
Upper School
Course of Study

2016-2017



PROVIDENCE DAY
SCHOOL



Academic Program

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INTRODUCTION

Since choosing courses next year and beyond constitutes the basis of a good education, students should plan each year as part of a larger course of study, remembering that long-range goals may influence or constrain choices for the next year. Breadth, depth, and rigor are important considerations, but so is balance. Students should select courses that are challenging and stimulating, yet manageable. Courses taken should also be ones that allow students to pursue areas of interest while being introduced to new areas of learning. Students will no doubt change their career goals over the years, but they will preserve their options by taking as broad a range of courses in English, history, mathematics, science, World Language and electives as possible.

Students and parents should read the entire catalogue carefully and recognize that the diploma requirements represent only a minimum level of expectation that Providence Day believes is necessary in a student's education. The following questions that need to be considered in the planning process: Do the course selections fulfill the annual course load requirement? Will the courses selected over the high school career fulfill the graduation requirements? Are the courses selected compatible with the student's ability and interests?

Courses students choose represent only the beginning of their education. Often, there is not room to take every discipline each year or even to allow for every exciting course over the Providence Day career. College will offer students the opportunity to explore a broader range of courses, provided they have prepared themselves as well as possible with a strong foundation at Providence Day School.

Mission/Philosophy

MISSION STATEMENT

Providence Day exists to inspire in its students a passion for learning, a commitment to personal integrity, and a sense of social responsibility.

SCHOOL PHILOSOPHY

Providence Day School centers all goals and efforts on the comprehensive development of the student. The school provides a strong college preparatory education and guides growth through an appreciation for aesthetic, cultural, and moral values. The school creates an environment that encourages the importance of education and the value of approaching life with confidence and enthusiasm. Parent involvement and support of the efforts of the school are essential to each student's success. Moreover, the school relies on the larger Providence Day family, including trustees, parents, students, alumni, and friends of the school as a powerful team to achieve its goals.

Teachers at Providence Day expect students to reach their full academic potential - to develop the ability to question critically, to learn openly, to listen actively, to think creatively, and to communicate effectively. Advanced and individualized instruction provide students with the knowledge and incentive to excel in a college setting as well as in their chosen careers.

Students at Providence Day recognize that they are preparing for a future of leadership and responsibility. The faculty and staff realize that, while these students require challenging, stimulating academic programs, a wide range of enrichment opportunities enables them to become responsible, sensitive, mature young adults with diverse abilities and interests. Therefore, Providence Day provides activities of a varied nature

at all grade levels to aid students' appreciation of their culture, community, and world. A strong program of athletic competition also provides students at Providence Day with opportunities for personal growth.

Graduates of Providence Day are enriched as individuals, academically confident to face the challenges of additional educational opportunities. Lasting friendships and personal bonds with students and faculty are the result of the strong commitment shared by everyone in the school family to help students continue to achieve.

The Providence Day curriculum is strongly rooted in the liberal arts tradition. At the same time, it is open to change as departments review and revise their offerings based on the skills students will need in the twenty-first century.

Class size averages under twenty students per section to meet the needs of an able and active student body. Of the courses offered, over seventy-five have but a single section (including Advanced Placement courses in twenty-eight subject areas).

Students spend five to six hours each day in classes and should expect to spend two and a half to four hours per day outside of class in preparation. An effective education cannot be measured by the amount of time expended, of course, but a lasting education requires considerable effort on the part of students, and those who attend Providence Day need to have high expectations of themselves.

Normally, students at Providence Day enroll in at least five academic courses each semester while taking one or two non-academic elective courses. Some students, usually seniors, who face an unusually demanding semester, are occasionally advised to take four courses, provided at least three are Advanced Placement. The academic year at Providence Day consists of thirty-six weeks.

While Providence Day's classes begin at 8 a.m., teachers are available from 7:45 a.m. In this tradition, students may find teachers in their classrooms and office areas each day of the week should they have questions or wish to discuss an academic issue. Teachers frequently encourage and require students to attend morning, lunch, or after-school review or discussion sessions.

Each student has an Advisor; this member of the faculty has the responsibility of guiding the student in shaping a well-thought-out, long-term academic program incorporating both breadth and depth. In planning a program of studies, the student's needs and aspirations are carefully considered, in addition to the necessity of meeting all of the diploma requirements. These needs may include college and career plans, strengths and weaknesses as revealed by previous performance and aptitude tests, and character and personal development.

Advisors prepare a written selection of courses for each advisee; a copy of this selection is sent home to parents in March. Advisors welcome information and suggestions from parents concerning student course selection. In addition to the Advisor, the Upper School Head approves the student's course selection.

Students have the opportunity to select Advanced Courses that have been determined by the departments as being above average in difficulty. These courses are given extra weight (five points) when computing a student's grade point average, determining honor roll status and membership in the National Honor Society. Advanced Geometry, Advanced Algebra II/Trigonometry, Advanced Precalculus, Advanced Analysis, Advanced Calculus, Advanced Differential Equations and Advanced Linear Algebra, Advanced Calculus III/ and Calculus Topics, Advanced Global Leadership, Advanced European Literature, Advanced Current American Literature, Honors Band, Honors Chorus, Honors Strings, Level 6 of Spanish, French, and Mandarin Chinese, and Levels 5 and 6 of Latin are considered advanced. Students making below a 70 in an advanced course do not receive any extra weighting.

Students of superior promise may prepare for the AP examinations of the College Entrance Examination Board by taking special AP

courses or a suitable program of upper-level electives. AP programs are currently offered in English Literature and Composition, English Language and Composition, Calculus AB, Calculus BC, Statistics, U.S. Government and Politics, Computer Science, Environmental Science, Physics, United States History, World History, European History, Psychology, Human Geography, Microeconomics, Macroeconomics, Biology, Latin, Spanish Language, Mandarin Chinese Language and Culture, French Language, German Language, Studio Art, Art History, Chemistry, and Music Theory. Students who take an Advanced Placement course must purchase their books and take the AP exam at the end of the year. The cost of the exam is approximately \$92. These courses are given extra weight (ten points) when computing a student's grade point average. Students making below a 70 in an AP course do not receive any extra weighting.

Students may also choose to delve deeper into global leadership through the Global Studies Diploma program. This second diploma explores a focused curriculum in global studies, challenges students to enrich their cultural awareness, and embark on a journey as a global citizen

Graduates, almost without exception, go on to four-year colleges, where they find themselves well prepared. In an environment where excellence is the norm, students challenge each other, and dedicated teachers listen, encourage, and inspire. Students leave Providence Day having learned to think critically and communicate effectively. Students achieve much more than test scores attractive to college admissions offices; they prepare for success in college and beyond. With the help of committed teachers, students learn to take responsibility, overcome barriers, and assume leadership.

Promotion Requirements

Promotion in the Upper School is based on the following criteria:

Entering Grade 10:

To have sophomore standing, a student must have earned at least four units of credit, including one unit each of English and math.

Entering Grade 11:

To have junior standing, a student must have earned at least ten units of credit, including two units each of English and math, two laboratory science units, and two units of history.

Entering Grade 12:

To have senior standing, a student must have earned at least sixteen units of credit, including three units each of English and math, two laboratory science units, two units of history, one unit of World Language and have met the computer literacy requirement.

In order to graduate, a student must earn at least twenty-two and a half units of credit with a distribution of courses outlined in the Graduation Requirements Schedule. In addition, all seniors must successfully complete a senior project.

Graduation Requirements

Students are required to earn a total of twenty-two and one-half (22.50) units of credit during grades nine through twelve and successfully complete a senior project in order to receive a diploma. The number of required units is as follows:

COURSES	UNITS	COMMENTS
English	4.0	One course per semester is required. English I, English II, and Writing Seminar or AP Language and Composition, or Writing in the Digital Age are required.
Mathematics	4.0	Algebra I, Algebra II, Geometry, and one year of math beyond Algebra II (usually Precalculus) are required.
Laboratory Science	3.0	Three years of a laboratory science are required: Physics, Chemistry, and Biology.
History	3.0	Three years of history courses are required. Students must take Global Civics, World History or AP World History, and U.S. History or AP United States History. Students entering Providence Day after grade 9 are not required to take Global Civics, unless seeking the Global Studies Diploma.
World Language	2.0	Two years of the same language in grades 9-12 are required. It is strongly recommended that students who are proficient and interested in a language continue beyond the requirement.
P.E and Health	2.0*	One year of physical education/health is required in grade 9. Students must also take physical education, one year or two semesters, in grades 10-12.
Fine Arts	1.0	One unit must be earned in Fine Arts. One year or two semester courses may be taken in Art, Band, Chorus, Strings, Theatre, Yearbook, Photography, or AP Art History.
Computer Applications	0.5	All students must receive a 1/2 unit of credit for Computer Applications. Students may exempt this requirement by taking a proficiency test or by having successfully completed (C average or higher) Computer Applications in the Middle School.
Electives	3.0	Any course taken beyond the required units listed above will be given elective credit. A student may count a maximum of two units in physical education and a maximum of two units in fine arts (Art, Chorus, Band, Theater, Yearbook, Strings, Photography) toward the 22.5 units required for graduation.
Total for Graduation	22.5	*A student may request to exempt one-half (1/2) unit of physical education by having participated on a junior varsity or varsity level athletic team(s) for three or more seasons while in grades 9 through 11. In addition, a student must successfully complete the PDS Physical Fitness Test with 300 or more points. Exemption must be completed before June 1 or the junior year.

Global Studies

PDS GLOBAL STUDIES DIPLOMA

Mission Statement

Our purpose is to develop within our students an ability to appreciate and value the differences among people locally and globally and to develop the knowledge, skills, and character to become active global citizens.

Goals

- ◆ Understand commonalities among all cultures.
- ◆ Appreciate new knowledge systems and ways of thinking about the world.
- ◆ Demonstrate a high proficiency in a spoken world language.
- ◆ Understand and promote the value of living to sustain the planet.
- ◆ Understand the connectedness and complexity of global issues.
- ◆ Demonstrate tolerance and an active empathy towards others in the world.
- ◆ Develop a genuine concern for world problems and a commitment to finding solutions.

Global Studies Diploma

The Providence Day School Global Studies Diploma program (GSD) allows students in grades 9-12 to choose a curriculum and a set of experiences that focus on developing successful and responsible global citizens. Students who earn the GSD will have the knowledge, skills, and values to understand and act purposefully in the local-global context. The GSD is in addition to the Providence Day School Diploma.

Joining the GSD Program

- ◆ Students in 8th grade may sign up for the GSD program at the end of their spring semester.
- ◆ Freshmen should sign up prior to the end of the freshman year in order to facilitate schedule planning.

- ◆ Sophomores may sign up for the program provided the student's world language level is sufficient to meet the world language requirement before graduation - successful completion of Year 5.
- ◆ Students who travel abroad, host an international student, or attend global events may be able to earn global points after they join the program provided the experience occurred within the previous six months of joining.

Students must maintain a grade of B- or better in all global studies courses taken to complete the GSD. A student who receives less than a B- may be put on probationary status by the Global Education Program Office. A review by the Academic Committee will determine probation if a global studies student earns a grade of less than a B- in any global education course. If placed on probation, a student will have the next academic semester to demonstrate academic success at a B- or higher level. At the end of that semester, the Academic Committee reviews the academic standings of the student's progress. If a student does not maintain an academic standard consistent to a B- or higher in all of the courses taken to complete the Global Studies Diploma including Global Leadership, he or she may be removed from the GSD program. In addition, a student who earns a D or below in a global studies course taken to complete the Global Studies Diploma will be dropped from the program without a probationary period.

CURRICULUM REQUIREMENTS

Required Courses

Students are required to take the following courses while in grades 9-12:

- ◆ Global Civics (1 year/1 credit)
- ◆ World History (1 year/1 credit) or AP World History (1 year/1 credit)

- ◆ World Language: Chinese, French, German, or Spanish. Starting in 2016-2017, all entering GSD students must take four (4) years of world language in high school (grades 9-12); students entering the GSD at a language level above level 1 must complete a minimum of level five in that language, and may enter a second world language to complete the four year requirement. *
- ◆ TWO Global Issues courses from any of the following four:
 - Global Issues Europe and the Americas (semester/.5 credit)
 - Global Issues Middle East and North Africa (semester/.5 credit)
 - Global Issues Asia (semester/.5 credit)
 - Global Issues Africa (semester/Summer term/.5 credit)
- ◆ Global Leadership (Advanced) (semester/.5 credit) **
- ◆ Comparative Government and Politics (semester/.5 credit)

*Latin may also count if taken through Year 5.

** Global Leadership Course (Advanced)

This course incorporates several dimensions of developing global leadership thinking, skills and action to include:

- ◆ A major research essay (20+ pages) that investigates and analyzes a world or regional problem that a student is genuinely concerned about and provides a meaningful and realistic solution.
- ◆ the study of leadership styles and their impact on group dynamics
- ◆ collaboration with students at schools in other countries to address a major global issue such as energy or development
- ◆ group travel to Washington DC to visit and learn from key government and non-governmental institutions that address global issues
- ◆ participation in a mock convention or role-playing activity to address a global issue

- ◆ a meeting at the end of the semester with faculty and staff to explain and defend the student's research--solutions essay (in both the student's World Language and in English)
- ◆ reflection on the student's experience in the Global Studies Diploma Program and how the student will continue to act as a global citizen after graduation

In the fall of the senior year, students will meet to define his/her global issue for the Global Leadership course.

Elective Courses

Two and one-half credits (2.5) are required from any of the following courses while in grades 9-12:

English

- ◆ Global Literature (semester/.5 credit)
- ◆ World Literature I (Advanced) (semester/.5 credit) & World Literature II (Advanced) (semester/.5 credit)
- ◆ Modern Dramatic Literature (semester/.5 credit)
- ◆ Literature of the Other: Marginalized in America (semester/.5 credit)
- ◆ Graphic Novels (semester/.5 credit)
- ◆ Shakespeare (semester/.5 credit)
- ◆ Writing in the Digital Age (1 year/.5 credit)
- ◆ AP English Lit (1 year/.5 credit) [students must complete two global assignments]
- ◆ Travel Literature: Study Abroad in Ireland (semester/Summer term/.5 credit)

History

- ◆ Eastern Religions (semester/.5 credit)
- ◆ Western Religions (semester/.5 credit)
- ◆ Social Entrepreneurship (semester/.5 credit)
- ◆ AP European History (1 year/1 credit)
- ◆ AP Human Geography (1 year/1 credit)
- ◆ AP Macroeconomics (semester/.5 credit)

- ◆ Human Rights and Reconciliation: South Africa (semester/Spring Break/.5 credit)
- ◆ Global Issues course beyond the two required (see “Required Courses” above) (semester/.5 credit)

Science

- ◆ AP Environmental Science (1 year/1 credit)
OR
- ◆ Bioethics/Biotechnology (semester/.5 credit)
- ◆ Tropical Ecology of Costa Rica (semester/Summer Term/.5 credit)
- ◆ Australia: The Global Impact of Environmental History (semester/Summer term/.5 credit)

Visual & Performing Arts

- ◆ AP Art History (1 year/1 credit)
- ◆ French Art: Rococo to the Contemporary (semester/Summer term/.5 credit) [Prerequisite: Art I or instructor approval]
- ◆ Italian Art & Architecture: Classical through Baroque (semester/Summer term/.5 credit) [Prerequisite: Art I or instructor approval]
- ◆ Global Theater (semester/.5 credit)

World Language

- ◆ Second Modern Language (through Year 2) (1 credit)
- ◆ Spanish Conversation, Composition, and Theater (1 year/.5 credit)

Physical Education

- ◆ International Games (semester/.5 credit)

GLOBAL ONLINE ACADEMY

A GSD student should register for one of these courses as if it will be offered in 2016-2017. A change can be made later if necessary. The student must get the approval and signature of the Upper School Head. Formal registration for online courses will begin in April. To learn more, please go to

<http://www.globalonlineacademy.org/the-goa-experience/courses/>

- ◆ Arabic Language Through Culture I (Year/1 credit)
- ◆ Japanese Language Through Culture I (Year/1 credit)
- ◆ Global Health (Fall Semester/.5 credit)
- ◆ 9/11 in a Global Context (Fall Semester/.5 credit)
- ◆ Comparative Religions (Fall Semester/.5 credit)
- ◆ Genocide and Human Rights (Fall or Spring Semester/.5 credit)
- ◆ Applying Philosophy to Modern Global Issues (Fall or Spring Semester/.5 credit)
- ◆ Comparative Politics (Spring Semester/.5 credit)
- ◆ Gender Studies (Spring Semester/.5 credit)
- ◆ Macroeconomics (Spring Semester/.5 credit)
- ◆ Energy (Spring Semester/.5 credit)
- ◆ Entrepreneurship in a Global Context (Spring Semester/.5 credit)

A GSD candidate course selection from the Global Online Academy must be:

- a course not offered at Providence Day School.
- a course approved as a global course defined by the Global Education Office.

The course will appear on the student’s transcript and will fulfill a GSD elective and a graduation elective credit.

A minimum GPA of 2.5 is required for approval to participate in a Global Online Academy course.

A world language may be chosen as an elective yet cannot be used to fulfill the world language graduation requirement for the GSD or PDS diploma. A second world language credit for one full GSD credit may be taken, and the language

must be outside of the romantic language category.

The course may be inserted into the regular academic day schedule or may be an additional course to the seven courses allowed in a schedule. Students are encouraged to allocate time in the school day for this course.

Acceptance into a course is prioritized by seniors, then juniors, then sophomores, and lastly freshmen.

The Upper School Office and the Global Education Office have the final approval of any student seeking to take a Global Online Academy course.

GLOBAL POINTS SYSTEM

GSD students are required to accumulate a minimum of **750 points** assigned to Extracurricular and Global Cross-Cultural Experience activities to qualify for receiving the GSD. Points are awarded based on the amount of time and the level of difficulty of each activity. Students must blog a brief summary-reflection for some of the events attended within two weeks of completing the activity. Information about the point system and blog posting requirements can be obtained from the Global Education website or the Global Education Office.

LOCAL EXTRACURRICULAR REQUIREMENTS

Students must choose to participate in a *minimum of THREE* of the following activities *EACH YEAR* while they are in the program:

- ◆ Global Speakers-type Events (Attend at least THREE to count as ONE activity)
 - PDS Global Speaker Series
 - World Affairs Council Charlotte
 - Great Decisions Series
 - Other global issues-type presentation (at a local college, church, or other institution)
- ◆ Model United Nations
- ◆ International Club or Language Club activities

- ◆ Global Visitors Luncheons (at PDS)
- ◆ WorldQuest or WorldQuest, Jr.
- ◆ Additional Blog Posts
- ◆ Global Studies Diploma Meetings
- ◆ International Festivals, e.g. Greek, Latin American, Japanese
- ◆ PDS Students of Service or other community service club activities that address a global-type issue
- ◆ Other event opportunity (announced by the Global Education Office or faculty member)
- ◆ Self-defined global-type event (with prior approval of the Global Studies Office)

Students are required to blog a written summary-reflection for some of the activities attended. See specific requirements about Global Points and blogging on Charger Commons under “Global Education”.

GLOBAL CROSS-CULTURAL EXPERIENCE

Students must participate in one or more of these opportunities. Limited need-based financial assistance is available.

- ◆ Short term hosting of an international student* (one week minimum)
- ◆ Semester or year hosting of exchange student
- ◆ Semester or year-long study abroad program with approval of the Head of Upper School
- ◆ Travel abroad experience arranged by PDS or PDS-approved school or company
- ◆ Travel abroad experience with family (must be approved by the Global Education Office before travel begins)

*An international student is defined as a student from a PDS-approved school abroad such as an exchange school or a visiting international student of appropriate age that is approved by the Global Education Office and Head of Upper School.

Computer Science

The Computer Science Department prepares students for the fast-paced, technological world they will encounter. The school's computer labs offer students the opportunity for classroom instruction in computer programming, keyboarding, and computer applications to help students become computer literate and prepared for college. Students must demonstrate computer literacy by either taking the computer applications course or passing the proficiency test before graduation.

Computer Applications

Students develop the correct techniques of keyboarding on the computer, learn the alphabetic and numeric keyboard, and build speed and accuracy in this course. They acquire an understanding of the basic functions of word processing as they prepare letters, reports, tables, and a newsletter. They also learn to use spreadsheets, desktop publishing techniques, and presentation software. No prerequisite (Semester) Fall Term

Computer-Aided Design with 3-D Printing

This course will consist of a basic introduction to traditional mechanical drawing using a computer-aided design (CAD) software package, as well as an introduction to 3D printing. Students will learn to use these sophisticated computer programs as they construct mechanical drawings that can then be printed using the 3D printer. The course will also include an introduction to isometric drawings and full three-dimensional modeling techniques. Prerequisite: Geometry completed, (Preference will be given to students who have completed Art I) (Semester) Fall or Spring Term

Computer Programming - US

Computers are becoming more and more pervasive in our society and are found in all parts of our lives. Learning to program a computer can be useful, fun, and help you to become a better problem solver. This course is an introduction to computer programming using the Python programming language and the software program Processing. This course covers basic programming concepts such as variables, data types, iteration, flow of control, input/output, functions, graphical user interfaces, and event-driven programming. The course will conclude with a 2-week-long programming project, and by the end of the course, students should be able to build a moderately-sized Python program on their own. No prerequisite (Semester) Fall Term

AP Computer Science

The students follow the College Board's Advanced Placement Computer Science syllabus, learning to program in the Java language. The major emphasis of the course is on problem-solving techniques, object-oriented solution methodologies, algorithms, and container classes. Students learn the context of these subjects through applications of computing. Prerequisite: Algebra II and department approval (Year)

AP Computer Science Principles

This rigorous course engages students in the creative aspects of the computer science field. Students will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the im-

portance of these problems and the impacts to their community, society, and the world. Prerequisite: B average or higher in Algebra I and a sophomore or above. (Year)

Computer Graphics and Desktop Publishing

This course is an introduction to techniques for human-machine communication through visual and verbal language. Students explore the process of bringing meaningful visual form to communication goals through printed and electronic presentations of information. The course focuses on the analysis, organization, and creation of two-dimensional graphic images for the purpose of communicating information, concepts, and emotions. Varied means of graphic representation, including digital photography, drawing, painting, typography, and desktop publishing are explored with a variety of software tools. No prerequisite (Semester) Spring Term

Developing Mobile Apps

This course is designed for students to explore all elements of mobile app development for iOS devices. Students will use Xcode and iOS SDK to learn the basics of the Swift programming language as well as exploring the Cocoa Touch frameworks. Online videos and tutorials will support instruction. Students will have plenty of time for programming practice on lab computers and testing their apps on class iPads. No prerequisite (Semester) Fall or Spring Term

Robotics Engineering

Students will begin by becoming familiar with the sensors by which the robots explore their environment and the programming language used to manipulate the robot and its sensors. Once students are familiar with the sensors and the programming language, students will move into guided research and engineering projects designed to extend the fundamentals. The learning activities will allow students to develop a deeper understanding of sensors, programming, and applied math and science, as well as learning the process of problem solving and how to design solu-

tions. The engineering projects will involve researching the problem, designing a solution, building and programming the robot, testing, refining, and making a final presentation of the ultimate solution. No prerequisite (Semester) Spring Term

English

The English Department is committed to teaching students to negotiate meaning, through the reading and analysis of literary art and through the writing of original prose and, occasionally, poetry. At the heart of our curriculum is linguistic analysis: when we read closely, we analyze others' language; when we write with care, we analyze our own (and our classmates'); and, whether in the midst of a discussion of literature or of the drafting of an essay, when we focus on grammar, we analyze sentences. Furthermore, a guiding assumption for every English teacher is the correlation between quality of thought and of writing. Ultimately, though, what occurs in English classes has to do with no less than understanding oneself and one's place in the world, a process that tends to swing between delight and discomfort. English is required in grades nine through twelve.

English I

Ninth-grade students read, discuss, and write about novels, short stories, and plays—including *Macbeth* and *The Catcher in the Rye*—with an eye toward developing analytical skills. Characterization and thematic development are the focal points. Writing assignments include essays, journal entries, and a research paper. Students often work in small groups to discuss writing and topics of interest from the readings. Grammar instruction and review and vocabulary lessons occur frequently. Required for graduation (Freshman Year) No prerequisite (Year)

English II

Tenth-grade English provides intensive focus on writing skills, through essays that scrutinize literature from a variety of rhetorical approaches. Great poetry and prose from the British and American literature canon—including such works as *Their Eyes Were Watching God* and *The Crucible*—provide the thematic and stylistic matter out of which stu-

dents will develop analytical arguments (including writing from research), personal responses, and imitative narratives. Because assignments begin to require attention to varying audience expectations, English II students have more freedom with regard to paragraph and essay organization than ever before. Working often in small groups, students help each other internalize the notion of audience. Required for graduation (Sophomore Year) No prerequisite (Year)

Writing Seminar

In this course for juniors, student writing constitutes the text. During the first month, frequent brief essays that draw upon students' own experiences and knowledge provide students with a body of work with which to practice revising and editing skills. Writing Seminar places more emphasis on style and voice than in past courses, providing direct instruction in ways to manipulate one's prose to achieve particular rhetorical aims. Longer essays include researched arguments about the campus community and about a global issue. Students continue to work with each other to refine their developing sense of what it means to write for an audience. Grammar review occurs throughout as issues emerge out of student writing. Required for graduation unless AP English Language and Comp. or Writing in the Digital Age is taken. (Semester) Fall or Spring Term of Junior Year

Creative Writing

Creative Writing students write original prose fiction and poetry in a workshop setting. The course develops creativity and communication skills as students invent characters and plots, using language that is energetic and vibrant and that achieves desired effects on readers. It instills collaborative values and critical thinking as classmates provide analytical feedback on each other's work. Writing is judged according to overall

literary quality (a concept the course rigorously examines) and grammatical consistency. Particularly talented students are urged to enter national contests and to submit their work for publication. (Semester) Fall or Spring Term of Junior or Senior Year

AP English Language and Composition

AP Language and Comp offers college-level writing assignments in expository, analytical, and argumentative modes. Readings come from non-fiction genres such as autobiography, criticism, scientific essay, political column, and place narrative. Discussions focus on rhetorical technique, critical and analytical thinking, and logic. Students prepare drafts in and out of class and revise them with feedback from peers. Students take the AP Exam in May. Prerequisite: departmental approval (Semester) Spring Term of Junior Year

Global Literature Topics

In this course, students will engage with a variety of genres including short stories, novels, non-fiction, as well as some relevant pop-culture performances. The texts will span diverse countries and cultures, from Asia to the Caribbean, from Africa to Latin America. Through class discussions and analytical writing assignments, students will be taught to think critically about texts that share a general common topic, which may vary from year to year, such as gender, magical realism, or social justice. In doing so, they will sharpen their thinking and expand their awareness of humanity. They will also be asked to reflect on what global citizenship entails, including their own understanding of themselves as global citizens, (Semester) Fall or Spring Term of Junior or Senior year (0.5 Global Studies credit)

Written English

In this course on advanced grammar, students will refine their writing skills, concentrating on the development of a clear, engaging prose style. They will learn a rhetorical vocabulary for describing syntax—their own

and that of a professional writer they'll study through the course—and they will increase their comfort with the terms of traditional grammar. Weekly short essays, several longer pieces, and analysis of the “mentor texts” constitute the course's assessments. (Subject to availability) (Semester) Fall or Spring term of Junior or Senior year.

AP English Literature

This course refines students' skills with literary analysis, and it provides students with an intellectual framework within which some of the greatest works of all time can be placed. Regularly taught novels include Melville's *Moby Dick*, Faulkner's *As I Lay Dying*, and Harrison's *Song of Solomon*. Other emphasized writers include Dickinson, Frost, and Shakespeare. Students also read novels and plays, independently, from an “outside reading” list. AP English Lit works toward helping students develop an appreciation for literary art. Students take the AP Exam in May. Prerequisites: departmental approval (Senior year)

Current American Literature (Advanced)

The overarching purpose of this class is for senior students to develop an understanding of “current American literature.” This understanding will be formed through reading, discussing, and writing about various texts and types of literature--novels, essays, poetry, short stories, and graphic novels. Current American Literature is an ever-changing subject, so students will have the opportunity to alter the syllabus in order to better exemplify current American literature. New works by new authors are continually published, and these new works constitute the most current American literature. Ideally, the next year's class has examples to work from so that they can adjust to accommodate what they believe counts as Current American Literature. This model creates an ever-changing class for an ever-changing topic. (Semester) Spring Term of Senior Year

Modern Dramatic Literature

This course surveys classics in modern drama, highlighting the evolution of the period. The aim of the course is to introduce students to plays that may initially confound and amuse but that ultimately deepen our understanding of the human condition. The syllabus includes translated works, from Ibsen to Ionesco, that explore the loss of individualism, empathy, and meaningful communication. In addition to “performing” each play as reader’s theater, students will create individual and collaborative responses demonstrating their understanding of each work. (Semester) Fall or Spring Term of Junior or Senior Year (0.5 Global Studies credit)

English Studies in Film: Philosophy In Film

This course will use the medium of film to investigate how writers and directors explore life’s profound questions. To form a basic foundation of knowledge on the subject, students will read excerpts from classical philosophical texts and articles from contemporary journals. They will then use this understanding as they watch, analyze, and discuss a variety of movies and television programs. Potential topics for discussion include how we define good and evil, moral and immoral behavior, as well as what constitutes the self, existence, and reality. Some of the films and programs that students might analyze include *The Matrix*, *The Truman Show*, and *Eternal Sunshine of the Spotless Mind*. Students will maintain a journal and write several short papers and one summative essay. (Semester) Fall or Spring Term of Junior or Senior Year

Literature of Other: Marginalized in America

What does it mean to be “other” in America today? Moving beyond the traditional discussion of disempowered groups such as women and African Americans, this course seeks to study not only how those deemed “other” have been politically, socially, and economically disenfranchised from rights and power, but what the personal effects of being deemed “other” are upon individuals. First, students will look at the legal and social his-

tory of each group in America as well as each group’s status in our country today. Then the class will examine the voices, through fictional and non-fictional works, of those who feel marginalized. Students will write responses, as well as analytical and personal essays. (Semester) Spring Term of Junior Year or Senior Year

Shakespeare

After focusing largely on tragedies in grades 8 and 9, students will spend this course concentrating on the wealth of comedy, romance, and history in Shakespeare’s work. Possible plays include *The Merchant of Venice*, *Othello*, *Much Ado About Nothing*, *Measure for Measure*, and *Richard III*. We will delve into these rich texts, focusing on both intellectual analysis and potential for various effects on an audience. The structure of the class will rely largely on discussion, in which students will be expected to share and defend their insights and interpretations. They will write responses and analytical papers and scrutinize directing and acting choices in selections from various film versions. The primary goal of the course is to foster an appreciation of the myriad intricate plot and character nuances in Shakespeare’s work. (Semester) Fall or Spring Term of Junior or Senior Year (0.5 Global Studies credit)

Graphic Novels

Students will scrutinize texts that combine words and images. Graphic novels have gained considerable global representation and collaboration, the study of which will allow students to expand the breadth of their literary experience. These visually engaging texts will provide students the chance to read cultural histories from around the world through their encounters with the sophisticated storytelling of this evolving medium. Moreover, students will design a multimedia work of literary analysis. This hybrid analytical work will lead students toward the collaborative creation of their own minicomics. We will work through two graphic novels collectively before students begin to select works they will read, write about, and think

through individually and in small groups. The course will culminate in students sharing their work and learning through a student organized in-school convention that will mimic elements of an actual comic-con. 0.5 Global Studies credit (Semester) Fall or Spring Term Junior or Senior Year

War Literature

Students will read a variety of genres including poetry, songs, plays, novels, as well as excerpts from non-fiction works spanning from the Thirty-Years War through the American Civil War to World Wars I and II, Vietnam, and finally the wars in Afghanistan and Iraq. Students will be asked to use critical thinking and problem solving skills as they navigate reading and writing about the reality and humanity of the war experience. With each piece of literature, students will research the facts of the war and then hold them up to the experience as described in the literature. Students will be asked to write for a variety of audiences as they try both to make sense of something they are too young and too lucky to have experienced first hand and also to notice how these published authors have worked to capture war on the page. (Semester) Fall or Spring Term Junior or Senior Year

Writing in the Digital Age

This writing course helps students become adept at harnessing computer technology and social media to effectively share their ideas with a global audience. The school's commitment to social responsibility and global citizenship provides the themes for the course. Students will tackle writing assignments that explore how what we do on our small campus relates to our larger Charlotte community, our state, our nation, and our planet. They will learn to blend digital media tools with compelling prose. Students will also gain skills in photojournalism, graphic design, videography, and web design. And they will play the major roles in producing monthly issues of The Charger, the school's

online newspaper. The course will culminate in an optional travel component. Juniors enrolled in the course will be exempt from the Writing Seminar graduation requirement. 0.5 Global Studies credit (Year) Junior or Senior Year

History

The History Department emphasizes teaching students the skills and knowledge necessary for civic competence and the historical perspective critical for interpreting the complex issues of today and tomorrow. The teachers strive to instill a love of learning, exploration and inquiry as an inspiration for further study. They work closely together to develop teaching approaches that motivate student learning and use a variety of cooperative learning, role-playing and debate activities to promote historical thinking. The students learn to interpret primary and secondary sources, to think critically, and to write analytically. The department endeavors to develop students who have the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Global Civics: Government Structures and Economic Systems

Global Civics focuses on the roles and responsibilities of citizens from local, state, national, and global perspectives. Teachers place emphasis on developing both the knowledge and skills necessary to be an active and engaged citizen. Students gain an awareness and appreciation for government and economic systems and how those American systems compare to others throughout the world. Teachers incorporate simulations and interactive activities to develop 21st century skills such as critical thinking, research, problem solving, creativity, innovation, communication, and collaboration. In order to best prepare students to be engaged citizens in the world in which they live, 21st century technology tools and skills will be incorporated throughout the course. No prerequisite (Year)

World History

World History at fosters a greater appreciation for cultural diversity through a better understanding of how different societies have developed through time. Students learn to recognize how various aspects of our culture have come to us from other times and places. The course emphasizes a chronological development of political events from ancient times to the Age of Globalization with supplemental material on geography, religion, art, music, and economics. This approach facilitates an understanding of the interconnected nature of history as well as a framework for viewing the complexity of current issues. No prerequisite (Year)

AP World History

AP World History examines the development of global processes from the year 8000 B.C.E. to the present. The class highlights five overall themes: interactions between humans and the environment; development and interaction of human cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course is also designed to hone historical thinking skills on objective tests, essay writing, and document interpretation. All enrolled students are required to take the AP exam in World History in May. Prerequisite: department approval (Year)

United States History

This course is a general survey of United States history from European encounter of the Americas to the present day. Students participate in a wide variety of activities and role-playing simulations and learn advanced interpretive reading, writing, and speaking skills. The curriculum emphasizes thematic issues and concentrates on the American

Revolution, the Constitution and growth of democracy, the Civil War, industrialization and its effects, the development of the U.S. as a world power, and modern America. Students learn the value of historical perspective for interpreting today's social and political issues. No prerequisite (Year)

AP United States History

AP United States history is a college-level course that seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. The skills of chronological reasoning, comparison and contextualization focus on “thinking historically,” or the habits of mind that historians use when they approach the past in a critical way, while the skills of crafting historical arguments from historical evidence and historical interpretation and synthesis are used by historians when they construct, review and test arguments about United States history. Students will use these skills to interrogate a variety of sources including maps, graphs, charts, images, audio-visuales, and primary and secondary readings. These materials, coupled with a challenging textbook, help students to understand the relationship between themes and key concepts. The course content provides students with an in-depth study of critical trends and moments that have shaped our nation as well as an understanding of the historiography of those processes. The teachers emphasize that understanding the past enhances people's ability to confront current and future situations. All enrolled students are required to take the AP examination in U.S. History in May. Prerequisite: department approval (Year)

AP European History

This course allows students to investigate the major events and ideas of European history from the Renaissance to the present. Such a study should facilitate a more complete understanding of the cultural diversity of the region as well as the complexity of cur-

rent European and world affairs. Although the class has a strong focus on political events, there will also be considerable development of religious, artistic, economic, social and intellectual themes. Students will be expected to work with both original and secondary sources to develop their sense of history as an interpretive discipline. They will be encouraged to develop sophisticated approaches in their essay writing with a special emphasis on the use of evidence and the development of an academic argument. All enrolled students are required to take the AP exam in May. Prerequisite: department approval (Year)

AP U.S. Government and Politics

This college-level course is designed to give highly motivated students a critical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret American politics and an analysis of specific case studies. It also emphasizes familiarity with the various institutions, groups, beliefs, and ideas that make up American political philosophies. Students examine the following topics: Constitutional underpinnings, political beliefs and behaviors, political parties and interest groups, institutions (Legislative, Judiciary, Executive) and public policy processes, and civil rights and civil liberties. The teacher uses cooperative learning simulations, seminar-style discussions, data analysis, and interpretive writings to process information. In addition to the advanced placement curriculum, students design and stage a series of community-wide civic engagement projects (for example, the 2013-2014 class created NCGOVOTE.org to increase awareness of low voter turnout in North Carolina and staged voter registration drives throughout Mecklenburg County). All enrolled students are required to take the AP exam in May. Prerequisite: department approval (Year)

Global Issues: Europe and the Americas

Students in Global Issues will study current global problems in an effort to understand how they can promote constructive decision-making and positive change. They

will learn how to explore recent events and their historical background, to put a human face on world issues, and to see those issues from multiple perspectives. The course will focus on developing the skills needed to be an active and engaged global citizen in the 21st century: written and oral communication, policy analysis, advocacy, research, information gathering, collaboration, conflict resolution, and critical thinking skills. Students will study problems in Latin America, Europe, and Russia. No prerequisite (Semester) Fall Term

Global Issues: Middle East and North Africa

Students in Global Issues will study current global problems in an effort to understand how they can promote constructive decision-making and positive change. They will learn how to explore recent events and their historical background, to put a human face on world issues, and to see those issues from multiple perspectives. The course will focus on developing the skills needed to be an active and engaged global citizen in the 21st century: written and oral communication, policy analysis, advocacy, research, information gathering, collaboration, conflict resolution, and critical thinking skills. Students will study problems in the Middle East and North Africa. No prerequisite (Semester) Spring Term

Global Issues: Asia

Students in this Global Issues course will study current global problems as they pertain to Asia in an effort to understand and promote constructive decision-making and positive change. Students will examine the historical background to current events, learn to put a human face on world issues, and try to understand those issues from multiple perspectives. The course will focus on developing the skills needed to be an active and engaged global citizen in the 21st century: written and oral communication, policy analysis, advocacy, research, information gathering, collaboration, conflict resolution, and critical thinking skills. Students will study problems in several countries including China, the Ko-

reas, Cambodia, and Pakistan. No prerequisite (Semester) Spring Term

Global Leadership (Advanced)

Students in this course will be empowered to become more effective collaborators and leaders in a globally interconnected world. Students will be challenged to think strategically and reflectively as they participate in individual and collective activities designed to help the students explore the skill set needed for effective, thoughtful, and ethical leadership in collaborative environments. Students will complete a research project, collaborative projects, and an exit interview process. The course will help prepare them to self-advocate for their growth as young global leaders. Prerequisite: Required for seniors in the Global Studies Diploma Program (Semester) Spring Term

Western Religions

Students in Western Religions will study the major religions of the West and the relationship between religion and current global issues. Students will examine in depth the three Abrahamic religions: Islam, Christianity and Judaism. Readings will include excerpts from the core texts of these religions. No prerequisite (Semester) Fall Term

Eastern Religions

Students in Eastern Religions will study the major religions and philosophies of the East and the relationship between religion and current global issues. Students will examine in depth Hinduism, Buddhism, Taoism, and Confucianism as well as examining indigenous religions. Readings will include excerpts from the core texts of these religions. No prerequisite (Semester) Spring Term

Comparative Government and Politics

Students in Comparative Government and Politics will study the conceptual tools necessary to develop an understanding of

some of the world's diverse political structures and practices. Students will examine both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Students will study the governmental systems of Great Britain, Nigeria, China, Russia, Iran and Mexico, providing a foundation for developing paradigms of different types of political systems. Using these countries as case studies, students will also seek to understand the political implications of different levels of economic development and globalization. No prerequisite (Semester) Fall Term

Legal Issues

Students who would like to explore the legal process or who are interested in being knowledgeable consumers would enjoy this course. American Legal Issues involves the analyzing, discussing, and interpreting of the principles of law that impact our daily lives. It includes a study of legal rights and duties as they pertain to the individual. Class activities include discussion of current events as they relate to the law, debates on legal issues, analyses of case problems, interactive role play, and simulation of court cases. No prerequisite (Semester) Spring Term

History of the Sixties

This course introduces students to the important cultural, economic, political and social issues of modern American society by focusing on the turbulent 1960s. Students evaluate JFK's, LBJ's, and Nixon's presidencies, American involvement in Vietnam, the successes and frustrations of the Civil Rights movement, popular culture, the tribulations of 1968 and the birth of the conservative movement. Class activities include role-playing simulations, debates, small and large group discussions, art projects, journals and guest speakers. No prerequisite (Semester) Spring Term

Introduction to Psychology

This course gives a broad overview of the field of psychology. A focus throughout the course is for students to develop knowledge of how various areas of psychology apply to their everyday lives. Topics of study include the basics of psychological science, nature and nurture, evolution, sleep, stress, the effects of social influence. Classroom methods include a balance of lecture, discussion, interactive activities, and demonstrations. An interest in how individuals think, feel, and act is essential, as students will be asked to regularly express themselves in class and in assignments with regard to the experience of humanity. Throughout this course, students gain insight into their own behaviors and mental processes, as well as an appreciation for the similarities and differences among classmates. No prerequisite (Semester) Fall or Spring Term

AP Psychology

Advanced Placement Psychology is a college-level course that covers a wide number of detailed topics in Psychology. Students learn the basic concepts behind psychological experimentation and use them to better understand the past and current theories and contributions of prominent psychologists. The specific areas covered in this course are social psychology, the history of psychology, research methods, neuroscience, nature/nurture, development, sensation and perception, states of consciousness, learning, memory, cognitive processes and language, intelligence, motivation, emotion, personality, stress and health, and psychological disorders and therapies. Classroom methods include a balance of lecture, discussion, interactive activities, and demonstrations. This course seeks to illustrate the extent to which psychology is involved in the everyday lives of students. All enrolled students are required to take the AP Psychology Exam in May. Prerequisite: department approval (Year)

Experimental Psychology

Experimental Psychology is an in-depth examination of the principles and procedures used in conducting psychological experiments.

It is an extension of the work from AP Psychology, as students move beyond learning about the research of others in the field to collecting their own data and making empirical conclusions based on it. Topics include best practices with regard to the conception, development, implementation, and analysis of research ideas. Students will replicate a previous psychological study of their choice, and then conduct an experiment of their own design. The course is primarily project-based, and students should possess independent motivation, time-management skills, and an intrinsic interest in the study of psychology. Prerequisite: AP Psychology and department approval (Semester) Spring Term

The Civil War

Students in this course will study the cultural, social, political, economic and military aspects of the Civil War period in U.S. history. Areas of emphasis will include the causes of the war, the leadership abilities of the major generals, important battles (including a special unit on Gettysburg), the roles of African Americans and women in the war, and the effects of the war on American society. Students will examine primary and secondary sources and historical fiction to reach a critical understanding of the issues of the time. The course includes a field trip to Virginia, Maryland, and Pennsylvania. No prerequisite (Semester) Fall Term

Media in the 20th and 21st Centuries

This course will examine the role of media in modern history. Students will study the political, economic, and cultural impact of the media. As students are deluged with media messages each day, the ability to utilize critical thinking skills to deconstruct and analyze media is an essential skill. In the 21st century, students can consume, produce, share, evaluate, and interact with new media, and each unit of the course addresses these capa-

bilities. Students will analyze advertisements, political campaigns, the news media, photo-journalism, media conglomeration, and examine the impact of social media. Techniques of persuasion and technical methods of filming and editing that are used to shape meaning in media productions will be points of emphasis. The general content of other aspects of the media (television, movies, popular music, and video games) will also be analyzed, with a special focus on the portrayal of gender, race, and violence. Literacy involves both reading and writing; therefore, the course will also teach students how to construct their own video projects using the iMovie program. No prerequisite. (Semester) Fall or Spring Term

Social Entrepreneurship

Social Entrepreneurship is an experiential learning elective course designed to guide and propel students through the knowledge and processes necessary to launch businesses that create social value. Students will learn and apply new knowledge and skills in order to collaboratively problem-solve to develop and implement creative business models that sustainably address real-world social problems. They will learn how to rapidly develop and test ideas by gathering massive amounts of customer and marketplace feedback. In addition to learning about complex social problems and applying rigorous entrepreneurial processes to address them, students will also focus on collaboration, leadership, writing, research, and presentation skills that will serve them for the rest of their lives. This course also uses just-in-time content and resource acquisition to support learning toward creation and realization of students' capacity to positively impact the world through social entrepreneurship. No prerequisite (Semester) Spring Term

AP Human Geography

AP Human Geography is a college-level course designed to promote global literacy and citizenship through the study of contemporary world and regional issues viewed through a geo-

graphic lens. Students will develop their communication and critical thinking skills as well as geographic literacy and empathy. Units of study focus on themes such as population, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. The course will utilize a problem-based approach to examine issues such as the plight of refugees, population growth and its environmental and political consequences, the role of religion in culture and politics, the role of race in urban development, the role of women in the developing world, and the role of microfinancing in the world economy. Course activities will include simulations, research assignments, collaborative problem-solving, and a study of the book *Half the Sky*. Prerequisite: department approval (Year).

AP Microeconomics

Through this course, students gain a thorough understanding of the economic principles that relate to consumers and producers, and they learn about basic economic concepts, such as opportunity costs and comparative advantage. This course, which emphasizes the nature and function of product markets, includes a study of supply and demand models, the theory of consumer choice, production and cost analysis, and the theory of the firm. Students also learn about factor markets - markets of labor, capital, and land. Finally, the course includes a study of economic efficiency and equity as well as the role of government in economic affairs. Prerequisite: Algebra II and department approval (Semester) Fall Term

AP Macroeconomics

Through this course, students gain a thorough understanding of the economic principles that relate to an economic system as a whole. Students learn about measures of economic performance, including GDP, unemployment, and inflation. This course emphasizes aggregate demand and aggregate supply analysis, including fiscal and monetary policy analysis for both the short-run and the long-run. Students learn about the financial

sector, with emphasis on money supply and demand. Finally, the course includes a study of long-run economic growth and international trade. Prerequisite: AP Microeconomics and department approval (Semester) Spring Term

Mathematics

The primary goal of the Mathematics Department is to assist students in developing skills to solve problems, analyze data, and use technology. Teachers and students cooperate in the process of exploring mathematical reasoning, conjectures and problem solving. Students use both inductive and deductive processes. The bases for instruction are the concepts and algorithms of mathematics, but real-world applications of the theories comprise a significant portion of instructional time. Students are required to take four mathematics courses during Upper School years, with Algebra I, Geometry, Algebra II, and Precalculus the required courses for the majority of students. Students in Advanced classes have several options in completing the four required courses.

Algebra I

This first year course in Algebra is designed to integrate concepts studied in both algebra and physics. Students develop a deeper understanding of the interconnectedness between these disciplines using real-world applications. Students study families of functions and realistic problems through activities that engage them in data collection, the use of tables and graphs to organize and display data, the development of symbolic rules to model relations among important variables, and meaningful questions about those relations. Being able to use algebra comfortably and confidently will enable students to develop a more powerful understanding of physics. Foundational algebraic skills are taught to include a study of lines and linear functions, systems of linear equations and inequalities, polynomials, factoring, quadratic functions, algebraic fractions, rational and irrational numbers, and absolute value. Prerequisite: Algebra Topics (Year)

Geometry (Advanced)

With department approval, a student may elect to take Advanced Geometry, which offers a rigorous treatment of topics and an in-depth development of direct and indirect proofs. Topics include angle relationships, congruence, lines, planes, similarity, circles, polygons, construction and loci, coordinate geometry, transformational geometry, and right triangle trigonometry. Prerequisite: Algebra I (Advanced) or department approval (Year)

Geometry

This course teaches students how mathematics can develop from a postulate system using deductive and inductive reasoning. Students think in spatial terms, incorporating points, lines, planes, congruence, and similarity. The students will work with triangles, polygons, circles, and geometric solids. Students learn to approach a problem with a specific goal in mind and logically develop the appropriate steps to reach their conclusion. Students practice algebraic manipulation of formulas. Teachers introduce coordinate geometry and transformational geometry as time permits. Prerequisite: Algebra I (Year)

Algebra II/Trigonometry (Advanced)

Students study linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions and their properties. Students increase their knowledge of mathematical systems using logic, set theory and proof. Students become experts with graphing calculators, which aid them in understanding relationships. Students study the concept of functions, graphing, factoring, systems of equations, sequences, series, logarithms and conic sections. Prerequisite: Geometry (Advanced) or department approval (Year)

Algebra II

In this course, students expand upon their thinking skills through analyzing information and incorporating strategies for resolving problems. Students continue to integrate problem solving throughout the year by exploring a variety of applications and word problems. Students study the concept of functions, graphing, factoring, systems of equations, sequences, series, logarithms and conic sections. With the help of a graphing calculator, students look beyond the simple computed answers and seek understanding of these concepts graphically as well as algebraically. Prerequisite: Geometry (Year)

Precalculus (Advanced)

Students will review linear and other polynomial equations. They will then study trigonometry, focusing on graphing of trigonometric functions, and using the Laws of Sines and Cosines. Additionally, students will study logarithmic and exponential functions, mathematical induction, conic sections, complex numbers, polar coordinates, parametric equations, probability and statistics. The course will also include a unit on limits and an introduction to calculus that will prepare students for a college level calculus class. Students will use a graphing calculator as an integral part of the course, learning to link together the algebraic, numerical, and geometric representations of functions. Students taking this course will receive advanced credit. Prerequisite: Algebra II (This course is recommended for the student who anticipates needing a Calculus class at the college level.) (Year)

Algebra III/Trigonometry

This course will satisfy the four year mathematics requirement, but students will not receive advanced credit. The first semester introduces trigonometry through triangles, graphing sinusoids, and solving equations and then concentrates on the use of technology to model real-world applications. Students will use a variety of methods (analytical, graphical, and numerical), techniques (regression, difference equations, and paramet-

ric equations), and functions (linear, polynomial, exponential, power, and logistic) in the modeling process. The second semester introduces the discrete math topics of graph theory, linear programming, cryptology, and game theory and then moves on to a study of the major concepts of probability and statistics. Prerequisite: Algebra II (year) and department recommendation (This course is intended for a student who does not anticipate needing a Calculus course at the college level.) (Year)

Analysis (Advanced)

This advanced course is for students who are preparing for a college program that will be demanding in mathematics and science, and will include a study of Calculus. The course develops a thorough analysis of polynomial, rational, exponential, and logarithmic functions. Analytic geometry and trigonometry as well are included along with vectors, polar and parametric equations. Instruction also includes an introduction into the theory of limits, first derivatives, and their applications. Students master the use of the graphing calculator through application problems. This course is for students who plan to complete AB or Advanced Placement Calculus BC in their senior year. Prerequisite: Algebra II/Trigonometry (Advanced)(year) or department approval. (Year)

AP Statistics

Students will use a graphing calculator and computer software as their method of discovery and understanding concepts, linking them algebraically, graphically, and numerically, as the AP Exam requires. Students will examine and simulate probability distributions in order to predict and estimate future events. Students will investigate ways to analyze the relationship between two or more variables through the concepts of correlation and regression. At the completion of the course, all students are required to take the AP exam. Prerequisite: Precalculus and department approval (Year)

Calculus (Advanced)

This course provides students with an introduction to the concepts of differential calculus and the applications of calculus. Students develop an understanding of calculus concepts and use these concepts in solving real world problems. Students learn the concepts of a limit and how to evaluate a limit, and learn to differentiate and integrate a variety of elementary functions. Students taking this course will receive advanced credit. Prerequisite: Precalculus (Advanced)(Year)

AP Calculus AB

Students in this course will learn the material necessary for the AP AB examination in Calculus. They will learn to evaluate limits, to differentiate and to integrate various elementary functions and to apply those skills to problems in many different settings. Students will use a graphing calculator as an integral part of the course, learning to link together the algebraic, numerical, and geometric representations of functions and will be required to use the calculator on the AP exam. Prerequisite: Analysis and department approval (Year)

AP Calculus BC

Students in this course will learn the material necessary for the AP BC examination in Calculus. They will learn to evaluate limits, to differentiate and to integrate various elementary functions and to apply those skills to problems in many different settings. They will also cover vector, polar and parametric equations and the calculus of infinite series. Students will use a graphing calculator as an integral part of the course, learning to link together the algebraic, numerical, and geometric representations of functions, and will be required to use the calculator on the AP exam. Prerequisite: Analysis and department approval (Year)

Calculus III (Advanced)

This course follows BC Calculus and includes the study of multivariable functions, vector-valued functions in plane and space, curvature, double and triple integrals, vector analysis, and various engineering physical and mathematical applications. Students will explore three-dimensional relationships using computer software and examine advanced calculus topics as time permits. Offered when supported by course enrollment. Prerequisite: Advanced Placement Calculus BC. (Year)

Linear Algebra (Advanced)

The basic operations of linear algebra are those learned in algebra - addition and multiplication to produce "linear combinations." But with vectors, the use of CAS (Computer Algebra System), 3-D graphing applets, we move into three-dimensional space and n-dimensional space! Topics may include: matrices and their applications, determinants, simultaneous linear equations and elementary operations, vector spaces, Euclidean spaces, rank and inverses, inner products and 'best' approximations, systems of linear equations. Advanced credit is given. Offered when supported by course enrollment. Prerequisite: Analysis and department approval. (Semester) Fall Term

Differential Equations (Advanced)

Students will examine various differential equations and their solutions, Laplace Transforms, linear and non-linear systems, series methods, Fourier Series, boundary value problems, and numerical methods. Advanced credit is given. Offered when supported by course enrollment. Prerequisite: AP Calculus and department approval (Semester) Spring Term

Performing Arts

The performing arts department offers courses and performance opportunities in vocal and instrumental music and theater. The department's goal is to allow students the freedom to explore their own creativity within the context of our various disciplines while challenging them to broaden their understanding and appreciation of the arts in general.

Band

Students work in an ensemble setting to explore, rehearse, and perform varying styles of repertoire written for a wind band. This class continues to focus on the development of fundamental musical skills. Additional concentration on individual elements such as intonation, articulation, and technical facility are taught along with ensemble level musical elements such as style, balance, and blend. In addition to concert performances throughout the year, band members perform at various athletic events as part of the pep band. Concert attire is required. This course may be repeated for credit. Prerequisite: Prior band experience. New students with prior instrumental experience should contact the band director. (Year)

Chorus

Chorus offers students the opportunity to sing music representing a variety of different genres within an ensemble setting. Collaboration and problem-solving are skills used on a daily basis as the students work for unified tone quality and intonation. Performances throughout the year usually include two contest events, two formal concerts, an annual Choral Festival, and various campus performances. No prerequisite but prior choral experience preferred. (Year)

Jazz Ensemble

The Jazz Ensemble course provides students with instruction in the basics of per-

forming in various jazz styles. Students receive practical preparation in jazz improvisation through group and individual rehearsal as well as the study of harmony, chord/scale relationships, melodic embellishment, motivic development, and common jazz rhythms and articulations. Students perform throughout the school year at various events, both on and off campus. This course may be repeated for credit. Prerequisite: Audition is required. (Year)

String Ensemble

This course offers instruction and performances of orchestral stringed instruments. The students work in an ensemble to master tone, intonation, technique, and interpretation of repertoire appropriate to their ability level. Several performances, including off-campus trips, are planned throughout the year. Students need instruments and concert attire. This course may be repeated for credit. Prerequisite: Prior string experience. New students with prior string experience should contact the teacher. (Year)

Theater I: Effective Communication

This course blends the best of an introductory theater class and a public speaking class. Students learn to express themselves with greater confidence and clarity whether through improv and character work or through the delivery of a prepared speech. Students will practice critical thinking and will enjoy the collaboration associated with a theater ensemble. No prerequisite. (Semester) Fall Term or Spring Term

Theater II: Acting and Directing

This course is for students who would like to build upon the foundations gained in Theatre I. Students explore the classics as well as modern plays; learn text/character analysis; and develop the principles of good

audition technique. There is a component of directing as well. Course projects require a performance component utilizing both acting and directing skills. Prerequisite: Theater I or student successfully completed Theater 7/8 I and 7/8 II in Middle School and was cast in the All-School or US production. (Semester) Fall Term or Spring Term

Theater III: Advanced Acting

Students continue to hone their technique through advanced training in movement and characterization. They explore the art of acting through advanced physical and vocal warm-up techniques and performance-based work. These skills are applied in class as the students rehearse a one-act play that will be performed in the NCTC High School Play Festival. Prerequisite: Theater II or student was cast in two or more US productions and completes placement audition with instructor. (Semester) Fall Term

Theater IV: Performance

This class increases student participation and experience through performance and culminates all of the technique and training from Levels I-III. Students should show an interest in more advanced scene/monologue work and producing their own material. Theater IV is concerned with problem-solving, teamwork, team building, and creation. There will also be public performances associated with the class. Prerequisite: Theater III (Semester) Spring Term

Global Theater

Students in Global Theater will be able to gain a Global Studies credit and explore the world of performing arts. Global Theater will be closely tied to the English and History components of the Global Studies program. Students will read about and experiment with theatrical styles outside our western point of view. (0.5 Global Studies credit) Prerequisite: None (Semester) Fall Term

Technical Theater

This hands-on course is for students who would like to explore the technical side of theater. Students will design and build scenery, paint backdrops, focus lighting instruments, create sound effects, and invent special effects. No Prerequisite (Semester) Spring Term

Honors Band

This course is for seniors who have successfully completed three years in the Upper School Band, meet audition requirements, and agree to fulfill additional course requirements set forth by the instructor. Students taking this course will receive advanced credit. Prerequisite: department approval (Year)

Honors Chorus

This course is for seniors who have successfully completed two or three years in the Upper School Chorus, meet audition requirements, and agree to fulfill additional course requirements set forth by the instructor. Students taking this course will receive advanced credit. Prerequisite: department approval (Year)

Honors Jazz Ensemble

This course is for seniors who have successfully completed three years in the Upper School Band or Jazz Ensemble, meet audition requirements, and agree to fulfill additional course requirements set forth by the instructor. Students taking this course will receive advanced credit. Prerequisite: department approval (Year)

Honors Strings

This course is for seniors who have successfully completed three years in the Upper School Strings, meet audition requirements, and agree to fulfill additional course requirements set forth by the instructor. Students taking this course will receive advanced credit. Prerequisite: department approval (Year)

AP Music Theory

Students study the aspects of melody, harmony, texture, rhythm, form, and to some extent, history and style. Students should enter this class with a thorough knowledge of key signatures, the ability to read and write musical notation and to perform vocally or instrumentally. Prerequisite: Successful completion of one year in US Band, US Chorus, US Strings, or Jazz Band. Department approval. Alternatively, 10th - 12th grade students who are proficient in instrumental or vocal music may seek department approval to include a pre-course assessment. (Year)

Physical Education and Health

“A sound body is a prerequisite for a fully functioning person.”

If we are to view the student as a whole, we must value his or her physical development as much as his or her intellectual, emotional, or social growth.

Students are required to take PE and Health in the 9th grade for one unit of credit. Students may exempt an additional 0.5 units by taking the PE exemption test. This test must be completed by June 1 of the rising senior year.

Ninth Grade Health

In today’s society we are inundated with ideas about healthy living and what others suggest we do to improve our quality of life. It would be simple to believe and follow the first health theory thrown our way, but in so many cases, this may not improve our quality of life, but instead have a reverse effect. With this in mind, the ninth grade health course is designed to empower students to follow three simple steps to attack and analyze relevant health topics. First, students must research and acquire knowledge about the subject. Second, they must analyze their research and determine what their attitude is about the subject. Finally, the students are challenged to look at preexisting behaviors that impact the subject and set goals to make any necessary changes to improve their quality of life. No Prerequisite (Semester) Fall Term or Spring Term

P.E. – Lifetime Wellness

This course is designed to help students become physically literate individuals. Students will study and apply important concepts and principles of fitness, health, and wellness. Students will apply these principles thorough the use of heart rate monitors, peer and self-assessments of weight training techniques through video analysis, and physical

fitness lab testing. Additionally, students will experience a variety of activities including yoga and high intensity interval training. Ultimately, students will work towards understanding self-management skills that will promote healthy lifestyles. No Prerequisite (Semester) Fall Term or Spring Term

P.E. – Athletic Development

Personal strength enhancement and reduction of injury are two of the major goals of this course. Students participating in interscholastic athletics as well as non-athletes will enjoy and benefit from the course. Training techniques include: Olympic lifts (ground-based multi-joint movements), strength lifts, metabolic conditioning, plyometrics, agility, speed and acceleration drills, core stability, and flexibility of movement. Various fitness tests are used to evaluate each student’s fitness and help him or her track their improvement. Prerequisite: P.E. Lifetime Wellness (Semester) Fall Term or Spring Term

P.E. – Dancercise

Students express themselves artistically while receiving numerous health related fitness benefits in this course. Students learn techniques from Jazz to Hip Hop as they push themselves to improve their level of fitness. This course may only be taken once for a half unit of credit. Prerequisite: P.E. – Lifetime Wellness (Semester) Fall Term or Spring Term

P.E. – Group Exercise

This course helps students face the challenge of finding enjoyable and effective ways to exercise while improving their quality of life. Students learn basic moves, principles, and etiquette of group exercise while physically challenging themselves to meet and conquer current fitness goals. Group exercises include yoga, step aerobics, pilates, kick box-

ing, cardio dance, zumba, and modified group power. Prerequisite: P.E. Lifetime Wellness (Semester) Fall Term or Spring Term

P.E. – International Games

As with our global studies program, this course will assist in teaching our students to appreciate and value the differences of people throughout the world. The course will combine core fitness/sports components with the history and participation of games from a variety of countries, such as Sepak Takraw (Thailand), Floorball (Scandinavia), and Gaelic Football (Ireland). Students will discuss the origin, rules, strategies, and techniques needed to participate in the sport. Additionally, students will focus on improving their physical fitness through a variety of activities while having their heart rate monitored. Prerequisite: P.E. Lifetime Wellness (Semester) Fall Term or Spring Term

P.E. – Life Fitness

This course is designed for self-motivated students who are ready to acknowledge fitness as it will be when they leave PDS. Students will be responsible for reaching their fitness goals on their own time, outside of school hours, through various venues. A physical education teacher will monitor them through online blogs, student journals, and activity monitors. Additionally, students are required to complete food journals, a fitness portfolio, and a pre and post fitness test. Students who are interested in this course must have a current membership to a fitness center or be willing to supply the necessary activity devices for monitoring. Prerequisite: P.E. - Lifetime Wellness and Available only to Juniors and Seniors (Semester) Fall Term or Spring Term

P.E. – Early Bird Strength & Conditioning

This course will assist in developing a stronger, faster, better-conditioned athlete. Additionally, the class will provide students with the knowledge to increase athletic performance, develop a competitive spirit, and a

warrior attitude in the weight room. The daily regimen will include flexibility exercises, running techniques, endurance, strength, power, speed, and agility training. Prerequisite: P.E. – Lifetime Wellness (semester) Fall Term or Spring Term

Science

The primary goals of the Science Department are to develop correct understanding of scientific processes and phenomena, through inquiry and modeling methods. The very nature of the laboratory investigations promotes students' ability to think critically, work collaboratively, and to communicate effectively. The Science Department believes that all students should have a foundation in each of the sciences and therefore requires students to take all three basic courses - physics, chemistry, and biology - as minimal preparation for college. There are a wide range of elective and advanced studies offered beyond the basic course of study.

Physics I

Physics I is a modeling-based physics course that gives students an understanding of the fundamental concepts and laws that govern the world. Using a variety of techniques for collecting and analyzing data, students develop models to describe fundamental phenomena. Although conceptual understanding is the emphasis of this course, students use algebra to express quantitative relationships and draw conclusions, in addition to developing skills in problem solving and analytical thinking. Topics include motion, forces, energy, and electrostatics. No prerequisite (Year)

Physics I Accelerated

Physics I Accelerated is a modeling-based physics course that gives students an understanding of the fundamental concepts and laws that govern the world. Using a variety of techniques for collecting and analyzing data, students develop models to describe fundamental phenomena, in addition to developing skills in problem solving and analytical thinking. Physics I Accelerated moves at a faster pace, investigates topics at greater depth, includes additional models, and is more mathematically rigorous than Physics I. Topics include motion,

forces, circular motion, energy, electrostatics, and waves. Corequisites: Concurrent enrollment in Advanced Geometry or higher, placement test (Year)

Chemistry I

Chemistry I students develop a foundation in the basic topics of chemistry that include the study of matter, its composition, periodicity, energy, and reactions. Laboratory investigations and activities reinforce these concepts and emphasize the development of problem-solving skills. In addition, students will develop models to explain the structure, properties, and interactions of matter. Prerequisite: Physics I (Year)

Chemistry I Accelerated

This first year chemistry course will investigate the topics that are described in the course description of Chemistry I. The accelerated class is designed for those students who have a strong interest in science and exploring chemistry at a greater depth. The accelerated class moves at a faster pace. Prerequisite: Physics I with a minimum of a 90 average and teacher recommendation (Year)

Biology I

This college preparatory course is based on molecular/cellular biology and builds upon topics learned in Chemistry. Biology emphasizes the understanding and application of the concepts of life enabling students to see the relevance of biology in their lives and make responsible decisions about their world. Laboratory investigations and case studies promote a deeper understanding of these concepts. The anatomy and physiology of mammals is investigated by means of dissection. Prerequisite: Chemistry I or Chemistry I Accelerated (Year)

Biology I Accelerated

This course is based on molecular/cellular biology and builds upon topics learned in Chemistry. The accelerated class differs significantly from the introductory biology course with respect to the range and depth of topics covered, pace of instruction, and longer term guided-independent laboratory work conducted by students. Laboratory investigations, culminating in formal lab reports, are a central component of this course and promote a practical application of concepts covered in class. The anatomy and physiology of mammals is investigated by means of dissection. Prerequisites: Physics IG and Chemistry I Accelerated with 87 averages or Physics 1A and Chemistry I with 93 averages and departmental approval (Year)

STEM Research and Design

This course offers students the opportunity to pursue multidisciplinary research challenges in science, technology, engineering, and math. Students will choose their own research project, design and conduct experiments, and communicate the results by the end of the semester. Students will receive guidance not only from their instructor but other science department faculty as well. Prerequisite: Physics I and Algebra I (Semester) Fall Term

Engineering Design Challenges

This project-based engineering course challenges students to apply physics and math principles to engineer solutions to problems. The course centers upon the design, analysis, and fabrication of a bridge. Students will also move outside the classroom to see the real-world applications of what they learn. Prerequisite: Physics I and Algebra I (Semester) Spring Term

Meteorology

The meteorology course is designed to present students with a detailed study of atmospheric science. Theoretical applications

of the structure of the atmosphere, its energy, motion and moisture are studied and applied in a variety of lab activities. Students will be trained to collect weather data on a daily basis using the NOAA.gov website and online learning activities to reinforce concepts. The course also teaches the concepts of weather forecasting. Prerequisite: Physics I (Fall Term)

Astronomy

Students study basic concepts and the overall framework of stars, galaxies and our solar system, in addition to the composition, structure and origins of the universe. Students study, observe, gather information and hypothesize about features of the celestial sky. Lab activities include use of Starry Night Computer programs and online interactive learning activities to reinforce concepts. Prerequisite: Physics I (Semester) Spring Term

Anatomy and Physiology

Students explore the physiology of diseases associated with human body systems. Students enhance their understanding of anatomy and physiology through a variety of projects and laboratory investigations, including a cat dissection. Prerequisite: Biology (can be taken concurrently) (Semester) Fall Term

Applied Sports Anatomy

This course is designed to help students become more knowledgeable about athletic injuries. Students will be instructed on the musculoskeletal anatomy associated with the major joints of the body as well as the initial and follow-up phases of injury management. Students will be responsible for learning practical assessment, rehabilitative techniques, and taping techniques. Additionally, students will be expected to put in 15 hours of service as student athletic trainers for the sports teams at PDS where they can apply the skills they learn in class. No Prerequisite (Semester) Fall Term or Spring Term

Bioethics/Biotechnology

In this lab and case study based course, students will explore the intersection of bioethics and biotechnology, learning many of the techniques defining the field of Biology in the 21st century. Working in the laboratory to identify genomic differences among students that are responsible for variations in the ability to taste bitter foods will provide a springboard for discussions of the ethical implications of genetically modified foods, transgenic organisms containing genes from another organism, cloning animals, and cloning humans. To complete this work, students will learn the techniques of PCR, DNA isolation, restriction fragment analysis, and gel electrophoresis. In addition, students will complete activities that simulate sequencing of segments of DNA and sequencing of the entire human genome. This work will lead to discussions about knowing your own genetic destiny and genome privacy. In the process of completing this work, students will utilize online biotechnology databases and analysis tools. Finally, students will learn about and discuss recent advances in stem cell research that offer the possibility of curing disease, producing organs, or extending human life. Prerequisites: Chemistry, Biology (can be taken concurrently) (Semester) Spring Term

AP Biology

Advanced Placement Biology differs significantly from the introductory biology courses with respect to the textbook used, the range and depth of topics covered, pace of instruction, the laboratory work done by students, and the time and effort required of students. Instruction follows The College Board syllabus and includes three major categories: molecules and cells, genetics and evolution, and organisms and populations. The double class periods each day provide time for lecture, demonstration, problem-solving, and college-level laboratory experiences. All students take the AP Biology exam at the end of the course. Prerequisite: Physics I-G or I-A, Chemistry I Accelerated with 87 aver-

age or Physics I-A, Chemistry I and Biology with a 93 average. Department approval (Year)

AP Chemistry

AP Chemistry students study, in depth, some of the important concepts of Chemistry beyond the scope of the high school curriculum. Such areas include atomic theory, chemical kinetics, thermodynamics, and equilibrium. The curriculum follows the recommended outline of topics of the College Board. The double class period each day provides ample time for lecture, demonstration, problem-solving, and laboratory investigations. All students take the AP examination at the end of the course. Prerequisite: 87 average in Chemistry I Accelerated and co-requisite: Analysis or higher math and science department approval (Year)

AP Physics

Students develop an understanding of basic concepts in classical mechanics and electricity and magnetism with emphasis on critical thinking and problem-solving skills. Meeting two periods each day enables the student to engage in frequent laboratory activities. Using a variety of techniques, students collect and analyze data and then develop models to describe fundamental principles. All students take the AP Physics exam at the end of the course. Prerequisite or co-requisite: Calculus. (Year)

AP Environmental Science

The goal of this 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 and/or preventing them. This is a multidisciplinary course that requires students to synthesize ideas from physics, chemistry, biology, geology, geography, economics, history, and government

courses. This course includes a strong laboratory and field investigation component. Students who score well on the AP exam can earn one semester of college credit for this course. Prerequisites: Chemistry I Accelerated and AP Biology with 87 averages or Chemistry I and Biology I with 93 averages, and Department Approval. (Year)

Visual Arts

Student-artists learn how to communicate visually by making effective use of elements and principles of aesthetic design. Introductory courses emphasize art-making skills, materials, and processes. Advanced visual arts courses provide opportunities to explore and develop skills using various techniques in both conventional and non-traditional media.

Visual arts teachers design assignments that build confidence and encourage students to relate to their own personal and cultural experiences. To promote creativity, originality, and problem-solving skills, teachers expect visual art students to consider all possible solutions to challenging assignments.

Successful visual arts students celebrate multiple perspectives and contribute constructive commentary during class critiques. Both of which enhance valuable self-assessment skills. Art historical references made throughout the curriculum teach a lifelong appreciation of the meanings and purposes of art, artists, and cultural differences.

Art I

The student learns basic terminology and art appreciation while developing a foundation in drawing, painting, sculpture, and design. Projects in this course include achieving visual depth through linear perspective and value control. Students critique their own work and works by peers. No prerequisite: (Semester) Fall Term or Spring Term

Art II

Considered a “crossroads” course within the Visual Arts curriculum, Art II provides challenges in both two-dimensional and three-dimensional approaches to creative problem-solving. Students become well-versed in graphic design procedures, color theory, and compositional terminology such as focal point, balance, and positive/negative space management. Techniques in 3-D projects in-

clude additive sculpture and hand-built clay forms. Prerequisite: Art I (Semester) Fall Term or Spring Term

Art III

Art III allows students more choices when seeking solutions to teacher-generated assignments. They choose media, technique, or subject matter, depending on the project. These advanced students verbally present their works and self-assess them as well. Areas of specialization include drawing, painting, printmaking, sculpture, graphic design, and three-dimensional design. Prerequisite: Art II (Semester) Fall Term or Spring Term

Studio Art

In this course, students develop greater proficiency in one or more studio media: painting, drawing, photography, printmaking, sculpture, ceramics, architecture, or interior design, and mixed media. Prerequisite: Art III (Semester) Fall Term or Spring Term

Three-Dimensional Design

This course acquaints the student with design concepts as they pertain to three-dimensional works. Major units of study include sculpture, furniture design, architecture, and clay. Prerequisite: Art I (Semester) Spring Term

AP Art History

Beginning with the study of Paleolithic cave paintings and concluding with contemporary works, this course makes the serious art student aware of historical styles, movements, and individual artists. This course requires the student to take the AP exam in May. Prerequisite: Art I and/or department approval (Year)

AP Studio Art

Each student creates a personal plan of action to satisfy portfolio requirements. Both the two-dimensional and three-dimensional portfolios require self-motivation and strict demonstrations of quality, concentration, and breadth. All faculty members of the Visual Art Department provide support, advice, and criticism within the process. All students complete the required projects by set deadlines. Prerequisite: Art III and departmental approval (Year)

Photography I

Photography provides an opportunity to learn the medium of 35mm camera and correct darkroom procedures. Some assignments manipulate digital imagery. The student produces black-and-white negatives and prints. Students must have access to a 35 mm SLR film camera and provide their own photography paper. Prerequisite: Art I (Semester) Fall Term or Spring Term

Photography II

This course continues to develop both technical and artistic skills in photography, building upon concepts learned in Photography I. Students explore additional darkroom and digital processes to solve Photography II assignments. Students choose subjects for final projects. Prerequisites: Art I, Photography I (Semester) Fall Term or Spring Term

Yearbook

This course exposes each staff member to all aspects of publications including organization, layout, theme development, photography, circulation, advertisement, and financing. The staff publishes and distributes the Providence Day yearbook, Liberty, each spring. Prerequisite: Art I, application required, and department approval (Year)

World Language

The World Language Department is committed to teaching according to the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Scale within the modes of communication (Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading). Students will learn to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will learn to understand and interpret written and spoken language on a variety of topics, and they will work to be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Culture is integrated on a daily basis into language study. The teaching of language and culture goes hand in hand and one informs the other. Students will learn language structures in context and use them to convey meaning. The courses address language structures inasmuch as they serve the communicative task and not as the end goal unto themselves.

Year 1 courses in French, German, and Spanish: These courses are for beginning language students working towards achievement of benchmarks for the Novice High proficiency level - i.e. being able to keep a conversation going by asking follow up questions on the same topic and working to understand and talk around words that students may not know. Students are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions surrounding familiar topics such as “Who am I?,” “Let’s go shopping!,” “What do you like to do?,” “My family,” and “Let’s Go Out to Eat!”

Year 2 courses in French, German, and Spanish: Students in Year 2 will build upon the foundation set in Year 1 as students work toward the benchmarks of the Intermediate

Low proficiency level. Further practice initiating, sustaining and bringing to a close conversations revolving around familiar situations (themselves, family, friends, school) will be the focus. At this level, students are encouraged to speak as much as possible and to try adding something more (another fact, thought, or question) to keep the conversation going. Communicative tasks will require students to create with the language in straightforward social situations, restricted to the concrete exchanges and predictable topics necessary for survival in the target-language culture. Themes include: “Going Out,” “Traveling,” “Vacation,” “Activities,” “My Routine,” and “Health.”

Year 2 course prerequisite: Successful completion of Year 1, with a “B-” (80) or better.

Year 3 courses in French, German, and Spanish: These courses build upon the foundation set in Year 2 as students begin to work towards achievement of benchmarks for the Intermediate Mid- proficiency level, i.e. being able to handle successfully a limited number of uncomplicated communicative tasks and creating with the language by putting sentences together using words such as “but,” “because,” and “when.” Students will be required to ask questions in order to sustain a conversation and practice adding new information in order to achieve completion and clarity.

Year 3 course prerequisite: Successful completion of Year 2, with a “B-” (80) or better.

Year 4 courses in French, German, Mandarin Chinese, and Spanish: These courses build upon the foundation set in Year 3 as students work towards achievement of benchmarks to move into the Intermediate Mid proficiency level, i.e. proving capable of asking

more specific questions to get more detailed information. Intermediate Mid speakers are able to be more specific when describing things (quality, quantity, size) and can talk about the steps needed to accomplish what they need.

Year 4 course prerequisite: Successful completion of Year 3, with a “B-” (80) or better.

French 5:

These courses build upon the foundation set in Year 4 as students work towards consolidating achievement to reflect the broad range of abilities for the Intermediate Mid+ proficiency level. Students will practice telling stories from beginning to end. They will work on describing everything they see in their familiar surroundings (class, neighborhood, home) and practice having conversations about topics beyond their immediate environment. Year 5 students will also practice resolving situations with a complication. They are able to express themselves in well connected sentences. Year 5 prerequisite: Successful completion of Year 4, with a “B-” (80) or better. Year 5 prerequisite: Successful completion of Year 4, with a “B-” (80) or better. Some of the themes covered in the course include: “The Press”, “ The Environment” “Education”, “ Technology” ”and “French Architectural Heritage”.

Year 5 prerequisite: Successful completion of Year 4, with a “B-” (80) or better.

French 6 (Advanced)

This advanced course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. Students will work toward the achievement of benchmarks for the Intermediate High proficiency level. These students can keep a conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. They can talk about some topics beyond themselves and can resolve problems that they might encounter in their daily lives. Students at this level

speak in well-connected sentences and some paragraphs in a way that people who speak the target language can understand them. The course engages students in an exploration of culture in both contemporary and historical contexts. It develops students’ awareness and appreciation of various aspects of the French-speaking world such as current affairs, values, attitudes and patterns of social interactions. Some of the themes are: tourism, the family unit, the environment, and food. The course actively engages students through a variety of media: movies, newspaper articles, radio programs, personal blogs, class debates, class presentations, essays and literary texts, to name a few. Year 6 prerequisite: Successful completion of French 5 with a “B-” (80) or better (Year).

AP French Language

Students in AP French prepare to deal successfully with the complex skills required on the AP French Language and Culture exam. The course provides them with opportunities for critical thinking, independent work, cooperative activities, and creative projects. They develop a global perspective capable of fueling an interest in francophone cultures and a respect for their products, practices, and perspectives. As they exit the course in May, they should feel confident in their abilities to comprehend written texts and oral discourse and to communicate when writing and speaking (Interpretive, Presentational, and Interpersonal Communication). AP prerequisite: Successful completion of French 5 or 6, with a “B+” (87) or better and department approval (Year).

German 5

German 5 offers students the opportunity to learn to read contemporary German prose, analyze films, to understand oral narrative and conversation typical of everyday life, and to communicate orally on topics of general interest. This course builds upon the foundation set in Year 4 as students work towards consolidating achievement to reflect the broad range of abilities for the Intermediate Mid+ proficiency level. Students will practice

telling stories from beginning to end. They will work on describing everything they see in their familiar surroundings (class, neighborhood, home) and practice having conversations about topics beyond their immediate environment. Year 5 students will also practice resolving situations with a complication. They are able to express themselves in well connected sentences. Further objectives include developing new interest in the German culture, understanding recent German history, and becoming aware of the danger of cultural stereotypes.

Year 5 prerequisite: Successful completion of German 4, with a “B-” (80) or better (Year)

AP German

AP German prepares the students to deal successfully with the three modes of communication and the more complex skills required on the AP German Language Exam. Students continue to develop their reading, listening, speaking, and writing skills with the goal of increased competency in all four areas. The students review and refine vocabulary and grammatical concepts. Students read examples of contemporary literature and analyze modern films.

AP prerequisite: Successful completion of German 5, with a “B+” (87) or better and approval of the department (Year)

Spanish 5

This course builds upon the foundation set in Year 4 as students work towards consolidating achievement to reflect the broad range of abilities for the Intermediate Mid+ proficiency level. Students will practice telling stories from beginning to end. They will work on describing everything they see in their familiar surroundings (class, neighborhood, home) and practice having conversations about topics beyond their immediate environment. Year 5 students will also practice resolving situations with a complication. They are able to express themselves in well connected sentences. Year 5 prerequisite: Successful completion of Year 4, with a “B-” (80)

or better. Year 5 prerequisite: Successful completion of Year 4, with a “B-” (80) or better. Themes covered in the course include: “My Life as an Adolescent”, “My Community”, “Heroes and Heroines”, “Rites of Passage”, “Celebrations in the Spanish-speaking World”, and “My Beliefs and Values.”

Year 5 prerequisite: Successful completion of Year 4, with a “B-” (80) or better.

Spanish 6: Spanish through Technology and Social Media (Advanced)

On a daily basis, the use of technology and social media sites will be at the core of this elective Spanish course. It is a paperless class that will provide students with knowledge about and hands on experience with the latest and most innovative applications, social media, and presentational platforms as they continue their study of the Spanish language. Each of the six units in the course will culminate in a project that will allow students to use their own creativity to generate an end product of which they will be proud. Additionally, each day, they will use technology in a plethora of ways to study and/or discuss culture, current events, literature, history, socio-economic issues, pop-culture, etc. Some of the activities in which students will engage are: app smashing, tweeting stories, learning vocabulary through Instagram, making speaking avatars of themselves, writing articles and creating activities for Providence Day’s online Spanish newspaper, making comic strips, making short movies about Hispanics in the Charlotte area, and watching and analyzing films. The teacher conducts the course entirely in Spanish through the use of iPads. Proficiency target: Intermediate High

Year 6 prerequisite: Successful completion of Spanish 5 with a “B-” (80) or better (Year).

AP Spanish Language

The goal of AP Spanish Language at Providence Day School is to prepare students for success on the AP Spanish Language Exam. This course takes a holistic approach to language proficiency and recog-

nizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. This course also strives to promote fluency and accuracy in language use. The teacher expects the students to use Spanish in the classroom as they engage in daily conversations based around the central themes of the course. The curriculum covers the following units: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. All materials used in the course will come from authentic sources. Some of the activities in which students will engage in this course are: maintenance of a weekly blog, voice recordings, crafting email responses, writing persuasive essays, reading short stories and articles, and participation in daily conversations.

AP prerequisite: Successful completion of Spanish 5 or Spanish 6, with a “B+” (87) or better and department approval (Year).

Mandarin Chinese 1

This course will begin to build listening and speaking skills in Mandarin Chinese. Introductory topics such as: “Greetings and Introductions”, “All About Me”, “My Hobbies” will allow students to use words, phrases and simple memorized sentences to practice and improve upon comprehension and communicative skills needed to achieve Novice Mid proficiency.

Mandarin Chinese 2

This course continues to guide Chinese language students towards achievement of benchmarks for the Novice High proficiency level - i.e. being able to keep a conversation going by asking follow up questions on the same topic and working to understand and talk around words that students may not know. Students are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions surrounding familiar topics such as “Making Appointments”, “School Life”, and “Shopping”.

Mandarin Chinese 3

Students in Year 3 will build upon the foundation set in Year 2 as students work toward the benchmarks of the Intermediate Low proficiency level. Further practice initiating, sustaining and bringing to a close conversations revolving around familiar situations (themselves, family, friends, school) will be the focus. At this level, students are encouraged to speak as much as possible and to try adding something more (another fact, thought, or question) to keep the conversation going. Communicative tasks will require students to create with the language in straightforward social situations, restricted to the concrete exchanges and predictable topics necessary for survival in the target-language culture. Themes include: “Asking Directions”, “Seeing a Doctor”, and “Sports”.

Year 3 course prerequisite: Successful completion of Year 1, with a “B-” (80) or better.

Mandarin Chinese 4

This course builds upon the foundation set in Year 3 as students begin to work towards achievement of benchmarks for the Intermediate Mid- proficiency level, i.e. being able to handle successfully a limited number of uncomplicated communicative tasks and creating with the language by putting sentences together using words such as “but”, “because,” and “when.” Students will be required to ask questions in order to sustain a conversation and practice adding new information in order to achieve completion and clarity.

Year 4 course prerequisite: Successful completion of Year 2, with a “B-” (80) or better.

Mandarin Chinese 5

These courses build upon the foundation set in Year 3 as students work towards achievement of benchmarks to move into the Intermediate Mid proficiency level, i.e. proving capable of asking more specific questions to get more detailed information. Intermediate Mid speakers are able to be more specific when describing things (quality, quantity, size) and can talk about the steps needed to accomplish what they need. Some

of the themes covered in the course include: “In the Restaurant”, “ More About Shopping” “Selecting Semester Courses” and “Boy-friends and Girlfriends”.

Year 5 course prerequisite: Successful completion of Year 4, with a “B-” (80) or better.

Mandarin Chinese 6 (Advanced)

These courses build upon the foundation set in Year 5 as students work towards consolidating achievement to reflect the broad range of abilities for the Intermediate Mid+ proficiency level. Students will practice telling stories from beginning to end. They will work on describing everything they see in their familiar surroundings (class, neighborhood, home) and practice having conversations about topics beyond their immediate environment. Year 6 students will also practice resolving situations with a complication. They are able to express themselves in well connected sentences.

Students will develop an awareness and appreciation of various aspects of the Chinese-speaking world such as current affairs, values, attitudes and patterns of social interactions. Some of the themes are: Computer and Internet, Part-time Jobs, Education and Chinese Geography. The course actively engages students through a variety of media: movies, newspaper articles, radio programs, personal blogs, class debates, class presentations, essays and literary texts, to name a few.

Prerequisite: Successful completion of Chinese 5 with a "B-" (80) or better (Year).

AP Chinese Language and Culture

Advanced Placement Chinese Language and Culture includes aural/oral skills, reading comprehension, grammar, and composition. This course provides students with varied opportunities to further develop their proficiencies across the communicative modes (speaking, listening, reading, and writing skills); and the five goal areas (communication, cultures, connections, comparisons, and communities). Students explore both contemporary

and historical Chinese aspects of culture by reading Chinese materials. Throughout the course, assessments are frequent, varied, and explicitly linked to content and skills that comprise the learning goals of each unit of study. Students apply their growing knowledge of Chinese culture to communicative tasks in real life contexts and develop abilities to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills. Students also gain necessary knowledge of Chinese vocabulary, idiomatic expressions, and grammatical structures. The students develop an awareness of China’s role in issues of global importance in the areas of energy and environment, economics, and politics.

AP Prerequisite: Successful completion of Mandarin Chinese 6 with a “B+” (87) or better and department approval (Year)

Latin 1

Latin 1 is a yearlong course, which provides an introduction to the Latin language. Students will use the language to create original spoken and written stories. The primary text, Cambridge Latin Course, offers dramatic stories set in ancient Pompeii. Through these stories, students will enlarge their vocabulary, hone their reading comprehension skills, learn basic Latin syntax, and explore cultural aspects of ancient life. No prerequisite. (Year)

Latin 2

In Latin 2, students travel from one end of the Roman Empire to the other by reading Latin stories set in the unruly, newly-formed province of Britannia to the exotic, cultured world of Egyptian Alexandria. Students strengthen their Latin vocabulary base and their knowledge of grammar concepts through increasingly complex sentence structure.

Latin 2 prerequisite: Successful completion of Latin 1, with a “B-” (80) or better (Year)

Latin 3

Latin 3 includes a review of elementary grammar and vocabulary and introduces new participles, infinitives, deponent verbs, and several uses of subjunctive mood. The development of high reading proficiency is the primary emphasis of this course. The reading selections and culture studies explore military and civilian life during the first century A.D.

Latin 3 prerequisite: Successful completion of Latin 2, with a “B-” (80) or better (Year)

Latin 4

Latin 4 introduces higher level grammar concepts including indirect statement, gerunds, indefinite pronouns, irregular verbs, and additional uses of the subjunctive mood, but, primarily, it is a literature course which includes selections from Livy and Pliny as well as a survey of Latin Literature.

Latin 4 prerequisite: Successful completion of Latin 3, with a “B-” (80) or better (Year)

Latin 5 (Advanced)

Latin 5 (Advanced) is a literature course which includes both prose and poetry. The prose portion of the course includes selections from Caesar and from Medieval Latin. Selections from Catullus, Ovid, and Vergil represent Roman lyric and epic poetry. Students earn advanced credit for this course.

Latin 5 prerequisite: Successful completion of Latin 4, with a “B-” (80) or better (Year)

Latin 6 (Advanced)

Latin 6 (Advanced) is a literature course that explores two Latin genres. Cicero’s orations against Catiline introduce students to Roman oratory. The *Menaechmi* by Plautus affords students a glimpse of Roman comedy. In addition, students engage in an intensive study of Latin composition to further refine their understanding of the language. Students earn advanced credit for this course.

Latin 6 prerequisite: Successful completion

of Advanced Latin 5, with a “B-” (80) or better (Year)

AP Latin

This course presents students with the material and skills required for success on the AP Latin Exam. The syllabus includes selections from Vergil’s *Aeneid* and from Caesar’s *Gallic War*. Students learn to analyze text, recognize literary devices, and cite underlying themes. Students also review the history and political climate of the first century B.C., in order to gain a better understanding of these works.

AP prerequisite: Successful completion of Advanced Latin 5, with a “B+” (87) or better and department approval (Year)

The Art and Science of Teaching

This course is designed to provide students with the opportunity to explore the profession of teaching. Topics covered will include child development, psychology of learning, instructional practices, classroom management, history of Education and more. The course is a project based experience requiring students to actively engage in projects in between the weekly class meetings. Students will be required to do interactive read alouds, independent studies, design lesson plans, work with students, maintain a blog, and complete a classroom experience. This course is offered in partnership with the Cato College of Education at Queens University.

This course is an elective which will earn you 1.0 credit. The course meets once a week during Upper School lunch.

Prerequisites - All rising seniors interested in participating in this course will need to complete an interview process with the instructors.

Upper School Administration & Staff

Mary Jo Adams
World Language
B.A., Marquette University
G.C.I.T., University of Maryland
Appointed: 2010

Catherine Bard
Mathematics
Assistant Upper School Head
B.A., University of Virginia
M.A., University of North Carolina at Charlotte
Appointed: 1996

Jay Barron
World Language
B.A., Davidson College
M.Ed., University of North Carolina
at Greensboro
Appointed: 2003

Marc Bastos
Physical Education and Health
B.F. A., The American Musical Dramatic Academy, Los Angeles
Appointed: 2016

Jordan Benoit
English
B.A., Florida State University
M.A., University of Colorado
Appointed: 2012

Catherine Bischoff
Math
B.A. Queens College (now Queens University)
M.A. University of North Carolina at Charlotte
Appointed: 2015

James Bledsoe
Science
Science Department Chair
B.S., Washington and Lee University
M.A., University of Alabama at Birmingham
Appointed: 2012

Caroline Bower
Theater
B.F.A., Elon University
Appointed: 2014

Jennifer Bratyanski
History
B.A., Queens University
M.A., University of Alabama
Ph.D., University of North Carolina at Greensboro
Appointed: 2013

Lucie Bridgland
World Language
B.A., Universite Paris Quest
P.G.C.E., Goldsmiths College (UK)
M. Ed., University of Kings College (UK)
Appointed: 2012

Doug Burgess
Science
B.S., University of North Carolina at Chapel Hill
M. Ed., Winthrop University
Appointed: 1992

Paul Burnam
Physical Education and Health
B.A., Morningside College
Appointed: 2004

Gordon Bynum
History
Upper School Dean of Students
B.A., University of North Carolina at Chapel Hill
Appointed: 2000

Joshua Cannon
Science
B.S., University of North Carolina at Charlotte
Appointed: 2007

Tom Caruso
Physical Education and Health
B.S.E., University of Arkansas
Appointed: 2010

Ana Castro
Mathematics
B.S., Florida International University
M.S., Nova Southeastern University
Appointed: 2008

Sara Chen
World Language
B.A., Southwest University of Political Science
& Law
Appointed: 2015

Laura Clark
Associate Director of College Guidance
B.A., Miami of Ohio University
M.A., University of Pittsburgh
Appointed: 1997

Mary Elizabeth Coley
English
B.A., Davidson College
M.Ed., University of Virginia
Appointed: 2000

Nicole Collins
Upper School Librarian
Head Librarian
B.S., University of Michigan
M.I.S. University of Michigan
Appointed: 2010

John Compton
History
B.A., Wake Forest University
M. Ed., Wake Forest University
Appointed: 2009

Glyn Cowlshaw
Head of School
B. Ed., University of Reading (UK)
M. Ed., University of Leeds (UK)
Ed. S., The Citadel
Ph.D., South Carolina State University
Appointed: 2011

J. Clinton Crumley
English
English Department Chair
B.A., University of North Carolina
at Chapel Hill
M.A., Florida State University
Ph.D., University of Kansas
Appointed: 1999

Richard Dewey
Visual Arts
B.A., Allegheny College
M.A., University of Pittsburgh
M.Ed., Framingham State College
Appointed: 2005

Edward M. Dickson, Jr.
History
History Department Chair
B.A., Princeton University
M.A., University of California at Santa Barbara
Appointed: 1991

Andrea Downs
Visual Arts
B.A.E., Ohio State University
M.A., Ohio State University
Appointed: 2009

Jesse Downs
History
B.A., Vanderbilt University
Appointed: 2009

Joanna Du
World Language
B.A. Hebei Normal University (China)
M.A. from Sichuan University (China)
Appointed: 2015

John Erb
Athletic Trainer
Health
B.S., West Chester University
M.S., Marshall University
Appointed: 1991

Jordan Ellis
Theater
B.A. Musical Theater, Catawba College
Appointed: 2014

Loren Fauchier
Director of Global Education
B.A., California State University
M.A., University of Arizona
Ph.D., University of Washington
Appointed: 2007

Danielle S. Ferguson
Director of Multicultural Affairs and Social
Responsibility
B.A., State University of New York at Albany
M.Ed., Southern Methodist University
Appointed: 2013

William Finneyfrock
Physical Education and Health
B.S., Clemson University
Appointed: 1990

Roy Garrison
History
B.A., University of North Carolina at Chapel Hill
M.A., University of North Carolina at Charlotte
Appointed: 1983

Kristin Glaeser
History
B.A., University of North Carolina at Chapel Hill
M.S., University of Pennsylvania
Appointed: 2013

Giovani Gonzalez
Visual Arts
B.F.A., University of North Carolina at Charlotte
Appointed: 2011

Andrea Gowin
History
B.S., James Madison University
M.A., James Madison University
Appointed: 2013

Neely Gutierrez
Mathematics
B.S., Duke University
M.A., University of North Carolina
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Appointed: 2011

Jennifer Haney
Science
B.S. Georgia Institute of Technology
M.Ed. Georgia State University
Appointed: 2015

Bruce Hardin
Physical Education and Health
B.A., Appalachian State University
M.Ed., University of North Carolina at Charlotte
Appointed: 2008

Adam Hastings
History
B.A., The Citadel
Appointed: 2015

Eric Hedinger
Upper School Head
B.S., Frostburg State University
M.Ed., Winthrop University
Appointed: 1996

Michael Hough
Performing Arts
B.M.E., Winthrop University
M.M., Winthrop University
Appointed: 2011

Sabrina Huang
World Language
B.A. in Law, National Chung Hsing University in
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Appointed: 2011

Jack Hudson
English
B.A., University of Georgia
M.A., University of Georgia
Appointed: 2010

Nora Hudson
World Language
B.A., University of Georgia
Appointed: 2012

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Mathematics
B.A., University of North Carolina at Chapel Hill
Appointed: 2013

Nadia Johnson
English
B.A., Florida State University
M.A., Florida State University
Ph. D. University of Miami
Appointed: 2010

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Science
B.S., Pennsylvania State University
M.S., University of Kentucky
Ph.D., Harvard University
Appointed: 2013

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World Language
B.A., University of Liege (Belgium)
M.A., University of Arizona
Appointed: 2011

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Global Education
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Appointed: 2012

Ian Kutner
English
B.A., Cornell University
Appointed: 2000

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Computer Science
B.S., New York Institute of Technology
M.S., New York Institute of Technology
M.B.A., University of Phoenix
Appointed: 2007

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World Language
B.S., Plattsburgh State University
M.S., Syracuse University
Appointed: 1998

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World Language
B.A., University of North Carolina at
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Appointed: 2003

Geoffrey Lucia
Mathematics
B.A., Niagara University
M.S., University of Chicago
Appointed: 1985

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Science
B.S., Kent State University
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Appointed: 2008

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Science
B.S., Pennsylvania State University
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History
B.A., Clemson University
M.A., Furman University
Appointed: 2013

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World Language
A.B., Duke University
Appointed: 1975

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Mathematics
B.J., University of Missouri
M.Ed., DePaul University
Appointed: 2012

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B.A., Virginia Tech
M.A., University of Texas
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Physical Education and Health
B.S., Charleston Southern University
M.A., Seattle Pacific University
Appointed: 2006

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Computer Science
Mathematics
B.S., Oregon State University
B.S., Southern Oregon University
M.A., John Carroll University
Appointed: 2008

Matthew Ricket
Computer Science
B.A Rochester Institute of Technology
Advanced Degree from North Carolina State
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Appointed: 2015

Donna Roupas
School Nurse
B.S.N., R.N., West Virginia University
Appointed: 2008

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Fine Arts
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