding of three-dimensional object making. This is a hands-on course, with students working daily on studio-based projects. The projects assigned give students an opportunity to work with a variety of materials in order to develop the skills and techniques necessary for successful sculpture, design, individual voice, and portfolio preparation.

Honors 3-D Design IV.

Full year, one credit.

Students enrolled in this second year of Honors 3-D Design receive credit for advancement of skills, complex studio assignments, and development of a portfolio.

Honors 3-D Design V.

Full Year; one credit

This advanced senior course focuses on the completion of an individual's visual arts portfolio. During the first quarter, a PAFA faculty member will critique already-produced pieces, and discuss additional work that should be completed for a strong submittal body of work. The finished portfolio will demonstrate skill and creative voice while exhibiting both wide breadth and concentration as outlined through college

standards. The second quarter will be dedicated to creating an online presence through the development of a website and artist statement, and the third quarter will allow students the opportunity to develop, curate, and invite external artists to our gallery. During the final term, students will lead the planning, development, and marketing for their senior exhibition in the Gallery.

Ceramics.

One semester, one-half credit.

Ceramics introduces students to hand-built forms and wheel thrown ceramic techniques. Students gain an understanding of the creative possibilities involved with clay as a medium. Students explore hand-built methods such as coil building and slab construction. The pottery wheel is introduced. Students learn a variety of glazing techniques. Students are encouraged to explore functional object making, innovative approaches, and personal vision. Students are taught the importance of finish and craftsmanship. Historical and contemporary art examples are shown and discussed as resources for assignments. Students will be graded on their effort, projects, progress, and class participation.

Ceramics II.

One semester, one-half credit.

Ceramics II is an intermediate level studio art course. Students will have the opportunity to work with hand-built forms and wheel thrown ceramic techniques. Students will continue to develop, practice, and refine pottery-making skills associated with clay as a medium. Students will further explore the creative possibilities of ceramics using both contemporary and historical examples. Students will be encouraged to develop personal voice, aesthetic, and design. Students will be graded on their effort, projects, progress, and class participation.

Ceramics Intensive.

Full-year, one credit.

Ceramics Intensive is an advanced studio-based course that focuses on using clay as its medium. With each assignment, students will explore various clay bodies, low and high fire glazes, texture, and surface design, while expanding technical skill and developing personal aesthetic, creative voice, and craftsmanship. First semester will focus on hand-built forms. The second semester will focus on wheel thrown pottery and introduce mold making. As an advanced course, students will be asked to expand their understanding about the nature of clay. How does this material, essentially mud that comes from the earth, need to be engineered to build and stand, show considerate finish, purposeful form, successful construction, and technique? In addition to studio work, students can expect to pursue research and inquiry into the work of historical and contemporary artists. Students will be evaluated on effort, timely completion of assignments, class participation, and creative development. Completion of Ceramics I is a prerequisite for this course.

Photography I. Digital

One semester, one-half credit.

Photography I is an intermediate digital photography course which builds on ideas, concepts, and skills introduced during the Foundations of Art course. Students discover and explore the fundamentals of digital photography. The primary focus is on manually manipulating camera and lens settings to achieve a desired effect in the final images. The secondary focus is on basic digital image editing with applications Adobe Lightroom Classic and Adobe Photoshop. Students learn about elements of composition, so they have the tools to intentionally compose their photographs of what they are responding to in the world around them. Through fieldwork and lab time, each student works towards proficiency in image capture, processing and printing, as they begin to develop a personal photographic style. The semester will end with a capstone personal expression project; a chance for students to showcase their own developing style, interests and artistic voice.

Honors Photography III.

Full year, one credit.

Photography III is an advanced course open to students who completed the prerequisite Photography courses and demonstrate the desire to push their craft and creativity further. The course work consists of teacher assigned projects and student-driven projects. Student's photographic style and artistic voice will be further developed by taking a deep dive into portraiture, landscape and abstract photography as well as topics chosen by the class as whole. The year will end with a capstone personal expression project; a chance for students to showcase their own style, interests and artistic voice. Final portfolios will be displayed in the end-of-year art exhibition.

Honors Photography IV.

Full year, one credit.

This is an advanced photographic course open to students who completed Photography III and wish to continue to develop more advanced skills. Students spend the year working towards a self expression project that will culminate into a photographic book and end-of-year exhibition. Students will continue developing their creativity, personal pride in their work, individual problem solving, and appreciation of fine craftsmanship. During the first semester, students will also learn the history of photography and have in-class projects based on the artistic themes and photographic processes being discussed. During the second semester, the focus will start to turn solely to the personal expression project and their final book. Students will learn about different book structures and work towards developing and making their own unique book to showcase their personal project.

Honors Advanced Photography V.

Full year, one credit.

This capstone photographic course is open to students who completed Photography IV and wish to continue to develop more advanced skills. Students will expand their depth of knowledge, experience, and craftsmanship through research and various photographic projects. Students will continue developing their creativity, personal pride in their work, individual problem solving, and appreciation of fine craftsmanship. All assignments and projects will be custom made to the students in the course with consideration to their areas of interest.

Woodworking Design & Fabrication I.

One semester, one-half credit.

Design & Fabrication I is an intermediate woodworking course offered in the Fall which builds on the ideas, concepts, and skills introduced during the Foundations of Art course. Students learn the safe and proper use of hand tools and power tools through hands-on projects. Through safety, practice, and application, students will become confident in their ability to creatively solve problems and produce well crafted, finished woodworking pieces. Materials range from construction grade dimensional lumber to rough sawn hardwoods.

Woodworking Design & Fabrication II.

One semester, one-half credit.

Design & Fabrication II is an intermediate woodworking course offered in the Spring which builds on the ideas, concepts, and skills introduced in Design & Fabrication I. Students learn how to read and understand basic woodworking instructions while selecting the appropriate tools for the tasks. Students will develop creativity, personal pride in their work, individual problem solving, and the appreciation of fine craftsmanship. Students are assessed based on overall craftsmanship, effective use of class time, and problem solving ability.

Honors Woodworking Design & Fabrication III.

Full year, one credit.

This is an advanced woodworking course open to students who completed the prerequisite Design & Fabrication courses and demonstrate the desire to create well-crafted woodworking pieces. This course is focused on developing a student's individual confidence and problem solving through the creation of individual woodworking projects. The course work consists of teacher assigned projects and student-driven projects using all available hand tools and power tools. Final pieces will be displayed in the end-of-year art exhibition.

Honors Woodworking Design & Fabrication IV.

Full year, one credit.

This is an advanced woodworking course open to students who completed Design & Fabrication III. This course is focused on creating well-crafted woodworking pieces while furthering a student's depth of knowledge, independence, and problem solving ability. The course work consists of mastering basic woodworking techniques and principles while developing the skills and understanding of advanced Japanese joinery. During the first semester, students will complete a series of assigned group projects, individual projects, and the first phase of their capstone project. The second semester begins with various assigned projects while focusing on the fabrication and completion of each student's capstone project. All finished projects will be displayed at the end-of-year art exhibition.

Honors Woodworking Design & Fabrication V.

Full year, one credit.

This is the capstone class to our sequential program in woodworking design and fabrication. This is an advanced studio-based woodworking course that builds on the skills and principles students develop in Honors Woodworking Design & Fabrication IV. Students will expand and fine-tune their depth of knowledge, experience, and craftsmanship through various woodworking projects, lessons, and vocabulary. Students are expected to demonstrate the safe use of hand tools, power tools, and woodworking machinery. The assigned projects are designed to challenge individual problem solving and further develop an understanding of complex and advanced woodworking techniques and principles. Students will continue developing their creativity, personal pride in their work, individual problem solving, and appreciation of fine craftsmanship. Through safety, practice, and application, students will become confident in their ability to creatively solve problems and produce well crafted, finished pieces. During the first semester, students will complete a series of assigned group projects, individual projects, and the first phase of their capstone project. The second semester begins with various assigned projects while focusing on the fabrication and completion of each student's capstone project. All finished projects will be displayed at the end-of-year art show.

- Music -

Mr. James Erwin, Chair

Mr. Ryan Dankanich

Mr. James Finegan

The Music Department's comprehensive curriculum is structured in a way so as to prepare all students for a lifetime of participation in the musical arts as performers and/or appreciative, thoughtful audience members. The music program seeks to not only develop skill in music, but to also foster individual growth and potential through support, inclusion, and the joy of making music in a communal setting.

The Music Department's Upper School course offerings fall into two categories:

CLASS MUSIC

- *Music Technology*
- *US Guitar*
- *Advanced Placement Music Theory*

APPLIED MUSIC

- *Concert Choir*
- *Vocal Ensemble*
- *Concert Band*
- *Jazz Ensemble*
- *Orchestra*
- *Chamber Ensemble*

CLASS MUSIC

Music Technology.

One semester, one-half credit.

In this course, students implement various computer technologies in the composition and editing of music. Through activities and projects, students explore introduction to MIDI (Musical Instrument Digital Interface), digital recording and editing, beginning music sequencing techniques, composition, arrangement, and basic piano skills. The primary goal of this course is to help the student gain an understanding of how the recorded music they listen to was created, and to gain a basic understanding of the many aspects of the music business and industry.

US Guitar.

One semester, one-half credit.

This course serves as an introduction to guitar playing. Each day, students will be led through a routine of tuning their guitars, warming-up, group instruction, and independent group practicing and playing. Students will also learn basic maintenance of the instrument and how to change strings, clean the guitar's surface, clean strings, and maintain tuning. Focus points will be strumming different rhythm patterns, reading chord progressions, mastering blues and pentatonic scales, improvising, and beginning songwriting.

APPLIED MUSIC

Concert Choir.

Full year, one-half credit.

The Concert Choir serves as the department's curricular choral ensemble. Enrollment in the Concert Choir is a prerequisite for participation in the Vocal Ensemble. The Concert Choir serves as the primary medium for developing a balanced and effective program in choral music. This group performs repertoire from a wide variety of periods and cultures. Skills focused on throughout the year include: vocal development, music literacy, a cappella singing, singing texts in foreign languages, performance of standard choral repertoire, and building choral discipline. Students receive letter grades, effort grades, and written comments for their achievement in rehearsal and performance. The Concert Choir, along with other performing groups, presents three major concerts yearly, offers anthems at school chapel services, and performs for community service events a few times during the school year.

Vocal Ensemble.

Full year, one-half credit.

The Vocal Ensemble is Episcopal Academy's select a cappella group. Membership in the Concert Choir is a prerequisite to membership in the Vocal Ensemble. Auditions occur in the spring with final auditions occurring in the fall. The Vocal Ensemble, along with other performing groups, presents three major concerts yearly, offers anthems at school chapel services, performs for community service events throughout the year, serves in a leadership role for chapel services, participates in the Inter A Cappella concert with area independent schools, and presents in many off-campus performances, including an annual touring performance trip. Students receive letter grades, effort grades, and written comments for their participation in rehearsals and in performance.

Concert Band.**Full year, one-half credit.**

The Concert Band serves as the core instrumental ensemble in the Upper School for wind and percussion players. Enrollment in the Concert Band is a prerequisite for participation in the Jazz Ensemble, except for those students who, by approval of the music department, meet an alternative music prerequisite. The Concert Band serves as the primary medium for developing a balanced and effective program in instrumental music. This group performs repertoire from a wide variety of periods and cultures. Skills developed throughout the year include: tonal development, development of technique, music literacy, rehearsal procedures and discipline, performance of standard wind band repertoire, and basic music theory and ear training. Students receive letter grades, effort grades, and written comments for their achievement in rehearsals and performance. The Concert Band, along with other Upper School performing groups, presents three major concerts yearly, performs for community service events, and performs at various off-campus events.

Jazz Ensemble.**Full year, one-half credit.**

The Jazz Ensemble is a select ensemble for jazz instrumentalists. Membership in the Concert Band is a prerequisite to membership in the Jazz Ensemble, except for those students who, by approval of the music department, meet an alternative music prerequisite. Auditions occur in the spring with final auditions occurring prior to the start of the school year. This ensemble explores the many styles of jazz through performance. The Jazz Ensemble, along with other performing groups, presents three major concerts yearly, performs for community service events, and performs at various events off-campus. Students receive letter grades, effort grades, and written comments for their achievement in rehearsals and performance.

Orchestra.**Full year, one-half credit.**

The Orchestra serves as the core instrumental ensemble in the Upper School for string players. Enrollment in the Orchestra is a prerequisite for participation in the Chamber Ensemble. The Orchestra serves as the primary medium for developing a balanced and effective program in instrumental music. This group performs repertoire that is written or arranged for string orchestra from a wide variety of periods and cultures. Skills on which we focus throughout the year include tonal development, development of technique, music literacy, rehearsal procedures and discipline, performance of standard string orchestra repertoire, and instrument care. Students receive letter grades, effort grades, and written comments for their achievement in rehearsals, playing tests, and performances. The Orchestra, along with other Upper School performing groups, presents three major performances yearly, performs for community service events throughout the year, and presents off campus performances.

Chamber Ensemble.**Full year, one-half credit.**

The Chamber Ensemble is Episcopal Academy's select ensemble for string players. Membership in the Orchestra is a prerequisite to membership in the Chamber Ensemble. Auditions occur in the spring with final auditions occurring in the fall. The Chamber Ensemble, along with other performing groups, presents three major concerts yearly, performs in chapel services, performs for community service events throughout the year, and presents many off-campus performances. Students receive letter grades, effort grades, and written comments for their achievement in rehearsals, playing tests, and performances.

- Theater -

Mr. Dan Clay, Chair

Mrs. Kelly Leight-Bertucci, Technical Director

The Episcopal Academy Department of Theatre and Dance empowers students with a comprehensive understanding of the performing arts by developing their proficiency in the theory, creation, and practice of performance. We strive to enrich the lives of our students by challenging them intellectually and artistically using a disciplined practice in the dramatic arts. Through exploration in a supportive and diverse environment, students realize the value of the performing arts as a vehicle for communication, collaboration, and self-expression.

The Fundamentals of Acting.

One semester, one-half credit.

Fundamentals of Acting is an introduction to the craft of acting, a foundation for young actors seeking to grow as performers and/or an opportunity for non-actors to develop the same skills. Through group and partner exercises, improvisation, script analysis, and the exploration of physical character development, students will begin to develop and define an acting “process”. Scene work rounds out a course in which acting is defined as “elaborate pretending” and “behaving truthfully under imaginary circumstances”.

Improvisation I and II.

One semester, one-half credit.

Improvisation has a reputation as the fun kid at the party but look beyond the laughs and there is a deep and conscious craft of co-creation that builds ensemble and spontaneously generates genius. In this course, students participate in a range of active and intentional games and exercises designed to galvanize the group and teach the methodology of long and short-form improvisation. Students may take this course more than once with permission from the teacher and work at their own level.

Honors Acting.

Year-long, 1 credit

Honors Acting is a year-long course designed for students who have some experience acting whether in class or in performance. Students will dive deeper into the development of an acting “process” and leave the course with a personal toolbox of exercises, warm-ups, and practices that will be at their disposal in a variety of performance situations, including traditional scene study/script analysis, television and film acting, improvisation, and the dreaded audition. Prerequisite: *The Fundamentals of Acting*, participation in two or more Domino Club productions, and/or permission from the Department of Theater and Dance.

- Classical Languages -

Dr. Melanie Subacus, Chair

Mr. Stephen Bosio

Dr. Lee Burnett

Mrs. Molly V. Konopka

Ms. Alice Nicholson

Ms. Rebecca Rosenthal

Dr. Sarah Wahlberg

Latin and Greek

Learning the language of the Romans and Greeks allows students to access our society's rich cultural heritage of history, mythology, philosophy, and the arts. Students explore the ancient world through the eyes of Roman and Greek authors. Ancient literature offers a taste for anyone interested in the arts, sciences, literature, love, mathematics, politics, government, or religion. Whether reading impassioned love poetry or heroic epic in Latin, or the first western histories and drama in Greek, students who study with the Classics Department on any level leave their coursework with a greater understanding and appreciation of how Latin and Greek have shaped and continue to shape the society in which we live.

Latin 1.

Full year, one credit.

Latin 1 immediately immerses students in the language and lives of the Romans. Designed for students with little or no knowledge of the language, the course sets the foundation needed to read and understand Latin. Students learn the language inductively, recognizing the form and functions of words while reading a continuous story about the life of a Roman boy and his family. Rather than teaching through traditional, rote paradigms and practice sentences, the approach in Latin 1 engages the students and helps them to identify with the Romans by using their language to discover their world.

Latin 2.

Full year, one credit.

Using the same inductive, context-based approach as other Latin course offerings, Latin 2 is ideal for students who are interested in using the Romans' own language to learn more about their rich culture and history but without the accelerated pace and emphasis on future AP or Honors study. Students learn additional language concepts through a variety of accessible readings. With less emphasis on nuanced, technical grammar, students will engage with the language not only through reading Latin stories but also through projects and collaborative work.

Honors Latin 2.

Full year, one credit.

Honors Latin 2 is designed for students who have completed Latin 1A and 1B at EA or who are entering EA from an outside program that covers substantially the same content. Students will continue their study of language and culture while emphasizing the concepts essential to pursuing Latin on the AP or Honors level. Using an inductive, context-based approach to studying Latin, the course completes the formal presentation of Latin grammar, develops the students' ability to produce idiomatic rather than literal translation, and introduces them to Latin literature.

Latin 3.

Full year, one credit.

In this course, students complete the course of Latin grammar and begin to make the leap to reading authors from the Roman republic and empire. Continuing with tiered readers but pairing them with authentic texts, students begin their first foray into authentic Latin texts. Themes focus on, but are not exclusive to, politics, food, poetry, love, and invective. Texts are selected based on student interest and the reading accessibility of the authentic Latin. Projects allow students to explore the connections between the ancient and modern

Honors Latin 3.

Full year, one credit.

Honors Latin 3 will read both poetry and prose from the end of the Roman Republic, just before the emperors come to power. In reading these authors, students will gain an understanding of the culture and politics of the Late Republic. We will use readings from three major Roman authors (Catullus, Cicero and Sallust) to review grammar and introduce any new material. More importantly, students will encounter political upheaval, mayhem, and scandal through readings and a series of small projects that place the students in the role of a Roman. The Romans are nothing without a good murder or execution, and students will engage in a mock trial at the end of the year to resolve the legality of Cicero's very Roman, i.e. brutal, execution.

Readings in Latin I and II

Full year, one credit.

Course Prerequisites: This course is intended for students who have completed Latin 3 and/or one year of Readings in Latin. Students can take this course for up to two consecutive years.

Readings in Latin will build on the grammar foundations learned in Latin 2 and 3 through an introduction to the literature of the Roman world. Students can take this course after completion of Latin 3, and a second time after a first successful completion of *Readings in Latin I*. The topics and authors will vary based on rotation year and will be chosen by the instructor. Possible texts and

topics include Nepos/ancient biography; ancient letters; Cicero and rhetoric; Tacitus and Roman imperial history; and inscriptions and selected texts on ancient monuments, art, and architecture. *Students who have completed Latin 4H and/or AP Latin are not eligible for this course.*

Honors Latin 4.

Full year, one credit.

This course picks up where the Honors Latin 3 course ended: the end of the Republic and the beginning of the Empire. Students continue to build reading fluency by fully immersing themselves in the literature of the ancient world. They can expect to read prose and poetry about the Roman Empire, its politics, its impact, and its influence.

Honors Latin 5.

Full year, one credit.

Course Prerequisites:

This course can be taken after the successful completion of Honors Latin 4 or AP Latin.

Students read, discuss, and write upon a variety of Roman authors and topics depending on the year, including Roman satire, mythology, law, and politics. Students in the past, for example, have translated satires of Juvenal and Horace, as well as selected myths from Ovid's *Metamorphoses*. At this level, students read beyond the text, exploring its social context, its historical and cultural background, and its literary interpretation.

AP Latin.

Full year, one credit.

Course Prerequisites:

This course can be taken after the successful completion of Honors Latin 3 or Honors Latin 4. Interested students will be pre-registered based on teacher recommendation.

Students in this course read selections from Vergil's *Aeneid* in Latin and the entire poem in English as well as reviewing and completing the AP selections of Pliny's *Letters*. Additional selections from the AP reading list will be chosen by the instructor. Attention is given to literary interpretation and to the historical and cultural background of the works as well as a comparison of the ideas presented therein (e.g. Roman notions of leadership, Roman attitudes towards non-Romans, etc.). Students who take this course are well prepared to take the Advanced Placement Examination in Latin. This course is driven by the curriculum required for the Advanced Placement Exam in Latin and students should expect a rigorous and demanding course.

Greek 1.**Full year, one credit.**

This course introduces the basic grammar and vocabulary of Attic Greek, and also gives students an opportunity to explore mythology, the evolution of language, history, and other aspects of classical Greek civilization. Students will read most of the way through the first book of Athenaze, a text which introduces the language with a series of engaging stories that reflect life in the ancient world.

Honors Greek 2.**Full year, one credit.**

Using the second book of Athenaze, Greek 2 expands upon the Greek grammar and vocabulary of the first course through reading a story set during the Peloponnesian war. The study of language is enriched with discussions of ancient history, culture and art. At the end of the course students will be ready to read original passages of Greek prose.

Honors Greek 3.**Full year, one credit.**

In the third year, students finish learning essential Greek grammar, begin to translate and explore ancient Greek literature, and continue to learn about the culture, art, and architecture of the Greeks. The first semester each year will be dedicated to an introduction to reading the New Testament and understanding its relationship to the literature and culture we will explore during the second semester. In alternate years, the second semester will focus either on Euripidean tragedy or on Plato's dialogues with a focus on the character of Socrates. Related aspects of culture and art will also be explored. Depending on enrollment, Honors Greek 4 may follow this sequence.

Honors Greek 4.**Full year, one credit.**

After following the wrath of Achilles in *The Iliad* in the fall semester, Honors Greek 4 turns to drama in the spring. The goal of the second semester work is to combine translation and performative work and provide the Greek 4 students with a meaningful, engaging, and immersive capstone project. The spring semester will focus on Greek tragedy and theater. The Greek translation work in the second semester will revolve around selections from one or more Greek tragedies. Students will also work on a series of projects and performative assignments that explore different areas of theater practice. Their work product for the projects may serve as an exam alternative.

- Computer Science & Engineering -

Mr. Matt Memmo, Chair

Ms. Shannon Crowley

Mr. Matthew Davis

Mr. Jonathan Hill

Mr. Edward Mathisen

Mr. Andrew Newton

The Computer Science & Engineering Department offers a series of engaging courses that will prepare our students for a future requiring more than basic “computer literacy.” In these classes, students will not just learn coding skills and engineering concepts. They will also experience broader, multidisciplinary concepts, such as computational thinking, different ways to think about technology and the impact of technology in our society. Our goals in these courses are to teach basic problem-solving skills that can be used in any endeavor and to have students understand how they can use these skills to solve real-world problems.

Introduction to Computer Science and Engineering.

One semester; one-half credit.

This course will use the P5.js/ Javascript programming language to introduce students to the basics of computational thinking, such as processing numerical and text values, interacting with users, employing conditional statements, designing iterative processes, and defining functions. Students will work and be assessed in a group context and will create several truly student-generated, independent (or group) projects, including but not limited to games and simple applications. In addition to programming, students will use Microbit circuit boards and Tiny Bit robots to explore writing programs that interact with the physical world. There are no prerequisites.

Principles of Engineering.

One semester; one-half credit.

Principles of Engineering is a basic introduction to engineering course for all students. Students who complete this course will learn the concepts necessary in order to develop their ideas into solutions that will improve our lives. Exciting hands-on learning activities like 3D modeling, energy generation, circuit design, and home development apply math, science, engineering and content from other courses in a STEM experience. This course makes science and mathematics more engaging, interesting, tangible, and relevant. A primary outcome will be the students’ ability to design systems, components, or processes to meet desired needs. The course’s intention and purpose is to educate students in an “elemental” method providing STEM education for everyone. While providing a STEM-based education for all students, those interested in becoming practicing engineers clearly benefit from this course content. Teamwork, with a

focus on communication and role management, will also be highlighted. There are no prerequisites.

Web and Mobile App Design

One semester; one-half credit.

In this course, students will learn how to build dynamic web pages and mobile apps using Javascript, HTML, CSS, React Native, NodeJS and other tools. Students will explore elements of good design and best practices for user interfaces. Additionally, students will learn how to deploy their applications to the web and various app stores. Projects include creating popular web apps with login systems that securely authenticates users and mobile games that syncs with a real-time database. There are no prerequisites.

Digital Video Development

One semester; one-half credit

In Digital Video Development, students will learn how to produce and edit a variety of video styles including Newscast/sportscast, interviewing, narrative, time-lapse, experimental and other forms. Students will also learn about storyboarding, script writing, framing, lighting, sound, advanced editing techniques and video effects. Each student will have the opportunity to produce skits for the EA Pep Rally video. The assessments in this class are project based. There are no prerequisites.

3D Printing and Modeling for Engineering.

One semester; one-half credit.

This course will introduce students to the fundamental principles and methods of engineering design, using computer-aided design (CAD), 3D modeling software, and 3D printing technology. Students will be introduced to industrial CAD software Solidworks and the open-source 3D modeling software Blender, and use both to design and create 2D and 3D models. They will also learn about the different types of 3D printing technologies, including Fused Deposition Modeling (FDM) and Stereolithography (SLA). Software to prepare models for printing – a process called slicing – will be taught throughout the course. This will include different methods and software packages for different methods of printing - Makerbot Print for FDM and Chitubox for SLA. Students will regularly print prototypes or finished products using both types of print method. The course will finish with an independent project completed with either Solidworks or Blender, printed for evaluation and presentation. There are no prerequisites.

Game Programming.

One semester; one-half credit.

Game programming is an exceptionally large field, and has its roots in fundamentals that have been in place since the start of the industry. In this class, we will learn how to create and program simple games from the lowest level. Programming in C++, we will use SDL (Simple DirectMedia Layer) to interact with the graphics card directly and create 2D games from sprites and simple structures. While the class is taught in C++, previous knowledge of C++ is not required, though students may find that experience in Java or Python is particularly helpful. Students should be at least comfortable with the use and creation

of functions. The scope and scale of the projects will vary by individual coding experience - students who are advanced may be able to undertake more complex games. By the end of the semester, students should have a functioning game built in C++ that they can play and share with classmates. Prerequisite: Any prior EA Computer Science course or department approval.

AP Computer Science A – Java.

Full year, one credit

This first-semester, college-level course equivalent in computer science introduces students to computer science with “fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems” (The College Board). This course follows the AP syllabus and requires more commitment from the student. A prerequisite of one semester in another programming language is required of most students.

AP Computer Science Principles.

Full year, one credit

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, algorithms, big data, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Prerequisite includes successful completion of Algebra 1. Students do not need to have prior knowledge of any programming language for this AP course.

Honors Advanced CS Data Structures.

One semester; one-half credit.

The goal of the course is to teach the fundamental data structures and algorithms used in Computer Science. Data structures examined include, linkedLists, queues, stacks, binary search trees, hash maps and graphs. Students will apply their knowledge to solve real-world problems such as pathfinding, file encryption, and image and text compression. Course discussions will focus on strategic applications of each data structure. This course is intended to be the equivalent of a second-semester college level CS course. A prerequisite of the successful completion of AP Computer Science A and the recommendation on a computer science department member is required.

Honors Artificial Intelligence.**One semester; one-half credit.**

This course will introduce students to the basics of AI and its applications. The course will begin with a review of data structures and quickly move to the application of advanced algorithms including complex searching algorithms which assist in machine learning, probabilistic reasoning and the creation of neural networks. Projects will include, natural language processing, predictive analytics and robotics and computer vision to name a few. This course is intended to be the equivalent of a second-semester college level CS course. A prerequisite of the successful completion of Advanced Data Structures.

Honors Cybersecurity.**One semester; one-half credit.**

This is a problem-solving course in which students are exposed to a variety of cybersecurity-related challenges and are tasked with preventing breaches. Much of the class is devoted to discussing the ethics of hacking, learning about famous cyber-attacks, and using cryptography to encrypt/decrypt information. This is not a “hacking” or coding class but we examine how hackers can exploit computer systems, programs, and people and what we can do to prevent or minimize the damage caused by bad actors. (Computer programming skills are not the focus of this class). Prerequisite: Any prior EA Computer Science course or department approval.

- English -

Mrs. Heather Dupont, Chair

Mrs. Anne Barr

Mr. Anthony Herman

Mr. Christopher McCreary, Howard Morgan Chair of Creative Writing

Mx. Will Newman

Mr. Douglas Parsons

Ms. Anna Safford

Dr. Cara Saraco

Mr. Sam Willis

Ms. Julia Workman

Students must take English every year. The goal of the English Department is to develop effective readers, writers, and speakers. We believe that the skills of reading, writing, and formal and informal public speaking complement each other and that by strengthening one skill, we will strengthen the other two. The ultimate goal of the department is to produce students who read closely, write effectively, and speak confidently.

Particularly in the III and IV Forms, a great deal of class and homework time is devoted to writing skills and to strengthening competence in grammar, mechanics, and vocabulary. In V and VI Forms, the students continue their study of literature and refine their ability to analyze sophisticated prose and poetry.

III FORM

Introduction to Literature.

Full year, one credit.

This course is designed for III Form students to improve their ability to read, speak, and write by paying attention to details and learning to express themselves with greater clarity. Readings for the III Form year are selected from the major literary genres: poetry, drama, short stories, and longer prose works. Students will read: Ray Bradbury's *Fahrenheit 451*, Shakespeare's *Macbeth*, and more contemporary works. Established authors of different genders and ethnicities are included in the year-long course. Throughout the year, III Form students build vocabulary as well as review grammar and style with particular emphasis on mechanics, usage, and sentence variety. III Form students write frequently with emphasis on the analytical essay, including well-crafted thesis sentences supported by body paragraphs.

Students will also establish their writing “voice” through personal, creative writing.

IV FORM

World Literature.

Full year, one credit.

The World Literature curriculum challenges IV Form students to examine the power and import of storytelling from a variety of global cultures. Basic skills acquired during the III Form year are stressed, but in the IV Form writing is more extensive and reading is more demanding. Students write frequently and continue to develop competence in the mechanics of essay writing. Particular attention is focused on the student’s growing ability to craft organized, focused paragraphs and use textual evidence in the service of an argument. The year begins with Chinua Achebe’s novel *Things Fall Apart*. Other texts may include William Shakespeare’s *Othello* or *The Tempest*, Marjane Satrapi’s autobiographical graphic novel *Persepolis*, Erich Maria Remarque’s *All Quiet on The Western Front*, a novel written by Gabriel Garcia Marquez, in addition to other texts.

V FORM

V Form students must enroll in the semester long course Foundational Texts in American Literature. This course will be completed in the fall. Students may then choose from the other electives listed below under “Non-Honors Spring Electives.” Students in the V or VI forms are also able to choose one of these courses below as an additional English Literature elective course while they complete their core requirements.

Students who wish to take a more rigorous English course have the option to enroll in the year-long Honors American Literature course INSTEAD of the semester options described below. Those who choose the Honors American Literature class should love the subject matter and they should have achieved grades of A- or better in their III and IV Form English classes.

Honors American Literature.

Full year, one credit.

Honors American Literature covers the full curriculum of the standard American Literature class and at least six additional, complementary full-length fiction and nonfiction texts. Students are asked to read four of these texts prior to the start of the course, and these four pieces will be paired with in-class curriculum as a means of viewing certain literary and historical periods through a diversity of lenses. The volume of the material and pacing of the class make it most appropriate for students who wish to devote substantial time and effort to reading and writing. The course spends significantly less time covering the basics of plot or confirming understanding and significantly more time pursuing literary patterns, addressing abstraction, and synthesizing documents.

***Students who have earned an A- or higher in both freshman and sophomore years of English qualify to take Honors American Literature; students who have earned a B+ or higher in both freshman and*

sophomore years may petition their World Literature teachers for recommendations to enroll in the class.

Foundational Texts in American Literature (Mandatory for non-honors students).

One semester, one-half credit.

All students must take this course unless they are enrolled in the Honors American Literature class. This class covers a variety of works of fiction, non-fiction, and poetry to gain a greater understanding of key eras in American Literature with a primary focus on the 19th and early 20th centuries. Students will write critical and analytical essays consistent with the scope and sequence of the V Form English curriculum. Students will examine the rhetorical strategies of major 19th century thinkers and gain close reading strategies through the analysis of poetry. Completion of this course is a graduation requirement.

VI FORM

VI Form students must enroll in the semester long course Foundational Texts in English Language and Storytelling. This course will be completed in the fall. Students may then choose from the other VI form electives listed below. Students in the V or VI forms are also able to choose one of the courses below as an additional English Literature elective course while they complete their core requirements.

Students who wish to take a more rigorous English course have the option to enroll in the year-long Honors English Language and Storytelling course INSTEAD of the semester options described below.

Honors English Language and Storytelling.

Full year, one credit.

Honors English Language and Storytelling is for independent readers who are passionate about the humanities and wish to engage in literary study at a higher level. The course covers the full curriculum of the standard English Language and Literature class as well as additional, complementary texts. Mastery of the course content is assumed: students will take part in scholarly Socratic discussion and be expected to formulate independent thought as they further enhance their reading and writing skills and prepare to succeed in the college humanities classroom.

***Students who have earned a B+ or higher in Honors American Literature or an A- or higher in both their sophomore and junior years of English may enroll in the class. Students who have earned a B+ in their sophomore and junior years of English may petition their American Literature teacher for a recommendation to enroll in the class.*

Foundational Texts in English Storytelling (Mandatory for non-honors students).

One semester, one-half credit.

This course is focused on understanding the history of the English language as well as the critical study of literary milestones that mark its evolution. During the fall semester, students focus on canonical text of major eras in the literary history of England: the Anglo-Saxon epic *Beowulf*, Geoffrey Chaucer's

Canterbury Tales, and William Shakespeare's tragedy *Hamlet* before transitioning to 20th and 21st Century literature and supplemental materials in a variety of genres. Students will write detailed analytical essays with a focus on increasing the fluidity of their writing and incorporating scholarly secondary resources. The course seeks to prepare students for collegiate-level reading, writing, thinking, and discourse.

Non-Honors Spring Electives for V and VI Form

Creative Writing.

One semester, one-half credit.

This course encourages students to experiment and to think and write creatively, but it also provides tools to use this creativity to become more effective writers and readers of fiction, poetry, and autobiographical nonfiction. Students will complete a variety of exercises in and out of class, while sharpening their analytical skills by reading and discussing the work of contemporary authors. Students will share their own work and write one complete short story as well as several shorter pieces of fiction, poetry, and creative nonfiction. At several points during the semester, professional writers will come to class to discuss their own work as well as the challenges and rewards of the writing life. The goal of the course is to give students a greater appreciation of the writing craft as well as a desire to explore their own creative work far beyond the end of the semester.

Modern American Literature

One semester, one-half credit.

Building on the Foundations of American Literature course, Modern American Literature is a semester-long elective course focusing on the concept of the American Dream as represented in 20th and 21st century texts. In this multi-genre, multi-perspectival course, students will analyze how various characters strive towards their dreams as well as the systemic challenges that may get in the way. Course texts may include novels, short stories, and plays, such as *The Catcher in the Rye* by J.D. Salinger, *Death of a Salesman* by Arthur Miller, *A Raisin in the Sun* by Lorraine Hansberry, selections from Tim O'Brien's *The Things They Carried*, short stories by Amy Tan, and *Behold the Dreamers* by Imbolo Mbue. In addition, supplementary materials could include author interviews, documentary footage, and secondary scholarship on the texts being studied. Throughout the semester, students will gain a deeper understanding of the threads running throughout American literature and our shifting conceptions of American identity. By delving into modern works that grapple with the American Dream, students will emerge with a deeper understanding of themselves and contemporary American society.

Journalism and Multimedia Storytelling.

One semester, one-half credit.

This course will introduce students to the skills and practices associated with journalism and nonfiction writing, especially reporting, interviewing, profiling, reviewing, and, of course, composing good journalistic pieces. Students will gain the practical skills to report on events (on campus or off), write

profiles and cultural criticism, review movies or restaurants or music, and write personal narratives that connect their experiences and ideas to current events and pop culture. Students will also read from a wide range of contemporary online and print media sources to gain fluency and media literacy with a variety of effective multimedia storytelling forms.

Humor in Comedic Literature.

One semester, one-half credit.

What makes something funny or humorous? For that matter, why do we laugh at crude, cruel, or painful events? The Humor in Comedy course will survey the literature of comedy, focusing on all the genre's forms of expression and its culture: from satire and slapstick to the absurd. We will examine comedic writings by authors and supplement our reading with theories of comedy, comic performances, close readings, and work on expository writing and revision. We will also read short stories, plays, lyrics, and many other genres of comedic literature. In addition to close readings of the texts, students may write detailed analytical essays, a one-act play, and numerous other comedic creative writing assignments. Course readings may be novels, plays, and short stories that could include *Lady Windermere's Fan*, *Disquiet*, *Please: More Humor Writing from The New Yorker*, and/or other texts.

Literature of Mystery, Horror, and the Supernatural: An exploration of literature with ghosties, and ghoulies, and things that go bump in the night.

One semester, one-half credit.

The Turn of the Screw, by Henry James, is a novella of psychic terror where the lines of reality and illusion are blurred. This blurring reflects new ideas related to cultural anxiety as the discipline of psychology was beginning to emerge. It's also just a good, suspenseful story. This will be the first text of a course that will initiate class members to a semester-long discussion of the symbolic value of ghosts and other paranormal phenomena and how, depending on one's context, they might be perceived. As we examine the ways historical, cultural and ethnic vantage points can impact perspective, we will analyze how truly great writers use genre, point of view, diction, syntax, imagery and figurative language to articulate their own insights about the world. Additional course texts may include: *The Shining* by Stephen King and *Out There Screaming* an anthology edited by Jordan Peele—yes, THAT Jordan Peele.

Humanity and Creativity in the Age of AI.

One semester, one-half credit.

In an era where artificial intelligence increasingly shapes our world, this course invites students to explore the relationship between humanity and technology through literature and writing. By engaging with novels, stories, and tools that incorporate or interrogate AI, students will examine how technological advances challenge traditional notions of creativity, identity, and autonomy. Through selected texts such as *Klara and the Sun* by Kazuo Ishiguro, *Feed* by M.T. Anderson, short stories, and film, students will delve into the portrayals of AI characters and their human-like qualities, reflecting on what these depictions reveal about humanity's fears, hopes, and responsibilities. Additionally, students will engage hands-on with AI writing tools to explore their potential as aids and their limitations, all while cultivating the ability

to write independently and develop their unique voice.

The City Real and Imagined.

One semester, one-half credit.

This course explores representations of the city in literature, analyzing how urban spaces shape identity, social dynamics, and cultural expression. Through a series of novels, short stories, essays, and poems, students will examine how cities are portrayed as sites of opportunity, alienation, migration, and transformation. We will also consider the role of cities in reflecting broader historical, political, and economic contexts, while exploring the unique literary styles used to convey urban experiences.

Possible course texts may include *Dubliners* by James Joyce, *The Parable of the Sower* by Octavia Butler, *The Best We Could Do* by Thi Bui, among others.

- History -

Mr. Steve Schuh, Chair

Mrs. Kris Aldridge

Mr. Chuck Bryant

Mr. Justin Cerenzia

Mr. J. Max Kelly

Mr. Damon Kuzemka

Mrs. Anna McDermott

Mr. David Mercante

Dr. Christopher Row

Mr. Mark Stetina

Mr. Michael Whalen

Mr. Taylor Wright

The History department believes that students need to understand the history and traditions of their own and other cultures, so that as adult citizens they will be able to make wise decisions on matters affecting them, the nation, and the world. We invite students to participate in doing history by encouraging independent thinking and questioning. We seek a balance between presenting what we believe students need to know and inviting students to ask questions of their own. We aim to teach the skills necessary for good citizenship and lifelong learning.

Pre-Modern History (III Form).

Full year, one credit.

This course for 9th graders begins with a look at the rise of civilizations in the earliest river centers. Next, we examine major developments in philosophy, religion and empires as we study the history of China, Greece, Persia and Rome. Foundations of the modern world will be examined later in the course, looking at changing times in Asia and Africa with the rise of Islam and in Europe with the Renaissance. Throughout the year, students will engage in several group and individual projects, which expose them to the library and its resources, the importance of the drafting process, and the need for sophisticated and original thought in historical writing. Reading primary sources and looking at art and architecture will help bring the past to life and encourage students to think for themselves about the past and its relevance to their lives.

Modern World History (IV Form).**Full year, one credit.**

This course for 10th graders examines the modern world from 1500 to the present. Topics include early modern economic systems and the age of kings, political revolutions, industrialization, imperialism, nationalism, world wars, decolonization, and international organizations. Skills include writing (both essays and short papers), doing research and speaking in class. Shared texts read in both English and History will provide in-depth primary sources to enhance students' understanding of the past and its continuing relevance.

AP World History. (IV-VI Forms).**Full year, one credit.**

The purpose of this course for 10th graders and beyond in AP World History is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge used to address interpretive issues with historical evidence. The course builds on an understanding of cultural, institutional and technological precedents that, along with geography, set the stage for human advancement.

The course examines World History from 1200 CE to the present day by dividing that time into 6 periods.

- Global Tapestry (1200 to 1450 CE)
- Networks of Exchange (1200-1450 CE)
- Land-Based Empires (1450 CE-1750 CE)
- Transoceanic Interconnections (1450 CE-1750 CE)
- Révolutions (1750 CE-1900 CE)
- Consequences of Industrialization (1750 CE – 1900 CE)
- Global Conflict (1900 CE-Present)
- Cold War and Decolonization (1900 CE-Present)
- Globalization (1900-Present)

*** Please note this course has entry requirements. See AP Guidelines below.*

United States History (V Form).**Full year, one credit.**

This course for 11th graders begins in the sixteenth century with the meeting of three cultures - American, European and African - and continues through the present. We focus on the development of major themes in United States History: political themes such as federalism, republicanism, rights and responsibilities in democratic governance; economic development from agricultural to industrial to

post-industrial society; and social history using race, class and gender as categories of analysis. Each student is guided through the process of writing an extended, thesis-based research paper, which must be completed satisfactorily in order to receive credit for the course.

Advanced Placement United States History (V Form).

Full year, one credit.

This advanced placement laboratory course for 11th graders follows the same basic outline as the regular United States History course, but in considerably greater depth. In addition to an expanded version of the college-level textbook, students will read an interpretive analysis of major themes in U.S. history, along with a number of primary source documents. These additional resources inform student work in the writing lab segment of the course, which meets once every six days for in-depth practice for both the “documents-based question” and “free response” portion of the A.P. U.S. History exam.

*** Please note this course has entry requirements. See AP Guidelines below.*

FULL-YEAR ELECTIVES

Honors Philosophy (V and VI Forms).

Full year; one credit.

Philosophy means “love of wisdom”—and wisdom has been revered by sacred and secular philosophers for millennia. It is wisdom, and the love of wisdom, which not only makes us most fully human, but makes society itself possible. In an increasingly “post-truth” age, the study of philosophy and the cultivation of rational thought is urgently needed. This course will study texts and major philosophical subfields from Socrates to Tutu, including examples from ancient Greece, China, and the Islamic world, as well as western and contemporary sources. The course is structured as a seminar: students will learn leadership skills as they exegete primary and secondary texts in collaboration with their peers, and there is a heavy emphasis on clarity of the written and spoken word. Course prerequisites: sound completion of Premodern History and Modern World History.

Honors International Relations (V and VI Forms).

Full year, one credit.

This is a full-year, honors-level course in International Relations and Strategy. We will research and study methods of strategy in Great Power Politics with the goal of applying these lessons in real-world situations. This goal will be achieved through experiential learning. Students will connect with the University of Virginia’s Frank Batten School of Leadership and Public Policy in the second semester. They will be presented with real-world problems by professors from the university and will create a solution as their final project. Students will present their findings and projects to officials from the Department of Defense, professors from the university, and other government officials.

AP Economics (V and VI Forms).**Full year, one credit. (cross-listed with Mathematics)**

Open to V and VI Forms; Rising seniors given priority. AP Economics is a full year course designed to provide students an in-depth exploration of the principles of economics. The course balances the history of economic thought with current theory and events. Concepts from microeconomics and macroeconomics are integrated into the course to promote economic understanding. This course focuses on how economic decisions are made by individuals, firms, and governments. Supply-and demand analysis is developed to demonstrate how market prices are determined and how those prices determine an economy's allocation of goods and services. Government intervention and policies, as well as various market structures, are introduced and evaluated using concepts such as efficiency and equity. Macroeconomic concepts include national income, inflation, unemployment, productivity, monetary policy, fiscal policy, and the basics of international trade and finance. Upon completion of the course, students will be prepared to take both the AP Microeconomics and AP Macroeconomics exams. *** Please note this course has entry requirements. See AP Guidelines below.*

AP European History (V and VI Forms).**Full year, one credit.**

Open to V and VI Forms; Rising seniors given priority. This course offers an opportunity to study the history of Europe from 1450 to the present in depth. The substance of this course is driven by the curriculum required for the Advanced Placement Exam in European History and students should expect a rigorous and demanding course. Our study of European History will begin in the Late Middle Ages and the transition to the Renaissance. We will discover and analyze the political and diplomatic, economic and social history of Europe, as well as its intellectual and cultural history from the Renaissance through the demise of the Soviet Union.

*** Please note this course has entry requirements. See AP Guidelines below.*

AP United States Government and Politics (V and VI Forms).**Full year, one credit.**

This course will begin with an examination of the constitutional underpinnings of American government and politics. Topics will include political beliefs and behaviors, political parties and interest groups, institutions and policy processes of national government, and civil rights and civil liberties. We will keep abreast of current events, as well as examining selected case studies from the past. This course is open to seniors only.

*** Please note this course has entry requirements. See AP Guidelines below.*

AP Art History (V and VI Forms).**Full year, one credit.**

What do your doodles have to do with Leonardo da Vinci? Why was “ultramarine” blue a Renaissance status symbol? How did Augustus invent the imagery of modern political campaigns? Since before there was written language, we have communicated with art. AP Art History course will introduce students to the history of artistic expression through the visual arts, primarily painting, sculpture, and architecture. We will survey works from cave paintings to contemporary art, and from Italy to India. While the survey will provide the foundation for the course, we will frame out the class with a focus on themes such as purpose, patronage, politics, the human form, religion, and symbolism. The overarching goal is to instill in students both knowledge and appreciation for the historical context of art and artists within society, and develop the ability to apply that knowledge to the art they make and encounter in their lives. The substance of this course is driven by the curriculum required for the Advanced Placement Exam in Art History and students should expect a rigorous and demanding course.

*** Please note this course has entry requirements. See AP Guidelines below.*

AP Human Geography (V and VI Forms).**Full year, one credit.**

Why do southerners have an accent that is very different from people from Long Island? Why is the Entertainment industry centered in LA, while the fashion industry is in NY and the government in DC? Is there a relationship between these cities that influences their main function? Why are Baseball and football so popular in the US instead of Cricket and Rugby? What does the spread of the popularity of Crocs have to do with the threat of an Ebola epidemic? Human geography studies the way people affect and are affected by their physical surroundings. It looks at topics such as migration, urbanization, language, religion, customs, economics and political systems and specifically examines these topics using geographical skills and demography to study populations and cultural patterns as they have changed through history. The roots of differences in populations around the globe today can be examined through this lens as students think critically about why those differences exist and how they will change in the future. Students will use maps, geographic models and systems to collect, organize, interpret, evaluate and synthesize data.

*** Please note this course has entry requirements. See AP Guidelines below.*

SEMESTER ELECTIVES

Psychology (V and VI Forms).

One semester, one-half credit.

This course will give an overview of general psychology. Topics covered include perception, memory, sleep and dreams, learning, motivation, emotion, personality development, psychological disorders, and social psychology. In addition to a textbook, relevant articles and segments of popular literature will be read. Selected film clips and documentaries will further enhance the subject matter on key topics.

Applied Behavioral Economics (V and VI Forms)

One semester, one-half credit

The fundamental assumption of this branch of Economic theory is that human beings are at least as prone to making irrational decisions as they are to making rational ones. Much of this thinking derives in part from economic and/or game theory, but with practical applications. By thinking through some basic concepts in behavioral economics and game theory together, I hope to help you think metacognitively—that is, think about how you make decisions. By thinking about the way you make decisions, I hope to help you learn ways to make well-considered—and thus, better—decisions that you can apply both in school and beyond. Although this course is entitled Applied Behavioral Economics, it could just as easily be called Decisions. While we will focus on making decisions in gaming situations [Junior Achievement's Titan business simulation, the World War I simulation game Diplomacy, the Prisoner's Dilemma, and applied game theory in games of incomplete information like poker] the methods of making these decisions apply well beyond the scope of this course.

AP and Honors Recommended Entry Guidelines for Upper School History:

AP World History

(All rising sophomores who meet recommended guidelines pre-registered):

- At least an A- in the first term of 9th grade Pre- Modern History
- At least an A- for the final grade in June OR a B+ on the final exam AND an effort grade of E for the year.

AP US History

(All rising juniors who meet recommended guidelines are pre-registered):

- At least a B+ in the first term of AP World, or a minimum average of A- in Pre-Modern and the first term of Modern History
- At least an A- in the first term of 10th grade Modern History and an A- or higher in 9th grade

Pre-Modern History

- *At least an A- for the final grade in June in Modern History OR a B+ on the final exam AND an effort grade of E for the year.*

AP European History (Open to V and VI Form)

(Rising seniors given priority)

- *At least a B+ in the first term of AP US History, or a minimum average of A- in Pre-Modern, Modern and the first term of regular U.S. History.*
- *At least a B+ for a final grade in June for AP US, or an A- average for a final grade in June for regular US History OR a B+ on the final exam AND an effort grade of E for the year.*

AP Government and Politics (Open to V and VI Form)

(Rising seniors given priority)

- *At least a B+ in the first term of AP US History, or a minimum average of A- in Pre-Modern, Modern and the first term of regular U.S. History.*
- *At least a B+ for a final grade in June for AP US, or an A- average for a final grade in June for regular US History.*

AP Human Geography (Open to V and VI Form)

(Rising Seniors given priority)

- *At least a B+ in the first term of AP US History, or a minimum average of A- in Pre-Modern, Modern and the first term of regular U.S. History.*
- *At least a B+ for a final grade in June for AP US, or an A- average for a final grade in June for regular US History*

AP Economics

(Rising seniors given priority)

- *Final grade of B in AP US, or final grade of A- in regular US History and completion of Algebra 2 or Pre-Calculus with a B+ or higher or a B in the equivalent Honors courses.*

- Mathematics -

Mr. Charles Yespelkis, Chair

Ms. Kelly Edwards, Academic Dean

Mr. James E. Farrell, III

Mr. Keenan Friend

Dr. Thomas Goebeler

Mr. Jay Jennings

Mr. Ryan Klein

Mr. Mike McNulty

Mr. Steve Morris

Mrs. Tracy Motley

Mr. Eric Mundy

Ms. Tanuja Murray

Mr. Andrew Newton

Mrs. Ashley O'Connor

The Mathematics Department believes that students at Episcopal should be encouraged to explore mathematics and its applications to develop problem solving and analytical tools. As students move through the courses, we strive to provide a strong foundation at each level to provide a background ready to support future studies. Inquiry and logical reasoning are encouraged to help develop conceptual understanding beyond procedural facility. Our goal is to foster logical thinking and an appreciation for the elegance of mathematics both as a language and as a methodology. To this end, the department provides a sequence of yearlong courses, with standard level and honors level offerings, as well as electives in Statistics, Python for Data Science, AP Statistics and Advanced Topics including Multivariable Calculus, Linear Algebra, and Combinatorics. We strive to match a student's background, interest, work ethic, and ability with the intensity level of the course.

In order to fulfill the mathematics graduation requirement, a student must pass three consecutive years of mathematics while in upper school, beginning with the III Form year. By the end of V form, all students should have taken at least first- and second-year Algebra, and Geometry-- the minimum for college-bound students.

Initial placement is based on a number of factors, including past performance in math classes, standardized test scores, and a placement test. Students will advance through the sequence following the successful completion of each course and placement will be re-evaluated as students advance with the

goal of a strong foundation first and foremost in mind. Higher- achieving non-Honors students may be offered an opportunity to move into Honors courses through summer bridgework and successful completion of the honors placement test. Admission into honors-level courses is contingent upon a student meeting performance standards and his or her willingness to take on the additional work required by honors courses.

Characteristics of a successful Honors Math Student:

- Has an enthusiastic, positive attitude about math
- Has a thorough mastery of computational skills
- Learns math rapidly and with ease, needing little repetition
- Connects the different strands of the mathematics taught
- Thinks intuitively as well as conceptually about quantitative material, using an absolute minimum of memorization
- Reads the math text with a high level of comprehension
- Willingly works to improve their mathematical communication skills to justify solutions
- Thinks and learns independently
- Prepares homework assignments consistently
- Takes pride in the presentation and correctness of work
- Has developed strong organizational skills
- Has developed the ability to stay on-task and in focus during a variety of classroom activities: teacher demonstrations, student demonstrations, class discussions, small group work, and lab activities
- Is seldom absent

Diploma Requirements: three credits, including Algebra 2 and Geometry, or their departmental approved equivalent with courses beyond this level.

EA Mathematics Course Prerequisites and Placement Guidelines:

Honors Algebra 2

- *Honors Geometry or bridge equivalent with the following*
- *Teacher recommendation*
- *Department Chair approval*

AP Statistics

- *Honors Algebra II, or Algebra II with an A- or above with the following*
- *Teachers recommendation*
- *Department Chair approval*

Honors Pre-Calculus AB

- *Honors Algebra II or bridge equivalent with the following*
- *Teacher recommendation*
- *Department Chair approval*

Honors Pre-Calculus BC

- *Honors Algebra II or bridge equivalent with the following*
- *Teacher recommendation*
- *Department Chair approval*

Honors Linear Algebra

- *Honors PreCalculus, or Precalculus with an A- or above with the following*
- *Teacher recommendation*
- *Department Chair approval*

AP Calculus AB

- *Honors Pre-Calculus AB or bridge equivalent with the following*
- *Teacher recommendation*
- *Department Chair approval*

AP Calculus BC

- *Honors Pre-Calculus AB or bridge equivalent with the following*
- *Teacher recommendation*
- *Department Chair approval*

Multivariable Calculus

- *BC Calculus*

Non-Euclidean Geometry & Topology

- *Geometry*
- *Completion of any Calculus Course or*
- *Concurrent enrollment in BC Calculus*

Personal Finance

- *Any level Algebra II*

Algebra 1.**Full year, one credit.**

Students in III Form with some previous Algebra, who may need a further strengthening of basic algebra skills before moving ahead, will be placed in an Algebra 1 section. The course covers manipulating expressions, solving linear and quadratic equations, and graphing skills are among the themes developed. It is expected that students from this section will go on to Geometry in IV Form, but they will need to complete their Algebra 2 requirement in V Form. Summer coursework in Geometry and Algebra 2 is offered for strong performing Algebra 1 students who want the opportunity to work ahead.

Geometry.**Full year, one credit.**

This is a full year course in deductive Geometry that focuses on the concepts of basic logic while building an understanding of the essential geometric principles and applications in one, two, and three dimensions. Methods of proof and problem-solving are stressed throughout the course. Topics include congruence, similarity, parallelism, inequalities, right triangle trigonometry, area, and volume.

Honors Geometry.**Full year, one credit.**

With the concept of proof as central to the course, the emphasis here is on logical thinking and precision of mathematical language. Students will cover the material of Geometry with greater rigor including additional units in coordinate geometry, logic, locus, and oblique triangle trigonometry. Like all honors level courses, more is expected of these students in terms of both industry and insight.

Foundations of Algebra 2.**Full year, one credit.**

Foundations of Algebra 2 is a course that will provide students with a thorough review of material covered in Algebra 1, especially those skills involving solving linear equations, systems, and inequalities. Emphasis will be placed on developing these foundational Algebra skills, and building an understanding of quadratic and higher polynomial functions, exponent rules, and function transformations. The course emphasizes developing critical thinking skills, building problem-solving confidence, and making connections between mathematical concepts and real-world contexts. Students will engage in various learning activities, including individual and group practice, hands-on projects, technology integration, and collaborative problem-solving.

Algebra 2.**Full year, one credit.**

Algebra 2 is a demanding course that expands upon the material covered in Algebra 1. Building on knowledge of linear functions, quadratic and other polynomial functions, logarithmic and exponential functions are studied. Included are equations with irrational and complex solutions, rational exponents, and rational expressions. Functions and their transformations, data analysis, pattern recognition, function rules, and applications are stressed along with an ongoing development of manipulative proficiency and efficiency.

Honors Algebra 2.**Full year, one credit.**

This course is intended for those students who have a strong background in algebra and an appetite for mathematical challenges. It covers the material of Algebra 2 with greater depth and at a quicker pace. The curriculum goes beyond Algebra 2 by including additional units in sequences and series, conic sections, probability and statistics. This course is open to students who have successfully completed Honors Geometry or its bridge course equivalent, and have teacher recommendation and department chair approval.

Functions and Trigonometry.**Full year, one credit.**

This course is specifically designed for students who would benefit from reviewing, enhancing, and extending their knowledge of algebra before studying topics including polynomial, rational, exponential, and logarithmic functions, analytic geometry, and trigonometry.

Pre-Calculus.**Full year, one credit.**

Intended for students who have successfully completed Algebra 2 and Geometry, this course offers the challenge of extending and synthesizing the skills developed earlier. This is a course in functions. Beginning with a quick review of quadratic functions, the course explores other polynomial functions, trigonometric, exponential, and logarithmic functions and their applications. It is here that the power of the graphing calculator becomes particularly exciting.

Honors Pre-Calculus AB.**Full year, one credit.**

This course is for students of proven interest and ability and provides a thorough preparation for the AP/AB Calculus course. Here, again, greater mathematical facility is expected. The course covers all of the themes of Pre-Calculus described above, but in greater depth and at a quicker pace in order to make room for an introduction to the concept of limit that is the foundation of calculus. This course is open to students who have successfully completed Honors Algebra 2 or its bridge-course equivalent, and have teacher recommendation and department chair approval.

Honors Pre-Calculus BC.**Full year, one credit.**

In addition to all of the topics described in Honors Pre-Calculus AB, the class will explore the techniques of differential calculus including limits, continuity, derivatives, optimization, curve sketching, and related rates. The pace of the course is necessarily swift, and a great deal of mathematical courage is expected. This course is open to students who have successfully completed Honors Geometry and Honors Algebra 2, or its bridge course equivalent, and have teacher recommendation and department chair approval.

Calculus.**Full year, one credit.**

This full year calculus course begins with the development of the concept of limit and explores the techniques of differential and integral calculus. Derivatives and integrals are manipulated with an eye toward selected applications in physics and business. The class is open to students who have completed Pre-Calculus.

Advanced Placement Calculus (AB).**Full year, one credit.**

This course is based upon the AB Advanced Placement Syllabus, which covers the first semester of college calculus. Students explore and master topics including limits, continuity, rates of change, differentiation rules and techniques, implicit differentiation, linear approximations, logarithmic differentiation, L'Hopital's Rules, related rates, problems of optimization, Intermediate Value Theorem, Mean Value Theorem, curve sketching, applications of derivatives, Riemann sums, the Fundamental Theorem of Calculus, definite and indefinite integrals, areas in the coordinate plane, volumes of solids and applications of integration. The expectation is for students to work at the college level, maintaining a rigorous pace and committing a serious and sustained effort. They will explore calculus from the numerical, analytical, intuitive, and graphical perspectives with an emphasis on clear and concise written support and explanations of their work. Each student is required to sit for the AP exam in May. Depending on a student's score, he/she may earn college credit for a full semester of calculus. This course is open to students who have successfully completed Honors Pre-Calculus AB or its bridge course equivalent, and have teacher recommendation and department chair approval.

Advanced Placement Calculus (BC).**Full year, one credit.**

This course is based upon the BC Advanced Placement syllabus, which covers the first two semesters of college calculus. Topics include all of the differential and integral calculus of the AB course as well as further techniques of integration, parametric equations, power series, and tests for convergence. In order to cover the additional topics, the course is faster paced. The expectation is for students to work at the college level, maintaining a rigorous pace and committing a serious and sustained effort. They will explore calculus from the numerical, analytical, intuitive, and graphical perspectives with an emphasis on clear and concise written support and explanations of their work. Each student is required to sit for the AP exam in May. Depending on a student's score, he/she may earn college credit for a full semester of calculus. This course is open to students who have successfully completed Honors Pre-Calculus BC or its bridge course equivalent, and have teacher recommendation and department chair approval.

Descriptive Statistics and Inferential Statistics.**One semester, one-half credit.**

Full year, one credit (Listed on transcript as “Statistics”).

Students may take this course as a one-year course or as individual semester-long courses. The fall semester will cover multiple topics in basic statistics. Students will learn how data is manipulated to extract information for public policy and persuasive arguments. Specific topics will include graphical displays, data descriptions of central tendencies and variability, standardized scores, bivariate data exploration, and categorical data analysis. The second semester will delve into the basic laws of probability and specific probability models. Topics will include discrete and continuous distributions and the expected values and variances. We will be taking a deeper look at Bernoulli trials, binomial distributions, geometric distribution, and the normal distributions. The course will incorporate experimental design and statistical inference for both a proportion and a mean.

Advanced Placement Statistics.**Full year, one credit.**

Open to students who have completed Honors Algebra II, or Algebra II with an A- or better accompanied by a teacher's recommendation, this course is designed to provide students with a basic but solid understanding of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The built-in statistical features of the graphing calculator help facilitate the manipulation and interpretation of real-world data. The course will prepare students for the AP Statistics exam. Depending on a student's score, he/she may earn college credit for a full semester of statistics. (Note: Statistics is a required course for many different college majors, including all the social sciences, life and physical sciences, education, psychology, business, economics, and communications.)

Honors Linear Algebra.**Full year, one credit.**

This course covers systems of linear equations, vector and matrix operations, Gauss-Jordan elimination, geometric interpretations, determinants, the Invertible Matrix Theorem, LU factorizations, real and complex vector spaces, basis and dimension, rank-nullity theorem, change of basis, Eigentheory, diagonalization. Additional topics will vary but may include applications including linear optimization, more theoretical topics including the butterfly theorem and Gram-Schmidt orthogonalization, or hybrid topics such as singular value decomposition. To enroll, students must have completed a course in Precalculus, either with Honors status or with an A- or better, and secure permission of the instructor and department chair. Note: This course does not replace Calculus. This is an honors credit course.

Honors Multivariable Calculus.**Full year, one credit.**

This class offers students who have completed AP Calculus BC the opportunity to explore mathematics beyond the scope of the usual high school course sequence. It strives to deepen the broad array of techniques they developed in their pursuit of BC Calculus by solidifying their skills in a variety of natural mathematical extensions of single-variable Calculus. Topics are chosen from such areas as three-dimensional geometry and vectors, space curves and motion in space, partial differentiation, multiple integration, line and surface integrals, and the theorems of Green, Gauss, and Stokes. Time-permitting, additional topics may be chosen from the study of Differential Equations. This course is an honors credit course.

Honors Non-Euclidean Geometry & Topology.**Full year, one credit.**

Non-Euclidean Geometry delves into consistent geometries built without Euclid's parallel postulate, reinforcing standard geometry for comparison. Topology then examines continuous deformations, classification of surfaces, and advanced concepts from complex analysis and abstract algebra. Students will write formal proofs, engage with advanced texts, and discover the elegance of higher mathematics.

Personal Finance.**One semester, one-half credit.**

An Algebra-based, applications-oriented course that teaches fundamentals of personal finance. Students explore budgeting, investing, taxes, credit, and banking through real-life scenarios and project-based learning. Topics covered include Budgeting & Financial Choices, Investing, Credit, Banking, Taxes & Real-Life Applications.

- Modern Languages -

Mrs. Erin Bilbao, Chair

Mrs. Amy Brotschul

Mrs. Caridad Cloud

Mrs. Cristina Deirmengian

Ms. Claire Dragwa

Ms. Sophie Fu

Mrs. Christele Furey

Mrs. Pamela Rudolph

Mr. Andrew Shimrock

Mr. Ke Yi

Mrs. Mireya V. Yaros

The World Language Department aims to provide a rigorous program, guiding students to become proficient speakers, readers, listeners and writers of French, Spanish or Mandarin. We define proficiency as the ability to negotiate meaning in the target language as appropriate to the level. Our classrooms are active, student-centered environments where appreciation for the cultures of the countries where the languages are spoken is emphasized. Our primary goal is to teach students to communicate with and relate to members of other cultures, thereby fostering the empathy necessary to be a responsible global citizen.

After Level 1, French and Spanish students who meet the requirements detailed in each course description may enroll in Honors courses. Upon enrolling in the Honors track, students make a commitment to a more rigorous and demanding course of study. All Mandarin classes are designated as "Regular" with an option to earn Honors credit retroactively through additional work within the course. Details are provided in the Mandarin course syllabi.

French 1.

Full year, one credit.

Level 1 is the first of two "foundation"- building levels. The French Level 1 course aims to develop proficiency in speaking, listening, writing, and reading. Speaking activities include questions and answers based on vocabulary and grammar points studied, directed dialogues and skits, open-ended questions and answers, and student presentations. Students learn the fundamentals of grammar and master vocabulary essential for communicating about themselves and daily life. Finally, students are introduced to the cultures of the countries where the target language is spoken. In addition to using a

text program as the primary guide for Level 1, the course is supplemented with extensive use of authentic materials from native speakers.

Mandarin 1.

Full year, one credit.

Mandarin 1 is for students with no experience in the language. This course aims to develop awareness and understanding of fundamentals of the Chinese language, including the sound structure, tones, and the Chinese pictographic/logographic writing system. It also aims to begin building students' proficiency in speaking, listening, reading and writing. Students learn the fundamentals of grammar, character recognition and naming in order to build the vocabulary essential for communicating about themselves and daily life. Finally, students are introduced to cultures of the countries/regions where Mandarin is spoken. In addition to the textbook, the course is supplemented with extensive authentic materials from native speakers. Students successfully completing this course will progress to Mandarin 2 next year.

Spanish 1.

Full year, one credit.

Level 1 is the first of two "foundation"- building levels. The Spanish Level 1 course aims to develop proficiency in speaking, listening, writing, and reading. Speaking activities include questions and answers based on vocabulary and grammar points studied, directed dialogues and skits, open-ended questions and answers, and student presentations. Students learn the fundamentals of grammar and master vocabulary essential for communicating about themselves and daily life. Finally, students are introduced to the cultures of the countries where the target language is spoken. In addition to using a text program as the primary guide for Level 1, the course is supplemented with extensive use of authentic materials from native speakers.

French 2.

Full year, one credit.

This course builds upon the foundation from French 1 or successful completion of the EA MS World Language program in French. This course adds content regarding the francophone world through readings and audio-visual presentations. Proficiency in speaking and listening is emphasized. Cultural readings, level-appropriate literary selections, videos, realia and art are examples of the "content"-oriented materials used in French 2. This course also continues to familiarize students with cultures where the target language is spoken.

Mandarin 2. (Honors designation possible through additional coursework)

Full year, one credit.

Mandarin 2 continues the development of skills introduced in Middle School or Mandarin 1. Instruction of expanded grammatical structures enables students to communicate in a variety of contexts, while increased vocabulary allows students to interact with more complex themes. Students will engage in

interpretive, interpersonal, and presentational activities with increasing independence, and they will continue to practice writing in Chinese characters. Technological resources and tools will be utilized to facilitate cultural exploration and provide opportunities for practice. Grading for the course will follow standards set by the instructor and the World Language Department. Students in the course may retroactively earn an Honors designation by completing additional coursework as detailed in the course syllabus.

Spanish 2.

Full year, one credit.

This course builds upon the foundation from Spanish 1 or successful completion of the EA MS World Language program in Spanish. This course adds content regarding the Hispanic world through readings and audio-visual presentations. Proficiency in speaking and listening is emphasized. Cultural readings, level-appropriate literary selections, videos, realia and art are examples of the "content"- oriented materials used in Spanish 2. This course also continues to familiarize students with cultures where the target language is spoken.

Honors French 2.

Full year, one credit.

Honors French 2 is an accelerated course in which grammar, vocabulary, and culture are integrated into chapter themes that are current and relevant. There is greater emphasis on spontaneous language production through speaking and writing, and the context of the course is presented through a Francophone cultural perspective.

Prerequisites:

Recommended: A- or above in French 8 Hons, A or above in French 8 or French

Required: Placement test, departmental approval

Honors Spanish 2.

Full year, one credit.

Honors Spanish 2 is an accelerated course in which grammar, vocabulary, and culture are integrated into chapter themes that are current and relevant. There is greater emphasis on spontaneous language production through speaking and writing, and the context of the course is presented through a Hispanic cultural perspective.

Prerequisites:

Recommended: A- or above in Spanish 8 Hons, A or above in Spanish 8 or Spanish

Required: Placement test, departmental approval

French 3.**Full year, one credit.**

Level 3 in French continues to build on the foundational skills from Level 2. It includes a review of grammar, and transitions into more advanced structures of the language. Culture will be emphasized in this level through a variety of short films and videos. The principal goal of level 3 continues to be communication, with a heavy emphasis on vocabulary development and grammar to enhance and refine oral and written proficiency.

Mandarin 3. (Honors designation possible through additional coursework)**Full year, one credit.**

Mandarin 3 is an intermediate language course that continues to focus on oral proficiency. This course combines accelerated training in vocabulary, grammar, reading comprehension, and intensive oral practice through class discussions, presentations, skits, and oral reports on assigned topics. Current affairs and world news in Chinese will be incorporated into class to supplement the textbook. Grading for the course will follow standards set by the instructor and the World Language Department. Students in the course may retroactively earn an Honors designation by completing additional coursework as detailed in the course syllabus.

Spanish 3.**Full year, one credit.**

Level 3 in Spanish continues to build on the foundational skills from Level 2. It includes a review of grammar, and transitions into more advanced structures of the language. Culture will be emphasized in this level through a variety of short films and videos. The principal goal of level 3 continues to be communication, with a heavy emphasis on vocabulary development and grammar to enhance and refine oral and written proficiency.

Honors French 3.**Full year, one credit.**

Honors 3 is an intermediate course in which students continue to learn and use French to explore and discuss 21st Century themes such as nutrition and diet, young people, the environment and global warming, technology and social media, art, immigration, new families, among others. Vocabulary, culture, recent trends and literary selections are related to the chapter themes for which authentic materials from international and domestic sources in the target language are used. As members of today's global society, students in this course not only learn how to understand the target language, but they also acquire a broader world view, so that they may understand and appreciate the diversity of our world. We also strive to reinforce their analytical, communicative, collaborative and presentational skills.

Prerequisites:

- Departmental approval
- B or above in Honors French 2
- A- or above in French 2 and successful completion of summer coursework

Honors Spanish 3.

Full year, one credit.

Honors 3 is an intermediate course in which students continue to learn and use Spanish to explore and discuss 21st Century themes such as nutrition and diet, young people, the environment and global warming, technology and social media, art, immigration, new families, among others. Vocabulary, culture, recent trends and literary selections are related to the chapter themes for which authentic materials from international and domestic sources in the target language are used. As members of today's global society, students in this course not only learn how to understand the target language, but they also acquire a broader world view, so that they may understand and appreciate the diversity of our world. We also strive to reinforce their analytical, communicative, collaborative and presentational skills.

Prerequisites:

- Departmental approval
- A- or above in Honors Spanish 2
- A or above in Spanish 2, successful completion of summer work and skills assessment

French 4.

Full year, one credit.

In the fourth year of French, students will apply their prior knowledge and skills to communicate effectively in both oral and written forms while continuing to focus on reading and listening comprehension. Students will study Francophone culture in-depth, and will apply their cultural knowledge in skits, essays and dialogues. Some new grammar will be introduced, as well as a wide range of vocabulary.

Mandarin 4. (Honors designation possible through completion of additional coursework)

Full year, one credit.

The fourth year of Chinese study is dedicated to the development of reading and writing longer, more formal passages and engaging in more meaningful discussions in Chinese. The textbook is used in conjunction with authentic reading materials to give students a working vocabulary and expand their grammatical foundation. There is a continued emphasis on differentiating between colloquial and formal Chinese. Topics include holidays, traveling, and history. Students in the course may retroactively earn an Honors designation by completing additional coursework as detailed in the course syllabus.

Spanish 4.

Full year, one credit.

In the fourth year of Spanish, students will apply their prior knowledge and skills to communicate effectively in both oral and written forms while continuing to focus on reading and listening comprehension. Students will study Hispanic culture in-depth, and will apply their cultural knowledge in skits, essays, debates and dialogues. Some new grammar will be introduced, as well as a wide range of vocabulary.

Honors French 4.

Full year, one credit.

This course is intended to prepare students for the AP French Language and Culture course. Honors French 4 aims to develop students' skills through the exposure of short stories, poetry, cultural readings, podcasts and film. In order to enhance oral proficiency, students will contribute to discussions, participate in conversation and present a variety of cultural topics. Students will also be prompted to write poetry, compositions and essays in order to enrich style and tone.

Prerequisite:

- Departmental approval
- B+ or above in Honors French 3
- A in French 3, successful completion of summer coursework and skills assessment

Honors Spanish 4.

Full year, one credit.

This course is intended to prepare students for the AP Spanish Language and Culture course. Honors Spanish 4 aims to develop students' skills through the exposure of short stories, poetry, cultural readings, podcasts and film. In order to enhance oral proficiency, students will contribute to discussions, participate in conversation and present a variety of cultural topics. Students will also be prompted to write poetry, compositions and essays in order to enrich style and tone.

Prerequisite:

- Departmental approval
- A- or above in Honors Spanish 3
- A in Spanish 3, successful completion of summer work and skills assessment

Advanced French Conversation and Culture

Full year, one credit .

This course is designed for students who have successfully completed French IV or Honors French IV. Students will focus on expanding their proficiency in French through the study of French and Francophone

cultures and will investigate the diversity of the Francophone world through film, literature and music. In addition to structured oral practice, work in class will include frequent skill-based activities such as discussions, debates, video blogs, and presentations on selected topics and current events. Written practice will include reflective journals, essays and collaborative work. Students will also be expected to engage in debate, discussion and dialogue in order to understand the products, practices and perspectives of the Francophone world, foster empathy and encourage personal growth.

Prerequisite:

- Successful completion of French IV or Hons French IV

Advanced Spanish Conversation and Culture

Full year, one credit.

This course is designed for students who have successfully completed Spanish IV or Honors Spanish IV. Students will focus on expanding their proficiency in Spanish through the study of Hispanic culture, history and literature. Through the use of authentic resources including short films, articles and literary works, students will express their ideas and opinions on a daily basis, honing their communication skills in Spanish. The course is designed to polish the language skills of students, focusing on advanced linguistic structures in the context of the studied content. Students will also be expected to engage in debate, discussion and dialogue in order to understand the products, practices and perspectives of the Hispanic world, foster empathy and encourage personal growth.

Prerequisite:

- Successful completion of Spanish IV or Hons Spanish IV

AP Spanish Language and Culture.

Full year, one credit.

The AP Spanish Language and Culture course is designed to promote intermediate high to advanced low proficiency and to enable students to explore culture in contemporary and historical contexts. The course focuses on communication across interpersonal, presentational and interpretive modes, encourages cultural awareness and incorporates themes such as Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Instructional content will reflect interests shared by students and their teacher (the arts, current events, literature, and sports). In addition to textbooks, authentic materials are heavily incorporated. The course helps students develop language skills that can be applied beyond the language courses in further study and everyday life.

Prerequisites:

Required:

- Departmental approval

- Rising Senior with A- or above in Honors Spanish 4, successful completion of summer coursework

Or

- Rising Senior with A or above in Spanish 4 or Honors Spanish 3, successful completion of AP Spanish Summer Bridge Course

AP Mandarin Language and Culture

Full year, one credit

The AP Mandarin Language and Culture course is designed to promote intermediate high to advanced low proficiency and to enable students to explore culture in contemporary and historical contexts. The course focuses on communication across interpersonal, presentational and interpretive modes, encourages cultural awareness and incorporates themes such as Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Instructional content will reflect interests shared by students and their teacher (the arts, current events, literature, and sports). In addition to textbooks, authentic materials are heavily incorporated. The course helps students develop language skills that can be applied beyond the language courses in further study and everyday life.

Prerequisites:

- Departmental approval
- B or above in Mandarin 4
- Skills assessment and summer course work

- Religion -

Mr. Michael Sheehan, Chair

Fr. Tim Gavin, Chaplain

Mr. Zach Richards

Mission Statement: We Engage the Mind to Nurture the Heart and Spirit.

At The Episcopal Academy, religion plays a key role in the day-to-day life of the school. Spiritual development and self-discovery is a journey, an ongoing process of growing in relationship with one another, ourselves and God. As teachers of religion we do not aim to change one's religious affiliation or non-belief in a supreme being. Instead, through character development and academic study, we encourage our students to consider and think critically about their own faith journey, and those of others, so they can come to understand why they and others believe what they believe. We strive to teach students the necessity of empathy, compassion, and inclusion in order to live lives of purpose, faith, and integrity. Also, all religion courses require a departmental essay that expects students to apply what they are learning in their course of study to a given situation, case study, or scenario.

Humans, God, and Law: The Torah

One Semester, one-half credit

This course will focus on the Torah or the first five books of the Bible. The course will explore the human condition, the divine nature of God, and the need for Law in order to have a well-ordered society. Humans, God, and Law will begin with questioning the origins of humankind and why Genesis presents two distinct stories on creation. Moving from creation, we will examine the nature of sin (hamartiology) and explain how sin impacts the world and humanity's relationship with God. The journey will continue with God promising to Abram that he will be the father of great nations. The narrative continues with the development of the Patriarchs and Matriarchs (Abraham & Sarah, Isaac & Rebekah, and Jacob & Rachel). We explore the human condition through the offspring of the Patriarchs and Matriarchs. We spend time exploring the Joseph narrative as a story of transformation in which we begin to see the development of relational theology. Furthermore, we move from Joseph to Moses and the Story of Exodus in which Moses receives the Law on Mount Sinai. We end the story when "Moses climbs Mount Nebo from the plains of Moab to the top of Pisgah, across from Jericho." God shows him the promised land and Moses dies to never set foot in the Land of Milk and Honey.

Prophets, Kings, and Justice: Navim

One Semester, one-half credit

This course will help understand why many people point to God for the source of suffering in the world. In addition, it will help understand how justice remains the primary focus of the Judeo-Christian ethos. In other words, *we are our neighbors' keepers*. The course will use the Classic Paradigm for prophetic literature as a lens to examine and analyze the "prophet's" message to the Israelite people. Also, we will

evaluate the reasons why God indicts the Israelites and sentences them to exile. In addition, we will also explore why The Bible presents so many contradictions. For example, in the story of Joshua, one could conclude that The Bible supports different forms of genocide and sanctioned murders. We will examine the tension between Israel being God's elected people and being the target of God's wrath. Ultimately, we will evaluate how restoration plays out for the Israelites and their return from exile.

Ethics: Past, Present and Future.

One semester, one-half credit

Why do we make the decisions we make? What is the morally right thing to do? How should we solve our really difficult dilemmas? This course in Ethics explores the philosophies and the approach to decision-making of thinkers such as Socrates, Plato, Augustine, Aquinas, Hobbes, Mill, Kant, Midgely, Martin Luther King Jr., and more. This course aims to help students understand why they make the choices they make and it offers students a variety of ethics platforms from which they can analyze the decision-making process of any given situation. Through their study of current, real-world dilemmas, students will be able to apply their newfound knowledge to find solutions.

World Religions.

One semester, one-half credit.

The *World Religions* course is an exploration into various belief systems and how their impact has influenced humanity. This course will challenge students to delve into some of the major questions surrounding religion and faith. Students will examine systems of belief and practice, analyze the human condition, and reflect upon the influence that religion has had on shaping human history. Students will explore a variety of methodologies of study during their time in this course. As a class, we will cover a brief history of each religion and the customs and beliefs of its practitioners. We will read various sacred texts which provide students with the opportunity to further analyze the religions and be empathetic to the experiences of the practitioners. Through their examination of these religions, students will also have the opportunity to reflect on their own personal relationship with religion & spirituality.

- Science -

Dr. Katie Colyer, Chair

Mrs. Cheryl Isleib Cossel

Dr. Grace Goetchus

Ms. Sharon Gooding-Reynolds

Mrs. Jennifer Jones

Mrs. Susie Lim

Mr. George Lorensen

Mr. Edward Mathisen

Dr. Carrie Nielsen

Mrs. Christy Rheam

Mr. Ron Smith

All Science Department Courses by Discipline (Bio, Chem, ES, Physics)

Bio 1	Bio 2: Sports Medicine	Bio 2: Honors	Bio 2: Honors Anatomy and Physiology	Bio 3: AP Bio	
Chem 1	Chem 2: Forensic Chemistry	Chem 2: Honors		Chem 3: AP Chem	
ES 1	ES 2: Enviro. Health	ES 2: Honors		ES 3: AP ES	
Physics 1	Physics 2: Electricity, Magnets, Optics	Physics 2: Honors		Physics 3: AP Physics 2 (Algebra Based)	Physics 3: AP Physics C Mechanics (Calculus Based)

Science Graduation Requirements

- 3.0 credits (or six semesters) of lab-based, science courses
- Four Level 1 Science classes by end of first semester of junior year
- Two Level 2 Sciences or above
 - Note: It is strongly encouraged for students to take at least one Life Science (Biology or Environmental Science) and at least one Physical Science (Chemistry or Physics)
- In order to enroll in an AP Science, students must have completed at least two Level 1 courses and be concurrently enrolled in a third Level 1 course.
- In order to enroll in an AP Science in 10th grade, students must obtain counsel from the department chair, form dean and College Counseling.
- Students may not take a Level 1 and a Level 2 course within the same discipline within the same school year.

- Students must meet required prerequisites and departmental approval when necessary.

Science Course Titles, Prerequisites and Departmental Approvals

Course Title	Pre-requisite Courses	Requires Depart. Approval
Biology 1	None (Graduation Requirement)	No
Biology 2: Sports Medicine	Biology 1	No
Biology 2: Honors	Biology 1	Yes
Biology 2: Honors Anatomy and Physiology	Biology 1	Yes
Biology 3: AP Bio	Biology 1 Chemistry 1 Biology 2: Honors (preferred)	Yes
Chemistry 1	None (Graduation Requirement)	No
Chemistry 2: Forensic Chemistry	Chemistry 1	No
Chemistry 2: Honors	Chemistry 1	Yes
Chemistry 3: AP Chem	Chemistry 1	Yes
Environmental Science 1	None (Graduation Requirement)	No
Environmental Science 2: Environmental Health	Environmental Science 1	No
Environmental Science 2: Honors	Environmental Science 1	Yes
Environmental Science 3: AP ES	Environmental Science 1 Chemistry 1 (co-req)	Yes
Physics 1	None (Graduation Requirement)	No
Physics 2: Electricity, Magnetism and Optics	Physics 1	No
Physics 2: Honors	Physics 1	Yes
Physics 3: AP Physics 2 (Algebra-based)	Physics 1 Physics 2: Honors (preferred)	Yes

Physics 3: AP Physics C Mechanics (Calculus-based)	Physics 1 Physics 2: Honors (preferred) Math Courses Considered	Yes
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Science Program Overview and Course Descriptions

The science department aims to expose all students to a well-rounded foundational experience in the natural sciences. Our curriculum emphasizes essential concepts within the four core science disciplines: biology, chemistry, environmental science and physics. It features choice, flexibility and challenge for students as well as highlights the importance of environmental stewardship. Classroom demonstrations, structured labs, projects, activities and small group work are additional mainstays of science courses.

We believe that students should become scientifically literate global citizens. The science faculty is passionate and committed to nurturing their students' interests and developing their scientific acumen. In our science classrooms, students build models, design experiments, analyze data and work together to share ideas and information. Students are encouraged to develop their knowledge and skills via traditional pedagogies, emerging technologies, meaningful laboratory experiences, inquiry-based activities and research opportunities.

Biology Courses

Biology 1

One semester, one-half credit

Course Prerequisite: None (graduation requirement)

Biology Level 1 is an introductory level course covering some of the the major levels of biological organization. Students study a range of topics in evolution, cell biology, genetics, DNA structure and biochemistry. Students will be introduced to the traditional core content in order to gain a strong foundation for the field; however, they will also be challenged to apply this material to their own lives. Furthermore, this course has a strong focus on the lab component, in which critical thinking and the scientific method are emphasized.

Biology 2: Sports Medicine

One semester, one-half credit

Course Prerequisite: Biology 1

This course introduces high school students to sports medicine, focusing on basic anatomy, injury prevention, treatment techniques, first aid and rehabilitation. Through lectures, lab activities, guest

speakers and hands-on practice, students will gain foundational knowledge in recognizing and managing sports-related injuries.

Biology 2: Honors

One semester, one-half credit

Course Prerequisite: Biology 1 and Departmental Approval

Honors Biology Level 2 is a rigorous, honors level second course in the biology sequence. Students study a range of topics including cellular energy, advanced genetics concepts, protein synthesis, genetic mutations, gene expression, and biotechnology. Students will build upon their foundation from Biology Level 1 and gain a deeper understanding of the themes in biology. Hands-on, inquiry-based lab exercises incorporating the skills learned in the Biology Level 1 course will be implemented. Students will learn how to write college-level lab reports and they will design and carry out their own experiments.

Biology 2: Honors Anatomy and Physiology

Full year, one credit

Course Prerequisites: Biology 1 and Departmental Approval

Honors Anatomy and Physiology is a course designed to provide students with an in-depth look at human anatomy/physiology. The course will focus on understanding human body systems and the coordinated effort of these systems to promote human health and well-being. Students will be guided as they explore the connection between human biology in health and disease. The course will employ a combination of demonstrations, experiments, lectures, discussion of current events, and activities. This is an experiential-based learning course with at least one major dissection experiment per unit. A complete cat dissection will be part of the final examination.

Biology 3: AP Biology

Full year, one credit.

Course Prerequisites: Biology 1, Chemistry 1, Biology 2H Preferred and Departmental Approval

AP Biology is designed to be the equivalent of a two-semester undergraduate biology course in its quality and sophistication. This course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with an emphasis on integrating inquiry, reasoning, and quantitative skills. Students will design several experiments and master plans for data collection and analysis, apply mathematical routines, and connect concepts in and across primary domains of science (biology, chemistry, physics). Curricular content is framed around "Four Big Ideas," (evolution, cellular process, genetics and information transfer, and ecology) which encompass core scientific principles, theories and processes governing living organisms and biological systems. Primary emphasis will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that

integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

Chemistry Courses

Chemistry 1

One semester, one-half credit

Course Prerequisite: None (graduation requirement)

Chemistry Level 1 is an introductory course covering the behavior of matter, atomic and molecular structure, the periodic table, chemical bonding, stoichiometry, kinetic molecular theory, and gas laws. Models are used to help students visualize the atomic world. Students will also develop quantitative problem-solving skills and engage in hands-on laboratory experiences.

Chemistry 2: Forensic Chemistry

One semester, one-half credit

Course Prerequisites: Chem 1

Chemistry is used in forensic science to uncover information from physical evidence. In criminal cases, chemists analyze evidence that would be used to attempt to determine when and by whom the crime was committed. This course will have an extensive focus on laboratory practices and the isolation and determination of unknowns. The course is designed to be project (lab) based with the goal that students will work independently in the lab to chemically analyze samples. This course is not a forensics course. The course focuses on chemical analysis related to forensics.

Chemistry 2: Honors

One semester, one-half credit

Course Prerequisite: Chemistry 1 and Departmental Approval

Honors Chemistry Level 2 builds upon the concepts and skills that students developed in Chemistry 1 at an accelerated pace and in greater depth. Emphasis is placed on critical thinking, laboratory exploration, and mathematical manipulation. Topics will be covered in greater depth and include reaction rates, chemical equilibrium, acids and bases, and thermodynamics. Students will build models in order to visualize the infinitesimally small atomic world. An emphasis is placed on quantitative problem-solving and in-depth laboratory exploration. Departmental approval is required.

Chemistry 3: AP Chemistry

Full year, one credit.

Course Prerequisites: Chemistry 1 and Departmental Approval

AP Chemistry covers material equivalent to a two-semester undergraduate course. Topics include the structure of matter, kinetic theory, stoichiometry, acids- base theories, electrochemistry, chemical

equilibria, chemical kinetics, and thermodynamics. Particulate-level modeling and qualitative explanations/descriptions will be stressed, in addition to the necessary quantitative analysis for each component of the course. Students are expected to think critically, analyze data, carry out and design lab experiments, and write comprehensive lab reports. Labs include both guided inquiry and traditional procedures.

Environmental Science Courses

Environmental Science 1

One semester, one-half credit

Environmental Science Level 1 introduces students to the topics and methods that underlie environmental science. Students will study ecology, water, energy, and climate to examine the complex relationship between people and the environment. Through a “systems approach” to studying Earth, students will study environmental interrelationships, develop an understanding of sustainability, and uncover their own beliefs about the role of humans on Earth. In developing students’ understanding of the natural world, the course will consider the environment on both global and local scales through a variety of lab investigations, on-campus field studies, and creative projects.

Environmental Science 2: Environmental Health

One semester, one-half credit

Course Prerequisite: Environmental Science 1

Students investigate how environmental factors (air/water quality, food safety, climate change) influence human health. Emphasis is on toxicology, epidemiology, and the disproportionate impact of pollution. A deep dive into childhood lead exposure reveals historical trends and policy debates. In addition, students learn to read & interpret primary research and engage in a community science soil-lead testing project.

Environmental Science 2: Honors

One semester, one-half credit

Course Prerequisite: Environmental Science 1 and Departmental Approval

Honors Environmental Science Level 2 continues the investigation of Earth’s systems and human’s interaction with them. Honors ES2 uses geographically specific case studies and interdisciplinary approaches to examine advanced environmental topics. Students conduct independent literature reviews, apply statistical analysis, and present in-depth research. Class will have an emphasis on outdoor field work.

Environmental Science 3: AP Environmental Science

Full year, one credit

Course Prerequisites: Environmental Science 1, Chemistry 1 can be taken as a co-requisite, and

Departmental Approval

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Topics include: earth systems (atmosphere, water, soil); ecosystems, energy flow, nutrient cycling, ecological succession; population concepts; land and water use (agriculture, mining, development); energy resources and consumption; and pollution and climate change.

Physics Courses

Physics 1

One semester, one-half credit

Course Prerequisite: None (graduation requirement)

Physics Level 1 is an introduction to the world of physics. Over the course of the semester, we will look at particular areas within the broad scope of physics. Each of these units constitutes a significant exploration of phenomenon that can be measured and analyzed, and then tied to our central recurring theme of energy. Individual units will cover topics such as light, kinematics, Newtonian forces, and current electricity. A direct examination of energy in its many forms will serve as the final unit of the course. Student assessment is based upon labs (including practicals and challenges), quizzes and tests throughout the semester as well as a final exam.

Physics 2: Electricity, Magnetism and Optics

One semester, one-half credit

Course Prerequisite: Physics 1

A follow-up to Physics 1, this semester course delves into electricity, magnetism, and optics, emphasizing conceptual understanding and hands-on problem-solving. Students expand on basic circuit knowledge, investigate magnetism (motors, generators), and study how light behaves with mirrors, lenses, and new media.

Physics Level 2: Honors

One semester, one-half credit

Course Prerequisites: Physics 1 and Departmental Approval

Honors Physics Level 2 is an expanded and fast-paced dive into physics, picking up where Physics Level 1 left off. It begins with a reexamination of mechanics through new lenses, including momentum, rotation, gravitation, and projectile motion. These topics will include mathematical analysis of more complex scenarios that include concepts initially explored in Physics Level 1. In addition, Honors Physics Level 2 will investigate topics within electricity and magnetism and their application in everyday life. Finally, students

will explore the world of optics and modern physics, including use of Bohr's atomic model, emission spectra, and other noted theories pioneered during the modern era. Student assessment is based upon labs (including practicals and challenges), quizzes and tests throughout the semester, as well as a final exam. Departmental approval is required.

Physics 3: AP Physics 2 (Algebra-based)

Full year, one credit

Course Prerequisites: Physics 1, Physics 2 Preferred, and Departmental Approval

AP Physics 2 includes topics in both classical and modern physics. Emphasis will be placed on kinematics, dynamics, momentum, energy, fluid mechanics, thermodynamics, electricity, magnetism, optics, and modern physics. The course is designed to prepare students for the AP Physics 2 examination through a combination of lab work and inquiry-based problem solving.

Physics 3: AP Physics C Mechanics (Calculus-based)

Full year, one credit

Course Prerequisites: Physics 1, Physics 2H Preferred, Previous math courses considered, and Departmental Approval

AP Physics C: Mechanics will be taught over the course of the year, with a focus on the AP material in the fall semester. In addition to the calculus-based material laid out in the AP curriculum, students will engage and learn about other advanced physics topics not included in the AP Physics C curriculum, including (but not limited to): selected topics in mechanics, fluid dynamics, thermodynamics, advanced and solid-state circuits, and modern/quantum physics. These additional topics would be the focus of the later part of the spring semester in addition to continuing to prepare students for the AP test in May. At the end of the year, students are required to take the AP Physics C: Mechanics Exam.

III Form Seminar

The III Form year begins with an experiential education program in the mountains of North Carolina. The purpose of this experience is to “inspire our students to discover and develop their potential to care for themselves, others, and the world around them through a challenging experience in unfamiliar settings.” This experience brings the class together in a profound way and provides the platform for our III Form advisory, health seminars, and leadership programs. All students are required to fully participate in the III Form Health, Wellness, and Leadership Curriculum to earn an Episcopal diploma.

The III Form advisory groups are formed from the Outward Bound crews. The advisory groups meet briefly every morning during homeroom, as well as once every eight days for an extended period of time. In addition to this, all 9th grade students will complete the 9th grade seminar course that will cover topics such as effective communication skills, identity and equity, time management and organizational skills, academic integrity, a variety of mental health topics, and social media.

A graduation requirement, the Outward Bound experience forms the foundation for future leadership opportunities available to our students. Leadership opportunities at EA provide our students with a practical way to continue and develop Outward Bound’s core themes of leadership, compassion, self-reliance, and service.

Community Service

From serving the hungry to after-school homework help at a neighboring community center to planting trees to prevent stream erosion at an environmental center, Episcopal Academy students are challenged to lead lives of purpose, faith and integrity.

Service strengthens and supports academic subjects while the learning enhances the quality and value of the service. Service programs are offered after school, on the weekends and in the evenings. Summer and May Term service travel trips offer students immersive experiences and opportunities to see and serve with communities beyond our campus and city.

Students can choose to participate in Community Service/Fitness for a semester and still meet an athletic requirement. Two days in the gym and two days of after-school tutoring with younger students in low-income, after-school programs, allow our students to share their time, energy and talents.

While Episcopal Academy does not have a service-hour requirement, we do recognize students who participate in our service efforts throughout the year and during a special Chapel program.

Athletics

Upper School students must fulfill their athletic requirement each year in order to receive a diploma. While there are many options available to students to meet these requirements, there are limitations with regard to the number of manager positions and athletic fitness options a student may receive, as well as how robotics, the musical and play can be used with regard to athletics.

ALL STUDENTS MUST BE REGISTERED FOR ALL 3 SEASONS PRIOR TO THE SCHOOL YEAR

For all US students, the following apply:

- All 9th and 10th grade students AND FIRST YEAR UPPER SCHOOL STUDENTS must fulfill an interscholastic sport in two seasons. Fitness may be used for one season (2 sports; 1 fitness). 9th grade students are NOT eligible for an AFO in the fall of their 9th grade year. 3 total seasons to meet the EA athletic requirement.
- All 11th grade students (*if new to EA, you must complete the requirement above*) must fulfill an interscholastic sport in one season. Fitness may be used for two seasons (1 sport; 2 fitness). 3 total seasons to meet the EA athletic requirement.
- All 12th grade students must fulfill an interscholastic sport in one season. However, they may use one fitness and one “cut” for the other two seasons (assuming they have not received an “Unsatisfactory” grade in a prior sport season; see below).

FITNESS / MANAGER POSITIONS / DRAMA OPTIONS / ROBOTICS

What Constitutes an Athletic Requirement (Limitations and Restrictions):

- Students may only use a team manager position to fulfill a fitness requirement once per academic year.
- 9th and 10th grade students may participate in both the fall and spring theater productions, along with an interscholastic sport in the winter season (not including Robotics), to fulfill their athletic requirement. Dance *would* count as the winter sport.
- With approval from the Athletic Director an alternative fitness option (AFO) can be used as a fitness. AFOs cannot be substituted for a sport and should only be used once a school year.
- Robotics may NOT be used as a student’s only sport unless they are a senior.
- Serving as a team manager counts as a fitness (until senior year.) Only Seniors may use manager as a sport.
- Students may NOT use robotics and a team manager position to fulfill their sport requirements for one year.

- Fall Theater Production and Spring Theater Production may be used as sports. If one or both are chosen, an interscholastic sport must also be selected. Dance could count as your third choice. Robotics or Team Manager would not.

ALTERNATIVE FITNESS OPTION

The Episcopal Academy offers a large variety of sports and activities. However, there are students who have found athletic pursuits outside our program. As a result, they can apply for an Alternative Fitness Option (AFO). Students in good standing may be approved by the Athletic Department for an Alternative Fitness Option for one sports season. Alternative Fitness Option, approved only by the Athletic Director, is the equivalent of a fitness. 9th grade students are not permitted to use an AFO in the fall of their 9th grade year.

Application forms (google form sent via request) for an Alternative Fitness Option must be completed and submitted by the deadline for each season.

- **Fall Season - August 9th**
- **Winter Season - November 1st**
- **Spring Season - February 7th**

Once the application has been completed and submitted by the required deadline, the Athletic Department will consult with the external trainer/coach and student to verify the demands of the proposed program. The student may also wish to discuss this decision with his/her advisor and Form Dean. A detailed syllabus or training program must be approved. A one-page report may be requested within two weeks of the conclusion of the season for which the AFO was granted. A student who fails to submit a report will be ineligible to apply for another AFO and will receive an "Unsatisfactory" grade for that sports season (see below). Check with the Athletic Department for additional details.

All activities under the alternative fitness options must be supervised by an adult coach, trainer or professional. Students must fulfill a minimum of 8 hours a week during the entire athletic season. None of the students activities should take place on EA's campus during domino period or sports block.

UNSATISFACTORY GRADE FOR SPORTS

At the conclusion of each sports season, every respective coach will submit grades for each student-athlete on their roster. Should a student receive a "U," or unsatisfactory grade, for the season, that student will lose their senior cut. Should the student in question be a senior in their last sports season, that student will have to complete a comparable athletics/fitness program approved only by the Athletic Director and Upper School Head before receiving their diploma.

MEDICAL EXCUSAL

Students who have medical waivers from athletics (full documentation must be provided by a physician) are still required to participate in the after-school activities/community outreach program two days a week.