

WASHINGTON LATIN PUBLIC CHARTER SCHOOL



UPPER SCHOOL PROGRAM OF STUDY ACADEMIC YEAR 2019 - 2020

OVERVIEW OF THE WASHINGTON LATIN CURRICULUM

“A contemporary classical curriculum”

Like its older paradigm, the Boston Latin School, Washington Latin Public Charter School seeks to ground its students in a contemporary classical education that will prepare them for their future studies and their roles as successful people and citizens in a democracy.

A contemporary classical education emphasizes the reality that any curriculum grounded in the classical tradition must hold simultaneously to the timeless truths of the traditions of Greece and Rome, and the timely pressures of life in the 21st century. At Latin, we stress three fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language and the heritage of the Greco-Roman world; and public oratory. We strive to convey these legacies in an environment and culture that includes some of the best of contemporary life: a commitment to a diverse student body and a variety of pedagogies. We aim to use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning.

Five core subjects dominate the curriculum for students in grades 5 – 12.

ENGLISH

The English curriculum throughout the school emphasizes active reading and engaged writing. Students read both classic works of literature and more modern works chosen for their examination of moral issues. An independent reading program at each level allows students to read books of their own choice. Instruction in literacy includes work on grammar and sentence structure. The writing curriculum introduces writing as a process and asks students to write frequently and in several genres. In fifth grade, students take a separate public speaking course; instruction and practice in the art of public discourse is thereafter part of each course in the school.

MATHEMATICS

The mathematics curriculum aims to provide students with a solid foundation in all the basic numeric operations. Students are expected to be able to perform these basic operations before they can move on to the more abstract ideas of algebra and geometry. In grades 5 and 6, students are grouped according to their previous expertise and facility with basic operations; in grades 7- 10, depending on their comfort with numeric operations, students either continue their work on basic math or begin their high-school work on Algebra I, II, and geometry. For some advanced 10th grade students, Pre-Calculus is an option in the high school. High-school students can also elect to take Statistics, AP Calculus or AP Statistics in order to fulfill their four-year high-school math requirement. Throughout the curriculum, students repeat concepts until they understand them deeply; they also learn how to apply their knowledge to unknown problems. Throughout the school, the mathematics curriculum emphasizes automaticity with basic functions, application of prior knowledge to problems, and an appreciation for the beautiful mystery of mathematics.

HISTORY

The history curriculum begins in the fifth grade with a world geography course. Students are expected to know the names of countries and capitals throughout the world, and to be familiar with the world map. In the sixth grade, students study a year of civics, with a particular emphasis on the founding documents that shaped the governance of the United States of America. In seventh grade, the curriculum explicitly introduces students to the history of Greece and Rome, and to the major figures of the classical tradition.

The 8th grade curriculum leads students through their first comprehensive study of American history. In the 9th and 10th grades, students study two years of World History, beginning with the shaping of civilization in the Fertile Crescent and moving to the present. The 9th and 10th grade world history courses emphasize depth over breadth, focusing particularly on those moments in history when moral decisions came into play. Juniors study American history in depth and seniors take a semester of DC History and a semester of Government. Throughout the curriculum, students learn to ask “essential questions,” deep, moral questions that raise fundamental issues about scarcity of resources, governance of peoples, and causes for conflict.

SCIENCE

The science curriculum at Latin aims to introduce students to both the method and wonder of science. In grades 5 and 6, students work labs and units designed by the inquiry-based FOSS science curriculum. They investigate questions from the four main areas of science: earth, chemical, physical and life. After this introduction, students receive more specialized instruction in each of these areas: in 7th grade, they study life science in more depth, focusing particularly on those aspects of life science that are crucial to understanding some of the issues of biology now in the news. In 8th grade, the emphasis is on earth science, again with an emphasis on a moral issue like the harvesting of diamonds or the search for oil. The 9th grade begins the three-year high-school sequence with an introduction to physics. This course makes understandable some complicated but fundamental physical concepts such as electricity, motion, light, and sound. In the tenth grade, building on their understanding of physics, students take a general chemistry class, with a particular emphasis on the skills and content foundational to their future study of biology. Juniors take Biology and seniors may elect to take AP Biology, AP Environmental Science, Marine Biology, or Astronomy. Throughout the curriculum, students are asked to practice the habits of the scientist: to be painfully precise and endlessly curious.

LATIN/WORLD LANGUAGES

As the cornerstone of its curriculum, we ask all students to study Latin through at least the third level of the language. Beginning in 5th and 6th grade, students study the basic grammatical principles of Latin, laying the groundwork for their more formal instruction in grade 7. The curriculum stresses Latin's legacy to the English language, both in grammar and in vocabulary. Students also learn the major characters and tales of Greek and Roman mythology, and the phrases the ancient tradition has bequeathed to our everyday speech. In grades 7, 8, 9, and 10, depending on when they enter school, students take either Latin I, II, or III. The first two years cover the essential features of grammar and introduce students to some passages of real Latin. By the third year, students are ready to translate some of the world's most well-known and loved classical texts.

In addition to Latin, we also provide a strong foundation for our students' development as global citizens through study of modern world languages. All upper school students must complete at least two years of study in either French, Arabic, or Mandarin. We strongly encourage students to continue their language studies beyond the two-year requirement, as they will reap more benefits from higher language proficiency. Proficiency in a new language is a portal to literature, cultures, historical perspectives, and human experiences. As students gain a firm grasp on how to express themselves through these adopted languages and cultures, they begin to comfortably navigate and embrace cultures that might have initially seemed exotic and mystifying. In addition to these intrinsic benefits, students gain many practical benefits from long-term language study, as multilingualism is a highly valued, marketable skill that enables students to competently navigate our increasingly connected world. Many Washington Latin students do enroll in higher level language courses, and some of our young language enthusiasts have even enrolled in more than one language course, studying two of our three languages at once.

ARTS

Instruction in the arts is also an important component of the curriculum at Latin. Students in grades 5 and 6 take a drama class that is coordinated with the English curriculum. Using the literature of the English classroom as an anchor, students learn how to “get inside” a character and how to write about characters imaginatively. In grades 7 – 8, students receive formal instruction in visual art and music, a semester of each in each year. In the high school, all students are required to take a semester each of art and music. Poetry contests, visual arts shows, a dance course, music concerts, and dramatic presentations complement the required instruction in the arts.

PHYSICAL EDUCATION/HEALTH

In grades 5 and 6, students receive instruction in physical education with an emphasis on learning the habit of daily activity and exercise. In both grades one day of the week is devoted to health education, including such topics as nutrition, fitness, substance abuse prevention, and emotional wellbeing. Students in grades 7 – 8 are required to participate in a sport at least two seasons of each academic year. In the high school, all students are required to participate in four “seasons” of physical activity, one of which is a physical education class. Before they graduate, all Upper School students must also take a semester of health.

HIGH SCHOOL GRADUATION REQUIREMENTS

The following course requirements represent the minimum number of courses that an Upper School student must successfully complete before graduating from high school. Some courses in the Middle School can count towards these requirements. Any exceptions to these requirements can be made only by the Principal. The number in parentheses following the requirements represents the Carnegie Units earned.

All students carry at least five academic courses each semester unless specific permission to carry fewer is granted by the Principal. A significant number of students elect to carry six courses, and some students choose to carry seven courses.

SUBJECT	REQ	DESCRIPTION
English	4.0	Must include an English course in <i>each</i> of the four years
Mathematics	4.0	Must include Algebra I, Geometry, and Algebra II
History	4.0	Must include World History I (1.0), World History II (1.0), U.S History (1.0), US Government (0.5), and DC History (0.5)
Science	4.0	Must include Conceptual Physics, Chemistry, and Biology, with preference for the order described above
Latin	3.0	Through the third level of Latin; must include Latin I, II, and III. WLPCS Latin requirement satisfies the (2.0) Carnegie Units in World Languages required for DCPS
French, Chinese, or Arabic	2.0	Through the second level of a second language; must include French I, II, Chinese I, II or Arabic I, II (a language waiver is possible under certain circumstances)
Visual Art	0.5	Must include a semester of visual arts
Music	0.5	Must include a semester of music
Physical Education/ Athletics	1.0	Must complete four trimesters/seasons of physical activity over four years
Health	0.5	Must include a semester of instruction in health
Academic Electives	3.5	e.g., Diseases, Astronomy, Robotics, Media & Citizenship
Community Service	100 hrs	Must complete 100 hours of community service
Financial Literacy	0.25	Must complete one semester

Total credits needed to graduate: 27.25 (25.25 if granted a world language waiver)

Note: Students who are considering graduating early must discuss the issue with the Principal by the end of the sophomore year. The school reserves the right to decide if a student can graduate early, but only those students who have voiced their wish by the end of their sophomore year will be considered possible candidates for early graduation. Students who graduate early must fulfill all graduation requirements. Students may not substitute a course from another institution for a graduation requirement unless, under exceptional circumstances, they have the permission of the Principal.

ONLINE COURSES

If a student's academic schedule does not permit him or her to complete a required elective (Health, Music, Art, Financial Literacy or Government), or there is another reason why a student cannot take a course at Washington Latin, at the discretion of the Principal, that student can take an online course. Current online providers are Keystone, BYU, and the FDIC. That student will receive a P or F depending on the requirements stipulated by the individual program. The course will be listed in the student's schedule and on

the transcript, but the grade will not be counted in the GPA. The student will receive the appropriate credit depending on the grade in the course. The online report card from the granting institution will be placed into the student's file.

OUTSIDE MUSIC/ART CREDITS

Students, at the discretion of the Principal, may receive 0.5 credit for Music or Art for 60 hours of instruction they have completed outside of Washington Latin during their high school years. The instructor must provide a letter detailing the type of instruction and the number of hours completed. The credit and accompanying P or F will be shown on the student's transcript. The grade will not factor into the student's GPA.

SUMMER SCHOOL/ALTERNATIVE COURSES

Any Upper School student who does not pass his/her English, Math, or Latin course must retake the course in summer school. These courses will include 120 hours of instruction, or 4 hours a day, 5 days a week, for 6 weeks. All Upper School students who are enrolled in summer school for having failed courses are required to retake a different but analogous version of the final exam in order to pass their summer courses.

Students who fail any required course other than English, Math or Latin, *cannot* take these courses in summer school. In most cases, students will need to repeat the course. In rare circumstances, students may be permitted to take a comparable course at another school or online through one of the online programs certified by the Public Charter School Board. Permission to take a non-Latin course in fulfillment of a graduation requirement can be granted only by the Principal.

PROMOTION

A student is promoted to the next grade if and only if he or she passes enough courses to stay on track for graduation. Students must pass all required courses in order to graduate, but they may be promoted to the next grade if they are able to retake failed courses either in the summer or in the following year and still stay on track for four-year graduation.

GRADING

Middle and Upper School grades range from A to F. The following grading rubric applies to students in grades 5-12:

- A grade of “**A**” is evidence of truly outstanding work, demonstrating mastery of the content covered, sophistication of thought, and fluency in required skills.
- A grade of “**B**” shows a superior understanding of the subject matter – a very solid grasp of both the skills and content of the course. “**B**” work does not necessarily show the polished thought of “**A**” work but shows great potential.
- A grade of “**C**” represents an acceptable or average level of performance. Work earning a
- “**C**” often lacks evidence of a deeper understanding of the material but does show that a student has obtained basic content and skill knowledge.
- A grade of “**D**” indicates that a student is struggling to reach basic competency. “**D**” grades often reflect a minimal attention to detail or trouble with important skills necessary for success in a subject. A “**D**” calls for attention and extra support on behalf of the student and school.
- A grade of “**F**” means that a student is failing. He or she has not met the minimum requirements and does not yet have the skills or knowledge needed to progress in the subject. An “**F**” calls for immediate attention and intervention.

- A grade of “**Incomplete**” denotes that work is missing in a course due to illness or absence. Unless a student is ill and incapable of doing so, all “**Incompletes**” must be made up within one week from the end of a grading period. If at that time work has not been completed, the missing work will be assigned a grade of “**0**” and will be averaged as such for the grading period.

Teachers may elect to assign numerical marks before calculating a letter grade. In all Middle and Upper School courses, the letter scale corresponds to the following numerical values:

	B+ 87-89	C+ 77-79	
A 93-100	B 83-86	C 73-76	D 64-69
A- 90-92	B- 80-82	C- 70-72	F 0-63

Final exams are given in grades 7 – 12. In grade 7, exams are weighted 10% of the final grade; in 8th grade, 15% of the final grade; in grades 9-12, 20% of the final grade.

RECORDING AND SUBMISSION OF GRADES

At the end of each quarter of the year, teachers of all subjects report a grade for each of their students, based on the grading scale above. These grades are entered in a school-generated, password-protected database that contains the names of all students as broken into individual classes. Three times a year teachers also write extensive narrative comments about each student, also entering these into the school’s database. Advisors of each student write a summary comment twice a year.

GRADE POINT AVERAGE (GPA)

The Grade Point Average (GPA) of an Upper School student is computed by dividing the sum of numerical grades received by the number of credits taken. Advanced Placement (AP) and Honors courses are weighted an additional 0.5 in computing GPA.

The GPA is determined by strict mathematical computation and is rounded to the nearest hundredth only for the purposes of Honor Roll and High Honor Roll. Students who achieve a 3.3 and higher for the semester are placed on Honor Roll; students who achieve a 3.7 and higher for the semester are placed on High Honor Roll. Grades will be assigned numerical values as follows:

	B+ (3.3)	C+ (2.3)	
A (4.0)	B (3.0)	C (2.0)	D (1.0)
A- (3.7)	B- (2.7)	C- (1.7)	F (0.0)

All students who take an Advanced Placement course are required to take the AP exam; failure to take the exam will result in a student’s not receiving the additional 0.5 calculation for the AP course as averaged into the GPA, and they will lose the AP designation for the course on their transcript.

THE TRANSCRIPT

The Washington Latin transcript represents all courses taken by a student while matriculated at Washington Latin Public Charter School. Courses completed at other institutions during a student's matriculation at Latin are listed separately on the transcript, with their grades and credits earned. These grades, however, are not calculated into a student's Latin GPA. Should a student receive permission to take a required course for graduation at an institution other than Latin, the grade in that course may be calculated, using the Latin grading scale, in an overall GPA. Graduation requirements completed during Middle School are listed on the transcript, but these grades are not calculated into a student's GPA.

Credits earned by the end of the first semester will be stored with the percent of the credit earned to that point in the year. That credit will be displayed on the transcript from that point until the final credit is stored at the end of the year.

GRADING POLICY FOR REPEAT COURSES

Students may request permission to repeat a passed course during the next school year. Permission must be requested in writing to the chair of the Principal, who will consider such requests only after the completion of the entire course. A request to repeat a course may be granted only after consultation with the current teacher(s) and advisor. If permission is granted, upon completion of the repeated course, the grade of the second course will be included in the calculation of the Latin GPA. The original course will be listed on the school's official transcript with the original grade changed to either Pass or Fail.

SECOND LANGUAGE WAIVER POLICY

A world languages waiver may be granted to an Upper School student with appropriate documentation stating that the student cannot meet the Washington Latin pcs world language requirement. The world language waiver will be noted on the student's transcript; if the waiver is granted after a student has begun a world language course, his or her grade for the current year in that language will be removed from the permanent record. **ALL STUDENTS MUST PASS THE LATIN REQUIREMENT.** Students who receive a world language waiver must acquire 25.25 credits for graduation.

ATHLETIC WAIVER POLICY

In very rare cases, a student may receive a waiver for athletic credits because of a health issue. The Assistant Principal or Principal must approve this waiver. The student will then need 26.25 credits to graduate.

OUTSIDE ATHLETIC CREDITS

Some students can, at the discretion of the Athletic Director, complete some or all of the 1.0 required athletic credits at an outside institution. To receive credit, the Athletic Director must sign a grade change form for that student.

TRANSFER CREDITS

There will be some cases in which students new to the school in the 7th, 8th, and 9th grades will be able to transfer credits/courses from their previous schools. Latin will accept credits, with certain restrictions, only in the following areas: Mathematics, Latin, French, Arabic or Chinese. If a student has taken any of the following courses at another school (Algebra I, Geometry, Algebra II, Latin I, French I, Chinese I, Arabic I) and is hoping to apply the credit towards Latin graduation requirements, he or she must satisfy two conditions: 1) have passed the course at a previous school with a C- or better (or the equivalent P if no grade is provided), and 2) must receive a 70% or higher on a Latin placement test in any of the areas above. Individual issues of transfer credit will be resolved by the Principal in consultation with the relevant

department chair. If accepted, the credit will appear on the student's transcript. The grade will not be factored into the student's GPA.

ADVANCED PLACEMENT COURSES

Students at Latin who enroll in an Advanced Placement course are required to take the Advanced Placement test in May. If a student fails to take the test, he or she will not receive the 0.5 addition to the GPA and a letter will be placed in the student's file explaining that the test was not taken and that the GPA was adjusted accordingly. The AP designation will also be removed from the student's transcript.

COMPLETION OF COURSES

Full-year courses may be added or dropped without penalty until seven days after the close of the first-quarter grading period. Full-year courses dropped after that time and before the first week of the second semester will be reported as "WP" (withdraw passing) or "WF" (withdraw failing). No full-year course may be dropped after the end of the first week of the second semester. If a student elects to leave a course after that time, his or her final grade will be reported as "F" on the transcript. Students who have a diagnosed learning disability may, after consultation with the Principal and after providing documentation of the learning disability from a licensed professional, be permitted to drop courses after the dates listed above.

CREDIT RECOVERY POLICY

If a student in grades 9-11 fails a course other than English in any given year, he or she can take that course in the subsequent year. If a student in grades 9-11 fails English in any given year, he or she will need to attend summer school in order to make up the credit for the English course.

If, at the beginning of the junior year, a student is deemed not on track to graduate at the appointed time in his/her senior year, he or she may take no more than two full-year online courses in order to recover credits. The online course/s must be offered by one of the online providers approved by the school and the student must pass the online course/s with a grade deemed passing by the online provider.

If, at the end of the senior year, a student is not on track to graduate in June, he or she may take one additional full-year online course in order to recover the necessary credits. If the student did not take any online courses in junior year, then he or she may take up to three online courses for credit recovery. The online course/s must be offered by one of the online providers approved by the school and the student must pass the online course/s with a grade deemed passing by the online provider.

If a student is not able to make up all necessary credits for graduation by the end of the summer of his/her senior year, he or she will need to re-enroll as a senior and complete the necessary graduation requirements.

ACADEMIC ADVISING

Each student in the school is assigned an advisor who acts as his or her champion throughout the school year. The advisor is also the go-between from school to home and is in frequent contact with a student's parents. At the end of three of the grading periods, the advisor summarizes a student's grades and grade reports into a comment that looks at a student's total program. If a student is involved in a disciplinary action, his or her advisor is notified and engaged in any discussion about next steps.

In the Upper School, a student's advisor performs the important function of planning a student's academic program over the four years of high school.

HONEST SCHOLARSHIP

At Washington Latin, we try to encourage honesty in all aspects of a student’s life. Whether a student is talking to a teacher or friend, writing a paper or presenting a speech, he or she is ultimately responsible for the validity of his/her word. The following focuses on the validity of words used in formal scholarship. It focuses on the kind of honesty that is vital to any academic discipline. All students should understand that there is a time for collaboration and a time for independent thought, a time for paraphrasing and a time for footnoting. In this section, we try to define these appropriate times and to make an essential distinction between those areas that are obvious infringements of honest scholarship and those areas that are, and always will be, clouded by individual interpretation.

This guide is the first step to informing all students about the proper and honest use of his or her own and others’ words. Each teacher is asked to establish clear policies about these issues and report any students who violate the guidelines once they have been explained.

Under *obvious infringements of honest scholarship*, we include:

- Any deliberate falsification of data. This includes falsifying scientific results as well as “padding” a bibliography or citing sources unread.
- Deliberate copying of another student’s test answers.
- Deliberate copying of another student’s homework.
- Deliberate copying of a copyrighted computer program.
- Plagiarism.

Under *issues subject to the interpretation of the individual teacher*, we include:

- “Collaboration” on homework.
- “Collaboration” on laboratory work. This includes work in both the science and computer laboratories.
- The use of Spark Notes or the equivalent.
- The proofreading of a final draft for an English assignment.
- The use of translations in a world language class.

What is Plagiarism?

The word Plagiarism comes from the Latin word *plagiarius* meaning “kidnapper.” To plagiarize is to kidnap the words of another person or to take and use as one’s own the writing and ideas of another. Plagiarism gravely violates the academic integrity on which education depends and destroys the trust essential between a student and a teacher.

The thing to keep in mind is the debt that you owe to the fellow scholars who wrote the sources you are using. Footnoting is a simple courtesy you extend to the people who “helped” you write your paper. Various uses of a source are possible: you may quote a passage (use its exact words), paraphrase it (put it into your own words), summarize it, or adopt its line or argument. Whatever the use—with or without quotation— each borrowing must be documented. Common knowledge need not be documented, however.

Any quotation— even one or two words, if distinctive— must be identified as a quotation. Ordinarily this is done by using quotation marks. A longer quotation (more than four lines of prose or two of verse) should be set off as a block quotation, indented. (With block quotation, quotation marks are omitted as redundant.) Quotations must be reproduced with letter-perfect accuracy any additions or changes being carefully placed within brackets [like this] and any deleted matter being replaced by an ellipsis (...).

Documentation: While a footnote is the most familiar, acceptable form, there are a number of others. Proper documentation must show a book’s author, title, city of publication, publisher and date of publication, as well as the page(s) where the borrowed material occurs. For a periodical article, documentation will indicate article author, article title, periodical title, volume number, year of publication and the page(s) containing the borrowed matter. Intentional false documentation is, of course, dishonest. Some of these examples of quotation and paraphrase are acceptable; some are not. If a raised numeral concludes an example, assume that a proper footnote is appended.

A direct quotation when documented is *acceptable*.

- For example: In “The Stationary Tourist,” Paul Fussell contends that tourism “began more than a century ago, in England, [when] the unwholesomeness of England’s great soot-caked cities made any place abroad ... appear almost mystically salubrious, especially in an age of rampant tuberculosis.”

A quotation without quotation marks is *unacceptable* even though documented.

- For example: The English considered foreign travel almost mystically salubrious, according to Fussell.

A partial paraphrase documented with the brief quotation properly identified is *acceptable*.

- For example: The English considered foreign travel “almost mystically salubrious,” according to Fussell.

A half-baked paraphrase, i.e., the original with a few words changed around, is *unacceptable* even though documented.

- For example: Tourism started more than a century ago in England. The great soot-caked cities were so unwholesome that any place abroad seemed almost mystically healthful by comparison.

A complete paraphrase when documented is *acceptable*.

- For example: Paul Fussell believes tourism grew out of nineteenth century urban squalor: cities became so dirty and unhealthy that people took vacations abroad to escape.

Undocumented paraphrasing is *unacceptable*.

- For example: Tourism grew out of nineteenth-century urban squalor: cities became so dirty and unhealthy that people took vacations abroad to escape.

When paraphrasing, taking an author’s idea and putting it entirely in your own words, you still owe the author credit for the idea itself. You do not need to use quotation marks because you haven’t used any of the author’s actual words, but you must footnote your paraphrase.

Paraphrasing can be tricky. The following guidelines should help you to use another's ideas honestly:

1. Read the author's sentence or paragraph several times until you think you have a clear understanding of the author's meaning and can restate it in your own words.
2. When you understand the author's meaning and can restate it in your own words, put aside the author's version which you have been reading.
3. Now, to the best of your ability, write your restatement of what you have read. Reread what you have written to see if it makes sense and if it clearly restates the author's idea.
4. Finally, and perhaps most importantly, compare your paraphrased version with the author's version. Note all repetitions in your paraphrased version. Do not be surprised to find that you have repeated words and phrases. This can easily happen. However, you must now change the repeated words and phrases or put quotation marks around the irreplaceable word or phrase.
5. Remember to footnote the paraphrased idea of the author. It is still his idea.

COURSE DESCRIPTIONS

ENGLISH

The AP and Honors courses in the English department serve to provide appropriate challenges and opportunities to flourish intellectually for students with exceptionally strong academic and studentship skills, with an eye to preparing them for success on Advanced Placement exams and success in college-level humanities courses.

ENGLISH 9

The focus of English 9 grows out of the theme from summer reading: the Bildungsroman or coming-of-age story. Specifically, we explore the relationship between self and society in literature from diverse cultures and time periods, ranging from ancient Greece during Sophocles' time, to New York City in the 1950s, to dystopian possible futures. A main focus of the course is the following questions: What are our obligations to society? To ourselves? To others? How can a person's words, ideas, or actions change their world or the world at large? Throughout the year, students will ask themselves these questions as they pertain to our culture and our time and, most importantly, to students' own lives. In addition, students will perform close textual analysis and work rigorously on improving their grammar and writing skills. Through writing critical essays, poetry, scripts, and research papers, they will learn to appreciate that proficiency in the mechanics of writing is essential to understanding and communicating insights about literature.

- **Texts:** *The Last Book in the Universe*, *Antigone*, *Twelve Angry Men*, *Fahrenheit 451*, a play by Shakespeare
- **Credit:** 1.0

HONORS ENGLISH 9

An advanced, fast-paced English course suited to the needs of gifted writers and able readers.

- **Credit:** 1.0

INTENSIVE WRITING – GRADE 9

Intended as support for students whose literacy skills are still beginning to develop, this course runs concurrently to English 9. It is a reading class, with a focus on improving students' decoding, fluency, and comprehension skills. Lessons are taught both one-on-one and in small groups. Diagnostic testing shapes the curriculum for each student. Student progress is tracked on a regular basis. Students also work on their assignments for English 9, particularly on their directed reading questions and literary essays.

- **Elective Credit:** 1.0

ENGLISH 10

This course stresses the basics of English: reading, writing, vocabulary, and grammar. Students read in all genres, using the tools and nomenclature of literary analysis. Lessons that examine the ways literature works instruct the student in how to read a text carefully, and with feeling. Students give voice to this feeling through the oral recitation and dramatic reading of poetry. The course also emphasizes class discussion and the importance of reader response. Students read books of their choice in independent reading, as well as those assigned for class. Formal writing assignments receive written comments and suggestions from the teacher, who frequently gives students the option to revise the paper. In-class writing exercises reinforce those skills taught by longer assignments. Grammar instruction is undertaken through sentence diagramming and revision of students' own sentences.

- **Texts:** *The Absolutely True Diary of a Part-Time Indian*, *Maus*, selections from the Poetry Out Loud anthology, *Passing*, a Shakespeare play, the *Odyssey*
- **Credit:** 1.0

HONORS ENGLISH 10

An advanced, fast-paced English course suited to the needs of gifted writers, able readers, and engaged participants in discussion. Students work with increasingly complex sentence structures in their grammar work. This class aims to give high achieving students the preparation necessary for success in Advanced Placement English classes as juniors.

- **Credit:** 1.0

WRITING LAB – GRADE 10

The Writing Lab course supports 10th grade students in writing. The course focuses on the mechanics of writing: punctuation, capitalization, spelling, subject-verb agreement, and sentence complexity. Students learn to organize paragraphs into cohesive and logical writing pieces. Students build vocabulary through exercises designed to encourage the use of a rich vocabulary.

- **Credit:** 1.0

ENGLISH 11

This course stresses the basics of English: reading, writing, vocabulary, and grammar. Students read highlights of American literature in all genres, using the tools and nomenclature of literary analysis. Regular quizzes, reading aloud, and close attention to the ways literature works instruct the student in how to read a text and analyze literary characters carefully and with feeling. The course also emphasizes class discussion and the importance of reader response. Formal writing assignments include thoughtful and challenging self-constructed writing tasks; students receive written comments and suggestions from the teacher, who frequently gives students the option to revise the paper. In-class writing exercises reinforce those skills taught by longer assignments. Grammar instruction takes place periodically as needed. Between class and independent reading, and education in the rich field of literary allusions, students develop their skills within a culture of literacy.

- **Texts:** *The Catcher in the Rye*, *The Great Gatsby*, poetry by Emily Dickinson and Walt Whitman, short fiction by multiple American writers of varying styles, *Six Degrees of Separation*
- **Credit:** 1.0

ENGLISH 12

Centered around the essential question of “How is ‘a self’ discovered?”, students in English 12 will work toward mastering the goals for reading, writing and speaking as set forth by the English Department. In order to facilitate a desire to read, students will continue to be exposed to a wide variety of literature, including non-fiction, so that students can more closely identify their reading interests and abilities and then stretch them. Students will read texts carefully and with feeling, while building both an active working vocabulary and knowledge of complex grammar structures. Students will write frequently, using a variety of conventions and will be expected to understand the rules for writing. Students will complete at least one major research paper of considerable length and will keep a writing journal for reflection. Students will speak publicly with clarity, in class discussions and the more formal version, seminar, and in at least one public presentation.

- **Texts:** *On the Road*, *Into the Wild*, *Genie*, *Dora*, *Equus*, *The Glass Menagerie*, short stories, selections from Thoreau, Shakespeare, Du Bois
- **Credit:** 1.0

HONORS ENGLISH 12

Prerequisite: Students may enter H English 12 with the recommendation of the previous year's English teacher and one of the following: a B or better in an H-level course or equivalent or a B+ in a regular-level English course.

Honors English 12 is dedicated to developing the following skills: the ability to answer questions through the close reading of several key texts, clear written analysis, and careful attention to oral expression and listening in class discussions and seminars. Class discussions will be conducted in the seminar style and writing will be edited using a workshop format. Students will produce at least two major writing projects, a personal narrative and a research project on an aspect of incarceration, over the course of the year, and, during the second semester, students will participate in Poetry Out Loud and the Senior Recitation.

- **Texts:** Into the Wild, Krakauer, The Road, McCarthy, The Adventures of Huckleberry Finn, Twain, Invisible Man, Ellison, Underground Railroad, Whitehead, The Fire Next Time, Baldwin, Beloved, Morrison
- **Credit:** 1.0

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Prerequisite: B+ in English 10 or English 11, or B in Honors English 10 or AP English Literature, plus teacher recommendation. Open to 10, 11th and 12th Graders

In AP English Language and Composition, we directly address the question “How and why do words matter?” We do this by learning about rhetoric and argument. A vital part of education in classical Greece and Rome, “rhetoric” is the way a writer or speaker shapes her words and argument to fulfill her goal in writing and speaking; an “argument” is an attempt to convey an idea or message in a convincing fashion to an audience. In AP Lang and Comp, in other words, we study the ways speakers and writers use words to affect the way an audience thinks about a topic. To learn about rhetoric and argument, and the ways they empower authors, we will read and analyze texts by a wide variety of speakers; we will also produce and analyze numerous texts of our own. Readings include non-fiction (speeches, letters, and essays), philosophical and religious texts, and fiction. Lessons and curricula are designed to prepare students for the AP English Language and Composition exam.

- **Credit:** 1.0

ADVANCED PLACEMENT LITERATURE

Open to 11th and 12th Graders

By the time you complete AP Literature and Composition, you will be able to answer the question, “What does great literature tell us about the human condition?” and you will be able to speak and write intelligently about a variety of literary works with depth and insight. This course teaches beginning college-level writing through the fundamentals of literary theory and follows the curricular requirements described in the AP English Literature and Composition Course Description. We will talk each class meeting about some vital aspect of writing: invention, structure, and style (diction, syntax, figurative language, mechanics). Please do not worry if you feel your writing or reading skills are still developing. We can build those skills. Students who love literature, including poetry and drama, and want an intellectual challenge in the coming year will be well-placed in this course. At the end of the course, you will have studied in earnest some of the major literary works in the western canon, prepared for the rigors of the AP exam, and improved your writing, reading and analytical skills.

HONORS HUMANITIES

Open to 12th Graders Only

Honors Humanities introduces students to philosophy, that is, the love of wisdom. The three questions we will explore in the class are "What do I consider to be true?" "How can I become good?" and "What should

be the role of beauty in a human life?" These questions spring from and are designed to push you to meditate on the transcendent concepts of Truth, Goodness, and Beauty. In the course, we will spend significant time with the figures of Socrates, Plato, and Aristotle, reading, thinking, discussing, and writing about the enduring ideas and questions posed by these giants. In addition to the normal expectations of an Honors English class, Honors Humanities will require you to think deeply and speak honestly about your own ideas related to the questions above. In order to be successful in this class, you must be interested in questioning yourself and others. In addition to texts by Plato and Aristotle, we will read essays, articles, and books that explicitly pose philosophical questions.

- *Credit* 1.0

INTENSIVE WRITING – GRADES 9, 10, AND 11

In this course, students actively build basic writing skills and then recognize and utilize different conventions in writing, such as persuasive essays, letters, personal narratives, SAT prompts, and expository essays with a goal to more thoroughly understand the essential question of “What is writing for?”. Students learn that writing is a complex process requiring drafting and constant editing and re-writing. Students focus on both the basic mechanics of writing, such as punctuation and grammar, and the nuances of strong writing, such as active verb choices and the use of complex and varied sentence structures, to make writing interesting. Since strong writers are often strong readers, students also read short pieces in order to expose them to great examples of writing. Students build their vocabularies from words in the chosen texts and are expected to use these new vocabulary words appropriately in their own writing. At the end of the course, the students will have a portfolio of their writing for the year, which is error-free and publishable.

- *Credit* 1.0

COLLEGE WRITING - GRADE 12

A semester or year-long course that is designed to bridge the gap in students’ literacy skills between the senior year of high school and the freshman year in college. This remedial, support class provides students with the skills they need to be successful on their college writing assignments. The curriculum includes instruction in writing short and long essays, in research skills, and in the skills of studentship necessary for success in a collegiate environment. The curriculum parallels the work in English 12 and provides support for the long-term assignments in that course.

- *Credit* 0.5 or 1.0

CREATIVE WRITING

Designed as an elective for those students who want to pursue writing in their lives or careers, this course encourages students to find a writing voice and to write! Students will write in a variety of genres: poetry, short stories, memoirs, newspaper article. They will participate in a writer's workshop approach and will critique each other's work. The course will culminate in each student creating a portfolio of polished work. This course may be offered this year -- subject to sufficient enrollment.

- *Credit* 0.5

CREATIVE WRITING – ADVANCED

Students who have taken Creative Writing may enroll in this more advanced creative writing class, likely scheduled for second semester. This course will be offered as enrollment demands.

- *Credit* 0.5

RESEARCH METHODS

This semester elective asks students to research and write a ten-page paper and shows them how to complete every step in the research and writing process. Students learn how to perform advanced Internet searches as well as the standard practice of using note cards and outlining, which were once the only components of such a research course.

- *Credit*. 0.5

ELL SUPPORT

Designed to buttress ELL students' learning in their regular English classes, this course will help students for whom English is not their first language. The content of the course includes instruction and support in grammar, mechanics, sentence structure, reading, and essay writing. Students will actively practice their reading and writing skills in English, and their English speaking skills in conversation and discussion.

- **ELL I**

This course is designed for beginning to intermediate English language learners whose English language proficiency is not sufficient to access their core coursework at Washington Latin. The purpose is to equip students with skills to analyze and use the English necessary to successfully navigate both social communicative situations and academic work. The focus of the class is on developing reading, writing, speaking and listening skills in the English language. The content of the class is adjusted to meet the needs of the individual student, taking into account the ELL placement scores (based on the WIDA ACCESS test) and involving a combination of English language study and supporting classwork from other classes.

- *Credit*. 1.0

- **ELL II**

This course is designed for advanced English language learners who have achieved high ELL placement scores (based on the WIDA ACCESS test) and are proficient in basic social and academic English but still face challenges handling academic English. The purpose of this course is to continue developing the English language skills learned in ELL I, equipping students with the skills to more comfortably understand and produce academic language. The focus of the class is on refining reading, writing, speaking and listening skills in the English language, with a heavy focus on the use of academic English in writing. The focus of the class is on developing reading, writing, speaking and listening skills in the English language.

- *Credit*. 1.0

MATHEMATICS

ALGEBRA 1

Prerequisite: completion of Pre-Algebra

This course focuses on the study of the real number system, symbolic manipulation, and functions. Students in Algebra 1 begin the year with reinforcement of the use of operations with rational numbers. Once these concepts are solidified, students begin their study of algebra, starting with solving simple equations and moving to more difficult equations and inequalities. They study graphing in great detail, graph linear equations in multiple forms, and investigate the effect of the change in the slope and x - and y -intercepts on the graph. They also study systems of equations and inequalities, which will frame the remainder of their study of Algebra 1. They explore multiplying and factoring polynomials and solving and graphing various functions and equations. Students are challenged to compare and contrast various graphs of functions, write clear and concise responses to open-ended problems, and solve problems flexibly rather than rely solely on algorithms.

- **Text.** *Algebra 1*, Prentice Hall
- **Credit.** 1.0

ALGEBRA 1B

Prerequisite: completion of Algebra 1A

This course is the second year of a two-year study of Algebra, and the class begins with a review of some of the concepts from the first part of Algebra 1, including functions and writing and graphing linear equations. Once these concepts are solidified, students learn new concepts of algebra, starting with systems of equations and inequalities. They explore multiplying and factoring polynomials and solving and graphing various functions and equations including exponential functions, quadratic functions, radical equations, and rational equations. Great emphasis is placed on using multiple pathways for problem solving and on solving real-world problems using algebraic methods. Students are challenged to solve problems logically and to represent problems in various ways. They also read about math and write explanations for their answers, thus making mathematics an exercise in problem solving and articulation as well as computation.

- **Text.** *Algebra 1*, Prentice Hall
- **Credit.** 1.0

GEOMETRY

Prerequisite: Algebra 1 or Algebra 1B

Students formalize their study of geometry through the development of the relationships in the plane and space developed intuitively in previous years. They study congruence, similarity, and symmetry synthetically (without a coordinate plane) and analytically (with coordinates). They prove congruence through application of theorems and through rigid transformations of one shape onto another. This course addresses specific content related to congruent segments and angles, circle chords, parallel and perpendicular lines, angle measures in triangles, direct and indirect triangle congruence and similarity, solids of revolution, the Pythagorean Theorem, coordinate geometry, and surface area and volume of solids. The students review algebraic concepts in order to provide a bridge between Algebra 1 and Algebra 2.

- **Text.** *Geometry*, Prentice Hall
- **Credit.** 1.0

HONORS GEOMETRY

Prerequisite: B+ in Algebra 1 or Algebra 1B and recommendation of the teacher May be taken concurrently with Algebra 2 or Honors Algebra 2

This course includes all the components of the Geometry course but is designed to explore each concept in greater depth. Honors Geometry places a heavy emphasis on the development of mathematical reasoning through a guided-discovery approach. Students are expected to write formal proofs and apply geometric concepts in modeling situations. Students will begin their study of right-triangle trigonometry. Students will be challenged to justify their thinking and to challenge themselves in what is often their first honors-level math course.

- **Text:** *Geometry*, Prentice Hall
- **Credit:** 1.0

MATH LAB

The aim of this course is to explore and become fluent with the concepts and skills required to begin Algebra 1. As such, the course focuses on operations with rational numbers and the use of patterns to solve problems. This course pays much attention to fluency with mathematical calculations and employs both paper-and-pencil and computer-based programs to aid students in developing mathematical fluency.

- **Credit:** 1.0

BRIDGE TO HONORS ALGEBRA II

Prerequisite: B in Geometry and teacher recommendation

Students will do an intensive review of concepts from Algebra 1 while exploring the foundations of the Algebra 2 curriculum. This class provides targeted instruction in the skills needed to transition into Honors Algebra 2.

- **Credit:** 0.5

ALGEBRA 2

Prerequisite: Algebra 1. May be taken concurrently with Honors Geometry or Geometry.

This course is designed to deepen students' understanding of mathematical functions. Building on the foundational understanding gained in Algebra I, students begin to analyze commonalities between function families and learn to represent parent functions and their transformations algebraically and graphically. They will study a variety of functions in great depth, including exponential, power, and polynomial. Special emphasis is laid on students' ability to manipulate polynomial functions in equation form (factoring, simplifying, solving). Students are then introduced to new algebraic concepts, including logarithms and imaginary numbers. Students will learn to write and express their ideas in words as well as in numbers, explaining their conceptual understanding of algebraic relationships in clear mathematical language. At every step, students hone skills necessary for their future study of mathematics, particularly those necessary for the successful study of Pre-Calculus.

- **Credit:** 1.0

HONORS ALGEBRA 2

Prerequisite: B+ in Algebra 1 and Geometry or B in Honors Geometry and teacher recommendation. May be taken concurrently with Honors Geometry or Geometry

This course is designed to challenge those students who have shown an exceptional ability to synthesize and apply mathematical concepts in a variety of ways. Students will develop an understanding of patterns and recursion and apply this understanding to investigations of various types of mathematical models. They will study a variety of functions, including exponential, power, logarithmic, polynomial (including quadratic), and rational. Students interact with functions in graphical, tabular, sequential, and functional notation form. At each stage, students pay close attention to the commonalities among function families and how to analyze functions graphically and algebraically. Students will learn to write and express their ideas in words as well as in numbers and begin to write formal mathematical papers to investigate a particular concept. At every step, students hone skills necessary for their future study of mathematics, particularly those that lead to AP Calculus.

- **Text:** *Algebra 2*, Prentice Hall
- **Credit:** 1.0

PRECALCULUS

Prerequisite: Algebra 2

This course further develops the concepts studied in Algebra 2. Students review the function families learned in Algebra 2 and extend their knowledge to include logarithmic, polynomials, rational, step, and piecewise. They work in depth with common and natural logarithms. Students investigate area under a curve, sequences and series, and limits. Trigonometry is included in this course, and students work with applied trigonometry and trigonometric identities.

- **Text:** *Algebra and Trigonometry for College Readiness*, Lial & Hornsby
- **Credit:** 1.0

HONORS PRECALCULUS

Prerequisite: B in Honors Algebra 2 and teacher recommendation. This course requires a placement test to move from regular Algebra 2 to Honors Precalculus.

This course prepares students for the Advanced Placement (AP) curriculum in Calculus, teaching them to perform computations and to solve problems in the following areas: limits; derivatives of algebraic functions; applications of the derivative including curve sketching, maximum and minimum, and rate of change; integration; and solutions to polynomial functions and areas of intersection. Students spend an entire semester learning trigonometry with great care taken to simplify trigonometric identities and solve trigonometric equations. Students will need to memorize the unit circle and fluently compute in both degrees and radians.

- **Text:** *Algebra and Trigonometry for College Readiness*, Lial & Hornsby
- **Credit:** 1.0

CALCULUS

Prerequisite: C in Honors Pre-Calculus

This course prepares students for the Advanced Placement examination (AB) in Calculus, teaching them to perform computations and to solve problems in the following areas: analytic geometry, limits, derivatives of algebraic functions and transcendental functions, applications of the derivative including curve sketching, maximum and minimum, and rate of change, integration, application of antidifferentiation including solutions to differential equations, slope fields, and exponential growth and decay, applications of the definite integral including area of a region, average value of a function, volumes of solids with known cross sections, and distance traveled by a particle in a vertical or a horizontal direction.

- **Credit:** 1.0

STATISTICS

Prerequisite: Algebra 2

Students learn how to describe and analyze data, conduct and interpret results from experiments and observational studies, calculate probabilities of events, and make inferences based on data. Instruction will be rounded in real-world situations with the students interpreting material from news and popular media and making judgments about the ways in which information is presented. The class is activity-based with students using knowledge learned in the class to complete projects involving their interests.

- **Text:** *Stats in Your World*, Bock & Mariano
- **Credit:** 1.0

ADVANCED PLACEMENT STATISTICS

Prerequisite: B+ in Honors Algebra 2 or Honors Pre-Calculus and teacher recommendation

Advanced Placement Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. It introduces students to the major concepts and tools for collecting, analyzing, and making inferences from data. Students will be able to describe and apply the four major conceptual themes of statistics: describing data, producing data, anticipating patterns, and statistical inference. They will produce convincing oral and written statistical arguments, using appropriate terminology, in a variety of settings and use technology to aid them in solving statistical problems. Students will employ techniques for producing, analyzing, modeling, and drawing conclusions from data. Good written communication skills are important. Students will take the AP Statistics exam in the spring.

- **Text:** *The Practice of Statistics*, Starnes, Yates & Moore
- **Credit:** 1.0

ADVANCED PLACEMENT CALCULUS AB

Prerequisites: B+ in Honors Pre-Calculus and recommendation of the teacher

Advanced Placement (AP) Calculus AB is equivalent to a one-semester introductory college calculus course. Students must enter the course with the ability to fluently and accurately solve polynomial, exponential, and logarithmic equations and graph such functions. They must show great fluency with trigonometric identities and equations. Much of the year will be dedicated to topics in differential and integral calculus including graph analysis, limits of functions, asymptotic and unbounded behavior, continuity, the derivative as a point and as a function, interpretations and applications of integrals, and the Fundamental Theorem of Calculus. This course is a fast-paced, rigorous course designed for the student who has shown great talent and dedication to the study of mathematics. Students will take the AP Calculus AB exam in the spring.

- **Text:** *Calculus: Graphical, Numerical, Algebraic*, Finney, Demana, Waits, & Kennedy
- **Credit:** 1.0

ADVANCED PLACEMENT CALCULUS BC

Prerequisites: AP Calculus AB OR B+ in Honors Pre-Calculus and recommendation of the teacher

Advanced Placement (AP) Calculus BC is equivalent to a two-semester introductory college calculus course. Students must enter the course with the ability to fluently and accurately solve polynomial, exponential, and logarithmic equations and graph such functions and an understanding of derivatives and integrals as they relate to AP Calculus AB. They must show great fluency with trigonometric identities and equations. Much of the year will be dedicated to topics in differential and integral calculus including graph analysis, limits of functions, asymptotic and unbounded behavior, continuity, the derivative as a point and as a function, interpretations and applications of integrals, and the Fundamental Theorem of Calculus. This course is a fast-paced, rigorous course designed for the student who has shown great talent and dedication to the study of mathematics. In addition to these, students will learn about derivatives and integrals related to polar and parametric equations and learn how to use the Taylor and MacLaurin series. Students will take the AP Calculus BC exam in the spring.

- **Text:** *Calculus: Graphical, Numerical, Algebraic*, Finney, Demana, Waits, & Kennedy
- **Credit:** 1.0

LINEAR ALGEBRA & APPLICATIONS

Prerequisite: AP Calculus

A graph is a set of nodes and the connections between them. In this course, students will learn how information and processes can be encoded in the form of graphs and the basic properties of graphs. Students will then build upon these basic properties in order to uncover more complex implications of the nature of the properties of graphs. We will study several generalized classes of graphs and how these graphs can be used to solve common problems in a variety of fields such as computer science. Students are also given an online course to prepare for the AP Computer Science A exam which focuses on Java based object oriented programming. The classwork portion of the course is very proof-based and students will be assessed on their ability to create rigorous proofs of claims and to clearly explain their proof in writing and speech.

- **Text:** *A First Course in Graph Theory*, Chartrand & Zhang
- **Credit:** 1.0

SCIENCE

CONCEPTUAL PHYSICS

This course studies the science of physics and relies upon the asking of questions along with the text to introduce the topics of study. It is a lecture-lab course in which topics are presented by the instructor, often in response to well-formed questions by the students. The course stresses the development of good inquiry skills. Students gain an appreciation for the historical roots of physics; cultivate their note-taking skills; increase their awareness of the pervasive nature of science in our everyday lives and activities; and answer some of the more fundamental questions related to the workings of the natural world.

- **Text:** *Conceptual Physics*, Hewitt
- **Credit:** 1.0

HONORS CONCEPTUAL PHYSICS

Prerequisite: B+ in Algebra I; B in Earth Science (8)

This course presents the fundamental framework of physics, and applies physical principles both qualitatively and analytically, using tools of algebra and geometry. Principles of physics are examined with a focus on understanding the connections between various topics. The experimental experience includes design of experiments, quality and reliability of data, and comparison with theoretical expectations. It provides a foundation for further advanced studies in the science curriculum, giving the student the knowledge about the universe which permits more sophisticated mathematical analysis of relationships.

- **Text:** *Conceptual Physics*, Hewitt
- **Credit:** 1.0

CHEMISTRY

The goal of Chemistry is to answer three main questions: What is the universe made of? How can we investigate the nature of matter? Why do different materials have different properties? Students learn about atomic structure, particles, bonding, chemical structures, moles and chemical equations. They study the different types of chemical reactions and learn about patterns of reactivity and are introduced to nuclear and organic chemistry. On successful completion of the course, students should appreciate the significance of Chemistry in everyday life and understand and engage with conversations, news articles and political issues related to Chemistry. They should also be able to identify the most significant Chemists in history and know their main achievements.

- **Text:** *World of Chemistry*, Zumdahl
- **Credit:** 1.0

HONORS CHEMISTRY

The goal of Honors Chemistry is to answer three main questions: What is the universe made of? How can we investigate the nature of matter? Why do different materials have different properties? Students learn about atomic structure, particles, bonding, chemical structures, moles and chemical equations. They study the different types of chemical reactions and learn about patterns of reactivity and are introduced to nuclear and organic chemistry. On successful completion of the course, students should be ready to take either AP Chemistry or first-year college Chemistry (CHE 111). They should also appreciate the significance of Chemistry in everyday life and understand and engage with conversations, news articles and political issues related to Chemistry, and be able to identify the most significant chemists in history and their achievements.

- **Text:** *Modern Chemistry* (Holt et al)
- **Credit:** 1.0

BIOLOGY

Biology is offered to upperclassmen that have completed Chemistry and Physics. This course begins with a discussion of life and a brief review of physics and chemistry necessary to life. The course uses contemporary issues in biology as a vehicle for the study of biological principles. The students study molecular and cellular biology as well as plant and animal systems, evolution, and genetics. The course requires students to use the vocabulary of biology and to learn skills necessary for safe and productive laboratory assignments. Each student is required to either complete a dissection or participate in selected mammal anatomy lab activities. The textbook is used as a resource from which students can read and master biology concepts. Articles are frequently assigned from nonfiction sources to supplement the textbook and to connect concepts across disciplines. Students taking this course will become scientifically literate in a range of life science topics and proficient in seminar discussions.

- **Credit:** 1.0

HONORS BIOLOGY

A challenging introductory biology course for those students who see themselves pursuing science in the future or for those who want to take Advanced Placement Biology.

- **Credit:** 1.0

ADVANCED PLACEMENT BIOLOGY

Prerequisite: B+ in Honors Biology or recommendation of instructor

This course is designed to provide an introductory college-level biology course, following the curriculum published by the Advanced Placement program. The major topics include molecular biology, cells, energy transformations, genetics, evolution, plant and animal physiology, taxonomy, embryology, and ecology. Students periodically work on laboratory exercises. When permitted by time, speakers from the medical and scientific community share their expertise with the students through lecture, demonstrations, and field trips. Students will take the AP Exam in May.

- **Credit:** 1.0

ASTRONOMY

Prerequisites: Successful completion of Conceptual Physics or Honors Conceptual Physics

Is Pluto a planet or not? Could there be another planet in our solar system that we haven't discovered yet? What is the relationship between the constellations and mythology? In this semester-long course, students will explore the nature of the planets, the solar system, the galaxy, and the universe. In the first quarter, students will study the development of astronomy throughout history, from ancient to modern times. They will then focus on the origin, dynamics, and physical characteristics of the members of the solar system: the Sun, planets, planetary satellites, meteoroids, asteroids, and comets. In the second quarter, students will expand their focus outward, studying phenomena beyond the solar system such as stars, nebulae, and galaxies, ultimately contemplating the origins of the universe. Throughout both quarters, students will take an active role in observing the sky, both through the use of computers and technology as well as on a number of excursions to gaze at the stars.

- **Credit:** 0.5

ADVANCED PHYSICS

Open to sophomores, juniors, seniors

Advanced Physics is a secondary course with increased focus on the mathematical constructs that underlie areas of study previously encountered in the Conceptual Physics Class. This course will take a rigorous approach to the fundamentals of physics with an emphasis on hands-on applications and problem solving. A laboratory experience will occur approximately every ten days with emphasis on use of technology and precision. Topics of the course include numeracy, Newton's three laws of motion, vector resolution, forces, momentum, kinematics, energy, simple harmonic motion, sound, light and electronics. The course is designed for students who have excelled in previous science and math courses and are dedicated to the challenge of advanced topics. Competency in Trigonometry and Geometry must be demonstrated by all students wishing to enroll in this course. Students may take Algebra II concurrently with Advanced Physics.

The course will be aligned with the SAT II in Physics as published by the College Board as well as NGSS (Next Generation Science Standards). It is assumed that all students will have some knowledge of Calculus. The course is open to all students who meet the qualifications noted above although it is primarily aimed at students who will be taking the SAT II in the spring of their Junior year. Sophomores may apply for this course but need permission from the Principal.

- **Credit.** 1.0

ADVANCED PLACEMENT PHYSICS

Offered according to demand

AP Physics 1 is an algebra-based, introductory, college-level course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory simple circuits.

- **Credit.** 1.0

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

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. We examine several critical features of the "earth system" and understand how human activities are disrupting global ecosystems and the global commons. We will sort out why experts often contradict each other and explain that there will always be uncertainty and disagreement among scientists concerning any environmental problem. We will explore how policymakers can cope with scientific uncertainty and disagreement and stress the importance of technological innovation in coping with environmental problems.

- **Credit.** 1.0

INTRODUCTION TO ROBOTICS

Robotics is a course that combines mathematical concepts, language skills, problem solving logic, computer technology as well as electrical and mechanical engineering. As technology has become an integral part of our everyday lives, robotics demonstrates the best uses of technology to solve problems related to surgery, mapping, vacuuming rooms and manipulation of vehicles in the air, land and water. The course will cover 18 weeks of instruction including the principles of electric circuits, the use of microprocessors and integrated circuits. Students will initially use circuit boards and Arduino microcontroller boards to carry out a series of "sketches" or experiments based on prepared software and specific wiring. They will then learn to

write software code using C++ programming language. Specifically, RobotC 4.3 will be used to instruct LEGO based robots to autonomously carry out a series of tasks by receiving input from sensors and sending commands to various effectors. The course is aligned with the National Common Core Standards in Mathematics, English Language Arts and Career Readiness as well as the Next Generation Science Standards.

- **Credit:** 0.5

AP COMPUTER SCIENCE PRINCIPLES (CSP)

Prerequisites: open to students in grades 10-12, with recommendation from most recent math AND science teacher

AP CSP is a portfolio-style AP course that combines coding with more philosophical topics of computer science. This course will introduce students to the creative aspects of programming, coding logic, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles requires students to use current technologies to create 1) a programming-based project for both self-expression and problem-solving and 2) a multimedia presentation about a computer science topic of their choice. Students are required to take the AP exam at the end of the year. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. This course will satisfy the fourth science requirement for graduation.

- **Credit:** 1.0

ENVIRONMENTAL SCIENCE

Non-AP full-year course

A non-AP Environmental Science course for those who are interested in ecology, geology, and environmental science. No prerequisites. This course satisfies the fourth science requirement for graduation.

- **Credit:** 1.0

SCIENTIFIC RESEARCH METHODS

Full-year course

Prerequisites: Successful completion of three core science courses and application essay.

Science Research Methods is designed to support students who have a desire to pursue science at the collegiate level. In this course, students will be challenged to ask good research questions, design experiments to answer those questions and learn how to present their findings in writing and in speech. Students will have the opportunity to investigate topics of their own interest and are expected to carry out much of their research independently. This is a course for the curious and passionate young scientist who is ready for a challenge.

- **Credit:** 1.0

UNDERWATER ROBOTICS (semester)

Semester course

seaMATE is a student robotics program using ROV's (Underwater Robotics) to teach electronics, programming and engineering skills to students in middle school through college. The program focuses on real world problems and applications and asks students to take an entrepreneurial approach in their work. This summer we will have a MATE 'boot camp' an opportunity to take advantage of the warm weather to construct and test an ROV. We will focus on becoming familiar with the equipment and best practices of MATE with the hopes of being able to field a competition team next spring. Outside of the requirements of the MATE program we will focus on the techniques and skills associated with most engineering design challenges including design thinking, 3D printing, electronics and mechanical design.

- **Credit:** 0.5

HISTORY

WORLD HISTORY I

In this course, students explore ten different periods in world history, and examine their origins and consequences through moral questions. Students develop several skills in this year; they will be consistently encouraged to think deeply and critically about the issues they are studying and to reflect on these issues in discussion and in writing. Students also work on reading for understanding, particularly reading primary sources, and analyzing text to understand its historical context, purpose, and source. Students are expected to write for a variety of different audiences and purposes. They work on persuasive writing, in the form of editorials, as well as formal writing, in three different 3-5 page research papers throughout the year. Students also practice public speaking skills throughout the year in the form of daily class discussions, presentations, and debates. The goal of this course is to prepare students for the rigor of college-level courses and provide them with the skills they will need to succeed, including critical thinking and reading strategies, writing, and public speaking.

The year is divided into 10 units and the units in each quarter are based on a certain moral theme. We begin the year discussing the origins of human civilizations in the Fertile Crescent and tracing the use of this land from the Agricultural Revolution to the current war in Iraq. We continue our study of ancient civilizations by discussing ancient Egyptian empires, the Mongol Empire, and the rise and fall of the Aztec Empire. Next, students will study the causes and effects of imperialism and colonialism in Africa and Latin America, through close examination of case studies of Cortes and the Conquistadors and the Belgian Congo. Lastly, students will explore a series of twentieth century revolutions throughout the world, both violent and non-violent, and analyze their origins and effectiveness. The Russian Revolution, the end of British rule in India, as well as the creation of Pakistan, and apartheid in South Africa will serve as particular areas of close study.

- **Texts:** *Hammurabi's Code*, *The Epic of Gilgamesh*, Olaudah Equiano's *Slave Narrative*, *The Communist Manifesto*, *The White Man's Burden*, *An Essay on Non-Violence*, and *A Long Walk to Freedom*. Secondary sources include *The Iraq War Reader*, *Ancient Egypt*, *Genghis Khan and the Mongol Empire*, *The Aztecs: Rise and Fall of an Empire*, and *King Leopold's Ghost*.
- **Credit:** 1.0

HONORS WORLD HISTORY I

Prerequisite: B+ in History 8

Honors World History I focuses on pivotal events and trends in our shared global history in order to create well-informed, 21st century global citizens. Students will be challenged to critically examine a multitude of primary and secondary source texts and come to their own reasoned conclusions about the nature of interactions between global cultures, religions and trade during the period following the fall of the Roman Empire up until the Enlightenment (roughly 300 AD – 1800 AD). Most importantly, we will be using our learning from the past to help explain current events from around the world.

The course is designed around a number of essential questions, and we will be going on an expedition around the world in order to answer them. First and foremost, we will seek to answer the question: *What is the "red thread" that connects all of human history?*

Much of what we know about the past comes from a handful of scholars who kept the classical tradition alive throughout centuries of conflict and strife. And it is important to understand that as soon as we pick up a book or put our pen to paper, *we* become scholars as well. Thus, in this course we will constantly revisit the essential question: *How did scholars act as the keepers of knowledge for each of the societies we study?*

Honors World History I will challenge the students' critical thinking, with a particular focus on developing their research and writing skills. Each curricular unit includes a summative research project that may take a variety of forms (essays, presentations, videos etc.).

- **Credit** 1.0

WORLD HISTORY II

This class was born out of a simple question: What do our students need to know about 20th century history in order to be informed world citizens? Whether reading the newspaper, listening to the radio, watching the nightly news or browsing the Web, students must gain the historical knowledge which is fundamental to understanding our ever-changing world. In order to understand the world today, students must understand the events that have led up to this moment, and how those events will continue to shape the future of our world.

The world of international politics, geography, aggression, alliances, and culture is a complicated one, and we do not claim to have all the answers. Our goal will be to assist students in understanding the events of the past century, to equip them with the ability to think critically, and to help them ask the right questions in order to formulate their own opinions going forward.

World History II is designed to provide students with relevant factual knowledge and an extensive understanding of World History from 1900 to the present. Major topics studied in the course cover developments in social, economic and political thought, the rise and functioning of the modern state in its various forms, and the consequences of increasing globalization. World History II students will develop research, evaluative and analytical skills which will be used to illustrate comprehension and understanding of primary and secondary historical sources. The course will also provide students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.

- **Credit** 1.0

HONORS WORLD HISTORY II

Honors World History II follows a similar sequence to World History II, tracing the path of modern history from the dawn of the industrial age to the present. However, the honors section of this course includes an extended focus on independent research projects, literature and composition. Students will be challenged to analyze and interpret a variety of primary source texts and will approach the study of modern history through exploration of relevant period literature. Major topics studied in the course cover developments in social, political and economic thought, the rise and function of the modern state in its various forms, and the consequences of increasing globalization.

Whether reading the newspaper, listening to the radio, watching CNN or browsing the web, students are in vital need of the historical knowledge to comprehend our ever-changing world. Students must understand the historical events that have led up to this moment, and how those events shaped the world we see today. The world of international politics, geography, aggression, alliances and culture is a complicated one, and we do not claim to have all the answers. Our goal will be to assist students in generating the skills and capabilities to think critically and ask the right questions to form their own reasoned opinions of world events.

Critical conversation of world events is dominated by a variety of key terms, or “**-isms**” (e.g. *imperialism*, *capitalism*, *socialism*, etc.). The ability to wield these terms in classroom discussion, written work and projects

will prepare our students for the rigor of 21st century intellectual debate inside and outside of school. Therefore, the essential question for this course is “*how did the ‘-isms’ shape our world?*” Students will be pushed to link this fundamental question to our learning from each unit we study, and express original, diverse and well-reasoned answers to the question through their unit examinations, written work and projects.

- **Credit** 1.0

US HISTORY

This course, designed primarily to equip students with the analytical skills and resources to become active citizens, will focus on the most significant events, people, and places in our nation’s past. By taking this course, students should be able to analyze primary source documents, write and think critically, evaluate validity and bias, and weigh importance. Students will also be encouraged to discuss their opinions in class, and to actively listen to their classmates’ ideas. Beginning with Pre-Colonial societies and the arrival of the Europeans in the 15th century and progressing through the Post 9-11 era, students will discuss the successes and failures of Americans who have come before them, with a critical eye towards the problems of today. Students will seek answers to questions such as: What is an American? What does it mean to be an active citizen? What choices did Americans make that influence the world we live in today? What choices can I make that might influence the world tomorrow? At the culmination of the course, students should be fluent in the successes and failures of American History, the importance of choice, and the meaning of citizenship. Moreover, students will develop skills such as writing persuasively, analyzing historical documents, and discussing their ideas in an open forum. The course culminates in an in-depth examination of September 11th through using Oral History techniques.

- **Texts:** *The American Journey*, David Goldfield, et al; *A People’s History of the United States*, Howard Zinn; *A Patriot’s History of the United States*, Larry Schweikart; *Guns, Germs, and Steel*, Jared Diamond; and various primary sources documents, articles, and current events news stories.
- **Credit** 1.0

US HISTORY HONORS

The US History Honors section encompasses a greater emphasis on content depth, writing and reading skills, and analytical reasoning skills across time periods. Students require greater skill in reading as they progress through an AP-style text, *The American Journey*, Goldfield et. al. Students engage more frequently in Socratic Seminars and are asked to produce a greater depth of detail when reflecting on the thoughts and ideas of their classmates. Finally, students in Honors US History are asked to probe the meaning and depth of primary sources more frequently, with a lighter emphasis on secondary texts.

- **Credit** 1.0

UNITED STATES GOVERNMENT

The primary focus of this semester course is to introduce students to the functions and purpose of the United States government. Students examine who exercises power in this country, both formally and informally, and the historical reasons for these structures. Students also analyze what it means to be an active and engaged citizen in a democratic society and the importance of a participatory citizenry in American democracy today. Students come away with an understanding of the institutions of the U.S. government, the benefits and consequences of these structures, an appreciation for the legislative process, and a deeper understanding of the historical background in which the U.S. government was formed and has functioned.

Students begin the year by examining the Constitutional underpinnings of the U.S. government, including the considerations that influenced the formation and adoption of the Constitution, separation of powers,

federalism, and theories of democratic government. Students then study the role of political parties, interest groups, and the mass media in American democracy, as they distinguish platforms of major political parties, assess the role and impact of interest groups on the decision making process, and examine the role of the American media in the political realm. Students also spend a significant portion of the year studying the institutions of national government: the Congress, the Presidency, and the Federal Courts. They examine the major formal and informal institutional arrangements of power, as well as the benefits and consequences of the system of checks and balances. Students conclude the year by studying public policy, including a critique of the process of policy development and the role of institutions in the enactment of policy. Lastly, students explore civil rights and civil liberties in the United States, including an examination of civil rights legislation of the 1960s and a review of landmark Supreme Court cases.

- ***Texts:*** *Magruder's American Government, The Prince, Democracy in America, The Federalist Papers, The Articles of Confederation, The Declaration of Independence, The U.S. Constitution*, and excerpts from various Supreme Court decisions.
- ***Credit:*** 0.5

DC HISTORY

This course on the history of Washington DC will be focused primarily on the political and cultural developments that helped shape the nation's capital. Starting with Native American civilizations that predated European settlement, the founding of the Capital, and its early years as a federal municipality, students will examine how Washington DC is both similar to and unique among American cities. Students will critically examine the role of the federal government in the development of various sections of the city, and how the Founding Fathers' conception of what the city should be continues to influence government and politics today. Students will study historical events surrounding Home Rule in D.C. in conjunction with current events to better understand the city they live in.

- ***Credit:*** 0.5

AP HUMAN GEOGRAPHY

Prerequisites: Application essay, B+ in previous regular history course or B- in Honors. Open to juniors and seniors.

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards.

- ***Credit:*** 1.0

HISTORY OF ROME

Offered with sufficient demand

This course is the first in a series of courses on the great ancient cities of the world. We offer courses on Rome and Jerusalem in this semester and are discussing possible future courses about one or more of the following: Athens, Beijing, or Alexandria. A semester elective, this course introduces students to the great city of Rome. The best way to learn about the principles of a civilization is through its art and architecture; a few of the students in this course have already been to Rome. Students will learn the history of many of the famous buildings of the city and discuss the complicated interplay of pagan, Christian, and modern Rome.

- ***Credit:*** 0.5

HISTORY OF JERUSALEM

Jerusalem has been a center for religious and secular life since the time of King David (~1050 BC). It has also been a satellite of major empires since before the time of Jesus. This is a place where religious and secular cultures from East and West have intersected for thousands of years. In his book on the history of the city, Simon Goldhill says:

Above all, this whole area is a place where...stories are irrevocably mixed together—in time and in space... It is increasingly filled with people who insist on the impossible demand that this complex interweaving should be simple, clear, and separate.

This course will seek to trace the different stories of this city. We will examine Jerusalem and its role in the classical and modern world and explore how different communities have lived, and continue to live, in unity and in division.

- *Credit* 0.5

INTRODUCTION TO WORLD RELIGIONS

WORLD RELIGIONS I: THE ABRAHAMIC FAITHS

In these classes, we will consider questions that are essential to beginning to understand different major world religions. What matters most to members of major world faith traditions and religious institutions? How do moral and ethical issues appear when viewed from different religious perspectives? What do people who follow these religions practice and believe? How did each religion change and evolve over time?

The religions of Judaism, Christianity, and Islam each evolved, at different times, in the shadows of major political and military powers in the Middle East. How did they come to be? How did each survive and grow as communities of belief and ritual, rather than be overwhelmed by nearby empires? What beliefs and practices are fundamental to each? They all claim to worship the same God, but why -- what are the similarities between them, and what are the differences? If they all worship the same God, what are the sources of the historical and present day conflicts that have marked the relationships of members of these faith traditions with each other?

- *Credit* 0.5

WORLD RELIGIONS II: NON-WESTERN RELIGIONS

In these classes, we will consider questions that are essential to beginning to understand different major world religions. What matters most to members of major world faith traditions and religious institutions? How do moral and ethical issues appear when viewed from different religious perspectives? What do people who follow these religions practice and believe? How did each religion change and evolve over time? What if there were a moral dimension to the laws of nature, and of cause and effect? What if the boundaries we are accustomed to drawing between ourselves, others, our society, and the world around us, were more ideas in our minds than actual truths about the way the world is?

Hinduism, Buddhism, Confucianism, and Daoism -- the major religions of eastern and southern Asia -- propose answers to these questions that in our society we rarely think to ask. In some ways they are similar, and historically they have influenced each other, but each of these non-Western faith traditions has its own worldview, history, and major beliefs and practices. How does each produce its own way of seeing the world, and what does each have to say about the nature of the universe and how we best ought to live?

- *Credit* 0.5

LATIN

LATIN I

Students receive a formal and thorough introduction to the basic grammar, syntax, and diction of the Latin language. They will learn to decline most kinds of nouns, conjugate every type of verb, and deal with demonstrative and personal pronouns. Students will amass a sizeable vocabulary of Latin words and will also strengthen their English, as their attention is directed to the plethora of English words with Latin roots. The course will also focus on the culture and ideas of the Ancient Roman people.

- **Text:** *Oxford Latin Course 1*
- **Credit:** 1.0

LATIN II

Having mastered the fundamental pieces of Latin grammar and built a solid base of vocabulary in Latin I, students move on to sentences of more complexity. Using Oxford's Latin Course, students continue to gain confidence in their Latin by reading cartoons and short stories detailing the early life of the poet Horace. Each chapter of the book presents a different topic in Roman life, ranging from Roman religion and the Olympians to Roman history and Hannibal. Vocabulary remains an essential part of the study of Latin, and students will continue to systematically build their English vocabulary by learning derivatives of Latin words. Throughout the year, students are assessed on quizzes, tests, and daily homework assignments. Projects are assigned as well.

- **Text:** *Oxford Latin Course I and II*
- **Credit:** 1.0

HONORS LATIN II

Prerequisite: B+ in Latin I and permission of the instructor

The typical Honors Latin II student has met with good success in his or her previous Latin classes at Latin and has been recommended for further work in Latin by the department. The course seeks to further students' knowledge of Latin grammar and vocabulary and to improve their ability to read connected prose of increasing difficulty. Development of a more extensive vocabulary and mastery of grammatical concepts, evidenced especially through compositions of sentences in Latin, distinguish the Honors course from the non-Honors option. Cultural study, word derivation, and oral exercises play an important role in the course as well.

- **Text:** *Oxford Latin Course I and II*
- **Credit:** 1.0

LATIN III

Prerequisite: Latin II (Upper School) or Latin IB (Middle School)

As the final required course in the high school Latin sequence, Latin III completes students' understanding of nouns, adjectives and indicative verbs, including passive forms, as well as present active and perfect passive participles. In addition, students study specific elements of Roman culture such as mythology, entertainment, and significant historical persons and events, while developing a substantial Latin vocabulary with an understanding of English derivatives.

- **Text:** *Oxford Latin Course II* and other selections as appropriate
- **Credit:** 1.0

HONORS LATIN III

Prerequisite: B+ in Honors Latin II or A- in Latin II, permission of the instructor

As the final required course in the high school Latin sequence, Honors Latin III completes students' understanding of nouns, adjectives and indicative verbs, including passive forms, as well as present active, future active and perfect passive participles. In addition, students study specific elements of Roman culture such as mythology, entertainment, and significant historical persons and events, while developing a substantial Latin vocabulary with an understanding of English derivatives. As part of this honors-level course, students are required to complete a research project as directed by the instructor.

- **Text:** *Oxford Latin Course II* and other selections as appropriate.
- **Credit:** 1.0

LATIN III-IV

Prerequisite: Latin III (Upper School) or Latin II (Middle School)

In this course, students learn the final pieces of Latin grammar, focusing on indirect speech and the subjunctive mood. Now familiar with all elements of the language, they spend time reading adapted stories about Roman life and history, and at the end of the year begin to work with the poetry of Horace. Derivatives and items of cultural literacy play a significant role in the course, as well, as does the history of the late Roman Republic and the role of religion and poetry.

- **Text:** *Oxford Latin Course III* and other selections as appropriate.
- **Credit:** 1.0

HONORS LATIN III-IV

Prerequisite: A in Latin III (US), B+ in Honors Latin III, and permission of the instructor

In this course, students learn the final pieces of Latin grammar, focusing on indirect speech and the subjunctive mood. Attention is also paid to fine distinctions in Latin grammar to ensure that students are capable of handling the most challenging of texts. Students begin to read significant amounts of Latin from primary sources and learn to analyze both poetry and prose. Authors studied may include Ovid, Catullus, Vergil, and Cicero. Students also spend time on their English writing, composing short essays about the meaning and significance of texts they are studying.

- **Text:** *Oxford Latin Course III* and other selections as appropriate
- **Credit:** 1.0

LATIN V

Prerequisite: Latin III-IV or Honors Latin III-IV

This course is designed for students interested in reading Latin, extending their knowledge of Roman history, and becoming better writers. While reviewing the principles of Latin grammar, students will read excerpts from a selection of four Roman historians, poets, and philosophers. Possibilities include: Livy, Tacitus, Seneca, Cicero, Ovid, Catullus, Horace, Jerome, and Augustine. In each quarter, students will engage in an intensive study of a different author, along with the time period and its biggest questions and themes. Students will spend time writing essays grounded in an analysis of the Latin text. This course requires strong Latin skills.

- **Text:** to be determined by instructor
- **Credit:** 1.0

HONORS LATIN V

Prerequisite: A in Latin III-IV or B+ in Honors Latin III-IV, permission of the instructor.

This course is divided into two parts. In the fall semester, students read excerpts from Roman authors describing the final 100 years of the Republic, up to the assassination of Julius Caesar. Students acquire knowledge of the major issues affecting the Republic at that time, including land distribution, the creation of a professional military, and extension of Roman citizenship. These primary sources also provide an opportunity to review all of the major grammatical concepts of the language and expose students to the challenge of grappling with the different styles of different authors. Grounded in the historical events of the period, students are then prepared for the spring semester, in which they begin the Advanced Placement curriculum by reading excerpts from Caesar's *Gallic Wars*. Attention is paid to the themes of leadership, Romans and barbarians, and the role of history and memory. Students are assessed through translations, essays, and analyses of texts.

- **Text:** *Latin Unseens*, Caesar's *De Bello Gallico*
- **Credit:** 1.0

ADVANCED PLACEMENT LATIN

Prerequisite: B in Honors Latin V and permission of the instructor.

The Advanced Placement Latin course follows the syllabus for the Advanced Placement examination. Students will translate selected passages from Books I, II, IV, and VI of Vergil's "Aeneid" and Books I, IV, V, and VI of Caesar's "Gallic Wars." The works will be studied as examples of the epic and commentary, respectively. The goals of the course are to translate Latin literally, scan dactylic hexameter, identify and analyze figures of speech, and write essays focused on themes found in the texts. Students will sit for the AP examination in May.

- **Credit:** 1.0

ADVANCED LATIN SEMINAR

For students who have completed AP Latin, this course offers an opportunity to read a wide range of Latin texts, tailored to the interests of the students and teacher. Possibilities span the entirety of Latin literature, from Plautus' comedy (200 BC) to Isaac Newton's science (1600 AD). Students will be expected to prepare challenging Latin and discuss the ideas and grammar of each text with insight and accuracy. A final research paper serves as the capstone of the course, as each student will select an author and investigate a question of enduring interest.

- **Credit:** 1.0

ANCIENT GREEK I

Prerequisite: completion of Latin requirement with at least “B” average and permission of the instructor

In this course, students will master the Ancient Greek alphabet and the introductory levels of grammar and syntax. Readings (in the original and in translation) will focus students’ attention on the life and times of Greek civilization, particularly The Persian Wars and events in Periclean Athens. Students will also spend time acquiring deep knowledge of English derivatives from Ancient Greek. Finally, we will study selections from two of the most enduring stories of Western civilization, “The Iliad” and “The Odyssey.” A recitation from one of these two poems will form a part of the students’ culminating work in this course.

- *Credit* 1.0

ANCIENT GREEK II

Building on their strong Greek I foundation, students in Greek II spend significant time mastering the past tenses (the imperfect and aorist). To their knowledge of the active and middle voices, students add the passive voice of verbs, as well as the study of the comparison of adjectives and relative clauses. Students read excerpts from Heraclitus in the original language, and continue to explore the works of Homer, Herodotus, and Thucydides in translation. Particular emphasis is placed on English derivatives from Greek.

- *Credit* 1.0

ANCIENT GREEK III

Using ATHENAZE Book II, we complete our hard work by looking at the final constructions in Greek so that we can embark on a well-deserved journey of reading and discussing what the Greeks wrote about themselves, their thoughts and reflections on what constitutes a good life and what they saw as the perils – and joys - of this world. We usually focus on one key text (usually Plato’s ‘Apology’) and other extracts from other authors (prose and verse) using ‘A Little Greek Reader’ edited by James Morwood and Stephen Anderson.

- *Credit* 1.0

ANCIENT GREEK IV

The journey through the literary treasures bequeathed to us by the Greeks continues. We focus on one Greek tragedy (for 2019/2020 this will be Sophocles’ ‘Antigone’) and aim to read also a major part of Plato’s ‘Symposium’ together with everything from inscriptions to Lucian’s satirical depiction in “The Downward Journey” of an underworld in which a cobbler (pleasingly) fares better than a king. In addition, using the excellent recently published, *An Introduction to the Composition and Analysis of Greek Prose* by Eleanor Dickey, we put ourselves to the test of translating English into fine Greek prose.

- *Credit* 1.0

WORLD LANGUAGES

FRENCH I

This course introduces students to the basic grammatical principles of the French language. It prepares students to identify objects, sounds, and words; to engage in basic conversation and greetings; to describe people physically and emotionally; to master the present and near-future tenses; to build vocabulary skills; to study concepts of gender and noun-adjective agreement; to discuss individual sports, household items, and weekend activities; and to become aware of the French culture, style, and cuisine.

- **Text:** *Discovering French Nouveau, Bleu Level 1*
- **Credit:** 1.0

FRENCH II

This course reviews and builds upon the material studied in French 1. Students learn to communicate and express themselves effectively in many aspects of their daily life. They also are able to talk about their plans for the future, describe past events, and discuss hypothetical conditions. This course also introduces students to various past tenses and more complex verb groups. Class is conducted almost entirely in French.

Text: *Discovering French Nouveau, Blanc Level 2*

- **Credit:** 1.0

HONORS FRENCH II

Prerequisite: B in French I and recommendation of teacher

This course is designed for motivated students who have excelled in French I. The course covers the regular French II curriculum at an accelerated pace; it also covers vocabulary and more complex grammatical structures not covered in the regular class. Throughout the year, students will work to improve fluency in speaking and understanding, as well as to improve their ability to read and write. The class is conducted almost entirely in French.

- **Text:** *Discovering French Nouveau, Blanc Level 2*
- **Credit:** 1.0

FRENCH III

French III reviews and builds on the grammar and vocabulary taught in French II to consolidate and expand the skills of listening, speaking, reading comprehension, and writing in French. Students study future, conditional, and subjunctive tenses and are introduced to the variety of the literature of the French-speaking world, which includes authors from France, Africa, the Caribbean, and North America. In addition, the course emphasizes the study of French culture and cross-cultural understanding, especially through the use of authentic materials. Students also experiment with their written expression through different formats, including journals, biography, blog entries, and independent projects. The class is conducted entirely in French.

- **Text:** *Discovering French Nouveau, Rouge Level 3*
- **Credit:** 1.0

HONORS FRENCH III

Prerequisite: A- in French II; C- in Honors French II

This course is designed for students who have a strong interest in the language and who intend to pursue their study of French in the Advanced Placement program in the following years. Students are introduced to literary works by French and Francophone writers. The focus is on precision, correctness and authentic pace in the use of language. Students are expected to perfect their command of grammar through a review of all grammatical concepts. Students are expected to read, discuss, and write essays on works of literature.

- **Text:** *Discovering French Nouveau, Rouge Level 3*
- **Credit:** 1.0

FRENCH IV

This course is designed for students who have a strong interest in the French language and who intend to pursue their study of French. Students are introduced to some literary works by French and Francophone writers. The focus of writing instruction is on precision, correctness and authentic pace in the use of language. Students are expected to perfect their command of grammar through a review of all grammatical concepts. At this level, students are expected to read, discuss, and write in French with some fluency. Students in French V will be expected to complete more challenging assessments.

- **Credit:** 1.0

HONORS FRENCH IV

Honors French IV is a foundation for the Advanced Placement course in French. The course provides grammar review as well as the introduction of new grammatical topics like *le plus-que-parfait*, *le conditionnel passé*, or *le futur antérieur*. There are also ample opportunities for students to participate in frequent conversation groups, write compositions, read literary works, and be able to discuss and/ or summarize in the target language. In addition, numerous reading selections as well as auditory or visual pieces serve as the basis for vocabulary development and class discussion. The course is conducted exclusively in French and students are encouraged to practice the target language on a daily basis with their teacher and peers.

- **Credit:** 1.0

FRENCH V

Students will engage in a course designed to provide the advanced learner of French with the opportunity to strengthen oral proficiency; reinforce written expression; and to highlight cultural competency. In order to do so, the course seeks to emphasize authentic language learning by exposing students to a wide variety of communicative activities. The course content is structured around themes and promotes exploration of the language in context to develop students' understanding of the target culture. Within each theme, students will work on all aspects of communication: listening, speaking, reading, and writing. The course is conducted exclusively in French, and students are encouraged to practice the target language on a daily basis with their teacher and peers.

- **Credit:** 1.0

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible, practices, and perspectives on French culture.

- **Credit:** 1.0

MANDARIN CHINESE I

This course is designed for beginning Chinese learners who have little or no Chinese language skills. Students will learn to carry out basic communicative tasks in Chinese, introducing themselves, ordering food, and discussing likes and dislikes, family, and life at school. Students will build a strong foundation in not only speaking and listening but also in writing and reading, mastering at least 150-200 Chinese characters and mastering the Romanized writing system (pinyin). In addition to the focus on communicative language skills, students will become more familiar with some of the major issues and philosophies of the Chinese speaking world. At the same time, they will be encouraged to reflect upon their own cultural assumptions and instincts as they become familiar with a radically different language and culture system.

- **Text:** 欢□ *Huanying, Volume 1*
- **Credit:** 1.0

MANDARIN CHINESE II

This course builds on students' mastery of simple communicative competence and familiarity with the Chinese language system and culture and increases their familiarity with conversational and written Chinese. Students will master at least 200 more Chinese characters and gain accuracy in tones and pronunciation while learning to discuss more exciting topics, such as shopping, hobbies, everyday school items, entertainment, and Chinese geography. Students will learn to give simple Chinese presentations about characters and geography. As they gain a firmer foundation in Chinese communication, they will be encouraged to take advantage of opportunities to study abroad.

- **Text:** 欢□ *Huanying, Volume 1*
- **Credit:** 1.0

MANDARIN CHINESE III

This course marks a clear transition for students who have completed the first two years of Chinese. Students have been exposed to and mastered enough of the idiosyncrasies of Chinese (tones, characters, and word order) that they are ready to function almost completely *in* Chinese while moving on to learn more. Students are exposed to a much higher number of new vocabulary, characters, and grammatical structures that allow them to communicate about travel, transportation, diet, health habits, and climate. Students learn to communicate about Chinese culture completely in Chinese, learning to tell basic stories about Chinese holidays and myths. Students also have their first opportunity to read a full story in Chinese from a series. Classes are held almost entirely in Chinese, so students have ample opportunity to develop communicative strategies to interpret and convey meaning even when they have not been given specific vocabulary items.

- **Text:** 欢□ *Huanying, Volume 2, Chinese Breeze Graded Reader Series*
- **Credit:** 1.0

MANDARIN CHINESE IV

Students will continue to improve their abilities to navigate routine tasks and social situations. Students will master many new characters, grammatical structures, and vocabulary items as we explore topics such as shopping, illness, work and volunteering, school life, family structures, and teenage life in China and the US. In addition to these topics, we will spend more time decoding authentic texts from the media, engaging in independent reading and writing, and learning about Chinese philosophy and society through Chinese. Classes are held entirely in Chinese, so students have ample opportunity to develop communicative strategies to interpret and convey meaning even when they have not been given specific vocabulary.

- **Text:** 欢□ *Huanying, Volume 2 and 3, Chinese Breeze Graded Reader Series*
- **Credit:** 1.0

ADVANCED PLACEMENT CHINESE

Offered with sufficient enrollment

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, this course is taught almost exclusively in Chinese.

- **Credit:** 1.0

ADVANCED MANDARIN CHINESE SEMINAR

This course is for students who have completed AP Chinese, this course offers an opportunity to read, listen to, and discuss a wide range of texts, tailored to the interests of the students and teacher. While students continue to work toward acquiring advanced proficiency in all skill areas, they will practice accessing authentic materials intended for a native speaker audience, whether through Chinese film, short stories, novels, periodicals, or social media. Students will be expected to engage in these authentic materials through discussion, writing, and presentations.

- **Credit:** 1.0

ARABIC I

Students in Arabic I will discover Arabic language and culture. Students will be encouraged to explore their own assumptions and presumptions about Arabs and the Middle East as well as to discover how their own goals and interests relate to Arabic. Students will learn the Arabic alphabet, learn to introduce themselves and talk about their immediate environment. The course will prepare students to achieve the High Novice level as outlined by the ACTFL proficiency guidelines.

- **Credit:** 1.0

ARABIC II

Students in Arabic II will master the Arabic alphabet. The course will aim to help students Achieve the High Novice/ Low Intermediate distinction as outlined by the ACTFL proficiency guidelines. Focus will be on communication and particularly on the spoken language. Speakers at the Intermediate Low sublevel are able to handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation centers on predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. They will be able to answer direct questions or requests for information. They are also able to ask a few appropriate questions.

- **Credit:** 1.0

ARABIC III

Students in Arabic III begin to cement proficiency through daily speaking, listening, and reading practice using authentic materials. The style of class is communicative in nature, and students are expected to speak in the target language to the best of their abilities. The target proficiency is intermediate mid-low as outlined by the American Council on Teaching Foreign Language, meaning students are able to speak in full sentences with regularity on topics of daily concern, however with polish and practice, students will be able to speak at the full paragraph level on topics of daily concern. Students will begin to be exposed and are expected to begin critically examining topics of general concern facing the Arab World, like Arab food,

education, and dialects spoken across the Arab World. Students are expected to analyze and discuss reading and listening activities taken from the text ‘Focus on Contemporary Arabic’ and produce written/spoken analyses of these texts.

- *Credit* 1.0

ARABIC IV

Students in Arabic IV work to raise their proficiency through daily speaking, listening, and reading practice using authentic materials. The style of the class will be communicative in nature, and students are expected to speak in the target language to the best of their abilities. Students work to describe and ask a variety of questions and begin to speak in all major time frames. Finally, students are expected to speak at the full paragraph level on topics of daily concern, and some general issues facing them. The target proficiency is intermediate mid-high, as outlined by the American Council on Teaching Foreign Language. Students read and listen to authentic material taken from the text ‘Focus on Contemporary Arabic,’ as well as other sources, and they work to build their abilities to hold Socratic seminar discussions in Arabic. Students also develop their abilities to further speak on themselves, their communities, and general problems facing their communities, and problems facing the Arab World. In addition, students begin to develop their writing abilities to write in coherent paragraphs.

- *Credit* 1.0

ADVANCED ARABIC

The Advanced Arabic course is our highest-level Arabic course. It targets advanced proficiency across all four language skills. Students begin this course with a minimum intermediate proficiency and may take the course several times as they continue to develop. The course is conducted in Arabic and investigates issues central to the Arab world- customs and traditions, politics, society, religion, identity and education. Students develop skills primarily through content-based instruction. In this format, language becomes the medium through which students learn about their interests related to Arabic culture. Students read articles, listen to interviews and videos, participate in conversations, and write reflections in much the same way they might for their English language classes. The course also includes some traditional instruction in grammar and drills to develop fluency and ease of expression. At the end of their work, students may take the NEWL exam which is the AP equivalent in Arabic.

- *Credit* 1.0

VISUAL AND PERFORMING ARTS

STUDIO ART I

As a foundational course, the assignments in Drawing and Design will first focus on realism with an emphasis on learning to see with a more critical eye and on discovering individual interests. In the second half of the course, students will turn their attention to color and painting. The focus will be on color theory, color mixing, value in color, painting skills, and how materials affect the image. As we move from skill building to painting and pastel drawing as a creative process, students will begin to explore their ideas as they make increasingly more of the decisions regarding the size, materials, techniques and styles of their work. Students will also make introductory explorations into abstraction. Curiosity and willingness to take risks will be encouraged as students build their skills with both wet and dry media, and as they learn to navigate the creative process.

- *Credit*. 0.5

STUDIO ART II

This semester long course is designed to further develop the concepts and skills learned in Art I and is available for second level art students. Students will use the skills and techniques learned previously to enhance artwork in two and three-dimensional design using a variety of different media. Media includes drawing, painting, plaster sculpture, and printmaking. Students will be asked to solve more complex problems and will develop an ability to make effective choices concerning media, techniques, subject matter, and compositional design. There will be weekly art journal and digital photography assignments. Students will also create an online blog and portfolio documenting their work over the semester. This course is a prerequisite for Art III.

- *Credit*. 0.5

STUDIO ART III

This semester long course is meant for third level art students who have completed Art I and Art II. Skills learned in Art I and Art II are incorporated and enhanced through this course. Each student will use their prior knowledge in the previous courses to investigate more thoroughly two-dimensional and three-dimensional media including drawing, painting, sculpture, and printmaking. Each project is designed to encourage students to take risks and challenge themselves creatively. Students must show initiative and good work habits in addition to being interested in art. There will be weekly art journal/digital photography assignments, and students will continue documenting their work using the blog designed in Art II.

- *Credit*. 0.5

GENERAL MUSIC

What is music? How is it important to humanity? Is it just a nice thing to have around or is it as Yo-Yo Ma put it, "... *one of the ways we can achieve a kind of shorthand to understand each other?*" The goal of General Music is to give each student a broader and deeper understanding of music. The course is divided into four distinct sections: theory, history, appreciation, and application. By the end of the semester, each student will be able to: identify and explain the four fundamental components of music; appreciate varied styles of music, and identify major pieces of work; be able to identify by ear, the differences between the four major musical instrument groups and time periods; and have a deeper knowledge of the origin of western music. Students will also be provided the opportunity to create an original piece of music using MIDI equipment and computer programming. General Music will be taught using a collection of readings from an assortment of books and articles.

- *Credit*. 0.5

INTRODUCTION TO DRAMATIC PERFORMANCE

if sufficient demand

In Introduction to Dramatic Performance, students will learn to speak with correct diction, hold their posture, and project their voices when speaking in public - in essence they will cultivate their own "presence". Students will study the writing and performing work of Anna Deveare Smith, in addition to famous speeches by other notable public figures. Students will have numerous opportunities to perform in front of their peers in order to hone their technique.

- ***Credit*** 1.0

DIGITAL PHOTOGRAPHY

This course will improve students' ability to see. Students will learn how to use a camera to take interesting photographs. They will also learn something of the history of photography and about a few photographers. Students will create their own portfolio and will present their work to the class.

- ***Credit*** 0.5

CHOIR

This choir course is open to anyone who has an interest in singing. The choir will experiment with a diverse collection of music from the Renaissance to modern day. Students will sing with assorted instruments and also a cappella. Students will train their ears to sing in unison up to four-part harmony. Based on progress and numbers, the group will perform for the school and at public venues in order to acquire more experience in performance.

- ***Credit*** 1.0

LATIN VOICES

An intermediary choir between the more general Choir and the specialized Honors Choir, Latin Voices allows those students who have some experience and expertise in singing to participate in a choir together. Students must be chosen to be part of this group.

- ***Credit*** 1.0

JAZZ BAND

This ensemble is a select group of students who will play and perform classic jazz standards. The ensemble aims to play outside of the school for adjudications and competitions. Each player is also required to have one private lesson per week. Beginners are welcome!

- ***Credit*** 1.0

HONORS CHOIR

Honors Choir is a small troupe of singers selected by audition. Members of this choir are expected to learn the basics of sight-singing using solfege and are tested bi-monthly on the progress of their reading. This choir sings repertoire ranging from the Renaissance to the pop music composed today. Students are expected to sing in 3-8-part harmony and are given quartet tests to show mastery of the piece. As this is an honors class, students are responsible for learning some of their music on their own and are expected to attend occasional weekend rehearsals in order to prepare for monthly performances.

- ***Credit*** 1.0

ADVANCED MUSIC THEORY

Prerequisite: previous musical training and/or successful completion of General Music

Music is such a joy! Beyond the sounds of performance, lie sheets of paper with little dots on them: little mathematical puzzles. These little puzzles create the sounds to which we devote our ears and our hearts. These little puzzles will guide our class through Advanced Music Theory. Advanced Music Theory (AMT) will be divided into four sections: Review of Basics, Scales and Intervals, Chords, Melody and Harmony, and Harmonic Analysis and Form. By the end of the semester, each student will be able to: clap any basic to intermediate-level rhythm; write any basic rhythm upon hearing it; identify, sing and write all types of scales; write a melody upon hearing it; and write their own pieces of music using MIDI equipment and computer programming. Music instruction will be leveled to allow for greater appropriateness of pacing and content. All students will have access to both remediation and enrichment opportunities.

- **Text.** *Music Theory: A Practical Guide for all Musicians*, Tagliarino; *Music in Theory and Practice*, Benward and Saker
- **Credit.** 0.5

FINDING YOUR VOICE

Students will learn public presentation skills that will last a lifetime. Our focus will be on helping students make a personal connection to the material they work with. They will develop oral presentation, analytical, and critical thinking skills through close reading, empathetic listening, and guided self-expression. Through the presentation of speeches, monologues, and dramatic interpretation, the course will help students develop a source of "charisma on command," and acquire practical, real-world tools for the articulation and presentation of their authentic selves.

- **Credit.** 0.5

HEALTH AND PHYSICAL EDUCATION

Note: All students are required to participate in four “seasons” of physical activity. During these four seasons, students can participate in a sport, whether it is a competitive or non-competitive sport, either of which will require students to be active and to understand the importance of physical activity in their lives. These four seasons, taken together, satisfy the one-credit physical education requirement.

- **Fall:** Cross Country, Soccer, Volleyball, Strength/Circuit Training
- **Winter:** Basketball, Indoor Track, Swimming, Winter Conditioning, Cheerleading, Yoga, CrossFit, Self-Defense
- **Spring:** Softball, Outdoor Track and Field, Ultimate Frisbee, Spring Conditioning, Lacrosse, Volleyball Skills

DANCE

As both an academic credit and a physical education credit, students may take a semester or a year of dance. The nature of the course varies according to the interest and experience of the students, but the emphasis is on developing proper techniques for dancing in all styles. Emphasis is placed on the fitness necessary for engaged dancing.

- **Credit:** 0.5/1.0

HEALTH

This course is designed to promote the physical, mental, and social well-being of the individual. Areas of study include structure and function of body systems, physical fitness, communicable and noncommunicable diseases, nutrition, environmental health, mental health, stress, first aid, sexual education, alcohol and tobacco, and other drugs. Students are also given opportunities to explore their own feelings and values with an emphasis on making responsible, healthy choices now and in the future.

- **Credit:** 0.5

OTHER COURSES

SENIOR SEMINAR

This is a course to help seniors through their final year as it relates to the college application process. It will also include components related to executive functioning skills that will assist them in navigating the college process as well as the transition from high school to college. This class will help seniors take better control of the college application process and successfully navigate and manage senior year.

- **Credit:** 1.0

DIGITAL HUMANITIES

Digital Humanities lies at the intersection of digital technology and the humanities, exploring how technology is impacting the human experience. We will spend much of the class thinking about how truth, goodness, and beauty are both created and changed in digital spaces. In pursuit of these questions, students will create and manage a blog, submit weekly written assignments, and engage in Socratic Seminars.

- **Credit:** 1.0

NINTH GRADE BRIDGE PROGRAM

Prerequisite: students must be new to Washington Latin in the 9th grade

The Ninth Grade Bridge Program provides students with exposure to the academic and extra-curricular life of Washington Latin. It is an opportunity for new students to acquaint themselves with Washington Latin's academics and student life before the school year officially starts. The Bridge Program covers three overarching themes: transitioning to high school at Washington Latin; exploration of the Latin language; and research methods for success in Upper School courses.

- **Credit:** 0.5

INTERNSHIP

Students at Washington Latin have the option to complete an internship towards their graduation requirements. The amount of credit will be determined by the hours committed to the internship. These internships can happen in any field. Students will work with a mentor and will give a final presentation in front of teachers and students. Students will receive credit but no grade for these internships.

- **Credit:** variable, according to the hours

COMPUTER PROGRAMMING

The summer enrichment program is an introduction to computer science. Students will learn the logic and structure of computer programming, working on cooperative challenges and creating animations and games to share and critique. Students will learn the basics of html to create their own websites. Students will also learn the basics of java as they create images and animations.

- **Credit:** 0.25

INDEPENDENT STUDY

Students may elect to work independently with a teacher on a subject of their choice. Any independent work must culminate in a final project.

- **Credit:** variable, according to the hours

MENTORSHIP

Students may serve as mentors to middle school students to gain academic credit.

- **Credit:** variable, according to the hours

LIBRARY/TECH INTERNSHIP

Through the Library/Tech Internship, students will serve the Washington Latin community and learn valuable workplace skills. In the library, students will get hands-on experience in the management of a 21st century learning and research center as they help with laptop checkout, create book displays and events, and shelve and process library books. In the tech office, students will learn the ins and outs of the school's computers while helping to deliver laptop carts to classes, updating computers when needed, and offering tech support to teachers in need. Note: first-time interns will need to get a form signed by a teacher or advisor.

- **Credit:** variable, according to the hours

FINANCIAL LITERACY

Financial Literacy is a course designed to introduce students to the concept of money management and personal finance. Upon completion, students will be equipped with the basic tools and knowledge that will allow them to create and manage a budget, set and achieve financial goals, save and spend wisely, understand credit and investing, and consider college and career planning.

- **Credit:** 0.25

INTRODUCTION TO PSYCHOLOGY

Semester-long course

This is a semester course that looks at the social and physiological forces that shape human behavior. Students use research studies to examine topics such as adolescence, social and moral development, memory, and motivation, all with the hope of gaining a greater understanding of ourselves and the people around us.

- **Credit:** 0.5

SAT PREPARATION

All juniors take a six-week SAT preparation course during their double-period study hall. The course covers basic preparation for both the Reading and Writing, and Mathematics portions of the SAT. The course also covers test-taking strategies.

- **Credit:** 0.25

YOGA

Do you ever feel stressed during the day? Yoga teaches you how to manage that stress while staying healthy. Students will practice yoga once a week during the double period, including both the poses and the breathing techniques associated with this ancient Indian art. Occasionally, this practice will be supplemented with lessons on the language, history and philosophy of yoga. Students will need to provide their own yoga mat and come to class in appropriate athletic attire in order to receive credit.

- **Credit:** 0.25 academic credit or 1 sports season

CONFLICT RESOLUTION/PEER MEDIATION

Conflict Resolution is an elective course for those students who are peer mediators in the school. Students who take this class are expected to be peer mediators. Students study the origins of conflict, interpersonal communication skills, and peer mediation theory and practice. In addition, students analyze domestic and international conflicts. This course is practice focused, emphasizing role plays and simulations of conflict resolution and mediation.

- **Credit:** 1.0

ONLINE COURSES

In limited circumstances, with the approval of the Principal, a student may take original or recovery credit through an online class. Washington Latin currently uses three nationally accredited online providers: The Keystone School, BYU Independent Study, and Penn Foster High School. The following courses are eligible for credit at Washington Latin.

The Keystone School

- Health/Nutrition and Wellness
- Music Appreciation
- Civics
- Consumer Math
- Music
- English
- Health Science
- Introduction to Agriscience
- Computer Fundamentals
- Forensic Science
- Creative Writing
- Criminology
- Chemistry with Lab
- Government
- Earth Science
- Integrated Math
- United States History
- Geometry

BYU Independent Study

- Music
- Health
- Government
- Algebra II
- Biology
- Chemistry
- English 11
- Geometry

Penn Foster High School

- Music
- World History 1

Additionally, students may earn 0.25 credits for Financial Literacy through successful completion of the Federal Deposit Insurance Corporation's (FDIC) Money Smart online financial literacy course.