



2020-2021 SECOND SEMESTER ELECTIVE COURSE OFFERINGS

*Latin's graduation requirements include: a 0.5 credit (a semester) of visual arts, music, health, DC History, and government, as well as financial literacy (0.25 credit). Students may choose when they take these required courses (indicated with * in the list below). In addition, they must complete 3.5 credits in other electives over the course of their four years of high school.*

ANATOMY AND PHYSIOLOGY

Credit: .50

The human anatomy and physiology curriculum is designed to continue student investigations by integrating the structures and functions necessary for human life. While distinct anatomical and physiological systems (digestive, respiratory, etc.) will be covered, the curriculum is extensively performance and laboratory based. Whenever possible, careers related to medicine, research, healthcare and modern medical technology will be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) will be emphasized.

ASTRONOMY

Credit: .50

Prerequisite: 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.

COLLEGE WRITING - GRADE 12

Credit: .50 or 1.0

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.

COMMUNITY ART* *Meets visual arts requirement*

Credit: .50

Some art tells us about the skill of the artist, while some tells us about who we are as a collective. In this class, we'll learn about and make large scale art projects, performance art, and site-specific sculpture. Drawing with charcoal, sculpting with cardboard, and painting will be used to explore and express individual ideas reflecting these topics. If you would like to learn more about blurring the boundaries between art and life, this is the class for you.

CREATIVE WRITING

Credit: .50

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 sample writing in new genres rarely covered in class, including Mystery, Science Fiction, Historical Fiction, Musicals, Magic, Modern Takes on Greek and Norse Mythology. Students will build skills like creating a strong sense of setting, using dialogue, developing character, adding tension through conflict, writing emotional climaxes, and experimenting with ironic twists, and powerful endings. Students will be expected to complete final drafts of 2-3 writing projects per quarter. Students will engage in free-writes, modeled workshops, and peer editing and peer feedback. They will use the drafting process to elaborate, revise, cut extraneous language, and improve tension and emotion in their writing. Anchor texts will include readings by Edgar Allan Poe, Ray Bradbury, Rick Riordan and Roald Dahl.

DC HISTORY* *Required*

Credit .50

This course on the history of Washington, D.C. will be focused primarily on the political and cultural developments that helped shape the nation's capital. Starting with Native American civilizations that pre-dated European settlement, the founding of the

Capital, and its early years as a federal municipality, students will examine how Washington, D.C. 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.

ECONOMICS

Credit: .50

Why do we charge money for water but not for air? Why is it legal in Iran to sell your kidney? Why were \$1,000 tickets to *Hamilton* actually priced too low? Why is zero unemployment bad? When is inflation good? What can the price of a Big Mac in Tokyo tell us about the world? What do leaf-blowers and bottles of champagne have in common? Why is it the best decision to get up and leave in the middle of a movie you dislike? When should an airline fly an empty plane? How many cereal choices are too many? These questions have one thing in common: the fascinating field of economics addresses them all. In its simplest form, economics is the study of decision-making. This semester elective will provide an introduction to the field of economics: microeconomics (choices of individuals and businesses) and macroeconomics (the economy as a whole). Students will learn to think like economists and will be introduced to real world applications of economic concepts such as supply and demand, inflation, opportunity cost, marginal utility, GDP, and others. Students will use and apply tools such as graphs to their understanding and analysis of economic principles. The course will also provide a foundation for students who wish to continue the study of economics in college.

FINANCIAL LITERACY* *Required*

Credit: .25

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.

GENERAL MUSIC* *Meets music requirement*

Credit: .50

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.

HEALTH* *Required*

Credit: .50

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 (including consent), 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, including in building strong and healthy relationships.

INTRODUCTION TO ROBOTICS

Credit: .50

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 Common Core Standards in Mathematics, English Language Arts and Career Readiness and Next Generation Science Standards.

INTRODUCTION TO WORLD RELIGIONS I: THE ABRAHAMIC FAITHS

Credit: .50

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?

MINDFULNESS AND MEDITATION

Credit: .25

This class will meet twice a week to learn the basics of meditation and its applications in our lives. The course seeks to provide a tool for grounding ourselves against the fluctuations and challenges in life. Much of the class period will be dedicated to practicing meditation, and the rest will be on understanding the brain. This focus will result in strategies and techniques for managing stress, anxiety, reactivity, sleep, and sharpening concentration. The Pass/Fail class will be held two times per week.

PERFORMANCE STUDIES IN THEATER

Credit: .50

Using Aristotle's *Poetics* as a jumping-off point, this course will explore theater from page to stage as a live performing art. The class will focus on contemporary American Theater and explore topics ranging from the relationship between theater and society including structural racial inequality, family dynamics as well as the crafts of acting and playwriting. Students will read award-winning plays and rehearse and perform scenes from a wide range of theatrical traditions, engage with live performances and video archives of past performances, and write their own short works for the stage. This will be a seminar that meets weekly on Wednesdays.

SPANISH FOR HERITAGE SPEAKERS

Credit: .50

The Spanish for Heritage Speakers course provides students an opportunity to formalize existing skills while building academic Spanish skills through conversation, presentation, reading various texts, and writing. The HSS course offers students a way to learn more about their language and cultural heritage, as well as improving literacy in Spanish and thus enhancing their future career opportunities.

STUDIO ART I* *Meets visual arts requirement*

Credit: .50

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.

THE TRIALS OF ODYSSEUS AND THE INVISIBLE MAN

Credit .25

What happens when two great works of literature converge? If you are interested in comparing a classical work with a modern classic, then this mini course might be for you. Homer's *Odyssey* and Ralph Ellison's *Invisible Man* share threads of the journey narrative. Please join Mr Clausen and Ms Seid in a discussion of excerpts from these works.

UNITED STATES GOVERNMENT* *Required*

Credit: .50

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 learn how to engage in informed civil discourse through Document-Based-Questions, Socratic Seminars, and frequent discussion on topics of relevance to students. Students who take the course in the spring will learn about how to argue a court case through participation in the DC Circuit Court Historical Society mock court program.

Students begin the year by examining the philosophical and legal underpinnings of the U.S. government, including the philosophies of Thomas Hobbes and John Locke, the Declaration of Independence, and the Constitution. 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, as they distinguish the platforms and ideologies of the major

political parties. 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 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:** *The Articles of Confederation*, *The Declaration of Independence*, *The U.S. Constitution*, and excerpts from various Supreme Court decisions.