McDONOGH SCHOOL

Upper School Course Description Guide

2025-2026

McDonogh School

Owings Mills, Maryland

Updated: 3/13/2025

Upper School Academic Program Department

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UPPER SCHOOL ACADEMIC PROGRAM 2025-2026

While the Upper School program is designed to prepare students for college, it avoids any tendency to prepare for a specific career or institution of higher learning. Instead, introductory courses in the liberal arts are required in the early years and a broad general experience is assured by graduation requirements. As a student approaches graduation, more electives are available.

LifeReady academic programming is founded upon a belief that core liberal arts learning lays the foundation for success in college and in life. Not only are students being exposed to the most important knowledge and ideas in mathematics, English, history, visual and performing arts, world language, and science, but they are charged with applying and creating with new learning. As a result, students graduate with important foundational knowledge and attendant skills that allow students to think critically, reason soundly, communicate effectively, and solve problems on their own and with others.

Foundational knowledge of College Prep courses may be extended through more rigorous offerings in Honors and Advanced courses. Typically, in more foundational curricula, every College Prep course has an Honors option, admission to which is determined by departments. In upper years, students may have the opportunity to take Advanced classes, the school's most rigorous offerings. While McDonogh does not offer the Advanced Placement curriculum, students will still have access to the AP exams in the spring.

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GRADUATION REQUIREMENTS AND TEXTBOOKS

Subject	Credit Requirements
English	4 credits
Visual & Performing Arts	1 credit
World Languages	3 credits *
History & Social Studies	2 credits of World History 1 credit of United States History
Science	1 credit Physics 1 credit Chemistry 1 credit Biology
Mathematics	1 credit Algebra I 1 credit Geometry 1 credit Algebra II
Wellness/Health/Physical Education	1 credit
Additional Electives	3 credits
Community Service	40 hours
Senior Project	Yearlong project culminating with implementation during the final two weeks of a student's senior year

* At least 2 of the 3 required credits must be earned in the Upper School. A student that begins Upper School in a level III language must complete through level IV of the same language.

Students are required to take one credit of English each year. In addition, they are required to earn at least four credits each year from among the course offerings in the computer science, history, mathematics, science, and world languages departments. While courses vary in their meeting patterns, those that are equivalent to three seventy-minute and one one-hundred-minute class periods per seven-day rotation for the entire school year earn one credit. Semester courses satisfying the above criterion earn one-half credit. No course will yield additional credit if repeated.

The final book selections may differ from what are listed in this document. Final book lists by course are available only from McDonogh's eCampus bookstore. Once student schedules are finalized, obtain each subject's required textbook's unique 13-digit ISBN from eCampus. Purchase textbooks there or elsewhere, matching the ISBNs given on the eCampus site.

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ENGLISH

Students in Upper School English are encouraged to celebrate their emerging voices in all they read, write, and speak. The careful study of poetry, prose, and drama allows each student to understand how language creates wonder and mystery in works of literary art. This concentrated study is partnered with careful practice in writing, and from freshman year until graduation, students engage with a curriculum rich in writing instruction. Regardless of the genre – whether a personal essay or a research paper – students begin every piece of writing from a fundamental starting point: a respect for language and expression, and focus on purpose, audience, form, and content. As a result, they come to possess the flexibility necessary to take on any writing task as they prepare to enter college and the world beyond.

The variety of course offerings – a hallmark of Upper School English – guarantees that students will emerge from McDonogh with appreciation and respect for the diversity of our world. Elective seminars that cultivate civil discourse and purposeful listening, an investigative essay serves as an authentic proving ground for responsible argument, performance-based learning that enhances traditional study of Shakespeare – this is just a sampling of the dynamic approaches in Upper School English that prepare students to be highly ethical, highly creative, and highly literate. Connecting this range of offerings is a set of shared assignments; each year of English I and English II, and each semester of electives, share major assessments, allowing for connection across a range of content. Shaped by a curriculum of critical thought and deep literacy, graduates of Upper School English meet the world with individual voices and a strong sense of self.

Four credits of English are required. Ninth and tenth grade courses are yearlong; two to three sections each year are designated Honors. In the eleventh and twelfth grades, students who do not take Advanced English choose from a series of semester-long electives. Eleventh and twelfth grade electives are linked across fall and spring semesters, so students will move as a whole section from one elective to another; the registrar will strive to give each student their first choice during one semester of each year. Although considerable effort is made to place juniors and seniors in their first choice electives, enrollment in all courses is limited. The courses listed will be offered, canceled, or expanded to two sections on the basis of sign up, scheduling, and teacher availability.

Seniors who have displayed a proficiency in English and are sufficiently self-motivated may be allowed to complete a one-term Independent Study project. A member of the department serves as an individual advisor. That teacher and the department head must approve project proposals before the term begins. Independent Study must be taken in addition to another English course; all students must take an English class every term.

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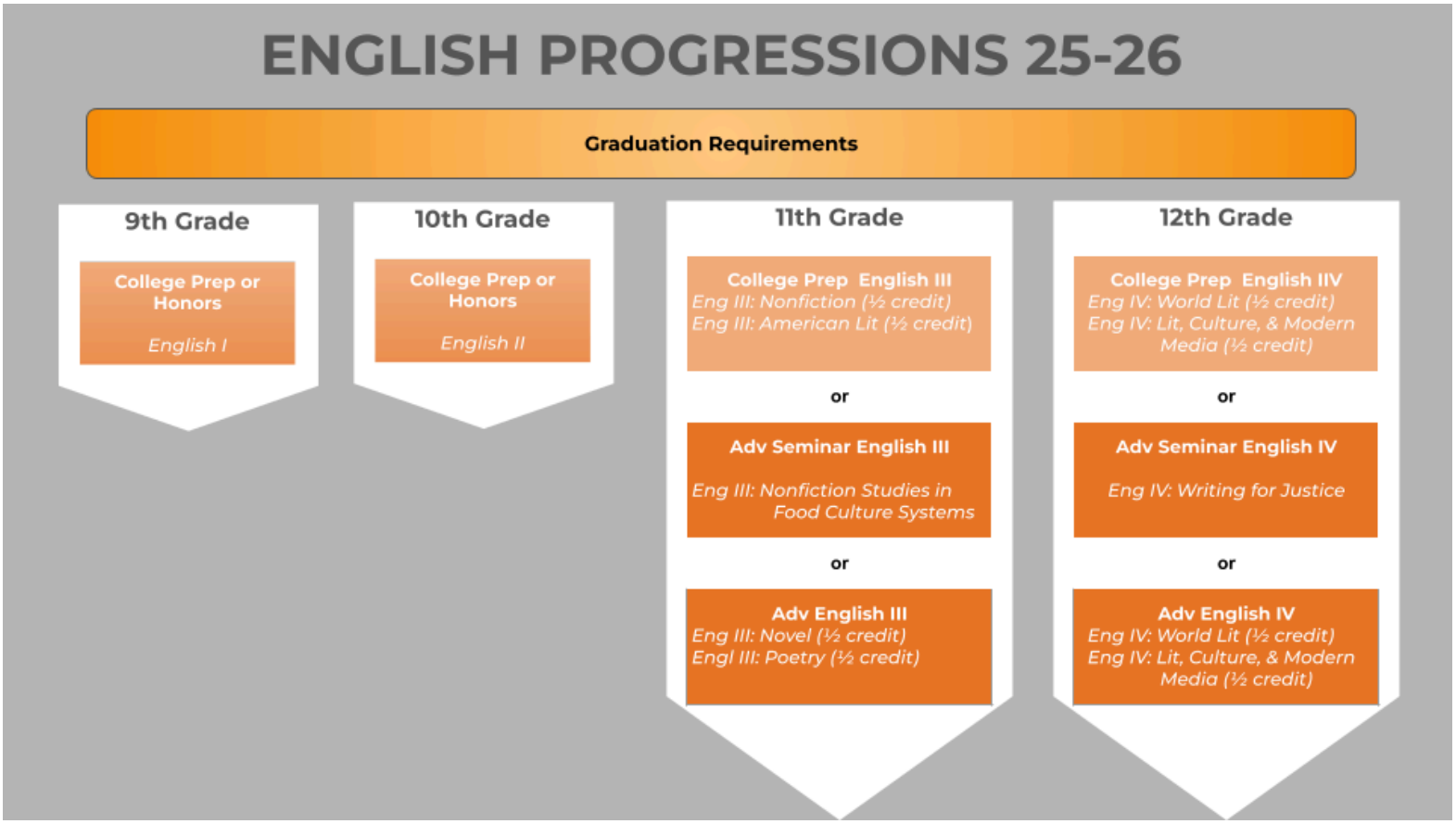

Courses offered in the English Department:

ENGLISH I

English I (yearlong)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	English I				X
H	1.0	English I	Departmental approval			X

ENGLISH II

English II (yearlong)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	English II	English I			X
H	1.0	English II	English I and DA*			X

* DA -- student needs departmental approval to sign up for course

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ENGLISH III

English III: Nonfiction (fall semester)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	English III: Journalism	English II	X		
CP	0.5	English III: Law in Literature	English II	X		
CP	0.5	English III: Understanding Pop Culture	English II	X		
CP	0.5	English III: Writing a Life -- Memoir and Profile	English II	X		

English III: American Literature (spring semester)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	English III: American Mythology	English II		X	
CP	0.5	English III: Asian-American Perspectives	English II		X	
CP	0.5	English III: The American Dream	English II		X	
CP	0.5	English III: War in Literature	English II		X	

English III: Literature and Seminar Courses (yearlong courses)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
A	1.0	English III: Literature (Poetry and Novel)	English II and DA*			X
A	1.0	English III: Seminar (Nonfiction Studies in Food Culture and Systems)	Student application			X

* DA -- student needs departmental approval to sign up for course

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ENGLISH IV

English IV: World Literature (fall semester)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	English IV: Caribbean Literature	English III	X		
CP	0.5	English IV: Eyes on the Prize: a Nobel Pursuit	English III	X		
CP	0.5	English IV: Irish Literature	English III	X		
CP	0.5	English IV: Stage, Set, and Walls	English III	X		
CP	0.5	English IV: Unfit for Society	English III	X		
CP	0.5	English IV: Women in Conflict	English III	X		

English IV: Literature, Culture, and Modern Media (spring semester)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	English IV: Fiction to Film	English III		X	
CP	0.5	English IV: Finding Joy	English III		X	
CP	0.5	English IV: Graphic Narrative	English III		X	
CP	0.5	English IV: Horror in Literature, Film, and Culture	English III		X	
CP	0.5	English IV: Utopia / Dystopia	English III		X	

English IV: Literature and Seminar Courses (yearlong courses)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
A	1.0	English IV Literature: Avant Garde (fall) and Reading Gender and Sexuality (spring)	English III and DA*			X
A	1.0	English IV Literature: Literary Continent (fall) and Poetic Philosophers (spring)	English III and DA*			X
A	1.0	English IV Literature: World Drama (fall) and The Game's Afoot (spring)	English III and DA*			X
A	1.0	English IV: Seminar -- Writing for Justice	English III and student application			X

* DA -- student needs departmental approval to sign up for course

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CP English I

Course Level: College Prep
Credits: 1.0
Prerequisites: None

Essential Questions

- How do readers make sense of texts?
- How do effective language choices and literary devices affect meaning for a variety of audiences and purposes?
- How do stories help us understand ourselves, one another, and the forces in the world that shape us? How can stories change us?

Course Description

In this course we will explore how authors create narratives that reflect the human experience--especially finding personal identity and confronting crises. By reading and closely examining texts (a play, short stories, and novels), we will come to understand what they mean and how authors create that meaning. Engaged, thoughtful reading of this kind can foster insight, empathy for others, and a sense of awe for human complexity and linguistic beauty. Our classroom culture will value these personal connections to literature and to each other, and we will learn from each other through purposeful speaking, active listening, and a shared writing process. As you write about texts and about your own experiences, you will also learn to see yourself as an author who makes choices to create meaning for others.

Demonstration of Understanding

Writing assignments allow students to demonstrate their skills of analysis and response as well as their ability to create literature. With every assignment, we will consider logical paragraph construction and order, sentence clarity and variety, vocabulary development and use, and grammar and punctuation study. Regular reading quizzes and/or a homework journal will produce evidence of students' growing understanding of complex texts. Another aspect of our work will be speaking and presenting with and for classmates, and in the spring students will collaborate to teach a short story to their classmates in preparation for the spring exam.

Texts

- Sadlier-Oxford Vocabulary Workshop Level D
- William Shakespeare, Macbeth
- J.D. Salinger, Catcher in the Rye
- Trevor Noah, Born a Crime
- Lawn and Diaz (ed.), 40 Short Stories: A Portable Anthology

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H English I

Course Level: Honors

Credits: 1.0

Prerequisites: Departmental approval

Essential Questions

- Why do words matter?
- Does structure matter in writing, and if it does, why is it important?
- What factors contribute to personal growth?
- How does storytelling change the way we think about ourselves?
- What does American literature tell us about how we see ourselves as a people?

Course Description

How do stories and poetry help us understand ourselves and one another? What is the impact of words? How does structure affect the reading experience? Students will read, analyze, and evaluate the effectiveness of works of fiction and poetry to gain insight into others, themselves, societies, and the ways in which societies affect people. They will also examine the way that writers choose language and structures to create the reader's experience before writing essays in which they are charged with being similarly precise with language and intentional in their structures. Finally, students will be given the opportunity to create their own works of fiction and poetry to demonstrate their understanding of the medium.

Demonstration of Understanding

Students will begin by providing evidence of their ability to analyze what they are reading by discussing and writing about the literature. Through these assessments, they will show that they value precision in language and appreciate the importance of structure in effective communication. Then they will create, at times collaboratively, fiction and poetry of their own to demonstrate that they understand the elements of fiction and poetry that the class has studied. Stories will be posted in Canvas and poems will be published on bulletin boards with the larger goal of submitting to *Artifice* and other publications.

Reading List

- Kennedy and Gioia, ed., An Introduction to Fiction
- Salinger, The Catcher in the Rye
- Conarroe, ed. Six American Poets

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CP English II

Course Level: College Prep
Credits: 1.0
Prerequisites: None

Essential Questions

- How do stories help us understand ourselves and others?
- How does writing purpose influence writing style?
- How and why do audiences make sense of texts?
- How do we write and perform with audience and purpose in mind?

Course Description

We will examine how words both capture and shape experience through reading, writing, and performance. We will immerse ourselves in a number of stage plays featuring stories about personal and societal challenges. Our study of poetry will explore diverse human experience and the power of language to communicate across differences. By the end of this course, we will be able to read to understand and empathize, write to think and comprehend, and perform to communicate and move.

Demonstration of Understanding

We will make sense of our reading in thoughtful and critical ways and produce a range of writing to understand the power of words and stories. We will demonstrate our understanding through assessments such as original critical analyses, creative writing, reflective writing, spoken word, scene performances, and an investigative, research-based project on an important contemporary issue.

Reading List

- Oscar Wilde, The Importance of Being Earnest
- Lorraine Hansberry, A Raisin in the Sun
- William Shakespeare, The Merchant of Venice
- Poetry Selections - *provided*

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H English II

Course Level: Honors

Credits: 1.0

Prerequisites: Departmental approval

Essential Questions

- How do cultural ideas of class, race, and gender shape us?
- How do stories help us understand ourselves and others?
- How and why do audiences make sense of texts?
- How do we write and perform with audience and purpose in mind?

Course Description

We will examine how words both capture and shape experience by immersing ourselves in a number of stage plays featuring stories about personal and societal challenges, examining each one as both an expression of its time and place and a statement about human nature. Considering the **craft** of these famous plays will provide the tools to write and perform plays and Spoken Word poetry. Considering their **content** -- the plays are linked by the topics of gender, social class, and race -- will provide the knowledge to address those same issues as investigative journalists driven by self-created questions. By the end of this course, we will be able to read to understand and empathize, write to think and comprehend, and perform to communicate and move.

Demonstration of Understanding

Students will demonstrate their understanding through reflective writing; analytical essays; a 10-minute play submitted to the Center Stage Young Playwrights Festival; a research-based investigative essay; a *Othello* scene performed for peers; and a Spoken Word poem performed for peers.

Reading List

- Ibsen, A Doll's House (summer reading)
- Wilson, Fences
- Miller, Death of A Salesman
- Shakespeare, Othello
- Hansberry, A Raisin in the Sun
- Norris, Clybourne Park
- Nottage, Sweat

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CP Eng III: Nonfiction

Journalism

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English II

Essential Questions

- How does journalism affect our community and our culture?
- What are the principles of journalism and how do we adhere to them?
- How do we assess and evaluate the veracity of stories?
- What are our obligations as citizens to consume and participate in the news?

Course Description

In this course, we will become reporters, learning to produce news stories that appeal to you and the McDonogh community while grappling with the ethics of journalism, media bias, freedom of speech, and the role of the press in our democracy. We will develop the skills needed to become good reporters, learning how to interview, research, report, and edit. Through the analysis of local, national and international print, radio, television, and internet news, we will unpack journalistic technique and bias. You will also have the opportunity to have an article printed in *The Week*, McDonogh's student newspaper.

Demonstration of Understanding

Assessments are based on your ability to produce fair, ethical, and inclusive news for the McDonogh community. You will conceive, pitch, interview, research, write, revise, edit and publish 3 - 4 news articles, an opinion piece and a podcast. Other assessments include an analytical essay, oral reports and presentations.

Reading List

- Paron and Guelfi, A NewHounds Guide to Student Journalism

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CP Eng III: Nonfiction

Law in Literature

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English II

Essential Questions

- What is justice? What does it mean to live in a "just" society?
- How does literature inform our understanding of justice?
- Why have interpretations of laws changed over time?
- What do our nation's laws reflect about American life and values?

Course Description

Like any student of literature, judges, lawyers, and juries are tasked with interpreting the written word. But, in a broader sense, the court of public opinion places each of us in the role of judge and juror. Through the study of American law, students will examine how laws evolve and are interpreted by various institutions, while also engaging with the philosophical, literary, historical, and legal underpinnings that shape legal theory. By analyzing elements of argument in legal cases and literary themes, students will gain insight into the processes by which laws are upheld and justice is served.

Demonstration of Understanding

Students will engage in analytical writing. A mid-semester mock trial will allow students to demonstrate their own interpretation of truth through the synthesis of multiple opinions and facts. Students will reflect on enduring conversations through a narrative memoir essay and research-based profile essay, which will culminate in a presentation.

Reading List

- Bryan Stevenson; Just Mercy
- Colson Whitehead; The Nickel Boys

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CP Eng III: Nonfiction

Understanding Pop Culture

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English II

Essential Questions

- What does popular culture mean and how can we discover that meaning?
- How does it affect us?
- Why should we study it?

Course Description

We are all accustomed to reading books and thinking and writing analytically about them, but how often do we do the same for the world that we live in? Yet the popular culture that surrounds us contains just as many meanings and messages as the books we read. Television, movies, sports, music, shopping malls, and advertisements speak to us continually about who we are, what we want, and how we live. In this course, students will examine American popular culture, reading essays about it from a college-level text and writing about what they discover. Students will put their own expertise in popular culture to work, and join a discussion in which the teacher will learn as much from the students as the students will learn from the teacher.

Demonstration of Understanding

Students will demonstrate their understanding through class discussions, analytical essays, personal writing, and a culminating profile of a person, place, or activity associated with popular culture that will be shared with the profile subject and the class.

Reading List

Maasik and Solomon, Signs of Life in the USA, 10th edition

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CP Eng III: Nonfiction

Writing A Life -- Memoirs and Profile

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English II

Essential Questions

- Why are memoirs so popular?
- What is "true" about a life?
- How do you convey the truth of a life in writing?
- How does memory inform the present?

Course Description

Memoirs have always been and continue to be very popular with readers, but why? This course will attempt to answer that question by reading a selection of recent memoirs and discussing both the content and form. The memoirs we read will take us into a wide variety of different lives while also reminding us of our common humanity. As we read and discuss each one, we will consider how memory shapes our sense of self, and what it means to portray the "truth" of one's life. Since a good memoir reads like good fiction, we will also discuss and practice the art of storytelling: how to select scenes and details; how to pace a narrative; and how to create an individual voice in order to make the reader feel and experience the life of someone else. This course will be part literature course, part writing workshop, with students writing chapters from their own lives. Take this course if you'd like to find out the answer to this question -- What is a life when it's written down?

Demonstration of Understanding

Class discussions, analytical essays about the craft of memoirs, a portfolio of chapters from the student's own memoir that will be shared with the class, and a final profile of a student-chosen person of interest.

Reading List

- Bechdel, Fun Home
- Ali, Infidel
- Wolff, This Boy's Life
- Coates, The Beautiful Struggle

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CP Eng III: American Literature

American Mythology

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English II

Essential Questions

- What do Americans value and why?
- Where do American traditions originate?
- How does individualism shape our national identity?
- What role does myth play in a democracy?

Course Description

A series of foundational American myths guides our social and political conscience. This course will explore different perspectives in order to identify paradoxes in American ideologies like individualism and the pursuit of happiness and communal values. Through long-form fiction, short stories, folklore, and music, students will analyze factors that contribute to an American identity.

Demonstration of Understanding

Major assessments include analytical writing, a personal memoir, and a research paper and presentation.

Reading List

- Morrison, *Song of Solomon*
- Diaz, *The Brief Wondrous Life of Oscar Wao*
- Steinbeck, *Of Mice and Men*
- Selected short stories and poems (teacher provided)

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CP Eng III: American Literature

Asian-American Perspectives

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English II

Essential Questions

- How have AAPI writers described their experience of America? How have they imagined their own countries and cultures?
- How do these same writers explore complex concepts like migration, multiculturalism, refugeeism, nationalism, and belonging?
- How can studying contemporary literature from the AAPI authors better enable us to deconstruct stereotypes of Asian identity?
- How can we use what we learn from these writers to anchor our own advocacy projects?

Course Description

This elective will introduce contemporary Asian American literature, film, music, and other media. The goal of this course is to challenge stereotypes about Asian Americans and help us reconsider the template for what it means to be "American." The course is intended to give a glimpse into a variety of lived experiences, though it simply cannot encompass every individual experience. As such, it's important to note that the Asian American experience is not a monolith. While the texts of the course represent some experiences, they do not represent all experiences. We will encounter a variety of stories that feature American-born Asian people and those who immigrated to the United States.

Demonstration of Understanding

Students will engage in regular journal writing, cultural and contextual readings alongside discussion posts, and in-class socratic seminars. Major assessments include a multimodal creative project in response to a text and designed for a digital audience, an analytical essay, and a research-based essay on a topic related to the course.

Reading List

- Lisa Ko, The Leavers
- Sanjena Sathian, Gold Diggers
- Michelle Zauner, Crying in H-Mart
- Tina Chang, Hybrida

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CP Eng III: American Literature

The American Dream

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English II

Essential Questions

- What is the "American Dream," how do we pursue it, and is it achievable?
- To what extent is the dream affected by race, class, nationality, and other elements of identity?
- How do current debates on immigration relate to the American Dream?

Course Description

The idea that one can achieve anything through hard work has been a component of the American narrative since the founding of our nation. However, is it true? This course will examine, through the study of the structure and style of celebrated plays and novels, American writers who attempt to portray that nebulous ideal, the American Dream. What, materially or emotionally, does it mean? Has it changed over the years? Is it the same for all Americans? These questions will shape our explorations of a topic that is of perennial interest.

Demonstration of Understanding

In addition to daily reading assignments, socratic discussions, and productive collaboration, students will write two analytical essays (one in-class) and a research paper on the state of the American Dream today. The students will also interview people who have emigrated to America and use these interviews as the foundation for a narrative essay. Finally, students will give a multimedia presentation on a topic of their own choice related to the American Dream.

Reading List

- Lahiri, The Namesake
- Yang, American Born Chinese
- Fitzgerald, The Great Gatsby
- Wilson, Fences

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CP Eng III: American Literature

War in Literature

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English II

Essential Questions

- How can the extreme experiences of combat be conveyed honestly to those who did not share them?
- How can the literature of war tell a larger story about humanity, society, politics, and culture?
- How do we understand the personal experiences of individual soldiers as they relate to the larger struggle of warfare?
- What is the role of moral equivalency in the stories of war, including stories of the covert world of war, i.e. stories of espionage?

Course Description

The experience of combat pushes human psychology to its limits, testing soldiers' physical and emotional endurance. For combat veterans who choose to tell their stories, the experience also tests the limits of language: In this course we will study how writers and directors seek to convey the extreme experiences of combat to those who have not shared them. Students will analyze a range of fictional and non-fictional accounts from writers and directors who explore the physical and emotional effects of combat and the repercussions for the families, communities and societies to which veterans return. Using novels, biographies, autobiographies, and films that explore the role of Americans in combat, we aim to understand how combat and other forms of warfare such as espionage traumatizes human beings and how language and storytelling may be used to cope with that trauma.

Demonstration of Understanding

Using several three to four page analytical essays, students will be able to demonstrate their understanding of how the creation of fictional characters can shape the legacy and mythology of war battles and American history and how that same characterization can bring the everyday, terrifying experiences of soldiers to people not fighting in the war. Several opportunities will exist for students' work and understanding to be shared with the entire class when students create multimedia projects and podcasts. Student-created multimedia projects will demonstrate their understanding of the prevalence of racial tensions for the soldiers in Vietnam and how that impacted a war-weary American public trying to grapple with what they saw in nightly news reports. Student podcasts will demonstrate understanding of how the modern American military has impacted the country's fabric.

Reading List

- Jeff Sharra, The Killer Angels
- Tim O'Brien, The Things They Carried
- Kevin Powers, The Yellow Birds

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A English III: Literature (Poetry and Novel)

Course Level: Advanced

Credits: 1.0

Yearlong Course: *Poetry* (fall semester), *Novel* (spring semester)

Prerequisites: English II and Teacher Recommendation

Poetry (fall semester)

Essential Questions

- Why do words matter?
- What is the point of reading, writing, and talking about poetry?
- How do writers use form and structure to affect the reading experience?
- What makes a poem good? Great?
- How can I develop my own voice as a writer?

Course Description

In this class we will be reading and analyzing the language and structures of poetry as a means of understanding why poetry has been such a powerful form of human communication over the last three millennia. Through our analysis and evaluation of poetry, we will try to use our growing understanding of poetic structures, including sound devices and meter, to write our own poetry.

Demonstration of Understanding

Students will maintain a reading journal to question, analyze, and comment on what they have read; write short analytical pieces on selected poems; write a critical appreciation essay in which they interweave analysis of a poem with their own reflections or experiences; and write their own poetry to show that they understand and can use the conventions and skills that they encountered through their reading. The journal will be shared with the instructor, and the ideas within will be used to scaffold discussion; the creative work will be shared with the class, as well as (potentially) between sections of the course; and the analytical work, especially the critical appreciation, will be peer-reviewed to promote a collegial feedback process.

Reading List

- Poetry Reader (Provided)
- Trethewey, Native Guard
- Dunn, Between Angels

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A English III: Literature (Poetry and Novel) *(continued)*

Novel (spring semester)

Essential Questions

- How do stories help us understand ourselves, others, and the world around us?
- How do writers use language to create meaning?
- What is American culture, and how does it shape the lives of its citizens?
- How do dreams affect people? Are they good to have?
- What is the best way to form healthy, loving relationships?

Course Description

We will answer these questions through reading, discussing, and writing about famous twentieth century American novels and plays that address what it means to be American as well as other topics that are universal to human experience, such as dreams and love. As well, we will examine formal qualities of the texts and the distinctive style of each author. The course will culminate with students telling their own stories in their college Common App essay.

Demonstration of Understanding

Students will do original scholarship in the form of analytical essays and a research paper driven by student-created questions, and at least one creative work in response to a reading. The Common App personal essay will be the final piece of writing in the course. Most of this work is either shared with or presented to peers. In addition, student-led discussions will be a regular feature of class.

Reading List

- Fitzgerald, The Great Gatsby
- Faulkner, The Sound and the Fury
- Hurston, Their Eyes Were Watching God
- Wilson, Fences
- Kushner, Angels in America

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A English III: Seminar (Nonfiction Studies in Food Culture and Systems)

Course Level: Advanced

Credits: 1.0

Prerequisites: English II and Application Process

Essential Questions

- Why do we eat what we do?
- Why does it matter?
- How can we make a positive impact on the world?

Course Description

This class will pursue answers to these questions from many perspectives. Using disciplinary thinking skills and content knowledge from the humanities and the sciences, students will learn how food reflects identity and builds community; how food choices affect individual and environmental health; how the food system works on local, national, and international levels, and how food access reflects systems of power. The course will be driven by the need to solve a local problem related to food and culminate in a Food Citizen Action Project that enacts the solution to that problem. In order to learn the skills and knowledge to solve that problem, the course will take a hands-on approach, taking field trips to farms and local organizations concerned with food; cooking in the Roots kitchen; working in Roots Farm; conducting research; and building social impact skills through working with the Greatest Good McDonogh.

Demonstration of Understanding

Assessments will take many forms: essays, both analytical and personal; presentations to the class and the school community; research projects; cooked meals for an invited audience; and a culminating presentation of the Food Citizen Action Project to a group of experts in the local food system.

Reading List

- Selected memoirs (summer reading)
- Schlosser, Fast Food Nation
- Pollan, The Omnivore's Dilemma
- Bauer, Ed., Food Matters
- McMillan, The American Way of Eating
- Bowens, The Color of Food
- Food, Inc. 2 (film)

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CP English IV: World Literature

Caribbean Literature

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English III

Essential Questions

- How do we understand the relationship between language and power?
- How are cultural/national narratives built, fractured, and repaired? What role might literature have in this process?
- Are there common threads that might identify Caribbean literature?

Course Description

In many ways, identifying Caribbean literature as a broad theme is misleading. What is lost or gained by taking a region that includes a score of distinct countries and cultures and giving it one title? In our current frameworks, many of us often think of the Caribbean at the surface: the resorts, beautiful beaches, glorious weather (if it's not hurricane season). But there's always more to a place than its beauty. This course will offer the opportunity to examine fiction, nonfiction, and poetry of both established and emerging authors whose works convey the depth of experiences, cultural practices, and complexities of the region. In this class, we will research the country of origin of each text to help us build our understanding of a Caribbean world with stories as vast as the sea itself.

Demonstration of Understanding

Along with frequent reading quizzes, students will have three major assignments: one analytical essay, a research essay, and an additional essay or project. Students will produce visual texts and creative pieces that show evidence of their thinking and learning. The semester will end with an exam.

Reading List

- Rhys, Wide Sargasso Sea
- Roumain, Masters of the Dew
- Dennis-Benn, Here Comes the Sun

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CP English IV: World Literature

Eyes on the Prize: a Nobel Pursuit

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English III

Essential Questions

- What does it mean for a writer's body of work to "have conferred the greatest benefit to humankind" (Nobel)?
- How does reading literature benefit the world?
- What does winning look like and how do we read recognized writers?
- What does it mean to collaborate across cultures?
- What, if any, are the ethical implications associated with awarding a Nobel prize?

Course Description

The purpose of this course is to consider what it means to "have conferred the greatest benefit to humankind" (Alfred Nobel). The course aims to explore the writings of Nobel Laureates using the lens of the award itself. Over the term, students will develop an understanding of the history of the prize, how and why prizes are chosen, the global effects of the prize, and reflections from those awarded the prize themselves. While course readings will primarily explore writings from Nobel Prize in Literature winners, including Nobel lectures, select readings from Laureates in other fields (Peace, Economics, Medicine, Physics, and Chemistry) are included.

Demonstration of Understanding

This course will include analytical writing assignments, discussions, lively debates and explorations, presentations, collaborative decision making, and an opportunity to write creatively. The timing of the course will allow students to make predictions and assess 2025 winners of the various prizes as they are announced. Students will apply their developing readerly understanding of the Nobel Prize writing to the writings of winners of other prizes comparing academic research and journalism with creative literary arts.

Reading List

- Kazuo Ishiguro, Remains of the Day (film, to be viewed in class, screenplay adapted by Harold Pinter and Ruth Prawer Jhabvala)
- Naguib Mahfouz, Midaq Alley
- Gabriel Garcia Marquez, Strange Pilgrims
- Wislawa Szymborska, Map: Collected and Last Poems

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CP English IV: World Literature

Irish Literature

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English III

Essential Questions

- How does the literature of a nation reflect its history, geography, society, culture and help to form its self-identity?
- How do the lives of males and females differ in a patriarchal and religious society and how is this difference reflected in its literature?
- What are the social, political and economic circumstances that result in mass emigration?

Course Description

Ireland, a wind-swept and rain-sodden Atlantic island, is roughly the same area as the state of Indiana, yet its contributions to English-language literature far outweigh its size. From 800 years of British occupation to the Great Famine, the Easter Rising, and the Troubles, Irish novelists, playwrights, and poets have expressed the suffering, joy, and longing of the Irish. Against the backdrop of oppression, poverty, mass migration and starvation and in a rural, bleak environment, Irish literature celebrates the Irish spirit through poetry, song, and dancing. Students will read, discuss, and analyze a variety of modern Irish texts to examine colonialism, religious oppression, racism, and migration both in Ireland and in cultures throughout the world.

Demonstration of Understanding

In addition to daily reading assignments, socratic discussions, and productive collaboration, students will write two analytical essays, a detailed precis, and a final in-class essay. They will present their findings from research into a period of Irish history to the class, and they will produce a short documentary to be viewed and discussed by the class.

Reading List

- O'Connor, Star of the Sea
- Donoghue, The Wonder
- Friel, Translations
- Joyce, Dubliners
- Poetry (supplied by the teacher)

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CP English IV: World Literature

Stage, Set, and Walls

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English III

Essential Questions

- Why do writers feel compelled to tell the stories they tell?
- What is the relationship between stories and truth?
- How can fictions either hurt or help us and others?
- How do novels of other countries and cultures help us to better understand ourselves?

Course Description

Literary characters are like people; they too often have trouble reading "the signs," and we must be able to read the signs if we hope to understand the world, other people, and indeed even ourselves. This is difficult because our life experiences can blind us, thereby making it difficult for us to distinguish between what is true ("wall") and what is fictional ("stage set"). We must be able to read the signs if we hope to successfully navigate what is more often than not a dangerous world. The novels we will read this term will be our signpost and our compass for the journey without and the journey within.

Demonstration of Understanding

Assessments will include Canvas discussion and class discussion, reading quizzes, and three analytical essays. In the first essay students are asked to consider how the competing narratives of colonial Rhodesia and native Shona culture impact gender, race and class and thereby create the vexed identities or nervous conditions of the characters. In the second essay on Kundera's novel, students consider how jokes can be a catalyst for different kinds of stories that can challenge the prevailing narrative, whether that narrative be the political cant of the communist regime or the moral hypocrisy of the characters, or indeed further entrench them. The final essay brings all the novels of the class together through a reading of the metaphor of stage sets and walls, where students reflect upon the stories we take for truth, the stories whose claims to truth are more substantive, and the tools they possess to know the difference.

Reading List

- Dangarembga, Nervous Conditions
- Kundera, The Joke
- Luiselli, The Story of My Teeth

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CP English IV: World Literature

Unfit for Society

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English III

Essential Questions

- What does it mean to be human? What does it mean to deny one's humanity or the humanity of others?
- How do we treat those who are different? How are "others" and outcasts deemed unfit for society? Why?
- Why is it easier to explore our humanity through the monstrous, the inhuman, the uncanny?
- How do these narratives stretch our imaginations and strengthen our empathy?

Course Description

This course examines how literature uses the monstrous, artificial, and uncanny to illuminate fundamental questions about human nature and society. Through a careful study of both classic and contemporary texts, students will explore how authors employ non-human characters to probe the boundaries of humanity and challenge our understanding of consciousness, identity, and moral responsibility. The curriculum investigates how literary "others" serve as mirrors for human society, reflecting our fears, prejudices, and aspirations. Through close reading, discussion, and analytical writing, students will examine the evolving definition of humanity across different historical and cultural contexts, the role of difference and othering in shaping social hierarchies, and the relationship between empathy, imagination, and narrative perspective.

Demonstration of Understanding

Students will participate in a variety of Socratic discussions, and they will produce in-class essays, take-home essays, and multi-genre projects to demonstrate their understanding. Occasional creative writing and personal reflection prompts will allow students to speak from their perspective and place themselves in conversation with the class texts.

Reading List

- Mary Shelley, Frankenstein
- Kazuo Ishiguro, Never Let Me Go
- Tina Chang, Hybrida
- Selected short stories by Joe Hill, Alexander Weinstein, Ursula Le Guin and more (*provided)*

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CP English IV: World Literature

Women in Conflict

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisites: English III

Essential Questions

- How can we represent conflict, war, even violence in narrative literature?
- How do those representations change across different nations and regions of the world?
- How does the gender of the protagonist affect the meaning and impact of these narratives?
- How might literature and its imagined worlds help us better understand our own societies?
- In what ways might representations of global conflict help us to understand one another?

Course Description

This course will focus on narratives of conflict (internal and external, individual and societal) that happen to be written by women. These narratives span the globe, but all share a focus on women at the center of larger conflicts and war. We will examine the impacts of these narratives with the above questions in mind, aiming to better understand how conflict shapes experience. The course takes as its premise the fact that, historically, narratives of conflict have been dominated by men (authors and characters), and aims to correct that imbalance through a selection of texts by, and featuring, women.

Demonstration of Understanding

Students will engage in regular journal writing, cultural and contextual readings, as well as student-led discussions and socratic seminars. Major assessments include a creative project adapting a text we read together, a research essay on a topic related to the course, two three-page analytical essays, and a final written exam to demonstrate overall course competency.

Reading List

- R.O. Kwon, The Incendiaries
- Sara Novic, Girl at War
- Claudia Rankine, Citizen

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CP English IV: Literature, Culture, and Modern Media

Fiction to Film

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English III

Essential Questions

- What happens when a story told in words is transformed into a story told in moving images? What meanings are gained, and lost?
- How and why do screenwriters and directors enact this transformation?
- In what ways does form shape content? Impact/effect on audience?
- How might I produce my own examples of adaptations?

Course Description

This course will answer those questions by focusing on film adaptations of novels and short stories, paying special attention to similarities and differences in narrative technique. We will read various kinds of literature, view the film adaptations, and consider the reasons the screenwriters and directors made the choices they did. We will explore the limits and possibilities of both art forms, and the techniques used by both writers of both fiction and screenplays to express their ideas. Students will become familiar with the basic terms of film analysis and learn how to "read" a visual text.

Demonstration of Understanding

Students will engage in a variety of different writing activities, ranging from lower-stakes journaling to more formal analytical exercises. Major assessments will take the shape of two analytical essays, a creative multimedia project, and a memoir piece that they will adapt from the page to the screen themselves.

Reading List

- John Green, Looking for Alaska
- William Shakespeare, Romeo and Juliet
- Roald Dahl, Fantastic Mr. Fox

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CP English IV: Literature, Culture, and Modern Media

Finding Joy

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English III

Essential Questions

- What is joy and where do we find it?
- What does it mean to read for fun?
- How can writing be joyful? How do we write joy?

Course Description

Have you ever thought to yourself why can't we read books that are happy in school? Using designer Ingrid Fettell Lee's exploration of joy in Joyful as an introduction to our study, we will explore the ways joy and literature intersect. Topics we will explore include children's literature, comedy, trips to the library, and reading for fun. Ideally, we will experience what Fettell Lee identifies as joy: "an intense, momentary experience of positive emotion -- one that makes us smile and laugh and feel like we want to jump up and down."

Demonstration of Understanding

In addition to traditional assessments including analytical essays, discussions, and daily classwork, students will pursue self-selected reading and creative written responses. For the culminating assessment, students will propose, create, and present their own work of joy, whether it might be an illustrated children's book, a short story, poetry, a stand-up routine, etc. Presentations will offer students a way to explain sources of inspiration and the choices they made throughout their process. Peers will have the opportunity to ask questions of each other's work and respond with their own observations finding joy in the collective.

Reading List

- Ingrid Fettell Lee, Joyful
- Jonny Sun, Goodbye, again
- Jenny Slate, Little Weirds
- Other readings and experiences provided

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CP English IV: Literature, Culture, and Modern Media

Graphic Narrative

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English III

Essential Questions

- What makes a graphic novel? What makes it graphic? What makes it a novel?
- How does one read a graphic novel? What is the relationship between reading and viewing?
- What kinds of impacts can graphic novels have on their audiences?
- What advantages do graphic novels offer? What are their limitations?

Course Description

The course will begin with the graphic novel itself, a mainstay of literary culture that has grown not just in popularity but also in prestige–several graphic novels have won major book awards in the last few decades! The course will ask deep questions about this format–how does it function? What narratives does it tell? What is the relationship between the visual and the textual? What relationships does it form with its audience? From there, the course will consider the manifold other media and platforms to which graphic novels have expanded in adapted forms, including things like television, film, musicals, podcasts, etc. This profusion of adaptation across many media, some of them surprising (a graphic novel podcast??) speaks not just to popularity but also to flexibility. How do these narratives fare in adaptation? What do they gain and lose? What makes their narratives enduring enough to function when their visual components are drastically changed or even lost? Overall, the course will encourage students to develop a strong understanding of graphic narrative across many media, such that they can produce sophisticated examples of their own.

Demonstration of Understanding

Students will show their understanding in a variety of assessments to include: analytical essays, both in-class and take-home; in-class discussions; and, as a culminating assessment, a creative multimedia project that will entail producing their own graphic narratives and/or adapting and transposing existing graphic narratives.

Reading List

- Marjane Satrapi, Persepolis
- Art Spiegelman, Maus
- Daniel Clowes, Ghost World
- Alison Bechdel, Fun Home

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CP English IV: Literature, Culture, and Modern Media

Horror in Literature, Film, and Culture

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English III

Essential Questions

- How does horror function across the many different media it inhabits? What unites the genre across these media?
- How is it that horror can be enjoyable?
- How can we create our own horror media that reliably affect their audiences in ways consistent with the genre's emotional vocabulary?
- What can we learn about ourselves and our culture from the things our horror media encourages us to fear?

Course Description

The recent advent of so-called 'prestige horror' on film (think *Get Out*, *A Quiet Place*, *Hereditary*) and television (*The Outsider, The Haunting of Hill House, American Horror Story*) is a little misleading–horror has been thriving for a very long time! It has been argued that fear is the oldest emotion, which might help to explain our age-old fascination with a genre that seems, to many, counterintuitive–why would you *want* to be scared?

To explore this question, we will look at horror across a wide range of media and time periods, from *Dracula* in the late 1800s to films and television from the last few years, including, along the way, as many different takes on the genre as we can find–Twitter horror, YouTube, podcasts, video games, short stories, etc. In the process, we will analyze these different media in an effort to understand the different paths they take to achieve their emotional goal–fear. The content and archetypes we encounter along the way will lead us to consider a recurring question–what do the things we fear show us about ourselves and our culture?

Demonstration of Understanding

The heart of the course is creative; students will produce multiple creative products as assessments, including: a multimedia horror narrative based on the structure of *Dracula*; a short story; a short film; and many smaller-scale examples in class. Students' creative projects will be shared with the class in order to evaluate the efficacy of our creative work, and to explore the different methods and approaches deployed to reach our goals. To scaffold this creative work, students will analyze multiple different media, culminating in an analytical essay on *Dracula*, as well as a scene analysis of a horror film of their choice. Along the way, a journal will provide students with the chance to reflect on their own experiences and synthesize different media we experience in the course. All journal entries will be shared with the instructor, and many will also be shared with peers as a starting point for small- and large-group discussion.

Reading List

- Stoker, Dracula
- Gaiman. Coraline
- Short stories by Edgar Allen Poe, Shirley Jackson, and others
- Films (*Get Out*, *The Babadook, The Blair Witch Project, Coraline*)

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CP English IV: Literature, Culture, and Modern Media

Utopia / Dystopia

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisites: English II

Essential Questions

- What are the current flaws in our world and what impact will they have for future generations?
- How do fictional utopias and dystopias critique contemporary societal issues?
- How will technological advancements disrupt societies of the future?

Course Description

Imagine visiting a perfect society where everyone has everything they need, where there are no wars, where there appears to be complete equality and happiness. It seems like paradise... until you see a problem. From Plato's *Republic* to Charlotte Perkins Gilman's *Herland*, fictional utopias (literally, "no place") have described high-functioning societies where the population seems to be perfectly happy until an outsider perceives serious issues: the society is not in fact a utopia but a dystopia, a place of great inequality and suffering. The flip side of the coin is the literal dystopia: the author foregrounds societal inequality and deprivation to portray a world where great suffering of the masses benefits an elite societal class.

Both utopias and dystopias provide authors the means to expose the flaws of the real world by taking aspects of our society to the extreme: the writer critiques class, race, climate, sexual, or religious issues in our society through logical extension, particularly when a technology is disrupting the status quo. Students will read and discuss a variety of utopian/dystopian texts to analyze the allegorical messages, to think deeply about flaws in our society, and to make predictions about the impact of these flaws on future generations.

Demonstration of Understanding:

In addition to daily reading assignments, class discussions, and productive collaboration, students will write two analytical essays (one in class, one at home) applying the essential questions to the course texts. Additionally, the students will produce a documentary video essay and write a creative narrative piece based upon a dystopian short story. In their own story, they will create their own utopian/dystopian society where they critique our world, identify a flaw, and create a utopian/dystopian world where the flaw is magnified to ruinous consequences.

Course Texts:

- Huxley, Brave New World
- Atwood, The Handmaid's Tale
- Ishiguro, Klara and the Sun

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A English IV: Literature (Avant Garde and Reading Gender and Sexuality)

Course Level: Advanced

Credits: 1.0

Yearlong Course: *Avant Garde* (fall semester), *Reading Gender and Sexuality* (spring semester)

Prerequisites: English III and Teacher Recommendation

Avant Garde (fall semester)

Essential Questions

- How can creative works challenge/shock us, and what are the results of that experience?
- What does it mean for a piece of art to be 'experimental'?
- How do we come to know and understand our own tastes/responses to art?
- In what ways can analytical skills transfer between different artistic media?
- How might we adapt some of the approaches of 'experimental art' to our own creative work?

Course Description

At the premiere of Stravinsky's *The Rite of Spring* in 1913, the audience rioted; the music and, especially, the choreography were shocking enough to start a stampede. In the same year, Chicagoans burned Matisse's "Blue Nude" in effigy outside the Armory Show in protest of what they saw as the piece's vulgar corruption of the human form. Symphonies now play the *Rite* as standard repertoire, and "Blue Nude" hangs in the Baltimore Museum of Art. Pieces like these exemplify our goal in this course: exploring the impact of avant-garde, 'experimental' art across different media and across time. We will start and end with literature (of the experimental sort), but in the course of our exploration we will also delve into visual art, music, dance, and film. In the process, we will learn to take the analytical skills we have honed in literary analysis and transfer them to other media. Trips to the world-class Baltimore Museum of Art and the Baltimore Symphony Orchestra will help us apply these skill sets 'in the wild,' as will a series of creative projects that will adopt and adapt the methods we study to our own creative work. In the process, we will develop the fluency and confidence to trust our individual responses to art, laying the foundation for a future of arts engagement!

Demonstration of Understanding

Students will show their understanding in a variety of assessments as we move through different media. Analytical writing will help us demonstrate an understanding of how works of art elicit a reliable impact across different audiences; a long-form essay on *Mrs Dalloway* will make use of literary analysis skill sets, while short-writing assignments will translate that analytical skill set into less-familiar artistic media. Journals will help us track, develop, and articulate clearly and precisely our personal responses to challenging and provocative art, developing confidence in subjective assessment of art. Finally, creative projects will help us to explore the process of artistic production directly; these creative works will be shared regularly in gallery-style showcases of student creative work, which will require students to explain both their concepts and their creative processes to the gallery audience, including both classmates and the broader school community.

Reading List

- Woolf, Mrs Dalloway
- Eliot, The Waste Land
- Various works by the following artists: Picasso; Matisse; Duchamp; Warhol; Stravinsky; Glass; Satie; Cage; Stein; Goldsmith; and many others!

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Reading Gender and Sexuality (spring semester)

Essential Questions

- How have writers shaped concepts of gender identity and sexual orientation through their work?
- How have concepts of gender and sexual expression affected literature?
- Does the gender expression and sexual orientation of a writer affect the way we read?
- How can "queering" a literary piece written by a cisgender/heterosexual writer help create a more inclusive and equitable society?

Course Description

To answer these questions, we will closely read poetry, novels, creative nonfiction, and art by creators who identify with a range of gender and sexual expressions: gay, queer, lesbian, intersex, non-binary, and transgender. As we read, we will track the complex ways concepts of gender and sexual identity have been shaped, represented, imagined, and deconstructed through time. Although our primary texts are by American writers, we will also consider the complicated ways global sexualities and gender expressions have contributed to the representation of cultural difference.

Demonstration of Understanding

Students will engage in regular collaborative journal writing, cultural and contextual readings alongside discussion posts, and in-class socratic seminars. Major projects include two five-page analytical essays, a personal narrative or memoir that considers the role of gender and sexuality in society, an explication and presentation of a theoretical text, and a forward-facing multimedia project designed for a digital audience.

Reading List

- Looby, "The Man Who Thought Himself a Woman" and Other Queer Nineteenth-Century Short Stories
- Peterson, Troubling the Line: Trans and Genderqueer Poetry and Poetics
- Baldwin, Giovanni's Room
- Bechdel, Fun Home
- Oyeymi, What Is Not Yours Is Not Yours

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A English IV: Literature (Literary Continent and Poetic Philosophers)

Course Level: Advanced

Credits: 1.0

Yearlong Course: *Literary Continent* (fall semester), *Poetic Philosophers* (spring semester)

Prerequisites: English III and Teacher Recommendation

Literary Continent (fall semester)

Essential Questions

- What knowledge is meaningful for the survival of humanity?
- What does it mean to find oneself lost (in a story)?
- What are the limits of language?
- How do we recognize the truth?
- Where does the meaning of a story reside? Within the teller, the text, the reader, or the transaction that occurs between them?

Course Description

Sometimes we talk about world building in literature, but what about conversations between works across space and time? What emerges as we look across the landscape is a kind of literary continent. The course is designed as a kind of labyrinth meant to challenge and inspire us as individuals and as a community of learners. We will walk the labyrinth by studying literary thresholds and critical theory, making sense of the terrain together, examining references, the echos, word play with a particular focus on doublings and triplings. What does it mean to call something "Borgesian"? How do a collection of authors play with what came before?

The course will focus on close reading and textual analysis as a means to address how language can invent worlds, define abstract ideas, and play. We will closely examine the intersections of reality and fiction, history and art, and storyteller and audience. Through careful critique and research, students will develop an understanding of the story as it exists off the page both in their individual interpretations and those of the collective. In other words, by looking at the way these particular stories engage us as readers, we will work to understand our role as participants in the stories themselves.

Demonstration of Understanding

We will demonstrate our understanding through regular discussions, reflective and creative writing, critical analyses, and classroom presentations. Students will present a short paper or design a mini-workshop around original research putting on a mini-academic conference.

Reading List

- Borges, Labyrinths
- Apostol, Insurrecto
- Orange, There, There
- Vuong, Night Sky With Exit Wounds
-

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Poetic Philosophers (spring semester)

Essential Questions

- What is the relationship between Philosophy which seeks to know the world and Poetry which seeks to experience the world?
- What role does negative capability, or doubt, possibly play in philosophical knowledge and poetic experience?
- How is negative capability a uniquely human power that is arguably both destructive and constructive?
- How can a philosophical and poetical sensibility possibly help us to create a new sense of ourselves and our world?

Course Description

Through our readings of ancient and modern thinkers, writers, and poets, students will learn that our notions of self are not necessarily axiomatic nor fixed. They will consider how to use negative capability as an instrument to test what we take for true about self, society, culture, and indeed about authority, by first examining the power of Socratic and Cartesian doubt, and then seeing how methodological doubt may be a feature and a force in literary Modernism. We will also examine how and why philosophical reason and the poetic imagination may be potent forces that can at once call into question the mores of society, for example, Stephen Dedalus' critique of Catholicism and Irish culture, as well as create competing visions as Joseph K does in The Trial. We will also consider whether works of art and the artists who create them need to be socially and morally responsible.

Demonstration of Understanding

Assessments will include Canvas and class discussions, student presentations, and two analytical essays of between 5-7 pages in length. Student presentations are modeled after the university colloquium. Students work in pairs to offer their interpretation of a section of the reading. They then respond to questions and comments from the class about their interpretation. The capstone project is a Concept Album where students identify one of the many narrative threads in the course that resonates with their personal experience and knowledge. Choosing from a multitude of genres that range from the epistolary to the collage and indeed original works of art, this is a public facing creative project discussed with and displayed before their classmates.

Reading List

- Plato, Symposium
- Joyce, Portrait of the Artist of a Young Man
- Nietzsche, The Birth of Tragedy from the Spirit of Music
- Selected poems, short stories, and essays

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A English IV: Literature (World Drama and The Game's Afoot)

Course Level: Advanced

Credits: 1.0

Yearlong Course: *Drama* (fall semester), *Dystopia* (spring semester)

Prerequisites: English III and Teacher Recommendation

World Drama (fall semester)

Essential Questions

- Is Drama a mirror which imitates the human or a window through which we may see the human for the first time?
- What is the purview, if any, of human agency in the face of Fate?
- Can human knowledge lead to genuine action?
- Is there a connection between the human, the divine, and the monstrous?

Course Description

Students will grapple with the open question of what it is to be human, and indeed how the question of the human is refracted through class, gender, sexual orientation, politics and culture. Through a close reading of the diction, figuration, and imagery of plays, students identify and interrogate structures that are unique to human consciousness and thus dictate how we think about ourselves and our world: fate and the possibility of human agency, the relationship between knowledge, self-reflection, and our capacity for change, and finally the power we have as human beings to do good or evil. These ideas will be staged within the literary genre of Drama, which enacts for its audience what we are and what we can be.

Demonstration of Understanding

Students will be assessed in the following ways: class discussion, Canvas discussion, class presentations, and scholarly essays. The model for class presentations is the university colloquium. Students work in pairs to offer their interpretation of a section of the reading. They then respond to questions and comments from the class about their interpretation. The first essay involves directed research. Students use Aristotle's Poetics as a tool to help them to interrogate Oedipus Rex. Students are provided with a number of essay questions for each play, though they are free to generate their own question for their scholarly work and often do. Essays are 5-7 pages in length, comparable to those in a college seminar.

Reading List

- Sophocles, Oedipus Rex
- Shakespeare, Hamlet
- Stoppard, Rosencrantz and Guildenstern Are Dead
- Chekhov, The Seagull
- Albee, The Goat
- Beckett, End-Game

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The Game's Afoot (spring semester)

Essential Questions

- What is the history of games and literature?
- How do we define the relationship between games and storytelling?
- How do authors use games in fiction and what makes games so compelling?
- What is effective world building and how do we as writers invent a world where our audience suspends belief?

Course Description

The relationship between games and literature has been a long one. This course will begin by examining the history of games and literature going back hundreds of years and moving through time to look at locked room mysteries, choose your own adventure stories, video games, and interactive fiction. Why is it, for example, that people still play Dungeons and Dragons? What makes games like Wordle and crossword puzzles so compelling? What new forms of storytelling are emerging and why are they rising in popularity? How might we use these forms to create something new? Our study will include analyzing a contemporary novel about two people who meet as children and grow up to design a video game. We will also spend time attempting to solve the mystery in the 1934 novel Cain's Jawbone. Keep in mind only four people have been recorded as solving the puzzle. To assist us in our pursuit and exploration of wordplay and cryptic puzzles, we will research and analyze the work of many writers referenced in the novel including Coleridge, Browning, and Blake. Drawing on skills developed over the previous three and a half school years in English and course-specific lessons in most of the semester, students will spend a portion of class time in the spring working creatively on their own projects, offering frequent feedback and critique in the collective setting. In addition to the primary texts listed below, this course will explore stories in video games, chess, board games, escape rooms, puzzles, etc.

Demonstration of Understanding

This course will include analytical writing assignments, discussions, interactive writing exercises, gameplay and analysis, project proposal and pitch design, and creative writing. Building on course-specific literary knowledge and understanding of gameplay and design, our final project will be a creative piece or in-depth concept design to be presented to and tested by members in our school community. Possible options could include writing a locked room mystery short story, composing a choose your own adventure tale, designing a video game story, creating an escape room, or developing a card or board game with a focus on world building and audience engagement.

Reading List

- Gabrielle Zevin, Tomorrow and Tomorrow and Tomorrow
- Torquemada, Cain's Jawbone
- Other readings to be provided

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A English IV: Seminar -- Writing for Justice

Course Level: Advanced

Credits: 1.0

Prerequisites: English III; Application

Essential Questions

- How do both global and local literary texts illuminate social conditions and expose injustice?
- How do writers use persuasive rhetorical strategies to instigate social change? Can writing and/or literature change the world?
- How might we use what we read to inspire our own advocacy projects?
- How might we then partner meaningfully with local advocacy organizations to help advance meaningful change?

Course Description

Can writing change the world? This course will introduce students to the power of reading and writing for social change. Through the examination of key literary texts that advocate on behalf of personal, political, and social issues, students will analyze how an author uses persuasive rhetorical strategies as a tool of advocacy. While studying the work of global and local authors, students will experiment with creating their own persuasive texts, both analytical and narrative, to advocate for social issues important to them. The course will culminate in a community-based project, where students will partner collectively with a Baltimore organization engaged in social justice. Through informational interviews and on-site visits, students will plan and execute a multimodal project that participates meaningfully in the chosen organization's social advocacy.

Demonstration of Understanding

Students will demonstrate understanding through regular student-led discussions on critical readings, written reflections, rhetorical annotations, and informal presentations. Additionally, they will complete two analytical essays, a research project, a midterm written exam, a narrative project, a community-based multimodal project, and a final portfolio of persuasive strategies.

Reading List

- Matthew Desmond, Poverty, by America
- Shane Bauer, American Prison
- Toni Jensen, Carry
- Karla Cornejo Villavicencio, The Undocumented Americans
- Mona Hanna-Attisha, What the Eyes Don't See
- Alice Wong, Disability, Visibility
- Martin Luther King, Jr., Collected Speeches

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HISTORY AND SOCIAL STUDIES

History and social studies are integral to the students' liberal arts education and becoming LifeReady citizens of our country and world. Social studies is the integrated study of the social sciences and humanities to promote civic competence. History is about changes and continuities over time. "Doing" history means understanding and analyzing text and interdisciplinary documentation. Human history is baked in volatility, uncertainty, complexity, and ambiguity. Thus the ability to analyze the purpose and point of view of a source is crucial to understanding and analyzing motives and purposes of human actions. Students will learn to read, to think, and to write critically and analytically. Working with historical documents of all kinds, students will learn the specific historians' skills of close reading, sourcing, contextualization, and corroboration. Students will come to understand the significance of the past; to develop historical empathy; to understand the tentative nature of historical theories; and to understand historical causation and the role of the individual and of chance in history.

Students will also learn how to write and think analytically, through assessments that include essays, papers, and presentations. Three years of history classes are required for graduation: World History I, World History II, and U.S. History. All freshmen and sophomores take World History, which is a two-year course. Juniors take U.S. History. Seniors may choose from a variety of electives. By requiring a two-year World History course, we hope that students will become informed citizens of the world, and be able to compare societies and cultures over time and place. Perhaps most importantly, we would like students to realize that the world and the United States are both made up of many diverse societies and cultures, yet there is a shared humanity. The social studies courses (senior electives) are designed to provide students with an understanding of the basic principles, methodologies, and workings of psychology, government, human geography, or the economy. The vast majority of our students are enrolled in College Prep courses, which are the core of the teaching and learning at McDonogh. Students will learn the thinking skills of historians; research, presentation and collaborative skills; and critical and analytical thinking, reading and writing skills at progressively higher levels as they move through the 9th, 10th, and 11th grades. Sections designated as Honors, Advanced, as well as all senior courses, are taught with college-level texts and content. The materials used in senior electives, Honors, and Advanced courses are the same as those used in introductory-level college courses. Admission into Honors and Advanced courses is determined by a combination of the student's performance in the prior year, teacher recommendation, placement test, or by the approval of the department chair for students new to the school.

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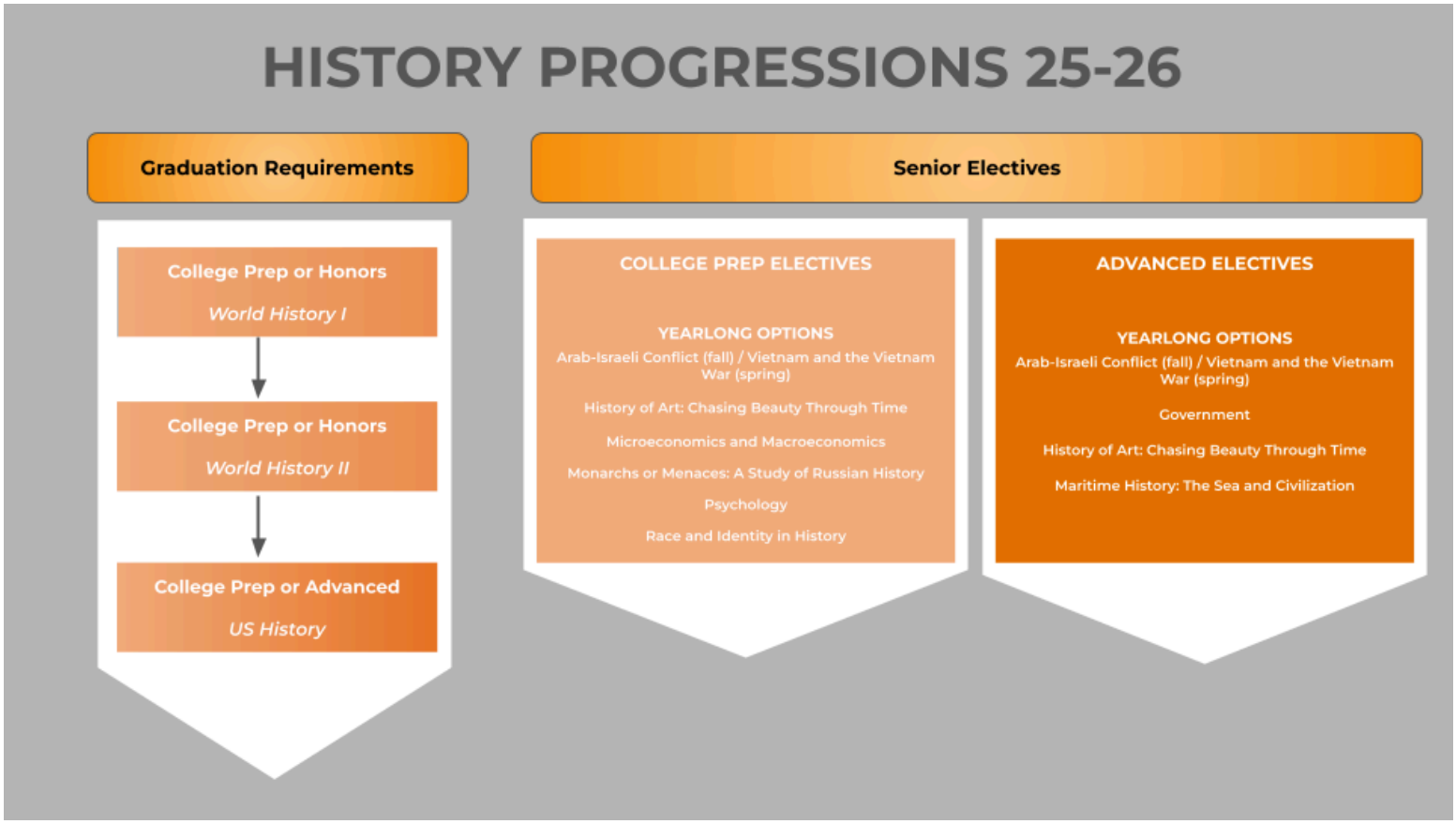

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Courses offered in the History Department:

WORLD HISTORY I

World History I (yearlong)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	World History I				X
H	1.0	World History I	Departmental approval			X

WORLD HISTORY II

World History II (yearlong)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	World History II	World History I			X
H	1.0	World History II	World History I and DA*			X

* DA -- student needs departmental approval to sign up for course

UNITED STATES HISTORY

United States History (yearlong)						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	United States History	World History II			X
A	1.0	United States History	World History II and DA*			X

* DA -- student needs departmental approval to sign up for course

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HISTORY ELECTIVES

College Prep Electives						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	Arab-Israeli Conflict (fall) and Vietnam and the Vietnam War (spring)	US History			X
CP	1.0	History of Art: Chasing Beauty Through Time	US History			X
CP	1.0	Microeconomics and Macroeconomics	US History			X
CP	1.0	Monarchs or Menaces: A Study of Russian History	US History			X
CP	1.0	Psychology	US History			X
CP	1.0	Race and Identity in History	US History			X

Advanced Electives						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
A	1.0	Arab-Israeli Conflict (fall) and Vietnam and the Vietnam War (spring)	US History and DA*			X
A	1.0	Government	US History and DA*			X
A	1.0	History of Art: Chasing Beauty Through Time	US History and DA*			X
A	1.0	Maritime History: The Sea and Civilization	US History and DA*			X
A	1.0	Microeconomics and Macroeconomics	US History and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP World History I

Course Level: College Prep
Credits: 1.0
Prerequisites: None

Essential Questions

- How do societies evolve and why?
- How and why do empires often become the dominant political organizations?
- What roles do different human groups have in societies?
- What roles do cultural, intellectual, and technological developments play in sustaining or challenging political, economic and social structures?

Course Description

To answer these questions, World History I will compare and contrast the origin, evolution, and historical legacy of both empires and non-empires alike. The journey begins with the invention of agriculture more than eight-thousand years ago and its transformation of the human experience around the world until the early modern era. We question why some regions develop cities, kingdoms, and empires while others remain sparsely populated with hunter-gatherers and pastoral nomads. Students will explore our shared human past through primary and secondary sources as well as artifacts and maps.

Demonstration of Understanding

Students will learn to critically examine the values and limitations of historical evidence to better understand past events. Students will build, collaborate, and refute historical arguments through class discussion, writing, and multimedia formats. Essays and a controlled research paper will challenge students to develop their narrative and analytical writing skills.

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H World History I

Course Level: Honors

Credits: 1.0

Prerequisites: Departmental approval

Essential Questions

- In what ways do people organize themselves into societies and why?
- How and why do empires become the dominant political organization in these eras?
- How do people support themselves? Who does the work; free and unfree labor?
- What roles do cultural, religious, intellectual, and technological ideas play in sustaining or challenging political, economic and social structures?
- In what ways do societies become increasingly connected to each other in the pre-modern era?

Course Description

Students will explore the origins, evolutions, and historical legacies of classical, post-classical, and early-modern societies in all regions of the world, c. 600 BCE - c. 1750 CE. Students will explore the complexities of the uniquenesses of the world's societies as well as their shared pasts and their interconnectedness through working with college-level texts and evaluating complex source materials.

Demonstration of Understanding

Throughout the year, students will be learning how to evaluate complex secondary and primary sources and weave them into written historical arguments. These written arguments will include essays, document-based essay questions, document-based short-answer questions, and a researched longer analytical paper.

In addition to analytical writing assignments, students will demonstrate their understanding by participating in student-centered class discussions, collaborative project-based learning opportunities, presentations on various topics and debates.

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CP World History II

Course Level: College Prep

Credits: 1.0

Prerequisites: CP World History I

Essential Questions

- How is history constructed?
- How do we explain the changes and continuities between c.1750 and the modern, 21st-century world?
- What are the driving forces and ideas that shape the world today?
- How do these forces and ideas impact construction and destruction of political, social, and economic structures for both individuals and the state?
- What is the relationship between geography and human development?

Course Description

Through the use of primary and secondary sources, students will discover and explore the factors that have shaped our global community today. These factors include geography, technology, nationalism and globalization to name a few. Students will critically examine the "rise" of the West in traditional historical narratives. The class will include discussion of current events and their relationship to historical events.

Demonstration of Understanding

Analytical writing assignments and a research paper, will be used to develop and show students' core skills of historical thinking including argumentation, historical contextualization, and synthesis. Additional assessments will include debates, oral presentations and poster sessions to exhibit students' ability to apply their historical knowledge, research skills, and analysis of primary and secondary historical sources.

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H World History II

Course Level: Honors
Credits: 1.0
Prerequisites: H World History I and DA

Essential Questions

- How is history constructed, and in what ways do the interpretations of history change over time?
- How do historians explain the changes and continuities in the modern eras?
- What are the driving forces (social, political, religious, intellectual, technological, economic, and environmental) that have shaped the institutions of the modern eras
- How have these forces and ideas impacted individuals and groups as well as institutions?

Course Description

Through the use of a wide variety of primary and secondary sources, as well as a college-level textbook and online sources, students will investigate significant events, individuals, developments, and processes from c. 1600 to the present. Students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. There will be an emphasis on document analysis as the foundation of historical interpretations. Students will learn to critique different interpretations of historical events and processes (historiography), and will learn the factors and processes that have shaped the modern global community as well as individual states and societies.

Demonstration of Understanding

Students will demonstrate their acquisition of core skills and knowledge with analytical writing assignments and assessments, and a required research paper based on department guidelines. Additional assessments will include debates and oral presentations. Students will read and analyze primary and secondary historical sources both in and outside of the classroom, and will produce work which reflects and expands on the larger questions of the class. Students will also demonstrate their understanding in discussions of current events and their relationship to historical events.

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CP United States History

Course Level: College Prep
Credits: 1.0
Prerequisites: CP World History II

Essential Questions

- How have people defined what it means to be an American citizen?
- How is labor and wealth distributed throughout society?
- How do we balance the needs of the individual with the needs of the community?
- To what extent has the nation fulfilled or practiced the historical founding ideals we claim to be founded on?

Course Description

United States history will look at how American citizens have debated the meaning of democracy and individual freedom, equitable access to economic resources and opportunities, the responsibility of government and citizenship, and the appropriateness of the United States' actions in world affairs.

Demonstration of Understanding

Analytical writing assignments and a research paper will develop and show students' core skills of historical thinking including argumentation, historical contextualization, and synthesis. Students will show their ability to analyze primary and secondary sources by discussing and writing about what they have read. Students will also read secondary and primary sources with an emphasis on understanding various interpretations of history. Students will also show their understanding by participating in guided and student-led discussions, collaborative project-based learning opportunities, presentations on various topics, and debates.

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A United States History

Course Level: Advanced

Credits: 1.0

Prerequisites: H World History I and H World History II or by application (see History Department Chair)
Successful completion of lengthy reading assignments during the summer months

Essential Questions

- What does it mean to be an American citizen?
- How is labor and wealth distributed throughout society?
- How do we balance the needs of the individual with the needs of the community?
- To what extent has the nation fulfilled or practiced the historical founding ideals we claim to be founded on?
- How have competing historical narratives shaped our present understanding of the United States?

Course Description

Together we will explore the foundational events and ideas that shape the United States today. Students will explore the complexities of our shared past by evaluating complex and sometimes-conflicting source material. As an advanced class, particular emphasis will be placed on the scholarship of leading historians to better-inform our own historical opinions. Students will evaluate, discuss, and debate complex and often-conflicting historical narratives in order to investigate their role in the evolution of the United States.

Demonstration of Understanding

Analytical writing assignments and a research paper will develop and show students' core skills of historical thinking including argumentation, historical contextualization, and synthesis. Students will show their ability to analyze primary and secondary sources by discussing and writing about what they have read. Students will also read secondary and primary sources with an emphasis on understanding various interpretations of history. Students will also show their understanding by participating in guided and student-led discussions, collaborative project-based learning opportunities, a year long research paper, and a Spring Symposium focused on a contemporary issue in United States society.

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CP Arab-Israeli Conflict (fall) and Vietnam and the Vietnam War (spring)

Course Level: College Prep
Semester: Yearlong
Credits: 1.0
Prerequisites: US History

Arab-Israeli Conflict (fall semester)

Essential Questions

- How have religious and ethnic identity shaped the conflict over land and national sovereignty?
- How has the United States affected the Arab-Israeli conflict?
- How have Palestinians and Israelis sought to shape the historical narrative of the conflict?
- How do we develop an historical explanation for the failure to reach a peace agreement?

Course Description

This course is designed to develop an understanding of the different interpretations of the history of the Palestinian-Israeli conflict. We will look at conflicting versions of the events and focus on understanding their basis and how they developed. In particular, we will look at how people within the broad groups have differed among themselves. The course will look at three specific time periods - the beginning of the nationalist conflicts between 1890 and the founding of Israel in 1948; the period from 1948 and the founding of Israel to the 1993 Oslo accords; and the period since 1992. We also discuss the role of the United States and other international forces in the conflict. Assessments: the main project of the class will separate group proposals for a path to resolving conflict that includes reconciliation. The proposals will be assessed on the depth of research and creativity in formulating ways to address the historical divisions. Students will also be assessed on periodic written analysis and oral presentations in class.

Demonstration of Understanding

Students will regularly prepare written evaluations of primary and secondary source readings and present those to the class. More extended analytical essays will show independent work in interpreting and synthesizing arguments and evidence from multiple sources.

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Vietnam and the Vietnam War (spring semester)

Essential Questions

- How did the Cold War influence US foreign policy and nationalist movements in decolonized countries?
- What shapes public perception of modern wars? How do those perceptions impact social movements, political and military decision making?
- How do superior military powers lose wars?

Course Description

To understand Vietnam and the Vietnam War, students will first first study the experience of the Vietnamese people as a distinct civilization with a history before French colonization. Students will evaluate the impact of French colonial rule on the development of Vietnamese nationalism before the Vietnamese Declaration of Independence. Students will take into account contrasting political and economic views of Vietnamese groups and the development of the American phase of the war in the 1960s. Finally, students will examine the conflicts the war generated in both Vietnamese and American society as well as the post war developments in Vietnam.

Demonstration of Understanding

Students will regularly prepare written evaluations of primary and secondary source readings and present those to the class. More extended analytical essays will show independent work in interpreting and synthesizing arguments and evidence from multiple sources.

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CP History of Art: Chasing Beauty Through Time

Course Level: College Prep

Credits: 1.0

Prerequisites: US History

Essential Questions

- How does art serve as a reflection of the cultural, social, and political contexts in which it was created?
- How has the concept of beauty and aesthetics evolved across different time periods and cultures?
- What role does symbolism play in art, and how do artists use symbols to communicate complex ideas or narratives?
- How do art movements, such as the Renaissance, Baroque, or Abstract Expressionism, represent shifts in cultural and intellectual thought?
- What impact do patronage and sponsorship have on the creation and dissemination of art?
- In what ways have technological advancements influenced artistic innovation throughout history?

Course Description

Throughout the academic year, students will embark on a fascinating journey through the evolution of art, examining masterpieces from diverse cultures and time periods. The course is structured to provide a comprehensive understanding of art, fostering critical thinking, visual analysis, and historical interpretation skills. We will explore major art movements, from the ancient world to contemporary times, across different continents, including but not limited to Classical, Renaissance, Baroque, Romanticism, Modernism, and Postmodernism. Students will be able to understand the socio-cultural forces that influenced artistic expression and situate artworks within their historical, political, and religious contexts. They will examine how art serves as a reflection of societal values, beliefs, and historical events.

Demonstration of Understanding

Students will learn to write essays that describe the art work and show understanding of the historical context and importance within a period. Once the students hone their ability to critique and explain art pieces, we will have field trips to the BMA and Walters Art Museum where they will demonstrate their ability to explain certain pieces to the group. Students will also be able to choose an art work to do a deep dive on and become an “expert”. Students will be able to identify monumental pieces of art and speak about them as an actual curator would. A culminating project will be a virtual museum exhibit curated with a historical theme chosen by the student.

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CP Microeconomics and Macroeconomics

Course Level: College Prep
Credits: 1.0
Prerequisites: US History

Essential Questions

- Why do humans have to make economic choices and how do they make those decisions?
- How does each individual's choices affect the rest of us in aggregate?
- Is money free, and if not, what are the implications?
- What are the secrets to long-term growth in the economy?
- What are the economic decision-making processes of a consumer and a producer and what are the fundamentals that affect our personal as well as our aggregate economic activity as a nation?

Course Description

This course will teach students how to think like an economist, and be able to recognize that common economic concepts and activities are pervasive throughout our lives. As Alfred Marshall put it, Economics is the "study of mankind in the ordinary business of life." Students will be able to understand the economic decision-making process of a consumer and producer (Microeconomics) and examine the fundamentals that affect our personal as well as our aggregate economic activity as a nation (Macroeconomics). Students will explore and analyze why humans act the way they do, how they make decisions, and how each individual's choices affect the community.

Students will engage in decision-making processes using economic tools of fiscal and monetary policy to create better economic environments through the examination of case studies, solving problem sets, classroom lectures and discussions. Students will be challenged to see economic issues in new ways, devoid of emotion and value judgments, allowing them to consider a wide array of solutions to the problems we encounter. Students will apply the basic concepts of Economics such as scarcity, marginal utility, supply and demand, etc., through practical applications using hands-on LifeReady approaches.

Demonstration of Understanding

Tests, quizzes, oral presentations, projects and debates will be used to check students' understanding of fundamental economic principles. There will be many games, short movie clips to show students that economics are everywhere. Students will demonstrate their understanding of how to invest by playing The Stock Market Game. Students will also hear from experts in the field and be able to ask pertinent questions to explore their interests and link their interests with potential career opportunities.

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CP Monarchs or Menaces: A Study of Russian History

Course Level: College Prep

Credits: 1

Prerequisites: US History

Essential Questions

- How has geography affected Russian history?
- How is Russia's current military campaign in Ukraine a reflection of historical events in Russia?
- What driving political, economic, social and cultural forces have shaped Russia's history?
- What role do individuals play in shaping a nation's history?

Course Description

Monarchs or Menaces: A Study of Russian History is a seminar-style course that traces the history of Russia from roughly 800 CE to the present day. Using a variety of primary and secondary sources, students will explore not only the political, economic, social and cultural forces that have shaped Russia today, but also the impact that geography and individuals have had on its history.

Demonstration of Understanding

Students will show their ability to analyze primary and secondary sources by discussing and writing about what they have read. Students will also show their understanding by participating in guided and student-led discussions, collaborative project-based learning opportunities, and presentations on various topics. Analytical writing assignments and a research paper will develop and show students' core skills of historical thinking including argumentation, historical contextualization, and synthesis.

Reading List

- Nicholas V. Riasanovsky and Mark D. Steinberg A History of Russia (9th Edition)
- Robert K. Massie Nicholas and Alexandra

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CP Psychology

Course Level: College Prep

Credits: 1.0

Prerequisites: US History

Essential Questions

- What impacts our behavior and how does our behavior impact others?
- How does our social environment influence our behavior?
- What is the impact of nature versus nurture on our development?
- How can we harness the lessons of psychology to become more aware and productive in our everyday life?

Course Description

The class will consider most of the traditional topics of an introductory psychology course: biopsychology, consciousness, developmental psychology, learning and social psychology to discover what psychology can tell us about the human experience.

Demonstration of Understanding

Students will demonstrate understanding through a variety of mediums including (but not limited to) class discussion, formal unit tests, hands on demonstrations and experiments, reflective writing and a seven to ten page research paper.

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CP Race and Identity in History

Course Level: College Prep
Credits: 1.0
Prerequisites: US History

Essential Questions

- How and why were racial categories invented and codified into social, economic, and political hierarchies of power?
- How have individuals and communities both accepted and resisted racial categorization throughout United States history?
- How do historical constructions of race continue to shape individual and group identity today?
- How have artists across different mediums used their work to challenge, redefine, or reclaim racial identity throughout history?

Course Description

This senior elective examines how race - as a social construct - has shaped both individual and collective identity throughout modern history. Through an interdisciplinary approach combining historical analysis, literature, and social theory, students explore the origins of racial categories, their evolving impact on society, and their continuing influence on human experience. Students engage with diverse texts ranging from scholarly works to fiction, analyzing how race intersects with power, culture, and identity formation across different historical contexts. By the end of this course, students will develop a deeper understanding of their own identity within broader historical patterns, while building critical thinking skills to analyze how racial constructs continue to influence contemporary society. Students will strengthen their ability to engage in nuanced discussions about race and identity through both academic and personal lenses.

Demonstration of Understanding

Students will demonstrate their understanding through regular participation in complex discussions and structured debates that connect course texts to both historical contexts and contemporary issues, drawing from their evolving perspectives on race and identity. Students will analyze and present on selected artistic works, examining how creators have engaged with racial identity across different time periods and mediums, while developing their ability to interpret cultural expression through multiple lenses. The first term will culminate in a literary critique essay in which students analyze a chosen work of art, literature, or expression as it pertains to the themes of race and identity explored in the fall. The second term will culminate in a multimedia research project weaving personal family histories with broader societal analysis, requiring students to investigate primary sources, conduct interviews, and synthesize their findings into a final presentation that illuminates how individual stories intersect with larger historical patterns of racial construction and identity formation.

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A Arab-Israeli Conflict (fall) and *A* Vietnam and the Vietnam War (spring)

Course Level: Advanced
Semester: Yearlong
Credits: 1.0
Prerequisites: US History and departmental approval

Arab-Israeli Conflict (fall semester)

Essential Questions

- How have religious and ethnic identity shaped the conflict over land and national sovereignty?
- How has the United States affected the Arab-Israeli conflict?
- How have Palestinians and Israelis sought to shape the historical narrative of the conflict?
- How do we develop an historical explanation for the failure to reach a peace agreement?

Course Description

This course is designed to develop an understanding of the different interpretations of the history of the Palestinian-Israeli conflict. We will look at conflicting versions of the events and focus on understanding their basis and how they developed. In particular, we will look at how people within the broad groups have differed among themselves. The course will look at three specific time periods - the beginning of the nationalist conflicts between 1890 and the founding of Israel in 1948; the period from 1948 and the founding of Israel to the 1993 Oslo accords; and the period since 1992. We also discuss the role of the United States and other international forces in the conflict. Assessments: the main project of the class will separate group proposals for a path to resolving conflict that includes reconciliation. The proposals will be assessed on the depth of research and creativity in formulating ways to address the historical divisions. Students will also be assessed on periodic written analysis and oral presentations in class.

Demonstration of Understanding

Students will regularly prepare written evaluations of primary and secondary source readings and present those to the class. More extended analytical essays will show independent work in interpreting and synthesizing arguments and evidence from multiple sources.

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Vietnam and the Vietnam War (spring semester)

Essential Questions

- How did the Cold War influence US foreign policy and nationalist movements in decolonized countries?
- What shapes public perception of modern wars? How do those perceptions impact social movements, political and military decision making?
- How do superior military powers lose wars?

Course Description

To understand Vietnam and the Vietnam War, students will first first study the experience of the Vietnamese people as a distinct civilization with a history before French colonization. Students will evaluate the impact of French colonial rule on the development of Vietnamese nationalism before the Vietnamese Declaration of Independence. Students will take into account contrasting political and economic views of Vietnamese groups and the development of the American phase of the war in the 1960s. Finally, students will examine the conflicts the war generated in both Vietnamese and American society as well as the post war developments in Vietnam.

Demonstration of Understanding

Students will regularly prepare written evaluations of primary and secondary source readings and present those to the class. More extended analytical essays will show independent work in interpreting and synthesizing arguments and evidence from multiple sources.

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A Government

Course Level: Advanced
Credits: 1.0
Prerequisites: US History and departmental approval

Essential Questions

- What is the purpose of government?
- What are the government's obligations to its citizens and residents?
- How does the American government operate?
- How have partisan ideologies shaped political parties and their actions?

Course Description

Students will routinely read scholarly work and engage with primary source documents - Supreme Court cases; presidential speeches; policy; and narratives. Independent thinking and reflection will lead to deep Socratic dialogue and debate in the classroom. Students will be pushed to consider normative understandings of politics through discussion, writing, introspection, and engaging with primary source documents.

They will be asked to think about the concepts we speak of in politics, how those concepts manifest in our institutions. They will also be pushed to think about how our assumptions and thoughts shape our ideas of what is possible and what *ought* to happen.

Demonstration of Understanding

Student understanding will be exhibited on a daily basis through class discussions, dialogues, debates, and/or written work that will be part of every class.

Multi-modal projects will be used to engage students in analyzing, synthesizing, and creating. Students will accompany their work with a written document describing the research involved and the purpose and thinking behind the depiction. These projects will be publicly displayed and used in class discussions.

Throughout the course they will be asked to write multiple research papers. Some of these papers will be traditionally academic. Others will engage in new frontiers of political theoretical thinking such as autoethnography. These papers will be a project typical of practitioners within political science.

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A History of Art: Chasing Beauty Through Time

Course Level: Advanced

Credits: 1.0

Prerequisites: US History and Departmental Approval

Essential Questions

- How does art serve as a reflection of the cultural, social, and political contexts in which it was created?
- How has the concept of beauty and aesthetics evolved across different time periods and cultures?
- What role does symbolism play in art, and how do artists use symbols to communicate complex ideas or narratives?
- How do art movements, such as the Renaissance, Baroque, or Abstract Expressionism, represent shifts in cultural and intellectual thought?
- What impact do patronage and sponsorship have on the creation and dissemination of art?
- In what ways have technological advancements influenced artistic innovation throughout history?

Course Description

Throughout the academic year, students will embark on a fascinating journey through the evolution of art, examining masterpieces from diverse cultures and time periods. The course is structured to provide a comprehensive understanding of art, fostering critical thinking, visual analysis, and historical interpretation skills. We will explore major art movements, from the ancient world to contemporary times, across different continents, including but not limited to Classical, Renaissance, Baroque, Romanticism, Modernism, and Postmodernism. Students will be able to understand the socio-cultural forces that influenced artistic expression and situate artworks within their historical, political, and religious contexts. They will examine how art serves as a reflection of societal values, beliefs, and historical events.

Demonstration of Understanding

Students will learn to write essays that describe the art work and show understanding of the historical context and importance within a period. Once the students hone their ability to critique and explain art pieces, we will have field trips to the BMA and Walters Art Museum where they will demonstrate their ability to explain certain pieces to the group. Students will also be able to choose an art work to do a deep dive on and become an "expert". We will visit the Art Department for some practical demonstrations to learn hands-on about the process of creating art. Students will be able to identify monumental pieces of art and speak about them as an actual curator would. A culminating project will be a virtual museum exhibit curated with a historical theme chosen by the student.

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A Maritime History: The Sea and Civilization

Course Level: Advanced

Credits: 1.0

Prerequisites: US History and departmental approval

Essential Questions

- How has the sea shaped human civilization through commerce, warfare, exploration, and cultural exchange?
- What role have maritime technologies and innovations played in the development of global power structures?
- How have different societies adapted to maritime environments and developed unique seafaring cultures?
- How have pirate communities functioned as alternative social orders, and what was their relationship with imperial powers?
- In what ways does the sea continue to influence geopolitics, economics, and environmental concerns in our contemporary world?

Course Description

This course explores the profound relationship between human civilization and the sea from antiquity to the present day. Students will examine maritime activities across the Mediterranean, Atlantic, Pacific, and Indian Ocean worlds, analyzing how seafaring peoples developed unique technologies, economies, and societies. The curriculum investigates pivotal naval engagements, trade networks, exploration voyages, and maritime empires that transformed the course of world history. Special attention will be given to the complex phenomenon of piracy across different eras and regions—from ancient Mediterranean pirates that challenged Roman authority to the Golden Age of Piracy in the Caribbean. Through interdisciplinary study drawing from archaeology, economics, literature, and environmental science, students will gain insight into how the sea has functioned as both barrier and highway throughout human history. The course also addresses contemporary maritime issues including environmental challenges, shipping economics, modern piracy, and ocean governance.

Demonstration of Understanding

Students will demonstrate their understanding through analytical writing assignments that examine primary and secondary sources related to maritime history. In the fall semester, students will complete two formative assessments and develop a research paper on a chosen aspect of maritime history. The spring semester will include one formative assessment, followed by an independent research project culminating in a public presentation of findings. Students will also participate in seminar-style discussions, collaborative projects, and potential field studies to maritime sites of historical significance. Through these assessments, students will develop core skills of historical thinking including argumentation, historical contextualization, and synthesis while gaining appreciation for the central role of maritime activity in global civilization.

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A Microeconomics and Macroeconomics

Course Level: Advanced

Credits: 1.0

Prerequisites: US History and departmental approval

Essential Questions

- Why do humans have to make economic choices and how do they make those decisions?
- How does each individual's choices affect the rest of us in aggregate?
- More specifically, what are the economic decision-making processes of a consumer and a producer and what are the fundamentals that affect our personal as well as our aggregate economic activity as a nation?

Course Description

In this course, students will be challenged to think like and make decisions of an economist.

This course will teach students how to think like an economist, and be able to recognize that common economic concepts and activities are pervasive throughout our lives. As Alfred Marshall put it, Economics is the "study of mankind in the ordinary business of life." Students will be able to understand the economic decision-making process of a consumer and producer (Microeconomics) and examine the fundamentals that affect our personal as well as our aggregate economic activity as a nation (Macroeconomics). Students will explore and analyze why humans act the way they do, how they make decisions, and how each individual's choices affect the community.

Students will engage in decision-making processes using economic tools of fiscal and monetary policy to create better economic environments through the examination of case studies, solving problem sets, classroom lectures and discussions. Students will be challenged to see economic issues in new ways, devoid of emotion and value judgments, allowing them to consider a wide array of solutions to the problems we encounter. Students will apply the basic concepts of Economics such as scarcity, marginal utility, supply and demand, etc., through practical applications using hands-on LiifeReady approaches.

Demonstration of Understanding

Tests, quizzes, oral presentations, projects and debates will be used to check students' understanding of fundamental economic principles. Real-life projects such as an advertising pitch will demonstrate students' understanding of marketing and advertising concepts learned in class. The students will also play the role of a management consultant and apply the concepts learned in class such as GDP, inflation, unemployment, and long-term economic growth to make recommendations to senior officials of a government of their choosing. Students will demonstrate their understanding of how to invest by playing The Stock Market Game. Students will also hear from experts in the field and be able to ask pertinent questions to explore their interests and link their interests with potential career opportunities.

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MATHEMATICS

McDonogh's Upper School mathematics program prepares students to think, problem solve, and work in a rapidly changing, complex world. Students must be able to analyze, reason with logical arguments, and communicate understanding with clarity. Since students need to be prepared to solve problems that they have never seen—or that don't yet exist—they must have a strong mathematical foundation and the ability to think critically and collaborate effectively.

The Upper School's mathematics courses emphasize analysis, interpretation, and communication across a variety of mediums. While students must learn to solve problems, they must also be capable of interpreting and communicating their solutions effectively. Since complex problems can seldom be solved in isolation, the mathematics programs provide opportunities for meaningful collaboration—a key LifeReady skill our students will need for future success. We value students working together in formulating questions, developing solutions, and communicating the results.

In addition to studying "traditional" mathematics, geometry, algebra, trigonometry, and calculus, students must develop essential skills using technology and competencies that will further enhance their ability to problem solve, think critically, and analyze deeply.

The mathematics program ensures that all McDonogh graduates have strong critical thinking and reasoning skills, the ability to analyze and interpret data, the opportunity to leverage technology, and the skills to effectively collaborate and communicate; all of this will prepare our students for a world yet not known.

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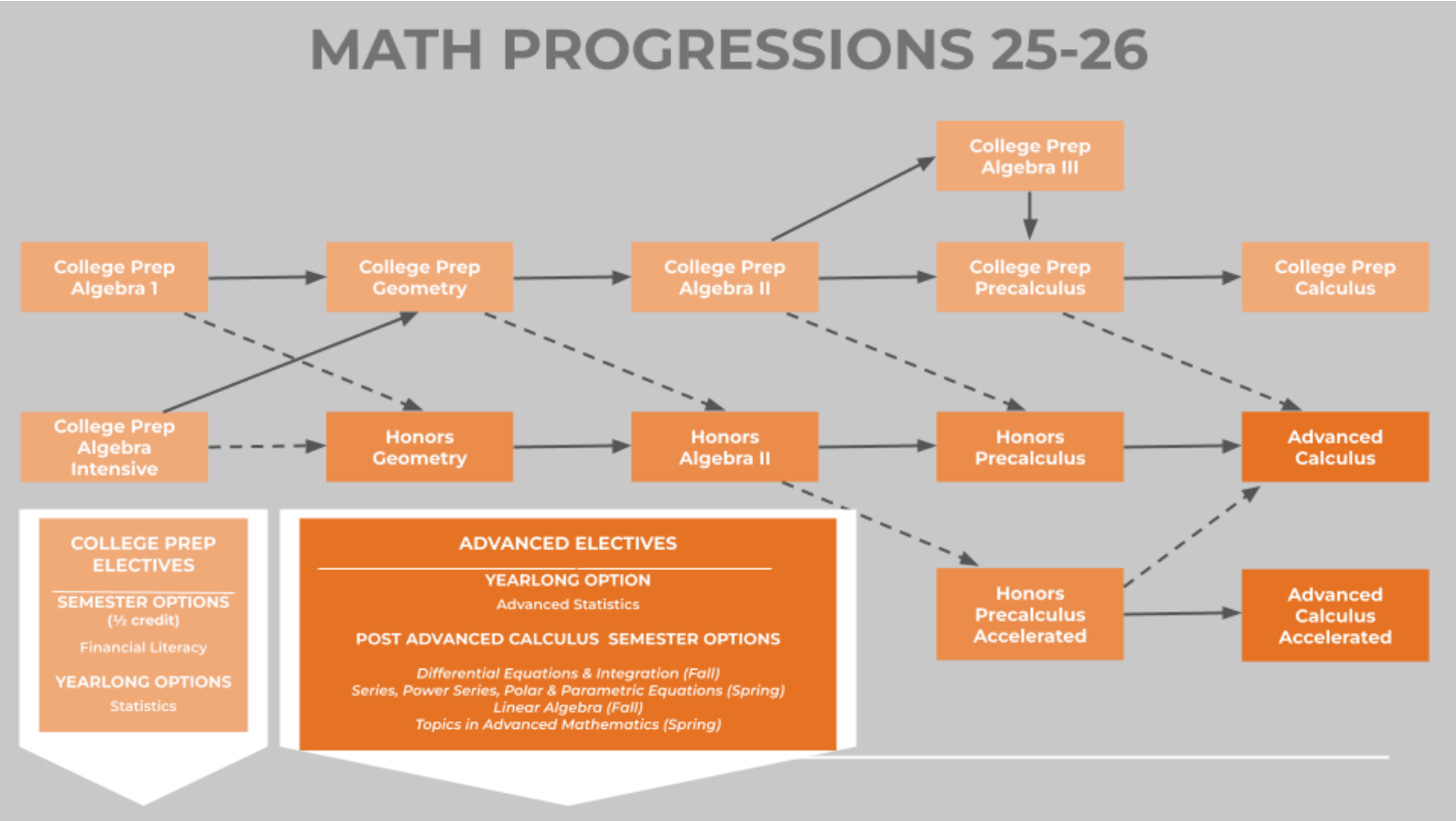

Courses offered in the Mathematics Department:

Mathematics						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	Algebra I				X
CP	1.0	Algebra Intensive	MS Algebra I and US Departmental approval			X
CP	1.0	Geometry	Algebra I or Algebra Intensive and department approval			X
H	1.0	Geometry	Algebra I or Algebra Intensive and department approval			X
CP	1.0	Algebra II	Must have a sophomore or higher standing			X
H	1.0	Algebra II	Algebra I, Geometry, and DA*			X
CP	0.5	Financial Literacy (the course may run in both semesters)	Algebra II	X	X	

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CP	1.0	Statistics	Algebra II			X
A	1.0	Statistics	DA* and a corequisite of H Precalculus or higher			X
CP	1.0	Algebra III: Data, Models, and Applications	Algebra II			X
CP	1.0	Precalculus	Geometry, Algebra II and DA*			X
H	1.0	Precalculus	Geometry, Algebra II and DA*			X
H	1.0	Precalculus Accelerated	H Algebra II, DA* and required summer work. See Course Description for more detail.			X
CP	1.0	Calculus	Precalculus and DA*			X
A	1.0	Calculus	H Precalculus and DA*			X
A	1.0	Calculus Accelerated	H Precalculus Accelerated, DA* and required summer work.			X
A	0.5	Differential Equations & Advanced Integration	Adv Calc AB and DA*	X		
A	0.5	Linear Algebra	See Course Description	X		
A	0.5	Series, Power Series, Polar and Parametric Equations	See Course Description		X	
A	0.5	Topics in Advanced Mathematics	See Course Description		X	

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CP Algebra I

Course Level: College Prep
Credits: 1.0
Prerequisite: None

Essential Questions

- How can we represent patterns in algebra in order to find models that allow us to predict and interpret information?
- How are unknown values determined?
- What are functions? How can they be written and described? How can they be used to describe relationships between data?
- How can algebra support real world situations in order to make good decisions?
- How can technology help find and confirm answers?

Course Description

This course is intended to provide a solid foundation of algebraic principles and the relationships between variables that support future math classes. Students will focus primarily on linear and quadratic functions with an exposure to exponential growth and decay and the patterns that lead to those models. Specific emphasis will be placed on finding unknown values through the manipulation of algebraic equations, systems of equations, inequalities, graphing, and how these concepts relate to the real world. Students will strike a balance of independent mathematical skill fluency and strategic use of technology to provide support for their work. The course will also have a basis in the relationship between the multiple representations of numerical, graphical, analytical, and verbal models. Connections will be encouraged through data analysis, geometric foundations, and real world problems.

Demonstration of Understanding

Students will demonstrate their understanding through the use of technology and other tools when solving problems, formative and summative assessments, and classroom project presentations.

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CP Algebra Intensive

Course Level: College Prep

Credits: 1.0

Prerequisite: Middle School Algebra I and Upper School departmental approval

Essential Questions

- How can we represent patterns in algebra in order to find models that allow us to predict and interpret information?
- How are unknown values determined?
- What are functions? How can they be written and described? How can they be used to describe relationships between data?
- How can algebra support real world situations in order to make good decisions?
- How can technology help find and confirm answers?

Designed to build on algebraic foundations established in middle school, this specialized high school course for ninth-graders will deepen their conceptual and operational knowledge—essential learning for success in advanced mathematics courses. Algebra Intensive challenges students to strengthen their reasoning skills, ability to represent and reason mathematically, and to apply their new understanding. Students will strike a balance of independent mathematical skill fluency and strategic use of technology to provide support for their work. The course will also have a basis in the relationship between the multiple representations of numerical, graphical, analytical, and verbal models. Connections will be encouraged through data analysis, geometric foundations, and real world problems. With ample opportunity to master concepts and operations in class and in learning labs, where they will also engage with statistics and with technological tools, this course is essential to preparing first-year high school students for success in math courses taken after this course.

Demonstration of Understanding

Students will demonstrate their understanding by solving problems requiring abstract reasoning and symbolic representation. Students will use technology and other tools when solving problems, completing formative and summative assessments, and delivering classroom project presentations.

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CP Geometry

Course Level: College Prep

Credits: 1.0

Prerequisites: Algebra I or Algebra Intensive and department approval

Essential Questions

- What are the best strategies to approach different types of problems?
- How can we make connections between algebraic foundations and geometric situations to find unknown values?
- How can math support real world situations in order to make logical and well-supported decisions?
- How can technology help find and confirm answers?
- How can we communicate and prove algebraic and geometric reasoning with math-based evidence and appropriate terminology?

Course Description

In this course, students are given a deep exploration of analytic Geometry, a thorough introduction to Euclidean Geometry, and continue to build and strengthen their connections from Algebra I. Students will develop reasoning and problem solving skills through numerical, graphical, analytical, and verbal models. Algebraic skills are embedded to emphasize and support reasoning while focusing on the application of geometric relationships to real-life situations. Students utilize logic and deductive reasoning to prove theorems and solve problems. Topics from Algebra and Geometry are integrated to include challenging problems that involve the use of congruence, properties of measurement, proportional reasoning, and right triangle trigonometry using appropriate technology and tools.

Demonstration of Understanding

Students will demonstrate their understanding of geometry concepts in homework assignments, in summative assessments, and classroom project presentations. Effective communication and the ability to provide logical arguments will be demonstrated using two-column and paragraph proofs.

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H Geometry

Level: Honors

Credits: 1.0

Prerequisites: Algebra I or Algebra Intensive and department approval

Essential Questions

- What are the best strategies to approach different types of problems?
- How can we make connections between algebraic foundations and geometric situations to find unknown values?
- How can math support real world situations in order to make logical and well-supported decisions?
- How can technology help find and confirm answers?
- How can we communicate and prove algebraic and geometric reasoning with math-based evidence and appropriate terminology?

Course Description

In this honors course, students are given a deep exploration of analytic Geometry, a thorough introduction to Euclidean Geometry, and continue to build and strengthen their connections from Algebra I. Students will develop reasoning and problem solving skills through numerical, graphical, analytical, and verbal models. Algebraic skills are embedded to emphasize and support reasoning while focusing on the application of geometric relationships to real-life situations. Students utilize logic and deductive reasoning to prove theorems and solve problems. Topics from Algebra and Geometry are integrated to include challenging problems that involve the use of congruence, properties of measurement, proportional reasoning, and right triangle trigonometry using appropriate technology and tools. This Honors course explores more rigorous proofs that lead to the deduction of results and theorems. It also includes additional topics and emphasizes methods of proof other than simple deductive reasoning.

Demonstration of Understanding

Students will demonstrate their understanding of geometry concepts in homework assignments, in summative assessments, and classroom project presentations. Emphasis is placed on communication and the ability to provide logical and concise arguments will be demonstrated using two-column and paragraph proofs in homework assignments, during class, and on summative assessments. Proofs will incorporate in-depth application of different topics from throughout the year, as well as high level algebraic connections.

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CP Algebra II

Course Level: College Prep
Credits: 1.0
Prerequisites: CP Algebra I and CP Geometry

Essential Questions

- How are connections made within different areas of mathematics?
- How can we use patterns and information to solve problems and make predictions?
- How can we effectively communicate thinking using evidence, technology, logic, and reasoning?
- How can technology be used to build conceptual understanding of mathematical formulas and concepts and to better understand the world?
- How can collaboration help to develop good questions, and answers, in order to understand the world in which we live?

Course Description

This course continues the development of reasoning and skills from previous math courses through oral and written presentations of mathematical processes and intuition. Two major themes of this course include, extending students' ability to express ideas using multiple representations of functions (numerical, graphical, analytical, and verbal) and utilizing appropriate technology tools.

Continuing their study of algebra beyond the introductory level, students will study and explore the real and complex number systems, linear and absolute value equations and inequalities, systems of equations and inequalities, quadratic equations, rational expressions, radical expressions, and an introduction to functions, including linear, quadratic, exponential and logarithmic. The spiraling of function families and geometric understanding throughout the course will enhance our ability to understand and represent a variety of situations.

Students will build a more comprehensive toolbox of decision-making skills and strategies to work through novel problems and will routinely manipulate symbolic notation and make connections to graphical models. Collaborative work, procedural fluency, and evidence-based thinking are emphasized throughout the course to strengthen problem-solving ability.

Demonstration of Understanding

Students will demonstrate their understanding through the use of formative and summative assessments. Students will share projects that utilize spreadsheets, require data analysis, or the use of graphing technology with the class.

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H Algebra II

Level: Honors
Credits: 1.0
Prerequisites: Algebra I, Geometry, and department approval

Essential Questions

- How are connections made within different areas of mathematics?
- How can we use patterns and information to solve problems and make predictions?
- How can we effectively communicate thinking using evidence, technology, logic, and reasoning?
- How can technology be used to build conceptual understanding of mathematical formulas and concepts and to better understand the world?
- How can collaboration help to develop good questions, and answers, in order to understand the world in which we live?

Course Description

This fast-paced course continues the development of algebraic, geometric, and logical reasoning skills learned in Algebra I and Geometry at a deeper level of rigor. A major theme of this course is extending students' abilities to express mathematical ideas and problems using a variety of representations (numerical, graphical, analytical, and verbal) and appropriate technology tools including graphing calculators and spreadsheets.

Exploring advanced algebra, students will explore real and complex numbers, including decimal, radical, and exponential forms; equation solving, including polynomial, rational, radical exponential and logarithmic equations; systems of equations; properties of and operations with functions and graphs, including linear, quadratic, power, exponential, and logarithmic; sequences and series along with a study of introductory probability and statistics. The Honors Algebra II class studies topics with more attention to problem solving and logical reasoning, and it emphasizes greater depth and rigor compared to the College Prep level of the course; a higher degree of fluency and independent thinking will be expected from students enrolled at this level. The spiraling of function families and geometric understanding throughout the course will enhance students' ability to understand and represent a variety of situations; students will routinely manipulate symbolic notation and make connections to graphical models.

Students will continue to build a comprehensive toolbox of decision-making skills and apply strategies learned in prior math classes, allowing them to effectively collaborate and share ideas to successfully work through novel problems. The emphasis on collaborative work will help students generate questions related to the world around them where mathematics might help answer the questions.

Demonstration of Understanding

Traditional and performance assessments will be used to demonstrate and measure mastery of learned concepts. Individual and collaborative projects, to be displayed and/or presented to the class, will be used to assess students' conceptual understanding of algebraic structures, their application of problem-solving skills, and to demonstrate their ability to connect and represent mathematical ideas across different formats (numerical, graphical, analytical, and verbal). Additionally, students will communicate their mathematical reasoning in writing through individual and small group problem sets.

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CP Financial Literacy

Course Level: College Prep
Credits: 0.5
Semester: The course may be offered in both the fall and spring semesters.
Prerequisites: CP Algebra II (preference will be given to seniors; juniors accepted if seat space is available)

Essential Questions

- How can we use mathematical concepts and tools to further understand money in our personal world and beyond?
- How can we use patterns and data to make informed decisions about our finances?
- What sort of research allows us to make sound financial decisions?
- How can we build wealth and avoid debt?

Course Description

One common experience all McDonogh graduates will have is earning money and deciding what to do with that money. The critical thinking skills learned and developed in prior math courses will be important for students to be able to analyze their future monetary spending choices that can lead to financial freedom. In addition to critical reasoning and strong analysis skills, students will examine the idea of patience and discipline in reaching a state of financial freedom.

Using the mathematics learned in prior math classes, students will be able to critically analyze different ways to allocate income earned, looking at the benefits and shortcomings of each decision that might be made. Students will investigate how much income might need to be allocated to necessities (housing, food, utilities, insurance, and taxes) and then see how much discretionary money they have remaining for saving and investing for both short and long-term goals and for entertainment and "fun". The intersection of understanding "how life works" and mathematics will allow students to think critically about how to build a future that includes financial stability.

Mathematical tools such as Google Sheets, online tax calculators, and other technologies will enhance student learning and give them solid tools for future research and decisions. Some topics covered will be driven by what the students want to research and learn about. Tests will be given and students will work collaboratively on group projects and presentations.

Demonstration of Understanding

Through quizzes, tests, individual and group projects, and class presentations, students will demonstrate their understanding of financial concepts and their ability to apply analytical techniques to real-world scenarios. A culminating research project, driven by student interests, will provide an opportunity for in-depth exploration of a topic relevant to personal finance and behavioral economics.

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CP Statistics

Course Level: College Prep

Credits: 1.0

Prerequisites: CP Algebra II

Essential Questions

- What stories do data tell?
- Does how data is collected alter the story told by the data?
- What does data from a small sample tell us about the larger population?
- How are statistical findings best communicated to both lay individuals and experts?

Course Description

In this course, we explore all aspects of the statistical process. We will develop questions of interest that can be answered through data. The types of questions best answered through observation, surveys, or experiments, and the benefits and problems associated with each type of data collection will be analyzed and critiqued. Using technology, we will visualize and summarize data, looking for patterns and critical features of both quantitative and categorical data in order to determine what the data is telling us. Relationships between two variables will be explored graphically to determine possible mathematical models that might explain the observed relationship. Applying laws of probability to data, predictions and inferences about a population of individuals will be able to be made. We will learn how best to communicate our results to both lay individuals as well as persons more expert in the field.

Demonstration of Understanding

Students will demonstrate their understanding of the statistical process using written reports, class presentations and problem sets. Individually and in small working groups, students will develop interest-driven questions in which they must collect original data in order to answer the questions.

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A Statistics

Level: Advanced

Credits: 1.0

Prerequisites: Department approval and a corequisite of H Precalculus or higher

Essential Questions

- What stories do data tell?
- Does how data is collected alter the story told by the data?
- What does data from a small sample tell us about the larger population?
- How are statistical findings best communicated to both lay individuals and experts?

Course Description

In this course, we delve deeply into all aspects of the statistical process. We will develop questions of interest that can be answered through data. The types of questions best answered through observation, surveys, or experiments, and the benefits and problems associated with each type of data collection will be analyzed and critiqued. Using technology, we will visualize and summarize data, looking for patterns and critical features of both quantitative and categorical data in order to determine what the data is telling us. Relationships between two variables will be explored graphically to determine possible mathematical models that might explain the observed relationship. Applying laws of probability to data, predictions and inferences about a population of individuals will be able to be made. We will learn how best to communicate our results to both lay individuals as well as persons more expert in the field.

Students entering this course have demonstrated mastery in reading, writing, and mathematical analysis and reasoning. They also possess a strong background knowledge of past math courses.This course requires a significant amount of outside reading and mathematical writing, and students are expected to be able to work through complex problems with a high level of independence.

Demonstration of Understanding

Individually and in small working groups, students will develop interest-driven questions in which they must collect original data in order to answer the questions. Students will demonstrate their understanding of the statistical process using written reports, class presentations, and summative written assessments. A culminating performance task will require students to engage in the entire statistical process in conjunction with stakeholders outside of the classroom.

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CP Algebra III: Data, Models, and Applications

Course Level: College Prep

Credits: 1.0

Prerequisites: Algebra II and/or department approval

Essential Questions

- How are the connections between different mathematical representations helpful in modeling real-life situations?
- How can we use different models in combination with technology to analyze and better understand data?
- How can rates of change in known quantities be modeled, analyzed, and represented using mathematical language and symbols?

Course Description

Algebra III focuses on the continuation of the study of Algebra and Trigonometry, providing a tailored approach for students who may require additional time and practice in preparation for PreCalculus. In this course, foundational algebraic skills are strengthened by weaving them throughout the curriculum, ensuring a comprehensive understanding of key concepts. Instead of learning about mathematical functions in a traditional way, students will explore these topics through collaboration and project-based learning. An important component of this course involves using technology to investigate real-world situations and assist with computations so that students can analyze, interpret, and solve problems. Students will be able to express ideas and numerical relationships using a variety of representations (numerical, graphical, analytical, and verbal). This applications-based course will allow students to make connections and explore topics such as natural sciences, social sciences, economics, data analysis, and more!

Algebraic topics studied in this course include linear equations and inequalities, polynomials, rational expressions, and trigonometric functions. Other functions include exponential, logarithmic, trigonometric, and logistic models. By delving into these concepts in a supportive and comprehensive manner, students will not only be well-prepared for the challenges of PreCalculus and beyond but also equipped with a solid foundation in algebraic principles and problem-solving skills that are continually reinforced throughout the curriculum.

Demonstration of Understanding

While traditional formative and summative assessments will still be conducted, there will be a greater emphasis on individual and collaborative performance-based assessments. These assessments will evaluate students' conceptual understanding and application of skills. The projects, designed to be shared with the class, will also provide opportunities for students to showcase their comprehension of the similarities, differences, and connections between various function types.

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CP Precalculus

Course Level: College Prep

Credits: 1.0

Prerequisites: Geometry, Algebra II and departmental approval

Essential Questions

- How is mathematics used in modeling real-life situations?
- What can be discovered from the similarities and differences between function types?
- How can rates of change in known quantities be modeled, analyzed, and represented using mathematical language and symbols?

Course Description

Precalculus students will investigate more complex function families (high-degree polynomials, rational, exponential, logarithmic, and trigonometric). By using knowledge and understanding of previously studied functions (linear, quadratic) and associated skills. Students will expand their ability to analyze characteristics of functions in a variety of contexts. Using their discoveries, students will greatly increase the types and number of real-life situations that can be modeled with mathematics.

In preparing for Calculus, students will build and strengthen their understanding of fundamental and complex mathematical concepts. A strong emphasis will be placed on numerical, graphical, analytical, and verbal representations of functions. Students will be able to express understanding and mastery of concepts by using correct and appropriate mathematical vocabulary. Technology will be used to aid in discovery and enhancement of the properties of functions. Students entering this course should have proficiency in fundamental skills related to linear and quadratic functions, including graphing and finding solutions.

Demonstration of Understanding

Traditional and collaborative assessments will be used to demonstrate and measure mastery of learned concepts. Individual and group activities, such as performance tasks, to be displayed and/or presented to the class, will be used to assess students' conceptual mathematical understanding, their application of skills, and to demonstrate their understanding of the similarities, differences and connections between different function types.

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H Precalculus

Course Level: Honors

Credits: 1.0

Prerequisites: Geometry, Algebra II and departmental approval

Essential Questions

- What can be discovered from the similarities and differences between function types?
- When is algebraic function analysis more appropriate than graphical analysis?
- How can rates of change in known quantities be modeled, analyzed, and represented using mathematical language and symbols?
- How do you determine the appropriate function to represent real-world data?

Course Description

To answer these questions, Precalculus students will investigate more complex function families (high-degree polynomials, rational, exponential, logarithmic, and trigonometric). By exploring and discovering a new coordinate system and problems in more than two variables, students will vastly increase the types of real-life problems that can be analyzed, studied, and solved. Students will use their prior knowledge and **strong** understanding of previously studied functions (linear, polynomial) and associated skills. Great emphasis will be placed on analyzing real-life relationships to develop and justify mathematical models that explain the observed relationships. Once the models are developed, students will be able to answer a plethora of interesting questions by mathematically evaluating and solving.

In preparing for Calculus, students will independently learn to analyze fundamental and complex mathematical concepts. A strong emphasis will be placed on numeric, graphical, analytic, and verbal representations of functions. Students will be able to express understanding and mastery of concepts by being able to rigorously compute, analyze and explain mathematical scenarios with minimal guidance. Technology will be used to aid in discovery and enhancement of the properties of functions. Students entering this course will have a high degree of proficiency in fundamental skills related to linear, quadratic and polynomial functions, including graphing and finding solutions.

Demonstration of Understanding

Traditional and performance assessments will be used to demonstrate and measure mastery of learned concepts. Individual and collaborative projects, to be displayed and/or presented to the class, will be used to assess students' conceptual mathematical understanding, their application of skills, and to demonstrate their understanding of the similarities, differences and connections between different function types.

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H Precalculus Accelerated

Level: Honors

Credits: 1.0

Prerequisites: Honors Algebra II, department approval and required summer work. The summer work will be required both the summer preceding and the summer following enrollment in this course.

Essential Questions

- What can we discover from the similarities and differences between function types?
- When is algebraic function analysis more appropriate than graphical analysis?
- How can rates of change in known quantities be modeled, analyzed, and represented using mathematical language and symbols?
- How do you determine the appropriate function to represent real-world data?

Course Description

To answer these questions, Precalculus Accelerated students will begin this course with a brief review of elementary functions, and then will immediately engage in an intensive study of trigonometric functions as well as their applications via numerical, graphical, analytical and verbal representations. By exploring and discovering a different coordinate system (the polar coordinate system), problems in more than two variables, vectors, and probability, students will vastly increase the types of real-life problems that can be analyzed, studied, and solved.

This course will also include an in-depth study of differential calculus. Students will use their understanding of previously studied functions (linear, polynomial, rational exponential, and logarithmic) and associated skills to independently learn and analyze both fundamental and complex mathematical concepts. Students will be able to express understanding and mastery of concepts by being able to rigorously compute, analyze and explain mathematical scenarios with little to no guidance. Technology will be used to aid in the discovery and understanding of the properties of functions.

Students entering this course will have mastery in sophisticated and complex algebraic situations. They will also have a strong ability to apply prior knowledge and acquire large amounts of new knowledge with ease. This course prepares students for A Calculus BC.

Demonstration of Understanding

Traditional and performance assessments will be used to demonstrate and measure mastery of learned concepts. Individual and collaborative projects, to be displayed and/or presented to the class, will be used to assess students' conceptual mathematical understanding, their application of skills, and to demonstrate their understanding of the similarities, differences and connections between different function types.

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CP Calculus

Course Level: College Prep

Credits: 1.0

Prerequisites: CP Precalculus and department approval

Essential Questions

- What does it mean for a function to have a limiting value?
- How does the context of Calculus revise and expand our understanding of rate of change and its application?
- How does the study of Calculus enable us to make critical business decisions or analyze objects in motion?
- How can we utilize elementary ideas of area of rectangles to find and give additional meaning to the accumulated area under curves?

Course Description

In this course students will concentrate on the concepts, application, and the use of calculus with less emphasis on the theoretical derivation of the calculus concepts. Students will investigate and discover how calculus concepts can help in making critical decisions in banking, business, and physics. Technology will be heavily leveraged to allow students to focus on the application, interpretation, and communication of calculus concepts in these real-world situations. Understanding that problems are not solved individually in the real-world, team-work and collaboration will be an integral part of student discovery and learning.

Demonstration of Understanding

Discussion of homework problems will give students daily opportunities to demonstrate both understanding and misconceptions of calculus topics and concepts, thus allowing for prompt interventions. The development of course concepts will be through class discussions. Students will demonstrate their procedural and conceptual knowledge on regular formative and summative assessments, as well as performance tasks/problem sets. Students will also be required to complete and present projects in which course content is applied to science, economics, or finance.

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A Calculus

Level: Advanced

Credits: 1.0

Prerequisites: H Precalculus and department approval

Essential Questions

- How can two numbers become infinitesimally close or for a function's behavior to become unbounded?
- Why study the rate of change at one specific point in time?
- What connections exist between two-dimensional geometric shapes and the calculus used in finding areas under curves?
- How does the limit-taking process help us to determine the instantaneous rate of change and the accumulated sum of an infinite set of values?

Course Description

This course will begin with a study of the concept and techniques of evaluating limits. It will begin with a deep understanding of what finding a limit means from analytical, graphical and numerical approaches. Understanding limits and a limit definition of a derivative will serve as a foundation for the study of differentiation and its applications, including curve sketching, optimization, and related rates problems. Students will then begin the study of area under a curve using various approximation methods leading to Riemann Sums and then discovering the Fundamental Theorem of Calculus. This will lead us to fundamental integration methods including u- substitution, and those involving transcendental functions and their applications, such as area, volume and separable differential equations. Students who complete this course and engage in independent study of remaining AP Calculus AB topics would be prepared to take the AP Calculus AB exam.

Demonstration of Understanding

Discussion of homework problems will give students daily opportunities to demonstrate both understanding and misconceptions of calculus topics and concepts, thus allowing for prompt interventions. The development of course concepts will be through class discussions and through individual or group presentations. Students will demonstrate their procedural and conceptual knowledge on regular formative and summative assessments. Students will also be required to complete and present projects in which course content is applied to science, economics, or finance.

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A Calculus Accelerated

Level: Advanced

Credits: 1.0

Prerequisites:

- H Precalculus Accelerated and departmental approval

Essential Questions

- What additional techniques and tools are available to find antiderivatives and solve problems involving accumulation or that can be modeled by differential equations?
- How can the definite integral be expanded to include infinite limits of integration or limits of integration at infinite discontinuities? Why might we want to do that?
- How can the techniques of infinite series be used to approximate a real valued function, and what new problems will this enable us to solve?
- How can the techniques of single variable calculus be applied to functions given in different representations?

Course Description

Students entering this course should possess strong procedural skills, demonstrate fluency in calculus fundamentals, and exhibit a deep conceptual understanding of limits, continuity, and basic differentiation. The course will begin with advanced techniques of differentiation and its applications - including curve sketching, optimization, and related rates problems. Students will explore problems that can be solved as limits of Riemann sums, and thus by definite integrals. Advanced integration techniques will be studied and applied as they solve differential equations and calculate area between curves and volumes of solids of revolution.

Students will then delve into the convergence of infinite series, with a focus on creating power series approximations of real-valued functions. This approach allows for the application of calculus techniques to a wider range of functions beyond polynomials. The course will further expand students' mathematical toolkit by exploring the calculus of parametric equations, polar coordinates, and vector-valued functions. These additional representations enable students to solve problems that would otherwise be inaccessible or significantly more challenging. Students who complete this course and engage in independent study of remaining AP Calculus BC topics would be prepared to take the AP Calculus BC exam.

Demonstration of Understanding

Discussion of homework problems will give students daily opportunities to demonstrate both understanding and misconceptions of calculus topics and concepts allowing for prompt interventions. The development of course concepts will be through class discussions and through individual or group presentations. Students will demonstrate their procedural and conceptual knowledge on regular formative and summative assessments. Students will also be required to complete and present projects in which course content is applied to science, economics, or finance.

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A Differential Equations & Advanced Integration

Level: Advanced

Semester: Fall semester

Credits: 0.5

Prerequisites: Advanced Calculus AB and department approval

Essential Questions

- How do advanced integration techniques reveal hidden relationships between seemingly unrelated functions?
- In what ways do differential equations model real-world phenomena; how do different solution methods (analytical, numerical, and graphical) provide different but complementary insights into these models?
- How do we extend our understanding of integration to measure quantities beyond area; what unifying principles connect these very distinct integration problem extensions?

Course Description

This course builds upon foundational calculus concepts and skills, delving deeper into the study of differential equations and integration techniques. The course will explore advanced integration techniques such as integration by parts, trigonometric substitution, partial fractions, and improper integrals. Applications of integration will be extended to include calculating the length of a curve, surface area of solids of revolution, and work done by a variable force. These advanced integration techniques will also allow us to extend our study of differential equations. Initial value problems and solutions to general first-order differential equations will be explored, with applications, including Euler's method of numerical approximation of solutions and an introduction to second-order differential equations.

Demonstration of Understanding

Student knowledge will be assessed in various ways including, but not limited to:

- In-class assessments (quizzes, tests, exams)
- Take-home assessments (homework, problem sets, etc.)
- Public-facing projects, such as presentations or exhibits.

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A Linear Algebra

Level: Advanced

Semester: Fall semester

Credits: 0.5

Prerequisites:

- Concurrent enrollment in Differential Equations & Advanced Integration and departmental approval or
- Concurrent enrollment in Advanced Calculus Accelerated and departmental approval or
- Successful completion of Advanced Calculus BC

Essential Questions

- What relationships exist among systems of linear equations, vectors, and matrices, and how are those relationships used to find solutions to very different looking problems?
- How do the properties of vectors lead to the algebraic structure of a vector space?
- How do we take our experience of the structure of the two and three dimensional Euclidean world and use it to understand more abstract spaces with similar structures?
- How can the idea of a function of a single variable be expanded into a transformation of a mathematical structure?

Course Description

Linear Algebra is an area of mathematics that emerged from a simple question, "When is a system of linear equations solvable?" The subject centers around four major ideas and their connections: 1) Systems of linear equations, 2) Matrices and Matrix Algebra, 3) Vectors and Vector spaces over a field, and 4) Linear Transformations of a Vector Space. As a first course, we will look at these concepts in both the familiar realms of two and three dimensional Euclidean space, as well as in more abstract spaces. We will explore the algebra and geometry of two and three dimensional space using vectors, matrices, determinants, linear transformations and eigenvectors. Our approach will alternate among concrete computation, abstract and theoretical development (including theorems and their proofs) and applications to a variety of fields. The course will serve as a transition from computational to more theoretical mathematics and will help foster "mathematical maturity" by emphasizing proof in an abstract mathematical setting. This course is equivalent to a second year college level course and is recommended for advanced students, particularly those interested in pursuing mathematics, engineering, the physical sciences, computer science, economics, or mathematical finance.

Demonstration of Understanding

Student knowledge will be assessed in various ways including, but not limited to:

- In-class assessments (quizzes, tests, exams)
- Take-home assessments (homework, problem sets, etc.)
- Public-facing projects, such as presentations or exhibits.

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A Series, Power Series, Polar & Parametric Equations

Level: Advanced

Semester: Spring semester

Credits: 0.5

Prerequisites: Differential Equations & Advanced Integration and department approval

Essential Questions

- How do we determine when infinite mathematical processes converge to meaningful results, and what insights do these infinite processes give us about functions?
- Why should mathematicians study different coordinate systems and parameterizations? What unifying principles of calculus persist across these different representations?
- In what ways can we use polynomial approximations and series representations to study and work with complex functions? What determines the accuracy and reliability of these approximations?
- How do different ways of representing curves and equations reveal different properties and applications in mathematics?

Course Description

Students will extend their knowledge of indeterminate mathematical forms and the definite integral to include improper integrals. The course will then explore various types of sequences and questions of monotonicity, boundedness and convergence, followed by various types of infinite series and tests to determine their convergence or divergence. Coupled with finite polynomial approximations of functions, students will then explore the infinite polynomials known as power series, with special emphasis on Taylor and Maclaurin series and their uses, including the calculus of functions represented by power series. Attention will then turn to parametric equations and their graphical interpretation as plane curves, vector-valued functions in two dimensions and their applications, and polar coordinates and polar equations. Techniques of differential and integral calculus will be developed and applied to each of these contexts to explore concepts of area and arc length and two-dimensional motion modeled by these curves.

Demonstration of Understanding

Student knowledge will be assessed in various ways including, but not limited to:

- In-class assessments (quizzes, tests, exams)
- Take-home assessments (homework, problem sets, etc.)
- Public-facing projects, such as presentations or exhibits.

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A Topics in Advanced Mathematics

Level: Advanced

Semester: Spring semester

Credits: 0.5

Prerequisites:

- Concurrent enrollment in Advanced Calculus Accelerated and department approval or
- Successful completion in Differential Equations & Advanced Integration and department approval or
- Successful completion of Advanced Calculus BC and Differential Equations & Advanced Integration and department approval

Essential Questions

- What are the foundational concepts and structures of pure mathematics?
- How are logic and reasoning used to construct a sound mathematical argument?
- How can pure mathematics be used to solve varied practical problems?
- How might technology be used to operationalize theoretical concepts given both the power and limitations of machine computation?

Course Description

This course stands as the culminating mathematical experience in our high school curriculum, designed specifically for advanced students who have demonstrated exceptional aptitude and passion for mathematics throughout their academic journey. This survey course explores sophisticated topics from both pure and applied mathematics, extending well beyond standard high school curricula. Students will engage with college-level mathematical concepts including number theory and cryptography, logic and mathematical proof techniques, set theory fundamentals, combinatorial mathematics, graph theory, abstract algebra, numerical analysis, and complex variables and their functions.

The course also examines pivotal moments in mathematical history and introduces students to unsolved problems at the frontier of mathematical research. Throughout, there is sustained emphasis on theoretical development and rigorous proof—nurturing the essential skills and practices that distinguish successful mathematicians and preparing students exceptionally well for collegiate mathematics.

Demonstration of Understanding

Student knowledge will be assessed in various ways including, but not limited to:

- In-class assessments (quizzes, tests, exams)
- Take-home assessments (homework, problem sets, etc.)
- Public-facing projects, such as presentations or exhibits.

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COMPUTER SCIENCE, ENGINEERING, AND SCIENCE

Students in Upper School Science are encouraged to be active participants in the classroom, in the laboratory, and in the field. In an ever increasingly complex world, the science faculty work to graduate Life-Ready students who are scientifically literate and can think critically about real-world issues. Through hands-on investigations, students gain extensive practice in the skills used by scientists to better understand the natural world.

The Upper School Science program is designed to:

- Foster collaborative inquiry, creativity, critical thinking and problem-solving skills
- Promote a deep understanding of the natural world through observation, experimental design, data collection and quantitative analysis
- Provide opportunities for science-informed decision making, developing solutions, and communicating these to others

All students are required to complete the core courses of physics, chemistry, and biology. A broad departmental elective program based on student interest in the fields of engineering, Earth systems, physics, chemistry, and biology is available for students who wish to pursue additional study in science beginning in their sophomore year.

Students who wish to further pursue the world of computing can take classes to learn procedural programming, object-oriented programming, data structures, and computer organization.

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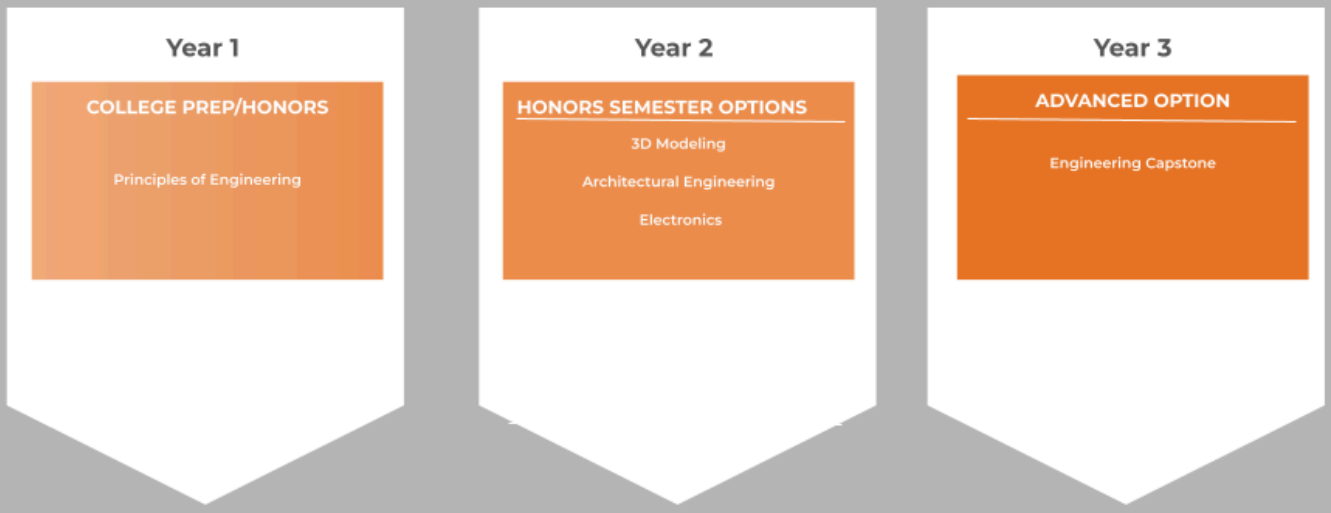
COMPUTER SCIENCE PROGRESSIONS 25-26

ENGINEERING PROGRESSIONS 25-26



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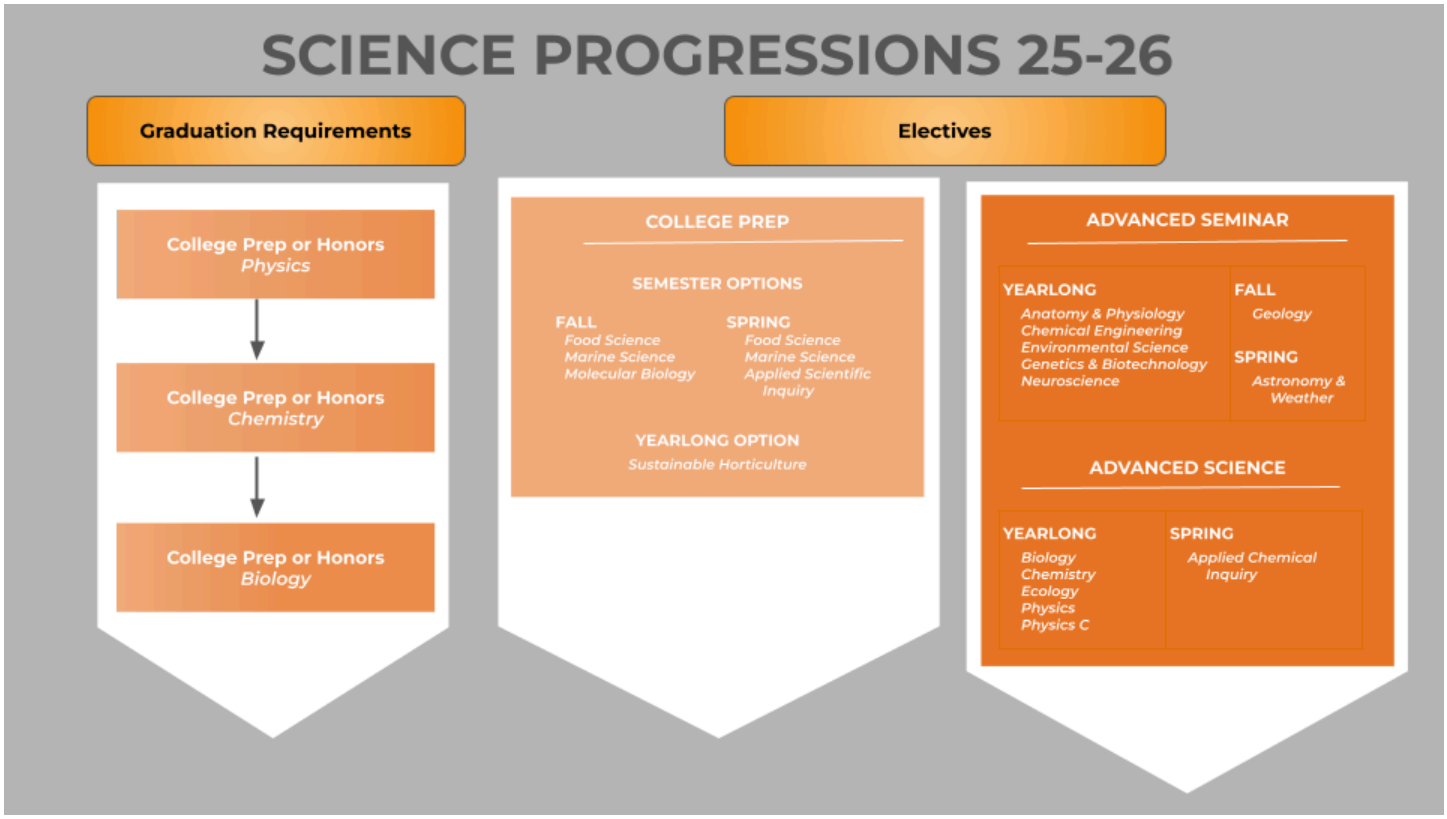

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Computer Science, Engineering, and Science Courses:

Computer Science						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP/H	1.0	Computer Science Principles	Physics			X
H	1.0	Object-Oriented Programming	Procedural Programming and DA*			X
A	0.5	Algorithms & Data Structures	H Java and DA*	X		
A	0.5	Computing Systems Design: From Nand to Tetris	H Java and DA*		X	
A	1.0	Computational Physics	Physics, one year of Computer Science, and DA*			X

Engineering						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP/H	1.0	Principles of Engineering	Physics			X
H	0.5	Engineering: 3-D Modeling	Principles of Engineering and DA*	X		
H	0.5	Engineering: Architectural Engineering	Principles of Engineering and DA*		X	
H	0.5	Engineering: Electronics	Principles of Engineering and DA*		X	
A	1.0	Engineering Capstone	Principles of Engineering, Senior standing, one year of Advanced level Science, and DA*			X

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SCIENCE GRADUATION REQUIREMENTS

Level	Credits	Course Title	Prerequisites	Fall	Spr	Year
Physics (typically taken during a student's freshman year)						
CP	1.0	Physics	None			X
H	1.0	Physics	Departmental approval			X
Chemistry (typically taken during a student's sophomore year)						
CP	1.0	Chemistry	Physics			X
H	1.0	Chemistry	Physics and DA*			X
Biology (typically taken during a student's junior year)						
CP	1.0	Biology	Physics and Chemistry			X
H	1.0	Biology	Physics, Chemistry, and DA*			X

* DA -- student needs departmental approval to sign up for course

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SCIENCE ELECTIVES

College Prep Electives						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	Topics in Molecular Biology	Physics, Chemistry, and Biology (may be taken concurrently)	X		
CP	0.5	Food Science (the course may run in both semesters)	Physics, Chemistry, and Biology	X	X	
CP	0.5	Marine Science (the course may run in both semesters)	Physics, Chemistry, and Biology	X	X	
CP	0.5	Applied Scientific Inquiry	Physics and Chemistry		X	
CP	1.0	Sustainable Horticulture	Physics, Chemistry, and Biology (may be taken concurrently)			X
Advanced Seminar Electives						
A	0.5	Science Seminar: Geology	Junior class standing, Physics, Chemistry, Biology (may be taken concurrently), and DA*	X		
A	0.5	Science Seminar: Astronomy and Weather	Junior class standing, Physics, Chemistry, Biology (may be taken concurrently), and DA*		X	
A	1.0	Science Seminar: Anatomy and Physiology	Physics, Chemistry, Biology and DA*			X
A	1.0	Science Seminar: Chemical Engineering	Physics, Chemistry, Precalculus or higher (may be taken concurrently) and DA*			X
A	1.0	Science Seminar: Environmental Science	Physics, Chemistry, Biology and DA*			X
A	1.0	Science Seminar: Genetics and Biotechnology	Physics, Chemistry, Biology and DA*			X
A	1.0	Science Seminar: Neuroscience	Physics, Chemistry, Biology and DA*			X
Advanced Electives						
A	0.5	Applied Chemical Inquiry	A Chemistry (may be taken concurrently) and DA*		X	
A	1.0	Biology	Honors Biology and DA*			X

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A	1.0	Chemistry	Honors Chemistry and DA*			X
A	1.0	Ecology	Honors Biology and DA*			X
A	1.0	Physics	Honors Biology and DA*			X
A	1.0	Physics C	Honors Biology, A Calculus BC (may be taken concurrently), and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP/H Computer Science Principles

Course Level: College Prep/Honors*

Credits: 1.0

Prerequisites: Physics

Essential Questions

- How can foundational programming skills be combined to create advanced solutions?
- How can I apply computing in a real-world context?
- How do I clearly explain what code is doing?
- How can I reimagine my approach to improve a solution?

Course Description

The goal of this course is for students to apply fundamental programming skills to accomplish complex tasks. It begins with an introduction to the fundamental principles of computational problem-solving in the Python programming language. These concepts range from variables, conditionals, loops, lists, and functions to recursion, data storage, and fundamental algorithms. Students will explore and investigate novel applications to solve complex problems and complete challenging tasks.

Students will spend substantial time engaged in the programming process as a whole - planning and designing, utilizing sound programming practices, commenting, testing and debugging, giving and receiving peer feedback, and improving their code. The goal will always be to work methodically toward the desired outcome by employing relevant skills in each part of the process. Developing effective programming habits and independent problem-solving skills is essential and will be greatly emphasized in this course.

Demonstration of Understanding

Students will demonstrate understanding of their developing computer science concepts and skills by writing and designing programs. Students will build a portfolio showcasing their programs providing evidence of the growth of their technical skills and problem-solving capabilities. Students will practice their communication skills through collaboration, discussions, and presentations. Short written quizzes will be given at the end of each unit to assess for concept mastery.

**Students may earn CP or Honors credit depending on the complexity of their projects and the level of independence they demonstrate throughout the term. Honors credit requires advanced problem-solving skills and a higher degree of autonomy. The final designation is determined by the teacher and the Department Chair based on a review of the student's portfolio before the end of the term.*

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H Object-Oriented Programming

Course Level: Honors

Credits: 1.0

Prerequisites: Procedural Programming and departmental approval

Essential Questions

- How do programmers approach hard tasks and build complex projects?
- Why is decomposition fundamental to object-oriented programming?
- Will the code I write be understood by other programmers?
- How can I improve my solutions through an iterative development process?

Course Description

Students in this course will quickly discover that complex tasks are impossible to implement with just procedural programming concepts. Students will use the Java programming language to gain an understanding of the fundamental concepts of object-oriented programming, *classes* and *objects*, allowing for the solution of complex tasks and projects. In addition to learning about how to construct and implement classes and objects, students will explore and use more complex programming concepts: searching and sorting methods, recursion, and two-dimensional arrays.

In addition to developing modular, reusable, and maintainable code (hallmarks of object-oriented programming), collaboration, and strong computer science habits of mind will be emphasized. Students will develop strong communication and problem-solving skills by working collaboratively during the design, writing of code, and debugging phases of programming.

Demonstration of Understanding

Students will demonstrate their understanding of coding concepts by writing code that accomplishes small, specific, but difficult, tasks and through the completion of larger projects. To complete the tasks and projects, students will need to understand and apply their knowledge of classes and objects. Students will also demonstrate their understanding when working collaboratively with classmates and when communicating their method of solution inside of their written code. Written quizzes and tests will be given at the end of each unit allowing for students to demonstrate their understanding of theoretical concepts. Throughout the entire course, students will develop a portfolio of code that they can point to as evidence of their understanding and mastery.

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A Algorithms & Data Structures

Course Level: Advanced

Credits: 0.5

Semester: Fall semester

Prerequisites: Honors Java and departmental approval

Essential Questions

- What different ways can data be stored within a program?
- How do different representations of data change our understanding of it?
- How can different data storage techniques be chosen and combined to complete complex tasks?
- How is efficiency measured?

Course Description

In this class, students will expand upon the knowledge and skills they have learned in Honors Java. From an object oriented programming perspective, students will learn about the fundamental data structures in computer science and the algorithms that work with them, including structures like stacks, queues, linked lists, trees, hash tables, and graphs. Students will learn how to analyze the space and time complexity of algorithms, gaining the ability to reason about data structure efficiency for specific applications.

Demonstration of Understanding

Students will demonstrate their understanding of each studied algorithm and data structure by completing an implementation of this concept in code. Students will then be tasked with using these tools in the context of a larger project. Students will work collaboratively to present unique data structures to their classmates and to plan and debug challenging projects. Throughout the entire course, students will develop a portfolio of projects that they can point to as evidence of their understanding and mastery.

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A Computing Systems Design: From Nand to Tetris

Course Level: Advanced

Credits: 1.0

Semester: Spring semester

Prerequisites: Honors Java and departmental approval

Essential Questions

- How is the logic of a computer built?
- What ways can simple solutions be combined to achieve complex powerful hardware?
- How do the hardware and software of a computer interface with one another?
- How can learning from simulations be applied to real life applications?

Course Description

In this course, students will learn about the construction and design of a modern, full-scale computer system, both hardware and software, from the ground up. Through a series of guided projects, the course will teach students the various layers of abstraction that come together to make modern computers work. Each project serves to implement or simulate one layer of the design of a modern computer.

Demonstration of Understanding

Students will demonstrate their understanding of course content through the implementation of projects that will simulate the design and building of a computer from the simplest logic gates up through all the layers of computer design. Students will take weekly 1-2 question quizzes to demonstrate their understanding of the key course concepts. Throughout the entire course, students will develop a portfolio of projects that they can point to as evidence of their understanding and mastery.

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A Computational Physics

Course Level: Advanced

Credits: 1.0

Prerequisites: Physics, one year of Computer Science, and departmental approval

Essential Questions

- How do computer programs simulate human thought?
- What kinds of problems can computers solve that humans cannot?
- How do these computational solutions benefit us in the real world?

Course Description

In this course, students program physics engines to run accurate simulations. A golf ball launched on the moon follows a beautiful projectile path, which can be understood and predicted with precision. Because of the chaotic effects of fluid dynamics, predicting the flight of a golf ball on Earth is another story. While we may understand the physics, the equations formed from that understanding are beyond the limits of calculus. A clever workaround is to model such behavior with discrete mathematics: instead of solving for the entire flight, solving for one microsecond at a time. Fifty years ago this would have required a lifetime of arithmetic, but a modern machine can do it in minutes.

In this course, students will write computer programs to model complex physical systems using discrete math. Students will then use these programs as platforms for optimization problems. In science we hypothesize, test, learn, apply, and repeat. Students in this course will replicate this process with programs that use evolutionary algorithms to find best solutions. This course is based in Python.

Demonstration of Understanding

Students will write six programs over the course of two semesters. Each program will be assessed on the depth and quality of its functionality as well as the accuracy of its physics.

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CP/H Principles of Engineering

Course Level: College Prep/Honors*
Credits: 1.0
Prerequisites: Physics

Essential Questions

- How can engineering and design principles be used to create innovative solutions for real-world problems?
- What are the habits of mind, skills, techniques, tools, and types of scientific knowledge needed to solve engineering problems?

Course Description

In this course, students explore the fundamental skills and principles employed by professional engineers with a focus on design thinking and the engineering design process as cornerstones to solving simulated and real-world engineering problems. Students learn to use Autodesk Fusion 360, an industry-leading 3D CAD software, to model simple and complex prototypes of their designs. They leverage rapid prototyping manufacturing methods using 3D printers and laser cutters/engravers to bring their designs from thought to thing. Students also learn basic electronics using Arduino microcontrollers. They learn to control electronic sensors to enhance and automate their designs. In all of their work, students practice an engineering design process that emphasizes asking questions, conducting research, ideating possible solutions, creating and then testing those solutions.

Demonstration of Understanding

Students demonstrate their understanding by creating a portfolio of their work. For each project, their portfolio acts as a record and evaluation of their learning. For instance, students may include research, statements of design intent, images of the making-process, 3D CAD files/renders, technical drawings, progress journals, and teacher/peer feedback. The instructor determines the course grade based on the portfolio, which is evaluated based on discipline-specific, engineering competencies-focused rubrics.

**Students may earn CP or Honors credit depending on the complexity of their projects and the level of independence they demonstrate throughout the term. Honors credit requires advanced problem-solving skills and a higher degree of autonomy. The final designation is determined by the teacher and the Department Chair based on a review of the student's portfolio before the end of the term.*

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H Engineering: 3-D Modeling

Course Level: Honors

Credits: 0.5

Semester: Fall semester

Prerequisites: Principles of Engineering and departmental approval

Essential Questions

- How do engineers use parametric design to create 3D models and prototypes based on manufacturing or customer needs?
- How do 3D printing techniques and materials enhance product and part design?
- How can 3D modeling solve real-world challenges?

Course Description

In this course, students expand on their introductory knowledge of 3D CAD and 3D printing from Principles of Engineering to more advanced skills and techniques using Autodesk Fusion 360. Students learn to make parametric multi-component models, manage large assemblies using joints and motion studies, and perform stress and thermal analyses on their designs. These skills are taught through project-based activities where students model and prototype parts and designs to meet real-world criteria. Students create their designs on 3D printers and explore the properties of different printer filaments to select the best material for their design's intended purpose.

Demonstration of Understanding

Students demonstrate their understanding by continuing their portfolio from Principles of Engineering. For each project, their portfolio acts as a record and evaluation of their learning. For instance, students may include research, statements of design intent, 3D CAD files/renders, technical drawings, progress journals, and teacher/peer feedback. The instructor determines the course grade based on the portfolio, which is evaluated based on discipline-specific, engineering competencies-focused rubrics.

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H Engineering: Architectural Engineering

Course Level: Honors

Credits: 0.5

Semester: Spring semester

Prerequisites: Principles of Engineering and departmental approval

Essential Questions

- What are the key principles of architectural design, and how do engineers incorporate these principles into functional and safe buildings?
- How do architectural engineers balance aesthetics, functionality, and environmental sustainability in the design process?

Course Description

In this course, students learn the principles and practices of designing and constructing buildings and structures. They learn how architectural and engineering concepts come together to create safe, sustainable, and aesthetically appealing structures. The course covers topics such as building materials, structural systems, environmental design, and energy efficiency. Students gain hands-on experience creating architectural plans using design software, and understand the roles of different engineering disciples in the construction process. Students spend a significant part of the course designing their own building based on a client profile and then construct an architectural model of the building. They then incorporated electrical, HVAC and water systems into their model, making design decisions based on environmental, cost, and energy considerations.

Demonstration of Understanding

Students demonstrate their understanding by continuing their portfolio from Principles of Engineering. For each project, their portfolio acts as a record and evaluation of their learning. For instance, students may include research, statements of design intent, architectural plans, images of the making-process, progress journals, and teacher/peer feedback. The instructor determines the course grade based on the portfolio, which is evaluated based on discipline-specific, engineering competencies-focused rubrics.

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H Engineering: Electronics

Course Level: Honors

Credits: 0.5

Semester: Spring semester

Prerequisites: Principles of Engineering and departmental approval

Essential Questions

- How can electronics be used to create interactive devices that perform digital and mechanical tasks?
- How can electronics be used in real-world applications in fields like robotics, automation, and the Internet of Things (IoT)?

Course Description

In this course, students expand on their introductory knowledge of electronics from Principles of Engineering to more advanced skills and techniques using Arduino microcontrollers. Using Arduino boards, students learn how to design and build interactive electronic projects. For example, these projects incorporate LED's (basic and RBG), simple buzzers, temperature and humidity sensors, motion detectors, LCD and OLED displays, and a variety of other components and sensors. Experience with these components and sensors enable students to take on more complex projects such as a home automation system, a smart weather station, robotic arm control, and IoT enabled devices. In addition to electronics projects, throughout the course, students learn the electrical theory behind the components they are using. Last, students will learn to write and compile code in the Arduino IDE. Students do not need coding experience to participate in this course.

Demonstration of Understanding

Students demonstrate their understanding by continuing their portfolio from Principles of Engineering. For each project, their portfolio acts as a record and evaluation of their learning. For instance, students may include research, statements of design intent, circuit designs/schematics, programming code, progress journals, and teacher/peer feedback. The instructor determines the course grade based on the portfolio, which is evaluated based on discipline-specific, engineering competencies-focused rubrics.

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A Engineering Capstone

Course Level: Advanced

Credits: 1.0

Prerequisites: Principles of Engineering, Senior standing, one year of Advanced level Science, and departmental approval

Essential Questions

- How can engineering and design principles be used to create innovative solutions for real-world problems?
- How are the habits of mind, skills, techniques, tools, and types of scientific knowledge applied to solve engineering problems?

Course Description

In this course, students take a school bus and transform it into a fully functional, sustainable mobile home. The project focuses on environmental sustainability by using eco-friendly materials, energy-efficient household systems, and green building practices. Throughout the course, students learn practical skills in construction, carpentry, electrical, plumbing, and renewable energy systems. Concepts such as waste reduction, water conservation, and suitable living will be explored. In addition to technical skills, students work on project management, teamwork, problem-solving, and communication as they collaborate to create a space that is both livable and environmentally responsible.

This is a non-traditional course that incorporates multiple independent projects working concurrently during class time. For this reason, students must be responsible and self-motivated. Students are expected to work on an independent task that requires them to conduct research and enact a solution. Students are also expected to use power tools and construction tools (no experience is needed) and reliably follow all safety procedures and protocols.

Demonstration of Understanding

Students demonstrate their understanding by demonstrating the learned skills and/or trades throughout the designing, creation, and building of the project.

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CP Physics

Course Level: College Prep
Credits: 1.0
Prerequisite: None

Essential Questions

- How does the world work?
- What are the natural rules governing our universe from the astronomical to the infinitesimal?
- How do we find these rules and what connections can we make between them and our daily lives?

Course Description

Students in this course will investigate the fundamental behavior of natural phenomena and will be asked to observe and recognize patterns in the world around them. This will include phenomena that can be easily seen as well as those that are invisible to the naked eye. Students will be required to develop the tools necessary to discover things for themselves, while also learning to interpret the discoveries of others. Students will spend substantial time in the lab learning to connect experimentation and analysis with inquiry and conclusion. Throughout the course, an emphasis will be placed on representing physical ideas mathematically and expanding scientific literacy.

Demonstration of Understanding

Students will demonstrate understanding by employing best practices in data collection and analysis to connect theory to their own experience. Students will demonstrate content-mastery through quizzes and tests, lab practicals and presentations. This includes independent problem solving and explanation along with collaborative projects.

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H Physics

Course Level: Honors

Credits: 1.0

Prerequisites: Departmental approval

Essential Questions

- Where did we come from?
- What rules govern our universe?
- To what degree can these rules be represented mathematically and what benefits come from such an undertaking?

Course Description

The goal of this course is for students to realize the potential of harnessing mathematics to pursue grand questions. Primarily students will define a range of natural phenomena and investigate connections between them. An emphasis will be placed on interpreting physical concepts quantitatively in order to replace rough correlations with more precise mathematical relationships. This endeavor takes several forms: students will solve problems using formulae derived from classical axioms and test the limits of these axioms in the laboratory and through the use of computer simulations that the students code and students will collaborate on projects to explore more deeply the ideas behind their equations. Students will leave this course with the ability to deliver explanations of everyday phenomena that reach down to the fundamental ideas behind them.

Demonstration of Understanding

Students will demonstrate understanding by employing best practices in data collection and analysis to connect theory to their own experience. Students will show their coding abilities by writing programs that mimic reality. Students will demonstrate content-mastery through application: this includes independent problem solving and explanation, along with three collaborative projects which culminate in class presentations.

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CP Chemistry

Course Level: College Prep
Credits: 1.0
Prerequisite: Physics

Essential Questions

- How do we approach real world problems and understand them using the fundamentals of chemistry?
- How can we use observation and measurement to help explain why matter behaves as it does?
- What is a prediction and why does predicting matter?

Course Description

Often regarded as the central science, chemistry plays a critical role in understanding the life sciences, physical sciences, and engineering. In this course, we will examine the properties of materials in the world around us and learn that these properties are a function of the underlying structure of matter. Using careful observations and precise measurements in classroom demonstrations, student laboratory experiments, and other collaborative, problem-solving activities, students will constantly be predicting and hypothesizing about what will happen to matter. Students will hypothesize, compare and contrast differences in the behavior of different combinations of matter and interactions in chemical systems and see to what extent their predictions were correct. By the end of the course, students will gain a heightened understanding of the interrelatedness of materials that surround us at elemental, structural, and systemic levels. A goal of the course is to develop in students a lifelong appreciation of the composition and behavior of matter that surrounds them.

Demonstration of Understanding

Students will have multiple opportunities to practice and demonstrate their skills in the process of thinking and learning to apply chemistry concepts to real world experiences. Products of learning include the processes shown through cooperative formative and summative assessments, problem-based learning, and collaborative laboratory investigations where students will share their findings with the class.

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H Chemistry

Course Level: Honors

Credits: 1.0

Prerequisites: Physics and departmental approval

Essential Questions

- How do we approach real world problems and understand them using the fundamentals of chemistry?
- How can we use observation and measurement to help explain why matter behaves as it does?
- How does chemistry play a critical role in understanding the life sciences, physical sciences, and engineering?

Course Description

This fast-paced, process-based learning course is designed for the highly motivated and independent student. Using observations and precise and accurate measurements in collaborative inquiry based laboratory experiments along with integrated problem-solving, the fundamental properties of Chemistry will be discovered, investigated, analyzed and discussed. Students will explore how the properties of matter are integrated with physics, biology, and earth science through the exploration of different concepts ranging from industrial to health to environmental processes. An emphasis will be placed on reflecting on the complex nature of the composition and behavior of matter that sounds the students. A goal of the course is to develop in students a lifelong appreciation of the composition and behavior of matter that surrounds them.

Demonstration of Understanding

Students will exhibit conceptual understanding through tests, demonstration of laboratory skills, collaborative work, and classroom presentations stemming from individual research on a topic. Assessments will show an appreciation and facility for recognizing, creating, and communicating solutions to real-world issues.

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CP Biology

Course Level: College Prep

Credits: 1.0

Prerequisite: Physics and Chemistry

Essential Questions

- What is life? How is life sustained and how does it propagate itself?
- How are structure and function related throughout the life of an organism?
- How do the flow of energy, cycling of matter, and webbing of life impact systems of all scales, from molecules to organisms to Earth systems?
- What is the role of inheritance and environmental change across evolutionary time?

Course Description

The goal of Biology is to provide students with the background needed to make decisions regarding their health and that of the community, become stewards of the environment, and understand their role in the evolving biosphere. In pursuing this goal, students will investigate the cell as the basic unit of life, energy transformations, heredity, evolution, human biology, and ecology. Students will mirror the work of practicing biologists as they develop laboratory skills, conduct experiments, analyze collected data, and disseminate findings to a larger audience. Furthermore, as they explore essential questions, students will read, discuss, and respond to appropriate historical and contemporary scientific texts. Students will also develop an ability to work collaboratively and refine their understanding based on peer feedback. Lastly, as students engage in the scientific enterprise, they will assess their own role on Earth as informed citizens.

Demonstration of Understanding

Students will exhibit conceptual understanding through tests, demonstration of laboratory skills, collaborative work, and classroom presentations stemming from individual research on a topic. Assessments will show an appreciation and facility for recognizing, creating, and communicating solutions to real-world issues.

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H Biology

Course Level: Honors

Credits: 1.0

Prerequisites: Physics, Chemistry, and departmental approval

Essential Questions

- What is life? How is life sustained and how does it propagate itself?
- How are structure and function related throughout the life of an organism?
- How do the flow of energy, cycling of matter, and webbing of life impact systems of all scales, from molecules to organisms to Earth systems?
- What is the role of inheritance and environmental change across evolutionary time?

Course Description

The goal of Honors Biology is to provide students with the comprehensive background needed to make decisions regarding their health and that of the community, to become stewards of the environment, and to understand their role in the evolving biosphere. In pursuing this goal, students will investigate cell biology, the classical and molecular genetic basis of heredity, evolutionary processes, human organ systems, and ecology through the use of direct observation, modeling biological processes, and examining live and preserved specimens.

Honors Biology students will be expected to develop fluency in the language of the discipline and to ask questions that extend beyond the current topic in order to draw connections between concepts. Additionally, an emphasis will be placed on student experience that mirrors standard methods across biological fields.

In order to do this, students will develop laboratory skills through prescribed and independently developed experiments, and analyze both qualitative and quantitative datasets. Students will support their understanding by responding to appropriate historical and contemporary scientific literature and disseminating their findings to a larger audience.

Demonstration of Understanding

Students will exhibit conceptual understanding through tests, demonstration of laboratory skills, collaborative work, and classroom presentations stemming from individual research on a topic. Assessments will show an appreciation and facility for recognizing, creating, and communicating solutions to real-world issues.

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CP Topics in Molecular Biology

Course Level: College Prep
Credits: 0.5
Semester: Fall Semester
Prerequisites: Physics, Chemistry, and Biology (may be taken concurrently)

Essential Questions

- How do scientists keep current on research topics?
- How do scientists evaluate, analyze, and interpret the limitations of information found in journal articles?
- How does the molecular structure affect living organisms?

Course Description

Topics in Molecular Biology is the study of biology through the prism of chemical processes. In this student-led and discussion-based course, students will research articles to present to the class. The focus of the discussions will be relating the structure of molecules to how they interact and function in living organisms and topics in cellular biology and epidemiology. Furthermore, we will examine the experiments that have contributed to our knowledge of the biological processes on the molecular level. This course will introduce students to techniques used in molecular biology experiments.

Demonstration of Understanding

Students will be asked to demonstrate their understanding by leading and participating in discussions and creating presentations and posters.

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CP Food Science

Course Level: College Prep
Credits: 0.5
Semester: The course may be offered in both the fall and spring semesters.
Prerequisites: Physics, Chemistry, and Biology

Essential Questions

- How can we provide safe, affordable, and nutritious food to a growing global population?
- What innovations are necessary to help people make more sustainable food choices?
- How can we apply information learned in previous science courses to better understand the foods that we consume?

Course Description

The food industry is the largest manufacturing industry in the United States. Food science uses biology, chemistry and engineering to better understand food processes and improve food products. Food scientists study the physical, microbial, and chemical makeup of food and apply what they learn to develop nutritious, safe, delicious, and sustainable foods.

In this course, classroom presentations and discussions as well as collaborative laboratory work will allow students to learn about and study food science and food technology. By studying food additives, how food is preserved, genetically modified organisms, plant-based diets, and other innovative products, students will begin to see how sustainable food choices can be grown and manufactured, enough to sustain the increasing global population. Students will become better informed citizens who make healthy and sustainable choices in the years to come. Students will understand the many food challenges that face our world today and will be able to make informed decisions about their own food choices.

Demonstration of Understanding

In collaboration with classmates, students will conduct laboratory experiments with analysis to investigate concepts and provide solutions to problems in the field of food science. Students will identify an area of personal interest in order to plan research investigations, perform experiments, and communicate their findings in class presentations. As a result of this process, students will gain confidence in their research and written and oral communication skills, as well as deepen their understanding of food science.

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CP Marine Science

Course Level: College Prep
Credits: 0.5
Semester: The course may be offered in both the fall and spring semesters.
Prerequisites: Physics, Chemistry, and Biology

Essential Questions

- Why is the marine environment unique?
- How and why do the organisms and ecosystems in the oceans differ from those in freshwater environments?
- What might happen to marine creatures and systems as the world changes?

Course Description

Building on the knowledge obtained in Biology, students will begin to explore the uniqueness of the marine world. Broadly, students will investigate the physical characteristics of the oceans, the organisms that call them home, and the structure and function of marine ecosystems. Exploration and investigation of the McDonogh campus freshwater environments will provide an interesting contrast to marine systems from which students can compare and contrast both worlds. Additionally, practical laboratory exercises will provide students the opportunity to test hypotheses relating marine organisms to the environments these creatures call home. As a capstone experience, students will take a field trip to learn about and investigate the current physical and biological characteristics of our local estuary, the Chesapeake Bay.

Demonstration of Understanding

Students will apply principles learned in this course through tests and demonstration of laboratory skills during collaborative investigations. Independent research projects with a culminating classroom presentation will give students autonomy over some of their learning, and provide them with the opportunity to practice, hone, and demonstrate their presentation skills.

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CP Applied Scientific Inquiry

Course Level: College Prep
Credits: 0.5
Semester: Spring semester
Prerequisites: Physics and Chemistry

Essential Questions

- What makes you curious?
- How can you use experiments to dive more deeply into previously acquired knowledge?
- How do you design an experiment?

Course Description

When you were performing an experiment in a previous science class, did you ever ask a teacher: "Can we do.....?" or "What if we did .....?". This project-based course will allow independently motivated students to follow their curiosity and apply their knowledge of science to questions of self-interest. The course is designed to allow students to explore applications of concepts from three distinct but connected fields of science: physics, biology, and chemistry. Examples of previous projects include casting aluminum, modifying recipes, creating pigments from metals, investigating the effect of metals in glazes, and creating lab exercises for younger students.

Demonstration of Understanding

Students will document their investigative experiences in written reports and videos. Students will also create and critique novel laboratory protocols.

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CP Sustainable Horticulture

Course Level: College Prep

Credits: 1.0

Prerequisites: Physics, Chemistry, and Biology (may be taken concurrently)

Essential Questions

- How can we make horticulture sustainable?
- How can landscape and garden design help restore natural ecosystems?
- How can we grow and propagate our own food?
- How can we manage plant pests in an environmentally sensitive and responsible way?

Course Description

Sustainable horticultural practices are necessary in order to conserve natural resources, enhance our environment, provide economic opportunities, and meet our nutritional needs. This course represents a yearlong introduction to the applied plant and soil sciences necessary to managing gardens and landscapes sustainably. The students will learn to identify common native and invasive herbaceous and woody plants used in horticulture, landscaping, and ecological restoration. We will apply sustainable agriculture principles to the propagation and growth of plants in horticultural settings. Topics include plant form and function, soil science, propagation, biotechnology, and integrated pest management.

Demonstration of Understanding

Assessment of learning includes evaluation of lab work in the mudroom, greenhouse, and at Roots Farm, lab reports, quizzes, and papers. Students will have the opportunity to demonstrate their understanding of horticulture through a culminating project at Roots Farm.

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A Science Seminar: Geology

Course Level: Advanced

Credits: 0.5

Semester: Fall semester

Prerequisites: Junior class standing, Physics, Chemistry, Biology (may be taken concurrently), and departmental approval

Essential Questions

- How do the many parts of the Earth system interact?
- What are Earth's local landforms - what's under your feet - and global landforms, and how have they formed?
- How does plate tectonics activity shape the amazing and varied Earth?
- How has the dynamic Earth changed over 4.8 billion years and how do we determine this history?

Course Description

Because Maryland has a long and varied geologic story, we can use Maryland to study many geologic processes to become familiar with what is around us, then see how those processes apply to the rest of Earth. We will study Maryland landforms, how they have formed, and what is the plate tectonics history of the state and how this applies in other places. We will use hands-on materials such as minerals and rocks, and interactive computer maps (GIS, geographic information systems) of all scales from local to global to virtually travel the Earth. We will take a field trip to see places that illustrate the varied geology and landforms in Maryland.

Demonstration of Understanding

Students will demonstrate their understanding of foundation material through quizzes. Students will demonstrate connections between concepts through hands-on exercises that utilize minerals and rocks, maps, and data. Understanding that requires the most synthesis, analysis, and creativity will be demonstrated through larger projects that include poster and classroom presentations and Google Earth and other mapping projects.

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A Science Seminar: Astronomy and Weather

Course Level: Advanced

Credits: 0.5

Semester: Spring semester

Prerequisites: Junior class standing, Physics, Chemistry, Biology (may be taken concurrently), and departmental approval

Essential Questions

- How can observing and understanding conditions we see in the sky put us "in tune" with what's happening around us?
- What are the characteristics of the stars, sun, moon, planets, and other more distant astronomical objects, and how do they move in 3D and change features over time as we observe them?
- How can observing simple weather features allow us to forecast our immediate weather?
- What are the larger and longer patterns in the weather that we can observe in past weather and in forecasts?
- What is climate, and how and why does it change over time?

Course Description

We will use observations, models, and computer simulations for astronomy, so we can speed up time to understand how objects move as we see them and get perspectives around the world and from space. For weather, we will also use observations and scientific models, as well as past and forecast data (especially maps) from reliable sources to build understanding of weather patterns and how they evolve. As we understand more about larger systems and longer time periods, we will examine climate, and how and why it changes.

Demonstration of Understanding

Major learning and evidence of understanding will be through practice exercises that will often culminate in writing clear explanations of phenomena. There will be some quizzes on foundational material. Finally, there will be larger projects, such as presentations, posters, or other methods to synthesize material and demonstrate understanding

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A Science Seminar: Anatomy and Physiology

Course Level: Advanced

Credits: 1.0

Prerequisites: Physics, Chemistry, Biology and departmental approval

Essential Questions

- What are the connections between structure and function?
- How do organisms exhibit emergent properties at each level of organization: from the molecular level to the organ-system level?
- What is survival and how do humans live, grow, respond to their environment and reproduce?
- Why is understanding cause and effect important to your life?

Course Description

This course provides students with the opportunity to learn about their anatomy and physiology through observation, dissections and interactive websites. Students will study models of the human torso, dissect mammalian specimens, and color illustrations of the human anatomy in a college-level workbook. Additionally, they will relate both gross and microscopic anatomical structures to their role in the functioning of each major system of the body and overall homeostatic health. The combination of anatomy and physiology will help students investigate complex topics that include cause and effect and the ability of an organism to respond to changes in its environment.

Demonstration of Understanding

Short quizzes will ensure that students are understanding course concepts and thus prepared for deeper inquiry about living systems. Tests will involve both short answers and free response questions, including some requiring application of knowledge to case studies and novel situations. Knowledge of anatomy and lab skills will be demonstrated and evaluated through lab practicals.

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A Science Seminar: Chemical Engineering

Course Level: Advanced

Credits: 1.0

Prerequisites: Physics, Chemistry, Precalculus or higher (may be taken concurrently), and departmental approval

Essential Questions

- How do chemical engineers protect the environment through prevention and remediation of pollution?
- How do classic chemical engineering unit processes, such as reactions and separations, work on the bench scale and industrial scale?
- How can engineering and design principles be used to create innovative solutions for real world problems?

Course Description

This course explores chemical engineering techniques that are used to protect our environment from human activity. Effluent water from industry, homes, and businesses is treated in several ways before being returned to the environment, thus protecting our freshwater resources and marine life. Catalytic conversion removes pollutants from exhaust gasses created by fossil fuel combustion in electrical power plants and vehicles, thus protecting our atmosphere. Basic chemical principles learned in CP or Honors chemistry will be reviewed and explored in more depth as they are applied to real world problem solving. Chemical engineering unit operations for reactions and separations will be studied as related to environmental protection as well as broader applications in the chemical industry. Students will do research of personally-chosen topics to extend their knowledge of ways chemical engineering can benefit the environment.

Demonstration of Understanding

Students will demonstrate their understanding through individual and collaborative assessments, including tests and laboratory experiments. Students will collect, share, and analyze data from lab experiments. Lab work will also include writing, testing, and revising lab procedures to solve real world problems on the bench scale. Engineering solutions that are developed in the lab will be communicated to and evaluated by peers. Understanding of industrial-scale chemical engineering operations will be assessed with tests and quizzes.

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A Science Seminar: Environmental Science

Course Level: Advanced

Credits: 1.0

Prerequisites: Physics, Chemistry, Biology and departmental approval

Essential Questions

- How do humans positively and negatively impact the environment?
- Can humans meet our resource needs without destroying the natural world? Can we live and expand in a sustainable way?
- What are the responsibilities of the decision makers and stakeholders with regards to resource use?

Course Description

Environmental Science is an inherently interdisciplinary field of science. Therefore, students can expect to draw on all their previous years of science, in addition to the writing and mathematical skills they have been developing while at McDonogh. Students will develop a deep understanding of environmental issues through an inquiry-based approach aimed at understanding how we can fix the issues and avoid the worst of them, and what a sustainable future may look like. Students will experience the tremendous positive change that is possible when scientists' and citizens' understanding of the environmental issues match their willingness to work together to solve these problems. Using the Chesapeake Bay as a backdrop, we will explore the health and state of our cherished waterbody and look beyond our watershed to see how our issues at home are ubiquitous across the world. Students should expect to not only get dirty in the field with hands-on laboratory experiences, but to hone their public speaking skills through presentations that invite the McDonogh community to adopt more sustainable practices.

Demonstration of Understanding

Students can expect to produce evidence of understanding through tests and laboratory exercises designed to use analytical skills. Additionally, students will be given the opportunity to work in groups on projects and presentations where the topic is collaboratively chosen. Lastly, student groups will present an independently developed proposal of a sustainability initiative for adoption by the school at McDonogh's annual Environmental Science Symposium.

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A Science Seminar: Genetics and Biotechnology

Course Level: Advanced

Credits: 1.0

Prerequisites: Physics, Chemistry, Biology and departmental approval

Essential Questions

- How do the instructions in DNA result in an organism's characteristics?
- How can the DNA in a cell be changed?
- How is biotechnology being used to improve human health and create a more sustainable future?
- Why is it important to consider the ethical implications of this work?

Course Description

Biotechnology has given us products such as virus-resistant fruit, the enzymes in laundry detergent for breaking down fat stains, and recombinant human insulin to treat diabetes. In Genetics and Biotechnology, students will investigate the techniques that make products like these possible, and their impact on human health and our planet. Students will begin by studying the molecular structure of DNA, protein synthesis, and gene expression. Subsequently, more complex topics of gene editing and bioengineering will be explored. Students will practice laboratory skills needed for culturing cells, DNA extraction, gel electrophoresis, the polymerase chain reaction, and bacterial transformation. Students will learn how these techniques are applied in the fields of forensics, immunology, the food industry, agriculture, and pharmaceuticals through engagement with local and global professionals and by visiting area research labs. Throughout the course, students will consider and discuss the ethical dilemmas associated with these technological advances and their impact on society.

Demonstration of Understanding

Students will build the laboratory skills and technical understanding necessary to perform independent research in genetics. Students will document their skill development by maintaining a laboratory notebook and reflecting on their proficiency with each technique. Assessments will include notebook reviews, lab reports, practicals, and research presentations.

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A Science Seminar: Neuroscience

Course Level: Advanced

Credits: 1.0

Prerequisites: Physics, Chemistry, Biology and departmental approval

Essential Questions

- What is reality?
- Do we ever really know what is real or are we simply shown the products of our limited capacities of intake?
- Do we have any free will or are our behaviors simply reactions to the stimuli we are presented with?
- What is existence?

Course Description

We use our brains to perceive and interpret our world. The human brain is the most complex entity in the universe. There are more connections in a cubic millimeter of neural tissue than there are stars in the Milky Way. This introductory cognitive neuroscience course will guide students through the complexities of the brain by focusing on scientific principles, patterns, and ways of thinking. Students will focus on understanding and integrating the overarching principles that are essential to the nervous system and thus human behavior as a whole. Students will embark on a journey to discover the underlying essence of what creates the human consciousness. They will grapple with the beautiful fluidity of neuroplasticity and the juxtaposition of the strong possibility of our lives being determined by fate. Students will explore the idea that our existence is nothing but the absorption of and reaction to the data the universe presents us. Using the lens of rare and illuminating case studies in neurological disorders, students will engage in a progressive and principle-based analysis of the neuroscience behind everyday life, our own individual behaviors[1].

Demonstration of Understanding

Students will read and analyze current published research in the field of neuroscience; they will demonstrate their ability to evaluate, synthesize and critique this scientific information when they discuss and present their analyses. Students will further display their understanding with a culminating paper and presentation integrating and theorizing on a neuroscience topic of their choosing.

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[1] *Brain and Behavior, a Cognitive Neuroscience Perspective,* Eagleman and Downar

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A Applied Chemical Inquiry

Course Level: Advanced
Credits: 0.5
Semester: Spring semester
Prerequisites: Advanced Chemistry (may be taken concurrently) and departmental approval

Essential Questions

- How do scientists learn new things?
- How do scientists apply results from experiments to deepen their understanding of concepts?

Course Description

This problem- and lab-based course is designed for the highly motivated, curious, and independent student. Students will extend their knowledge of first-year and inorganic chemistry previously studied. Guided by their scientific interests, students will perform laboratory procedures investigating topics from previous US National Olympiad exams, explore concepts found in advanced college chemistry courses, and conduct experiments related to those concepts.

Demonstration of Understanding

Students will demonstrate their understanding through discussions with the instructor and other students, performance on online college-level assessments, and in lab reports requiring use of a scientific journal format.

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A Biology

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Biology and departmental approval

Essential Questions

- How does the process of evolution drive the unity and diversity of life?
- How do organisms use energy and matter to live and propagate?
- How do organisms exhibit emergent properties at each level of organization: from the molecular level to the biosphere?
- What are some of the key scientific practices and skills required to pursue a career in the biological sciences and how are they acquired?

Course Description

Building on their first course in biology, students in this course will explore more complex content and experimental practices used by biologists to investigate living organisms, their processes, and their relationship with the living and non-living world. Students should expect to explain biological concepts, processes and models using evidence-based reasoning, and to analyze and interpret data collected in the lab using mathematical calculations. Additionally, students will have the opportunity to formulate interest-driven scientific questions and methods for investigating issues related to our environment, human health, and ethical decision making in an increasingly scientific world. Students will leave this course with greater confidence in their ability to engage nature as a scientifically literate citizen.

Demonstration of Understanding

Students will spend time refining verbal, written, and visual communication skills necessary to succeed in the sciences. Students will demonstrate their understanding of concepts and processes on quizzes and tests, as well as during presentations on readings, independently researched topics and laboratory work. For a culminating project, students will design and present a poster modeled after those presented at scientific conferences.

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A Chemistry

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Chemistry and departmental approval

Essential Questions

- How can we use evidence from laboratory experiments to help explain how matter behaves?
- How do we approach real world problems and understandings using higher level problem solving skills?
- How do we build a foundation for future learning?

Course Description

This college-level inorganic chemistry class is designed to deepen students' foundation from their first course in chemistry. Students will focus on developing integrated problem-solving skills as a foundation for work in further college-level physical sciences, life sciences and engineering courses. Students will explore the interplay of composition and behavior of matter by examining a range of topics from the theoretical development of the current quantum model of the atom, to application of stoichiometric principles, to a deeper dive into how elemental structures of matter relate to energy and equilibrium. Sophisticated problems and quantitative inquiry-based laboratory experiments will be used to support and deepen each student's understanding of these topics.

Demonstration of Understanding

Students will use a neuroscience and process-based approach to apply their understanding of concepts to authentic situations. They will have the opportunity to demonstrate their understanding using a variety of formative and summative assessments including tests and the AP Chemistry Exam. Students will collaborate during discussions of evidence-based problem solving and use a science journal format to document laboratory experiments.

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A Ecology

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Biology and departmental approval

Essential Questions

- How do interactions between, and among, living and non-living environmental components influence the flow of energy through an ecosystem?
- What conditions lead to community development, population change, and ecosystem structure?
- What influences do humans have on the state of nature?

Course Description

Ecology is the study of interactions and connections in the natural world. In this course students will begin to investigate the major biotic and abiotic components of the environment and how they influence one another. Initially, students can expect to explore the ecosystems housed on McDonogh's expansive campus. Then, using modern methods of experimental design and data collection, students will question, hypothesize and test ecological theory through hands-on experience using the McDonogh campus as our natural laboratory and classroom. Lastly, students will use qualitative and quantitative analysis techniques to tell the story of McDonogh's environment to the broader community. For success in this course, students will tap into their innate curiosity about the natural world, strong foundation in biology, and developing analytical skills.

Demonstration of Understanding

Students can expect to produce evidence of understanding through laboratory exercises and tests. However, a large emphasis will be placed on students developing interest-driven questions in which they will explore using the experimental process; their analyses, interpretations, and findings will be presented to a broad McDonogh audience.

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A Physics

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Biology and departmental approval

Essential Questions

- What laws govern how the universe behaves?
- How can these laws be described both conceptually and mathematically?
- How can experimentation be used to demonstrate scientific practice and these laws?

Course Description

Building on their earlier Conceptual Physics course, students in this course will take a deeper and more complex dive into physics. Students will be expected to apply their higher math skills to help determine and describe mathematically how the world around them works; they will be asked to apply their knowledge to explain everyday situations. Laboratory experiences will be used to examine, analyze, interpret, and describe open-ended questions. Students will collect and analyze data and will be expected to be comfortable with sometimes messy and ambiguous results. In all endeavors, students will be required to demonstrate grit and perseverance in all of their work.

Demonstration of Understanding

Students will demonstrate content-mastery through problem-solving and explanation. This will include applying concepts and mathematical relationships to explain novel situations on tests and in the lab. Students will also engage in collaborative project-based work resulting in public displays such as posters or presentations.

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A Physics C

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Biology, Advanced Calculus BC (may be taken concurrently), and departmental approval

Essential Questions

- How can representing the universe mathematically help us to understand its nature?
- How does one evaluate the best mathematical framework for such an undertaking?
- How does it push technology and engineering forward?

Course Description

Designed for students considering a future in engineering or the hard sciences, this course is a calculus-based introduction to classical mechanics and electricity and magnetism. Through classroom lectures, questioning, and discussing, students will learn and develop mathematical frameworks for defining physical phenomena and use them to explore the governing laws of our universe as described by pioneers like Newton and Maxwell. Students will explore, comparing and contrasting, different strategies for applying this framework and develop a nose for which strategies are best suited for particular problem types.The pace of the class is considerable; students are expected to quickly master each topic.

Demonstration of Understanding

Students will demonstrate an understanding of the material through biweekly problem sets, quarterly tests, and semester projects, which culminate with a presentation.

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THE ARTS

The arts at McDonogh provide studio environments where students explore the process of creative and imaginative problem-solving skills at the highest levels. Collaborative activities allow students to lead and contribute to projects and ensembles, giving them the opportunity to produce sophisticated art and performances while at the same time discovering the fundamentals of character and collaboration. The arts are essential to any intellectual environment, and at McDonogh, are respected as highly as any other discipline. Classes offered in visual and performing arts capture and shape ideas from all major areas of study in our school as well as provide opportunities for inquiry, discovery, and self-expression. Again and again, the arts provide those “aha!” moments for students when they experience, for themselves, the interconnectedness of things. Practically speaking, offerings in the Visual and Performing Arts have been designed to provide both introductory-level courses and advanced elective courses for the experienced student of the arts.

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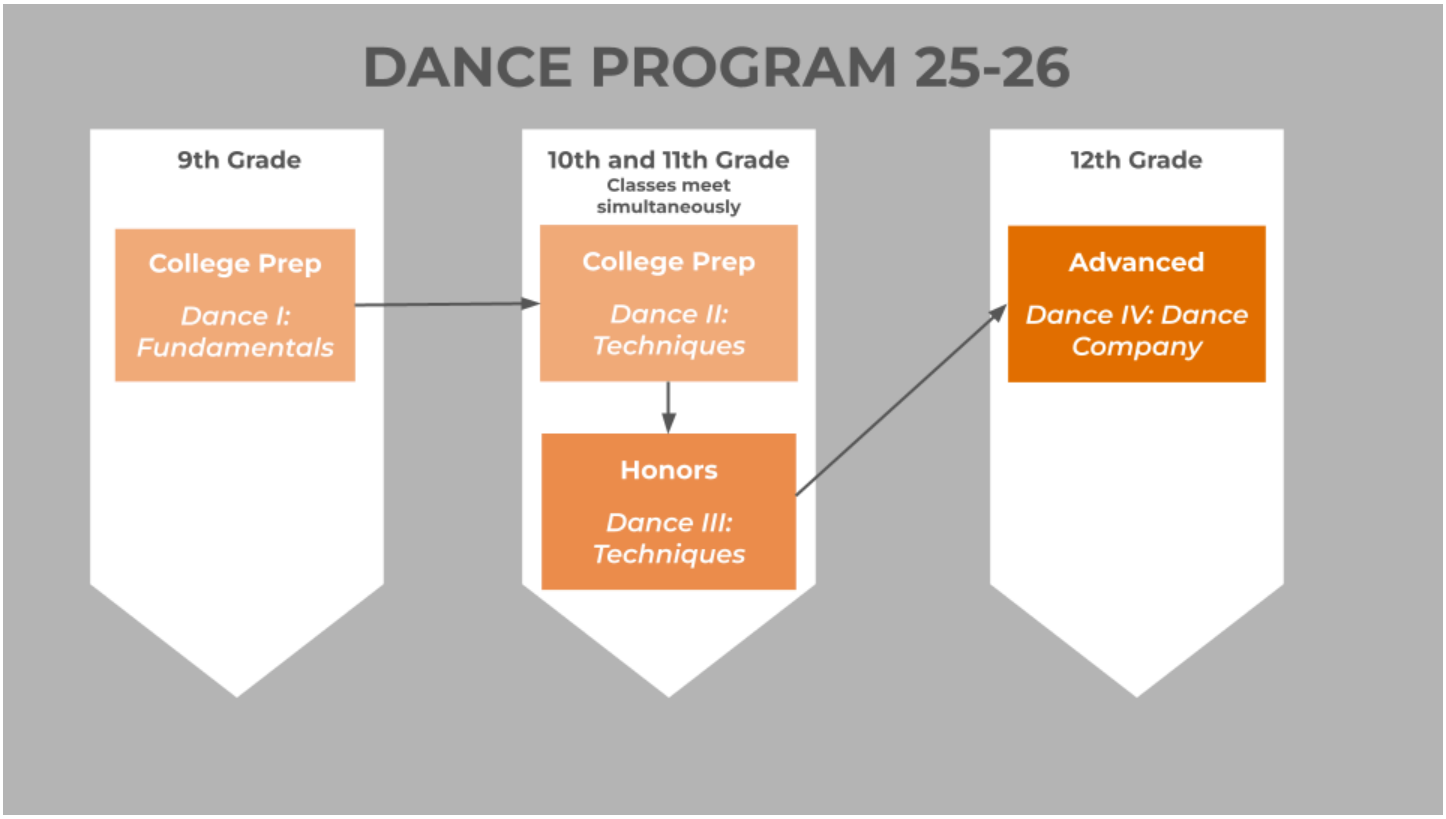
DANCE AND THEATRE



Courses offered in Dance Department:

DANCE						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	Dance for All	One year of any arts class		X	
CP	1.0	Dance I: Fundamentals				X
CP	1.0	Dance II: Techniques	One year of any arts class			X
H	1.0	Dance III: Techniques	Dance II or Departmental approval			X
A	1.0	Dance IV: Dance Company	H Dance III and DA* or one year of any arts class and by audition.			X

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CP Dance for All

Course Level: College Prep

Credits: 0.5

Semester: Spring semester

Prerequisite: None

Essential Questions

- How do we find and produce meaning in movement?
- How does dance (any art) affect an audience?
- How might our beliefs, identities, backgrounds shape our creations?
- How does practicing benefit the growth of an individual or group?
- Why does dance technique matter?

Course Description

This course is designed for students who love to dance, but may not have much previous dance experience. In this course, we will deepen our awareness of our bodies by exploring dance techniques and theories such as Ballet, Modern, Jazz, Hip Hop, and Contemporary while also exploring the elements of dance and anatomical kinesiology. The physical, cognitive, and emotional combine together to create our individual artistic selves. Through dance technique, we will build our physical, aesthetic, and performance skills to express ourselves with clarity, precision, and artistry. Using athletics as a regular comparison, students will practice, design, and reflect on their individual dance practice. Through daily practice and repetition, students will self-assess, until their movements feel and look strong.

Demonstration of Understanding

Students will demonstrate evidence of understanding through written journals, classroom discussions, and conversations with partners and small groups. Students will also have the opportunity to perform technique and choreographies for the class and participate in public-facing performances for the school community. In this class, students will have the unique opportunity to lead their peers through exercises that focus on: technique, cardio, conditioning, stretching, and choreography.

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CP Dance I: Fundamentals

Course Level: College Prep

Credits: 1.0

Prerequisite: None

Essential Questions

- How do we find and produce meaning in movement?
- How does dance (any art) affect an audience?
- How might our beliefs, identities, backgrounds shape our creations?
- How does practicing benefit the growth of an individual or ensemble?
- Why does dance technique matter?

Course Description

In this course, we will deepen our awareness of our bodies by exploring dance techniques and histories such as Ballet, Modern, Jazz, Hip Hop, and Contemporary while also exploring meaning in dance through studying dance composition. The physical, cognitive, and emotional combine together to create our individual artistic selves. Through dance technique, we will build our physical, aesthetic, and performance skills to express ourselves with clarity, precision, and artistry. Through daily practice and repetition, students will self-assess, until their movements feel and look strong.

Demonstration of Understanding

Students will demonstrate evidence of understanding through written journal entries, classroom discussions, and conversations with partners and small groups. Students will also have the opportunity to perform technique and choreographies for the class and participate in public-facing performances for the school community.

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CP Dance II: Techniques

Course Level: College Prep

Credits: 1.0

Prerequisites: one year of any arts class

Essential Questions

- How do we find and produce meaning in movement?
- How does dance (any art) affect an audience?
- How might our beliefs, identities, backgrounds shape our creations?
- How does practicing benefit the growth of an individual or ensemble?
- Why does dance technique matter?

Course Description

Dance II will include units in various styles of dance such as Ballet, Jazz, Contemporary, Hip Hop, Modern, African dance, Musical Theatre Dance, and Tap. Training in dance technique accentuates and deepens awareness of the body while acknowledging and exploring established connections between the physical, cognitive, and emotional aspects of the individual. Emphasizing elements of technique and performance in greater detail than Dance I, students will build physical, aesthetic, and performance skills which are important to the development of a proficient dancer. Through daily practice and repetition, students will self-assess, until their movements feel and look strong.

Demonstration of Understanding

Students will demonstrate evidence of understanding through written journal entries, classroom discussions, and conversations with partners and small groups. Students will also have the opportunity to perform technique and choreographies for the class and participate in public-facing performances for the school community. Understanding will also be demonstrated when students lead class discussions, guide class warm ups, and teach choreographed movements created by the student to the class.

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H Dance III: Techniques

Course Level: Honors

Credits: 1.0

Prerequisites: Department approval

Essential Questions

- How do we find and produce meaning in movement?
- How does dance (any art) affect an audience?
- How might our beliefs, identities, backgrounds shape our creations?
- How does practicing benefit the growth of an individual or ensemble?
- Why does dance technique matter?

Course Description

Dance III will include units in various styles of dance such as Ballet, Jazz, Contemporary, Hip Hop, Modern, African dance, Musical Theatre Dance, and Tap. Training in dance technique accentuates and deepens awareness of the body while acknowledging and exploring established connections between the physical, cognitive, and emotional aspects of the individual. Emphasizing elements of technique and performance in greater detail than Dance I and Dance II, students will build physical, aesthetic, and performance skills which are important to the development of a proficient dancer. Through daily practice and repetition, students will self-assess, until their movements feel and look strong.

Demonstration of Understanding

Students will demonstrate evidence of understanding through written journal entries and analytical essays, classroom discussions, and conversations with partners and small groups. Students will also have the opportunity to perform technique and choreographies for the class and participate in public-facing performances for the school community. Understanding will also be demonstrated when students mentor Dance II students to lead class discussions, to guide class warm ups, and to teach choreographed movements to the class.

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A Dance IV: Dance Company

Course Level: Advanced

Credits: 1.0

Prerequisites: Admittance by demonstrated prior dance interest and by audition.

Essential Questions

- How might we create our own LifeReady dance company?
- What kind of choreography excites us and why?
- How can the creative process be formulated, produced, and experienced by dancers and an audience?

Course Description

Dance Company is geared towards advanced dancers looking to hone their technique and analyze their craft in a more conceptual manner. The class will function like a Dance Company comprised of rehearsals led by students, faculty, and guest artists. Student choreographers will work independently and in small groups to compose repertoire for a culminating dance concert at the end of the school year.

Repertoire will include Ballet, Modern, Musical Theatre, Hip Hop, African dance, Jazz, and more. Movement improvisation and dance composition will be used to learn choreography so that students can explore different ways to move and excite audiences. Students will create autonomy in their practice, and continue honing LifeReady skills enabling students to investigate and deepen their understanding of diversity, equity, and inclusion, therefore striving to achieve a space where all people and ideas belong.

Demonstration of Understanding

Students will demonstrate evidence of understanding through written journal entries, classroom discussions, and conversations with partners and small groups. Students will also have the opportunity to perform technique and choreographies for the class and participate in public-facing performances for the school community and performing biannually at local assisted living facilities. Students will lead warm-ups, choreograph dances of various sizes and styles, and will have a culminating performance at the end of the year in McDonogh's Horn Theatre for the school community, friends, and family.

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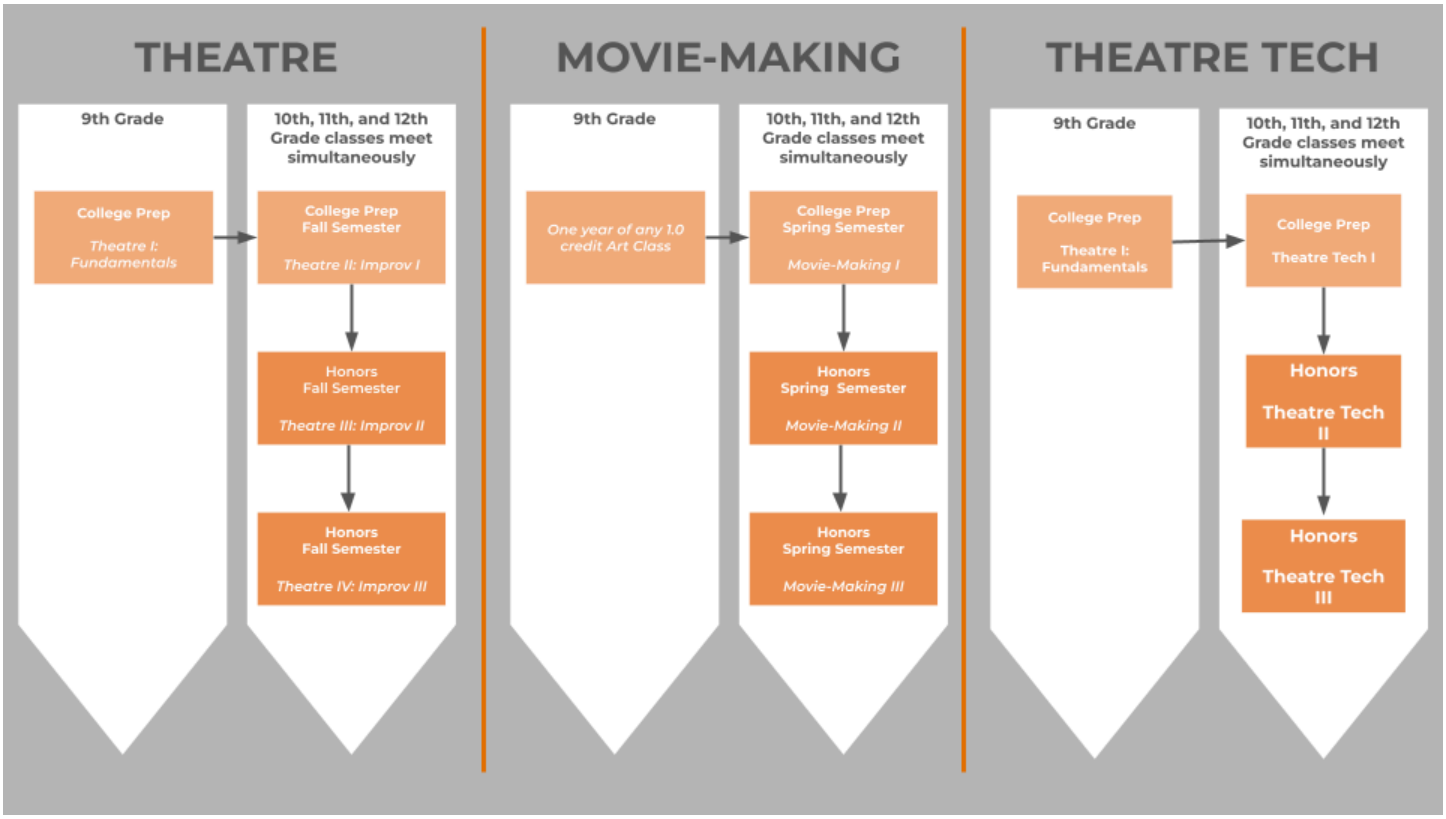
Theatre Programs and Progressions



Courses offered in Theatre Department:

THEATRE						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	0.5	Movie-Making I	one year of any arts class		X	
H	0.5	Movie-Making II	Movie-Making I and DA*		X	
H	0.5	Movie-Making III	Movie-Making II		X	
CP	1.0	Theatre Technical Crew I	None			X
H	1.0	Theatre Technical Crew II	Theatre Technical Crew I and DA*			X
H	1.0	Theatre Technical Crew III	Theatre Technical Crew II and DA*			X
CP	1.0	Theatre I: Fundamentals	None			X
CP	0.5	Theatre II: Improv I	one year of any arts class	X		

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H	0.5	Theatre III: Improv II	Theatre II: Improv I or DA*	X		
H	0.5	Theatre IV: Improv III	Theatre II: Improv I or DA*	X		

* DA -- student needs departmental approval to sign up for course

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CP Movie-Making I

Course Level: College Prep

Semester: Spring semester

Credits: 0.5

Prerequisites: one year of any arts class (dance, music, theatre, or visual arts)

Essential Questions

- How are movies made?
- How does an idea become a script and a script become a film?
- What are the technical and artistic components of movie production and visual storytelling?
- How is raw footage edited together to make a coherent story?
- How can many people come together to make something that has a singular vision?

Course Description

Movie Making is a completely hands-on experience where we will delve into the process of taking inspiration and turning it into a short film. Beginning with the development of several movie ideas, we will learn how to pitch concepts for consideration, develop our best idea into a full script, use that script to shoot a short film, edit the footage, and ultimately screen a finished product. Along the way, we will have the opportunity to experiment with cameras, lighting rigs, sound equipment, and editing software so we gain experience with the technical side of the craft while also having the ability to play with different artistic techniques. We will explore the fundamentals of film editing and sound design. By working together in production teams, we will learn to communicate and collaborate in a way that will allow us to produce a piece of art that has a cohesive voice.

Demonstration of Understanding

We will produce loglines, treatments, scripts, script breakdowns, cast lists, shot lists, and location reports to demonstrate our understanding of the Pre-production process. During Production, we will compose shots, work with actors to elicit a performance, and keep comprehensive notes to aid in Post-production. We will utilize Adobe Premiere Pro to create a version of our film that demonstrates the core principles of film editing so that we produce a complete and comprehensible movie.

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H Movie-Making II

H Movie-Making III

Course Level: Honors

Semester: Spring semester

Credits: 0.5

Prerequisites for H Movie Making II: Moving-Making I and departmental approval

Prerequisites for H Movie Making III: Moving-Making II

Essential Questions

- How are movies made?
- How does an idea become a script and a script become a film?
- What are the technical and artistic components of movie production and visual storytelling?
- How is raw footage edited together to make a coherent story?
- How can many people come together to make something that has a singular vision?
- How does a producer guide the movie making process?

Course Description

Movie Making is a completely hands-on experience where we will delve into the process of taking inspiration and turning it into a short film. Beginning with the development of several movie ideas, we will learn how to pitch concepts for consideration, develop our best idea into a full script, use that script to shoot a short film, edit the footage, and ultimately screen a finished product. Along the way, we will have the opportunity to experiment with cameras, lighting rigs, sound equipment, and editing software so we gain experience with the technical side of the craft while also having the ability to play with different artistic techniques. We will explore the fundamentals of film editing and sound design. By working together in production teams, we will learn to communicate and collaborate in a way that will allow us to produce a piece of art that has a cohesive voice. Movie Making II/III students will act as producers, guiding a concept of their choice, whether their own original idea or a classmates, through the production process.

Demonstration of Understanding

We will produce loglines, treatments, scripts, script breakdowns, cast lists, shot lists, and location reports to demonstrate our understanding of the Pre-production process. During Production, we will compose shots, work with actors to elicit a performance, and keep comprehensive notes to aid in Post-production. We will utilize Adobe Premiere Pro to create a version of our film that demonstrates the core principles of film editing so that we produce a complete and comprehensible movie. As the producers on their films, Movie Making II/III students will ultimately be responsible for the quality of the products their production team turns in.

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CP Theatre Technical Crew I

Course Level: College Prep
Credits: 1.0
Prerequisite: Theatre I or any foundational Arts class

Essential Questions

- How do artists determine if a particular direction in their work is effective? (Trusting the process of crafting art without certainty regarding the result)
- Why is context important?
- How might we build Cultural Competencies through Perspective-Taking?
- How is art an expression of the individual and the universal?

Course Description

Technical Theatre Crew explores performing arts through the lens of technical theatre. Technical theatre encompasses all that goes into making a staged production. We open with theatre history and safety to give the student context, move to essential terms and definitions to cultivate a shared language, then explore the construction, lighting, and sound departments and the role each plays in a production. Technical Theatre Crew also has a production component; by working in actual school productions, students get a deep, practical dive into specific departments, exploring the importance of each department, in both a vacuum and for the production as a whole. Students will deal with multiple styles of production: we will work on dance, drama, and musical theatre, as well as explore the nature of the process for concerts.
Where applicable, guest artists and field professionals will offer students their own expert experience.

Demonstration of Understanding

Students will demonstrate their understanding of technical theatre theory via written quizzes and tests. Practical application of the theory will be demonstrated through daily classwork, in-class projects, group labs, and actual school productions.

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H Theatre Technical Crew II

Course Level: Honors

Credits: 1.0

Prerequisite: Theatre Technical Crew I and departmental approval

Essential Questions

- How do artists determine if a particular direction in their work is effective? (Trusting the process of crafting art without certainty regarding the result)
- How do we find and/or solve problems using art?
- How do we learn from our mistakes?
- How does practice affect growth?

Course Description

Honors Technical Theatre Crew builds on the lessons of Technical Theatre Crew, focusing on cultivating the independence, creativity, and leadership of students in the course. Students will select a focus track from one of the major departments: Stage Management, Set Construction, Lighting, Audio, Props, Costuming, or Makeup, based on student pre-interviews. Using their chosen department as a foundation, students will create a professional portfolio during the year-long course, which will be submitted as their final project. Students will be given opportunities to design, produce, and operate within their field of study throughout the year. Honors Technical Theatre Crew Students will be required to participate in at least 3 productions during the school year, and be involved through the entire process. There will also be a writing component to this course, including researching various historical members of the professional communities and describing traditional methodologies utilized within their respective focus field. Where applicable, guest artists and field professionals will offer students their own expert experience.

Demonstration of Understanding

Students will operate as department leads for 3 productions during the school year, creating designs, organizing crew daily tasks, and building their respective department rigs. They will be responsible for writing papers showing understanding of the historical context of their field, and will create a professional portfolio which clearly expresses their work throughout the scholastic year.

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H Theatre Technical Crew III

Course Level: Honors

Credits: 1.0

Prerequisite: Theatre Technical Crew II and departmental approval

Essential Questions

- How do artists determine if a particular direction in their work is effective? (Trusting the process of crafting art without certainty regarding the result)
- How do we find and/or solve problems using art?
- How do we learn from our mistakes?
- How does practice affect growth?

Course Description

Honors Technical Theatre III Designer Study is a full exploration of the department speciality chosen for H Theatre Technical Crew II. Students will be fully actualizing at least one main stage design in their field from inspiration to tangible product, based on the selected spring production for their scholastic year. Wherever possible, students will also partially design multiple other productions, honing their craft and exploring the questions that provide the foundation for their design. This course is intended to provide the student with a true life experience, in a setting mimicking professional standards. Honors Technical Theatre Designer Study Students will be required to participate in at least 3 productions during the school year, and be involved through the entire process. There will also be a writing component to this course, including creating vision boards for their major project, explaining the choices made within the context of an actual production instead of a theoretical one, and delving into the relationship their design will have with other departments and designers. Where applicable, guest artists and field professionals will offer students their own expert experience, and help you own your work from beginning to end.

Demonstration of Understanding

Students will operate as department leads for 3 productions during the school year, creating designs, organizing crew daily tasks, and building their respective department rigs. They will be responsible for writing papers showing understanding of the historical context of their field, and will create a professional portfolio which clearly expresses their work throughout the scholastic year.

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CP Theatre I: Fundamentals

Course Level: College Prep

Credits: 1.0

Prerequisite: None

Essential Questions

- How do we communicate meaning through theatre?
- How, when, and why do theatre artists' choices change?
- How does theatre reflect and influence society?
- In what ways do the voice and body affect character development and storytelling?
- What habits of mind and skills are needed to build an effective theatrical ensemble?

Course Description

In Theatre I, we will build our storytelling and performance skills to express ourselves with clarity, precision, and artistry. In this course, we will deepen our understanding of the theatre arts through the exploration of fundamental acting, directing, theatrical design, improvisation, and playwriting techniques. As a result of our work together, we will understand the ways in which our personal and collective artistic choices strengthen our work as individuals and as a theatrical ensemble.

Demonstration of Understanding

Regular formative assessments will include acting technique exercises, theatrical design challenges, and weekly journals. Major assessments include scene work, open studios, and other public-facing performances.

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CP Theatre II: Acting Improv I

Course Level: College Prep

Credits: 0.5

Semester: Fall semester

Prerequisite: one year of any arts class (dance, music, theatre, or visual arts)

Essential Questions

- What is comedy?
- Why is taking a risk necessary for growth?
- How do we find and/or solve problems as an ensemble and as an individual?
- How do we self-assess?
- How does practice affect growth?

Course Description

In this course, students will learn to be comfortable with the importance of split-second choices through playing improv games and doing scenes. We will analyze how these choices may be influenced by their personal culture, beliefs, and experiences. This course frees the actor to create vibrant, authentic performance in both improvised and written scenes.

Demonstration of Understanding

Throughout this course, assignments, or "games," will be given to allow the student the opportunity to apply class material in a practical manner. These "games" are designed to incorporate facts, concepts, and principles and apply them to more abstract and creative aspects of learning. Assessments for these assignments will be discussed in class. Students will demonstrate their work in public-facing performances. Evidence of Understanding will be demonstrated through written journals, classroom discussions, and conversations with partners and small groups.

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H Theatre III: Improv II

Course Level: Honors

Semester: Fall semester

Credits: 0.5

Prerequisite: Theatre II: Improv I or departmental approval

Essential Questions

- What is comedy?
- Why is taking a risk necessary for growth?
- How do we find and/or solve problems as an ensemble and as an individual?
- How do we self-assess?
- How does practice affect growth?

Course Description

In this course, students will learn to be comfortable with the importance of split-second choices through playing improv games and doing scenes. We will analyze how these choices may be influenced by their personal culture, beliefs, and experiences. This course frees the actor to create vibrant, authentic performance in both improvised and written scenes. In this second year of coursework, we will build on the foundational knowledge secured in Theatre II: Acting Improv I and expand on the creative process. Students enrolled in this course will take on leadership roles within the ensemble and will be responsible for shaping the overall structure and design of a chosen theatrical text. Their role as comedy performers will deepen the quality of the performance that is produced for the larger McDonogh community at the end of the semester.

Demonstration of Understanding

Throughout this course, assignments, or "games," will be given to allow the student the opportunity to apply class material in a practical manner. These "games" are designed to incorporate facts, concepts, and principles and apply them to more abstract and creative aspects of learning. Assessments for these assignments will be discussed in class. Students will demonstrate their work in public-facing performances. Evidence of Understanding will be demonstrated through written journals, classroom discussions, and conversations with partners and small groups.

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INSTRUMENTAL MUSIC

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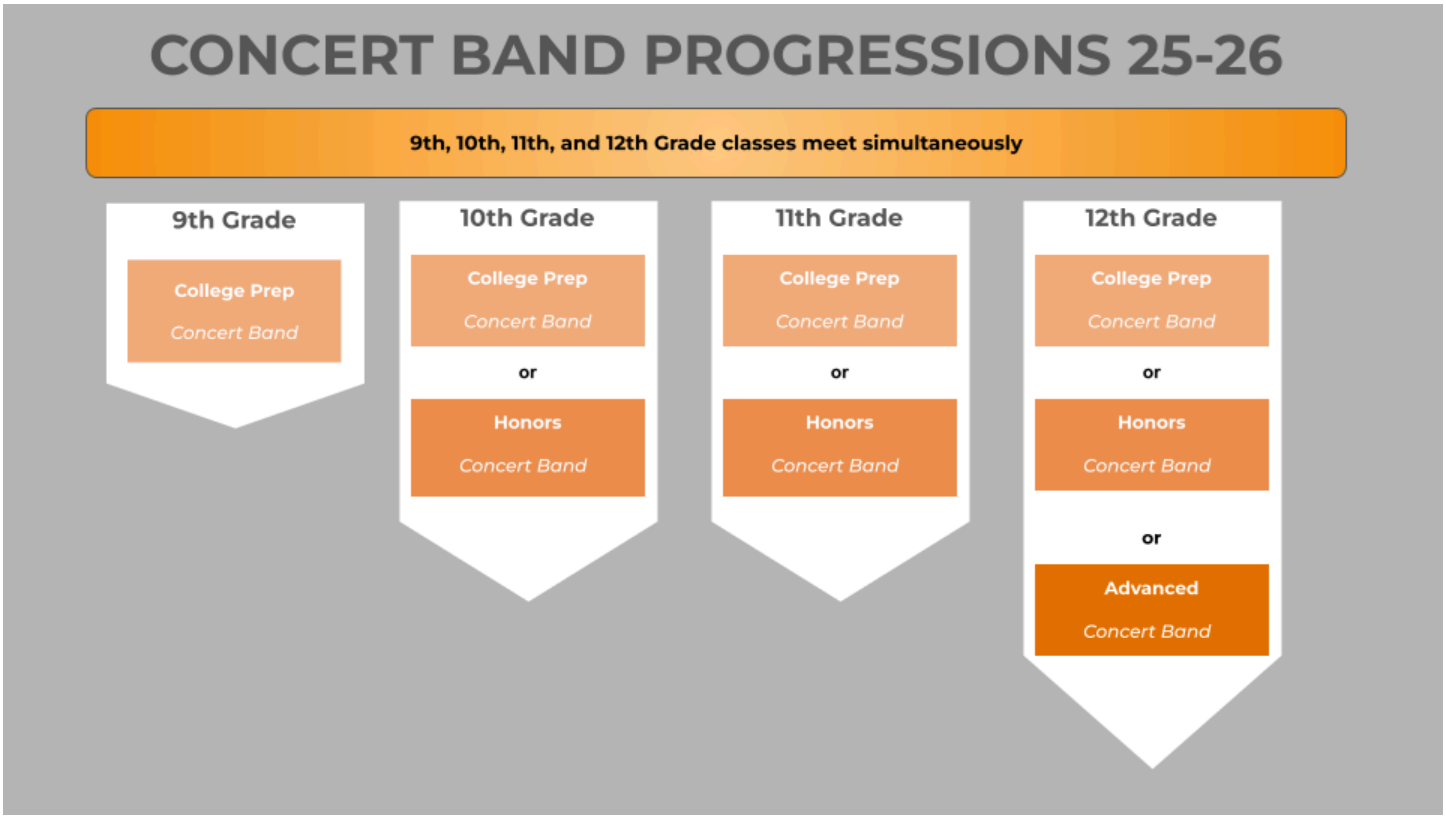

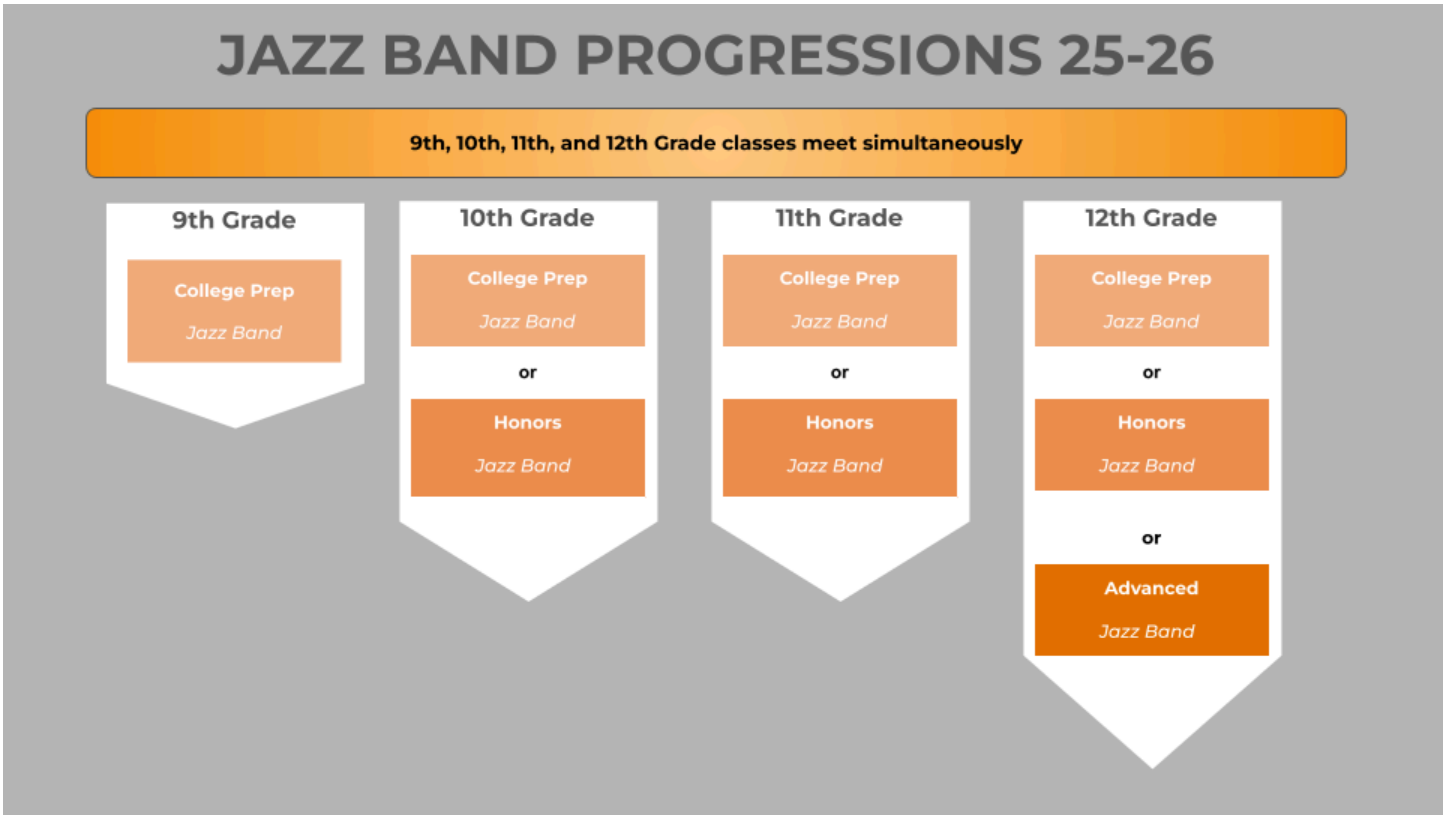

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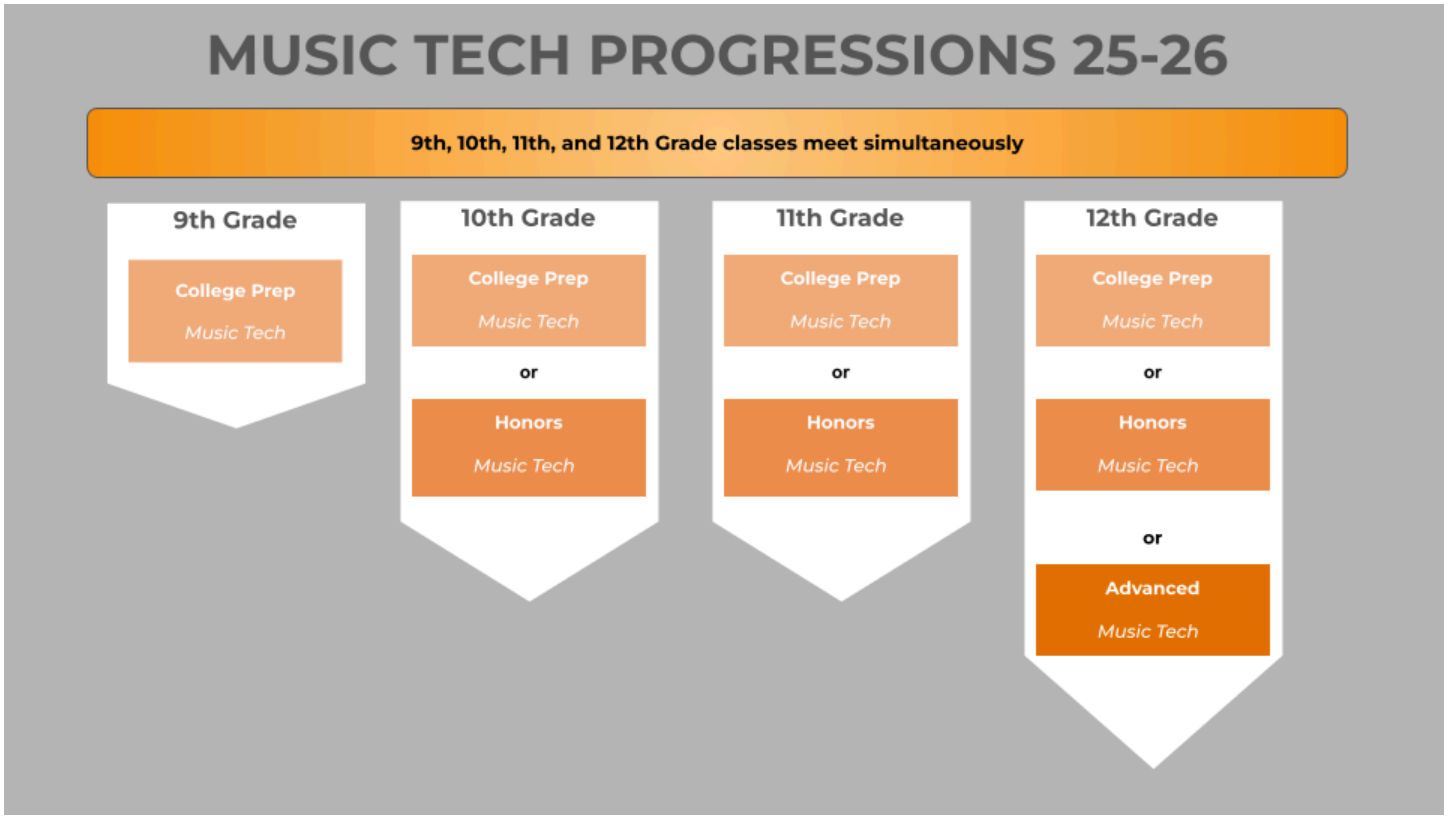

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Courses offered in the Instrumental Music Department:

INSTRUMENTAL MUSIC						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	Concert Band	Middle School Concert Band experience			X
H	1.0	Concert Band	College Prep Concert Band and DA*			X
A	1.0	Concert Band	H Concert Band and DA*			X
CP	1.0	Jazz Band	Middle School Band experience and audition			X
H	1.0	Jazz Band	College Prep Concert Band or College Prep Jazz Band and DA*			X
A	1.0	Jazz Band	H Jazz Band and DA*			X
CP	1.0	Music Technology	None			X
H	1.0	Music Technology	College Prep Music Technology and DA*			X
A	1.0	Music Technology	Honors Music Technology and DA* or One year of any performing arts class and by audition			
CP	1.0	String Orchestra	At least one year of study on chosen instrument			X
H	1.0	String Orchestra	College Prep String Orchestra and DA*			X
A	1.0	String Orchestra	H Strings Orchestra and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP Concert Band

Course Level: College Prep

Credits: 1.0

Prerequisites: Middle School Concert Band experience or audition

Essential Questions

- How does music express and communicate emotion?
- How can playing music be the expression of the individual performer, yet be an integral part of the whole ensemble?
- How do we learn from our mistakes and use effective practice methods to improve?
- How can we work as a collaborative ensemble to efficiently prepare our music to the level of a quality public performance?

Course Description

In this course, we will work as an ensemble and learn, through day-to-day experiences, what makes for successful performance, both individually and for the band as a whole. We will strive to improve the sound and competency of the band by practicing various examples of technical exercises, sight-reading, and rehearsing a wide range of musical compositions of different types and styles from the concert band repertoire. As we rehearse and perform a variety of compositions and arrangements we will experience and discuss the range of emotion that each work communicates. Students will be encouraged to share their ideas and performance choices as well as discuss performance practices to grow the unity and understanding in the band.

Demonstration of Understanding

Through informal and formal playing we will, as we are able, demonstrate our technical skills, musical expression, and musical understanding. Students will be asked to identify and discuss the emotions elicited or represented in the exercises and compositions being played. The bulk of our work will focus on, personal instrumental performance, and creating and maintaining a healthy ensemble, the work of which will be shared in public or school community performances.

Courses offered in the Instrumental Music Department

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H Concert Band

Course Level: Honors

Credits: 1.0

Prerequisites: Middle School Concert Band experience or audition and departmental approval

Essential Questions

- How does music express and communicate emotion?
- How can playing music be the expression of the individual performer, yet be an integral part of the whole ensemble?
- How do we learn from our mistakes and use effective practice methods to improve?
- How can we work as a collaborative ensemble to efficiently prepare our music to the level of a quality public performance?

Course Description

Immersed in the Concert Band, honors student musicians will demonstrate, in-class rehearsals, what makes a successful performance, and they will be asked to discuss and describe the range of emotions that is felt in any given arrangement or between different compositions. In addition to striving to improve the sound and competency of the band in the ensemble setting, the Honors Concert Band student will be expected to invest extra time improving their personal instrumental skills and understanding of the musical concepts as they apply to performance. Honors students will have a set of criteria to be met above instrumental performance and they will be challenged to share their ideas and performance choices as well as discuss performance practices to grow the unity and understanding in the band.

Demonstration of Understanding

Through informal, in-class performance, and formal assessment such as recordings of individual playing, the Honors Concert Band student will demonstrate their technical skills, musical expression, and musical understanding. Honors Concert Band students' work will focus on personal instrumental performance, and how their abilities contribute to a musically successful ensemble, the work of which will be shared in public or school community performances.

Courses offered in the Instrumental Music Department

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A Concert Band

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Concert Band and departmental approval

Essential Questions

- How might we create our own LifeReady concert band?
- How do our beliefs and ideas influence our approach to creating and interpreting music?
- What kind of music excites us and why?
- How can the creative process be formulated, produced, and experienced by musicians and an audience?

Course Description

Advanced Concert Band is intended to challenge advanced musicians aiming to refine their technical skills and deepen their musical understanding in a more conceptual manner. The class will operate within the existing concert band, including rehearsals led by students, faculty, and guest artists. Student conductors will work both independently and in small groups to arrange and select repertoire for a culminating concert at the end of the school year.

The repertoire will encompass a wide range of musical styles including Classical, Contemporary, Jazz, Film Music, Wind Ensemble Classics, and more. Students will engage in musical improvisation and composition to understand different aspects of music-making, thereby inspiring audiences. This course emphasizes autonomy in practice and continues to develop LifeReady skills, encouraging students to explore and enhance their appreciation for diversity, equity, and inclusion. The goal is to foster an environment where all individuals and musical expressions are valued.

Demonstration of Understanding

Students will demonstrate their understanding through written reflections, classroom discussions, and collaborative rehearsals. Additionally, students will have opportunities to showcase their technical skills and musical pieces during class and in public performances for the school community. Performances may include participating biannually in local community centers or other venues. Students will lead warm-ups, arrange pieces for the ensemble, and engage in conducting, culminating in a performance at the end of the year in McDonogh's Horn Theatre for the school community, friends, and family.

Courses offered in the Instrumental Music Department

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CP Jazz Band

Course Level: College Prep

Credits: 1.0

Prerequisites: Middle School Concert Band experience or audition

Essential Questions

- How does music express and communicate emotion?
- How can playing music be the expression of the individual performer, yet be an integral part of the whole ensemble?
- How do we learn from our mistakes and use effective practice methods to improve?
- How can we work as a collaborative ensemble to efficiently prepare our music to the level of a quality public performance?

Course Description

In this course, we will work as an ensemble and learn, through day-to-day experiences, what makes for successful performance, both individually and for the band as a whole. We will strive to improve the sound and competency of the band by practicing various examples of technical exercises, sight-reading, and rehearsing a wide range of musical compositions from different types and styles of jazz. Jazz Band typically plays repertoire not found in the concert band style. Students will also be introduced to improvised soloing. Students will be encouraged to share their ideas and performance choices as well as discuss performance practices to grow the unity and understanding in the band.

Demonstration of Understanding

During every rehearsal, students will demonstrate how their music elicits and communicates different emotions. Through informal and formal playing we will, as we are able, demonstrate our technical skills, musical expression, and musical understanding. The bulk of our work will focus on, personal instrumental performance, and creating and maintaining a healthy ensemble, the work of which will be shared in public or school community performances.

Courses offered in the Instrumental Music Department

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H Jazz Band

Course Level: Honors

Credits: 1.0

Prerequisites: Middle School Band experience or audition

Essential Questions

- How does music express and communicate emotion?
- How can playing music be the expression of the individual performer, yet be an integral part of the whole ensemble?
- How do we learn from our mistakes and use effective practice methods to improve?
- How can we work as a collaborative ensemble to efficiently prepare our music to the level of a quality public performance?

Course Description

Immersed in the Jazz Ensemble, honors student musicians will demonstrate, in class rehearsals, what makes a successful performance. In addition to striving to improve the sound and competency of the band in the ensemble setting, the Honors Jazz Band student will be expected to invest extra time improving their personal instrumental skills and understanding of the musical concepts in playing jazz. Students will also be expected to play improvised solos during in-class rehearsals and formal concert performances. Honors Jazz Band students will be challenged to share their ideas and performance choices as well as discuss performance practices to grow the unity and understanding in the band.

Demonstration of Understanding

During every rehearsal, students will demonstrate how their music elicits and communicates different emotions. Through informal, in-class performance, and more formal assessments such as recordings of individual playing, the Honors Jazz Band student will demonstrate their technical skills, musical expression, and musical understanding. Honors Jazz Band students' work will focus on personal instrumental performance, and how their abilities contribute to a musically successful ensemble, the work of which will be shared in public or school community performances.

Courses offered in the Instrumental Music Department

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A Jazz Band

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Jazz Band and departmental approval

Essential Questions

- How might we create a LifeReady jazz band?
- How do our feelings and ideas influence our approach to creating, improvising, and interpreting music?
- What kind of music excites us and why?
- How can the creative process be formulated, produced, and experienced by musicians and an audience?

Course Description

Advanced Jazz Band is intended to challenge advanced musicians aiming to refine their technical skills and deepen their musical understanding more conceptually. The class will operate within the existing Jazz band, including rehearsals led by students, faculty, and guest artists. Student conductors will work both independently and in small groups to arrange and select repertoire for a culminating concert at the end of the school year.

The repertoire will encompass a wide range of musical styles including Classic Jazz, Contemporary, Jazz, Film Music, and more. Students will engage in musical improvisation and composition to understand different aspects of music-making, thereby inspiring audiences. This course emphasizes autonomy in practice and continues to develop LifeReady skills, encouraging students to explore and enhance their appreciation for diversity, equity, and inclusion. The goal is to foster an environment where all individuals and musical expressions are valued.

Demonstration of Understanding

Students will demonstrate their understanding through written reflections, classroom discussions, improvised solos, and collaborative rehearsals. Additionally, students will have opportunities to showcase their technical skills and musical pieces during class and in public performances for the school community. Performances may include participating biannually in local community centers or other venues. Students will lead warm-ups, arrange pieces for the ensemble or a small jazz group, and play improvised solos, culminating in a performance at the end of the year in McDonogh's Horn Theatre for the school community, friends, and family.

Courses offered in the Instrumental Music Department

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CP Music Technology

Course Level: College Prep
Credits: 1.0
Prerequisite: None

Essential Questions

- Is there a prescribed way to produce music?
- How does one determine criteria to evaluate a music production?
- How does personal preference influence an evaluation?
- How can music be used to support and enhance visual images?

Course Description

Students will discover how technology is used in the production of music. They will also be introduced to various techniques for creating soundtracks to support a variety of video styles. Students will be provided hands-on experience with the technology in order to gain a first-hand understanding of the cutting-edge innovations that exist in the Music Technology realm. Class listening, discussions, and concept-based projects will introduce students to music terminology and the way to apply those concepts to evaluating performances and compositions. As the course progresses through the year, the students will be introduced to a variety of Digital Audio Workstations (DAW). The creative challenges will increase as the depth of musical knowledge and the complexity of the DAWs increase.

Demonstration of Understanding

Throughout this course, projects will be assigned to allow the student the opportunity to apply class material in a practical manner. Projects are designed to show Digital Audio Work (DAW) station skills, understanding of musical concepts, and applying them to the abstract and creative aspects of Production. Varied types of evidence will provide the students with a way to demonstrate the attainment of desired results. While discrete knowledge assessments (e.g.: multiple-choice, fill-in-the-blank, short answer questions, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. Performances are accomplished by students presenting their productions to the class at the end of each unit. Assessments and critiques for these projects will be discussed in class and in Canvas assignment pages.

Courses offered in the Instrumental Music Department

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H Music Technology

Course Level: Honors

Credits: 1.0

Prerequisites: CP Music Technology and departmental approval or portfolio review of previous work and departmental approval

Essential Questions

- How does music impact or reflect the views of a society?
- How does one determine criteria to evaluate a music production?
- What strategies can mitigate the risks and pitfalls found in music production?
- How do our life-states or emotions impact how we create and interpret music?
- What are the legal and ethical issues of digital music creation?

Course Description

In this second year, Music Technology course, students will be introduced to various techniques for creating soundtracks to support a variety of video styles and they will continue to discover how technology is used in the production of music. Students will be provided hands-on experience with the technology in order to gain a first-hand understanding of the cutting-edge innovations that exist in the Music Technology realm. Class listening, discussions, and concept-based projects will introduce students to music terminology and the way to apply those concepts to evaluating performances and compositions. As the course progresses through the year, the students will be introduced to a variety of Digital Audio Workstations (DAW). The creative challenges given to the students will increase as the depth of musical knowledge and the complexity of the DAWs increase.

Demonstration of Understanding

Throughout this course, projects will be assigned to allow the student the opportunity to apply class material in a practical manner. Projects are designed to show Digital Audio Work (DAW) station skills, understanding of musical concepts, and applying them to the abstract and creative aspects of Production. Varied types of evidence will provide the students with a way to demonstrate the attainment of desired results. While traditional quizzes will be utilized during an instructional unit, each culminating unit assessment will be performance-based that allow students to demonstrate their level of mastery of the desired understandings. Students will present their productions to the class; critiques of these projects will be discussed in class and in Canvas assignment pages.

Courses offered in the Instrumental Music Department

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A Music Technology

Course Level: Advanced

Credits: 1.0

Prerequisites: Two years of Music Technology including one year of Honors Music Tech and departmental approval

Essential Questions

- How do technological advancements influence the creation, production, and distribution of music?
- In what ways can understanding music technology enhance creativity and innovation in the music industry?
- How can music technology serve as a tool for problem-solving and adapting to the evolving landscape of the music industry, while also fostering collaboration and lifelong learning skills?

Course Description

The Advanced Music Technology course is designed as the zenith of a student's exploration into the intersection of music and technology at McDonogh. This self-directed course challenges students to conceptualize, design, and implement a comprehensive music technology project. Projects can range from producing an album, developing a software or app related to music, creating an interactive music installation, or any innovative project that combines music and technology. This capstone experience is available to students who have completed at least two years of Music Technology coursework, including at least one Honors Music Technology course. Music Technology Faculty will mentor students, guiding them through the process of project development from ideation to execution. This course emphasizes the practical application of music technology skills in a real-world context, encouraging students to develop projects that are both personally meaningful and potentially impactful in the music industry.

Demonstration of Understanding

Students will showcase their mastery of course content through the development and presentation of their capstone projects, demonstrating their ability to integrate musical knowledge with technological skills. The process will be documented through project logs, critiques, peer feedback, and self-reflection, allowing students to monitor their progress and refine their projects over time. The course will culminate in a public presentation of the capstone projects, which may include live performances, interactive exhibitions, or online showcases, depending on the nature of the project. Assessment will be multifaceted, including project proposals, progress reports, final project delivery, and reflections on the challenges and successes encountered throughout the project. Additionally, students will have the opportunity to engage with industry professionals through workshops, guest lectures, or project collaborations, providing valuable insights into the current trends and future directions of music technology.

Courses offered in the Instrumental Music Department

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CP String Orchestra

Course Level: College Prep

Credits: 1.0

Prerequisites: At least one year of study on chosen instrument

Essential Questions

- How does music provide a language for understanding human experience?
- What makes an ensemble an ensemble?
- What process will best prepare you to perform for the public?

Course Description

We will address the essential questions through a detailed preparation of performable pieces. We will consider what are essential ingredients of performance preparation, what elements of technique are necessary to execute music across a variety of styles, and what practices will develop that technique most efficiently. The class will consider how repertoire choices impact both the audience's perception and the students' sense of accomplishment with each performance. Students will consider how their work becomes part of a whole representation of art; and what challenges and responsibilities that entails.

Demonstration of Understanding

Students will demonstrate understanding during daily rehearsals. Additionally, short assignments will assess student understanding of music notation and theory. Prior to public performances, short recorded assignments will demonstrate the student's progress toward the goal of performing.

Students' culminating demonstration of growth in musical understanding and instrumental technique will occur at a number of performances throughout the year including; All school Strings Concerts, Holiday Assembly, Schoolwide Arts Pop Up day, and the Evening of Chamber Music. Specifically the Evening of Chamber Music will require students to select their own group, repertoire and rehearsal processes to become performance ready.

Courses offered in the Instrumental Music Department

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H String Orchestra

Course Level: Honors

Credits: 1.0

Prerequisites: At least two years of study on chosen instrument, advance level of technique, and invitation by Strings Director

Essential Questions

- How does music provide a language for understanding human experience?
- How are technique and preparation important to enhancing that language?
- How will your skill and engagement serve to raise the level of an ensemble?

Course Description

We will address the essential questions through a detailed preparation of performable pieces. We will dive deeply into an examination of essential ingredients of performance preparation, what elements of technique are necessary to execute music across a variety of styles, and what practices will develop that technique most efficiently. The class will consider how repertoire choices impact both the audience's perception and the students' sense of accomplishment with each performance. Students will consider how their work becomes part of a whole representation of art; and what challenges and responsibilities that entails.

Demonstration of Understanding

Students will demonstrate understanding during daily rehearsals. Honors level students will demonstrate their understanding by having assigned parts prepared early in the rehearsal process to provide guidance to other ensemble members. Participation in rehearsals should show an above average level of engagement and ability. Honors students should be able to take leadership roles in sections, demonstrate techniques to classmates and set a high standard of commitment to the ensemble. Additionally, students will mentor younger students in Middle School and potentially Lower School. Students will need to take initiative with performance opportunities either at school or community events. (recitals, concerts, youth orchestras, competitions, adjudications etc.)

Courses offered in the Instrumental Music Department

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A String Orchestra

Course Level: Advanced

Credits: 1.0

Prerequisites: Honors Strings Orchestra and invitation by Strings Director

Essential Questions

- How can you transition from a student with years-long study of an instrument, proficient technique and disciplined practice habits to being an artist who takes ownership of their craft and ability to reach audiences?
- How can you use your skill and engagement to mentor and inspire others with the goal of raising the level and visibility of an ensemble?

Course Description

Students selecting this highest level of string study at McDonogh have demonstrated years of excellence in the detailed preparation of performable pieces and are interested in seeking more from their practice. From here they will draw on strengthening their own skill, passion, creativity and resilience to craft and pursue their own artist goals for the year. These goals should present a challenge for their own growth and a way to incorporate their work into existing (or newly created) performance opportunities both on and off of campus by utilizing opportunities outlined in class. Based on student interest and goals, students will be required to pursue projects based on opportunities presented in class such as notating practice, selecting and researching repertoire, consulting artistic vision with instructor, organizing and leading warm-ups and rehearsals, contributing to projects for concerts, collaborating with other arts disciplines, and/or more.

Demonstration of Understanding

Students will demonstrate understanding through the use of practice journals, repertoire research and selection, consultation with the instructor, organization of rehearsals, leadership within the ensemble, and practice outside of class time.

Students will propose and, upon approval, prepare and present a performance of music at at least two concerts per year, self-selected and prepared which reflects their level of skill and expertise.

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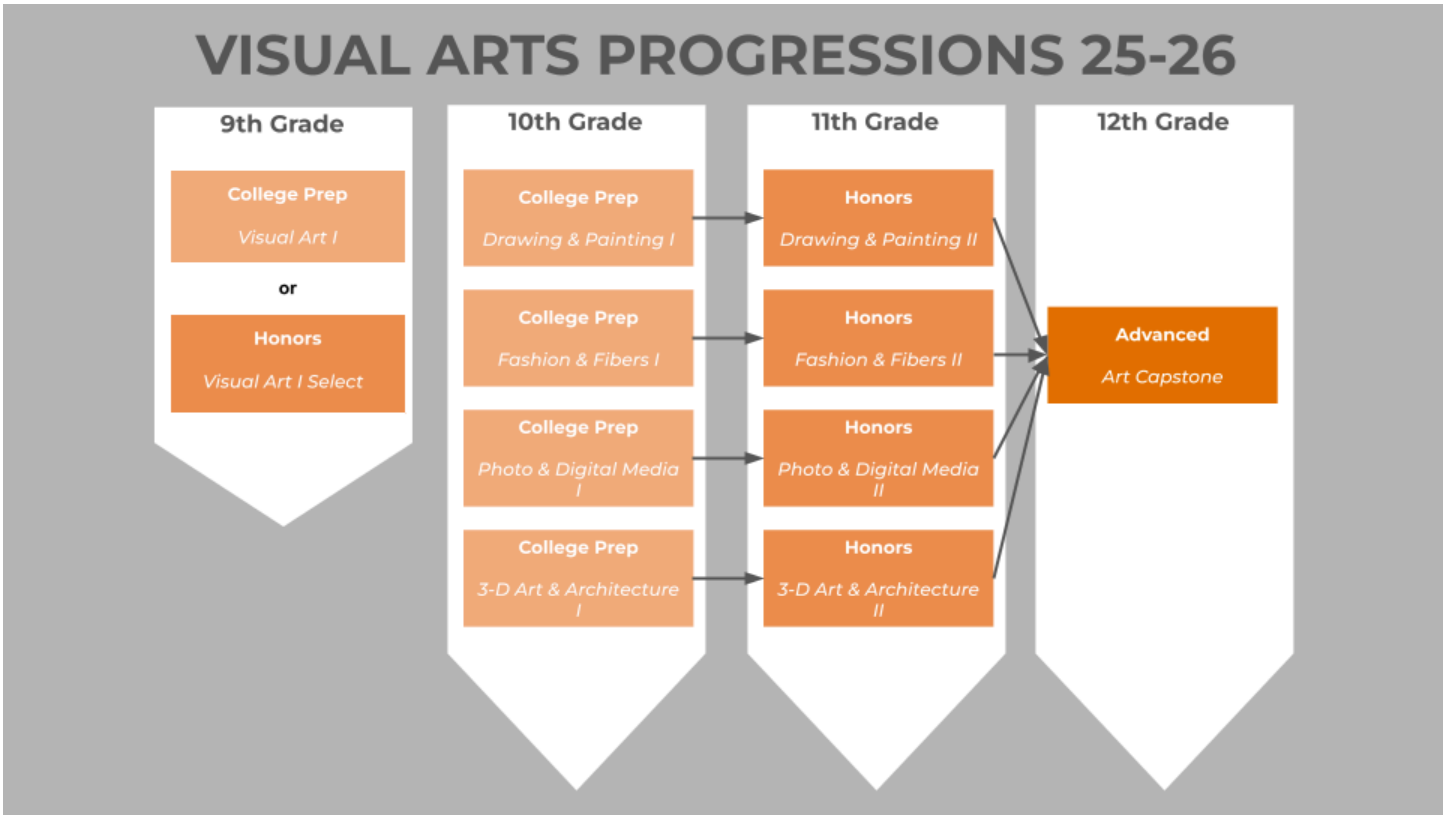
VISUAL ARTS



Courses offered in the Visual Arts Department:

VISUAL ARTS						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	Visual Art I	None			X
CP	1.0	Visual Art I Select	See Course Description and DA*			X
CP	1.0	Drawing and Painting I	One year of any arts class			X
H	1.0	Drawing and Painting II	Drawing and Painting I and DA*			X
CP	1.0	Fashion and Fibers I	One year of any arts class			X
H	1.0	Fashion and Fibers II	Fashion and Fibers I and DA*			X

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CP	1.0	Photography and Digital Media I	One year of any arts class			X
H	1.0	Photography and Digital Media II	Photo & Digital Media I and DA*			X
CP	1.0	3-D Art and Architecture I	One year of any arts class			X
H	1.0	3-D Art and Architecture II	Sculpture I and DA*			X
A	1.0	Senior Art Capstone	Three years of Art Coursework (with at least two being Visual Arts) and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP Visual Art I

Course Level: College Prep

Credits: 1.0

Prerequisite: None

Essential Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How might group discussion and critique promote respectful discourse in order to express curiosity about the ideas and beliefs of other people?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does analysis of art history inform students' understanding of self, others, and the world around them?

Course Description

Art I is a project-based, studio course designed to introduce students to basic art knowledge and concepts as they apply to a wide range of artistic pathways including digital 2D design, drawing, painting, photography, sculpture, and fashion. The purpose of the course is to introduce emerging artists to art as an expression of the human experience. Over the course of one year, learners develop formal and empathetic awareness through design thinking and careful observations of the natural world.

Young artists encounter traditional themes to develop artistic confidence in compositional and observational skills. These genres include traditions of still-life, landscape, perspective, abstraction, portraiture, and the figure. Through these experiences students will connect to the larger themes of identity, representation, and voice in order to express metaphoric, narrative, and symbolic content. In order to explore traditional and new media, students practice studio habits including planning, sketching, revising, and presenting high quality and personally meaningful artworks. Each studio project culminates in the presentation of original artwork and peer feedback for reflection and growth.

Practical art theory helps students to solve art problems independently and collaboratively, develop compositions, apply color theory, and adapt their artworks to meet various criteria and audiences. Students begin to develop a portfolio of artworks that measures their growth and prepares them for their future endeavors in the arts.

Demonstration of Understanding

Students will demonstrate their understanding of the conceptual and technical fundamentals of art through research and the creation of original, public facing artworks. Additionally, students will utilize prior knowledge to create connections between projects and apply metacognitive skills to new media and ideas. Students will create process-driven artworks bolstered by preliminary drawings, thumbnails, developed sketches, critique, and revision in order to gauge personal growth and identify artistic benchmarks.

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CP Visual Art I Select

Course Level: College Prep

Credits: 1.0

Prerequisites: Departmental approval; contact Visual Art Team Leader, Robert Penn (rpenn@mcdonogh.org) to schedule a portfolio review

Essential Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How might group discussion and critique promote respectful discourse in order to express curiosity about the ideas and beliefs of other people?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does analysis of art history inform students' understanding of self, others, and the world around them?

Course Description

Art I Select is a project-based, studio course designed to introduce students to basic art knowledge and concepts as they apply to a wide range of artistic pathways including digital 2D design, drawing, painting, photography, sculpture, and fashion. The purpose of the course is to introduce emerging artists to art as an expression of the human experience. Over the course of one year, learners develop formal and empathetic awareness through design thinking and careful observations of the natural world.

Young artists encounter traditional themes to develop artistic confidence in compositional and observational skills. These genres include traditions of still-life, landscape, perspective, abstraction, portraiture, and the figure. Through these experiences students will connect to the larger themes of identity, representation, and voice in order to express metaphoric, narrative, and symbolic content. In order to explore traditional and new media, students practice studio habits including planning, sketching, revising, and presenting high quality and personally meaningful artworks. Each studio project culminates in the presentation of original artwork and peer feedback for reflection and growth.

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Students will demonstrate their understanding of the conceptual and technical fundamentals of art through research and the creation of original, public facing artworks. Additionally, students will utilize prior knowledge to create connections between projects and apply metacognitive skills to new media and ideas. Students will create process-driven artworks bolstered by preliminary drawings, thumbnails, developed sketches, critique, and revision in order to gauge personal growth and identify artistic benchmarks.

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CP Drawing and Painting I

Course Level: College Prep

Credits: 1.0

Prerequisites: one year of any arts class (dance, music, theatre, visual arts)

Essential Questions

- How does art help us understand the lives of people of different times, places, and cultures?
- How might moods and feelings take shape as compositional choices?
- What responsibilities come with the freedom to create?
- What are culturally responsible ways to represent others?
- How do our beliefs shape our views about how we create and receive art?

Course Description

Our collective stories shape our viewpoints, feelings, and attitudes about the world. Drawing and Painting 1 highlights the Narrative Art tradition for artists who want to learn how to build the layers of a composition like a skilled painter alongside the conceptual layers of complex metaphorical meanings.

Practical art theory brings story-pictures to life to investigate the strategies artists use to convey concepts, moods, and feelings through their expressive choices. Art History, Medieval to Modern, lends context to the strategies we use to design characters, setting, and action in order to develop personal artistic ideas and directions. Through exposure to the different ways cultures express their values and ideals we gain personal insights to relevant issues of art; truth, beauty, representation, and the power of persuasion.

To familiar purposes of art, this course adds new layers beyond formalism and mimicry; the pedagogical and the political functions of art. Following a thread of picture telling stories from the medieval world to educate and indoctirinate in important cultural stories and moral values, we investigate how these conventions established before the renaissance are taken up by modern artists to argue and persuade for a utopian future. Learners consider how and why an artist might follow or break from established conventions.

Demonstration of Understanding

Time-tested life drawing exercises and techniques measure growth and improve accuracy, proportions, and figure drawing ability. Performance-based assessments evaluate the competencies and abilities of drawing and painting techniques alongside longer projects. Students will demonstrate mastery of conceptual abilities through sketching studies from the manikin, drapery, and objects, writing and presentations help students research topics of interest and inform their studio projects. Sustained artworks culminate in small and group critiques and criterion-reference rubrics for growth and mastery. In preparation for Drawing and Painting II, students gain gradual-release to increasing independence in studio work by demonstrating reflection and revision in their artistic process and products.

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H Drawing and Painting II

Course Level: Honors

Credits: 1.0

Prerequisites: Drawing and Painting I and departmental approval

Essential Questions

- How can art communicate universal themes that apply to our shared human condition in order to bridge cultural differences, differing identities and geographies?
- How can art be used to discuss issues of representation, equity, diversity, and power?
- How do preliminary studies, material exploration, developed sketches, critique, revision, and journal reflection support our understanding of art as an ongoing process?

Course Description

Students investigate work based on larger concepts while also developing technical painting and drawing skills in order to create progressively more authentic, personally meaningful work. At the Honors level, students have greater opportunities and responsibilities in developing academic independence through choice-based inquiry, personal investigations, and studio research. Artists explore traditional and experimental drawing and painting media, subjective and non-objective works, and independent and collaborative art-making. During the first semester, the class will create work based on the interpretation of a shared theme while the media and scale of the work is determined by the artist. During the second half of the year, students will choose a theme to create a series of work on. As the year progresses, the student's focused parameters for making will allow the artist to create a more impactful, purposeful, and cohesive collection. The instructor will tailor presentations and tutorials to align with the topics outlined in the students' personal series contracts. In addition to their personal series work, students will be responsible for maintaining a process sketchbook, leading artist presentations, and conducting a summative series showcase. Lastly, the class will conduct small group and full class critiques in order to understand the role of feedback, research, revision, and presentation in the artmaking process.

Demonstration of Understanding

Students will produce evidence of understanding course content by their ability to use prior knowledge to build progressively more complex and nuanced thematically related projects. Students will translate and apply knowledge and critical thinking to new media and prompts. Students will be able to gauge personal growth and artistic benchmarks over a series of thematically collected work. Students will create work according to specific criteria including miniature, large-scale work, mixed media work, digital media, installation, and narrative/sequential work. Students will produce evidence of understanding through the creation of publicly facing artifacts including Padlet, student curated hallway displays, McD Art Pop-up day and the McD Art Instagram. Students will engage in diagnostic activities including Know-What-Learn while also being formally assessed through written constructed responses, research presentations, artist statements, portfolio presentation, and their application of skills, techniques, and media exploration. Scaffolded by criterion referencing rubrics, students will demonstrate understanding through participation in mid-way critique, final project critique, written reflection and revision.

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CP Fashion and Fibers I

Course Level: College Prep

Credits: 1.0

Prerequisites: one year of any arts class (dance, music, theatre, visual arts)

Essential Questions

- How might art, design, fashion provide a platform that informs creative explorations?
- How do art, design, and fashion provide a language for understanding human experience?
- How can you interpret your personal culture through art, design, and fashion?

Course Description

Students will learn the basics of fiber processes such as weaving, felting, sewing, dyeing, and surface manipulation/embellishment. Students will then use their knowledge, skills, and techniques to solve and address various design challenges to create and construct pieces of wearable art, fashion, and garments. Throughout this course, explorations will investigate how fiber materials can be altered in different ways, and discover how they move and transform the human body or other structures. Students will study the history surrounding fashion, fibers, textiles, and current contemporary practices. Risk-taking, imagination, and creative/critical thinking will be utilized throughout this course. Students will maintain a sketchbook to explore their ideas and be used for presentation. Students will learn how to document their work to be used for portfolios for future college applications.

Demonstration of Understanding

Students will demonstrate their understanding when they publicly display their artwork, fashion, and garments on Padlet, in student-curated hallway displays, during McDonogh's Art Pop-up Day, on McDonogh's Art Instagram, and in the McDonogh Fashion Show. Students will regularly demonstrate their thinking and understanding using the *Know-What-Learn* technique and through written responses on formal assessments, making a research presentation, writing an artist statement, and presenting their portfolio. Students will also demonstrate understanding through participation in mid-way critique, final project critique, written reflection, and revision.

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H Fashion and Fibers II

Course Level: Honors

Credits: 1.0

Prerequisites: Fashion and Fibers I and departmental approval

Essential Questions

- How can artmaking motivate students to develop as researchers through inquiry and collaboration in order to facilitate the acquisition of lifelong learning skills, and prepare students to function as critically minded, self-reflective learners?
- How does the understanding of the creative process and critique empower learners and prepare them with the skills necessary to problem solve, persevere, and adapt to complex contemporary issues and circumstances?
- How can the process of creating and sharing art help students to better understand diverse experiences, beliefs, and identities beyond their own?

Course Description

This course will build upon the skills learned in the Fashion and Fibers I class, and continue to focus on concept development. Students have greater agency, opportunities, and responsibilities in developing academic independence through choice-based inquiry, personal investigations, and studio research in order to create progressively more authentic, personally meaningful work. Students will explore more traditional and experimental fashion and fiber work, while engaging in independent and collaborative art-making. During the first semester, the class will create work based on the interpretation of shared themes such as Utopia/Dystopia, Surrealism, Power, and Identity. During the second half of the year, students will choose a theme to create a Personal Fashion Clothing Collection. The instructor will tailor presentations, tutorials and workshops to align with the students interests and topics they have chosen to explore. In addition to their fashion clothing collection, students will be responsible for planning for the end of the year fashion show. Lastly, the class will conduct small group and full class critiques in order to understand the role of feedback, research, revision, and presentation in the design making process. Students will record and document their progress through the course via physical and online forums for presentation at the end of each term for portfolios and future college applications.

Demonstration of Understanding

Students will demonstrate their understanding when they publicly display their artwork, fashion, and garments on Padlet, in student-curated hallway displays, during McDonogh's Art Pop-up Day, on McDonogh's Art Instagram, and in the McDonogh Fashion Show. Students will regularly demonstrate their thinking and understanding using the *Know-What-Learn* technique and through written responses on formal assessments, making a research presentation, writing an artist statement, and presenting their portfolio. Students will also demonstrate understanding through participation in mid-way critique, final project critique, written reflection, and revision.

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CP Photography and Digital Media I

Course Level: College Prep

Credits: 1.0

Prerequisites: one year of any arts class (dance, music, theatre, visual arts)

Essential Questions

- How does art-making attune people to their surroundings?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- How do audience and purpose influence the format of your writing?

Course Description

Photography + Digital Media I introduce students to the world of photographic and digital image creation, manipulation, and presentation. Embracing a wide range of photographic and digital processes, students are encouraged to explore their artistic voice through a variety of analog and digital approaches to photography. Students will gain a deep understanding of photography and digital media by engaging in experiential, project-based, learning opportunities including, but not limited to the following: converting an entire room into a giant camera, building a working camera from a shoebox, photographing and printing with 35mm film in the darkroom, using photographs as the basis for graphic design projects, and manipulating digital imagery via Adobe Creative Cloud Suite. Throughout the course, students will document their work, developing a strong portfolio of their art pieces, which students can then use to apply to colleges and other opportunities. Continued group critique of artwork and portfolio development is a core piece of this course. Assessment is based on students' willingness to take risks, identify personal areas of growth, and ability to commit to the full execution of the creative process.

Photography and Digital Media are powerful tools that can be applied to innumerable fields of study, even outside of traditional artistic practice. Gaining the skill of effectively implementing visual communication techniques in order to clearly illustrate one's own thoughts, ideas, and solutions is a skill that can play a crucial role in a student's ability to problem-solve, communicate, and collaborate.

Demonstration of Understanding

Students will produce evidence of understanding through four key methods: self-reflection, diagnostics, photo documentation, and class critique. Self-reflection takes place 2-3 times throughout each project. An example of an artifact generated using the self-reflection method would be a written reflection or sketchbook entry. The diagnostic method will also be utilized 2-3 times throughout each project and will typically generate physical artifacts created using the artistic media. Daily photo documentation or digital file transfer will be used to document student progress. These images will be stored online via Canvas or other online storage systems. Finally, Class Critique will occur at two points throughout a project – the midpoint and the end. These critiques will be peer-focused at times, while others will be teacher-focused. In both cases, the teacher will provide written feedback from the discussion.

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H Photography and Digital Media II

Course Level: Honors

Credits: 1.0

Prerequisites: Photography and Digital Media I and departmental approval

Essential Questions

- How do stories help us understand ourselves and one another?
- How do life experiences influence the way you relate to art?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Course Description

Building on the foundations of Photography and Digital Media I, this course explores advanced photographic/digital techniques and seeks to develop a student's personal vision in photography and digital media. Students will experiment with alternative and multidisciplinary approaches to photography and digital media, using their previously mastered technical skills (digital image editing with Adobe Photoshop, video production with Adobe Premiere, graphic design with Adobe Illustrator, sound engineering with Adobe Audition, and darkroom photography approaches) to explore conceptual thought and personal narrative in their artistic creations. Honors students are provided greater opportunities and responsibilities in developing academic independence through choice-based inquiry and personal investigations, and studio research. Students will record and document their progress through the course via physical and online media, in order to develop a strong, well-rounded portfolio for submission with college applications or other opportunities.

Photography and Digital Media are powerful tools that can be applied to innumerable fields of study, even outside of traditional artistic practice. Gaining the skill of effectively implementing visual communication techniques in order to clearly illustrate one's own thoughts, ideas, and solutions is a skill that can play a crucial role in a student's ability to problem-solve, communicate, and collaborate.

Demonstration of Understanding

Students will produce evidence of understanding through four key methods: self-reflection, diagnostics, photo documentation, and class critique. Self-reflection takes place 2-3 times throughout each project. An example of an artifact generated using the self-reflection method would be a written reflection or sketchbook entry. The diagnostic method will also be utilized 2-3 times throughout each project and will typically generate physical artifacts created using the artistic media. Daily photo documentation or digital file transfer will be used to document student progress. These images will be stored online via Canvas or other online storage systems. Finally, Class Critique will occur at two points throughout a project – the midpoint and the end. These critiques will be peer-focused at times, while others will be teacher-focused. In both cases, the teacher will provide written feedback from the discussion.

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CP 3-D Art and Architecture I

Course Level: College Prep

Credits: 1.0

Prerequisites: one year of any arts class (dance, music, theatre, visual arts)

Essential Questions

- How do people conceptualize space in different times and places and cultures?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- How might working collaboratively expand the creative process?

Course Description

3-D Art & Architecture introduces students to 3-D concepts in order to develop an appreciation for an increasingly complex relationship of an observer to space, forms, and place. Learners are exposed to art history, practical theory, and a variety of strategies and working methods relevant to artists, architects, and designers.

Art in three dimensions is used for varied reasons -- to memorialize cultural stories, to project power and attune the secular and sacred worlds, and to highlight a range of cultural values. Students will explore various themes and issues ranging from narrative sculpture, like traditional stone carving, to the Modern experiments in utopian, rational, and idealized space. Architectonic forms will be investigated through the study of Planar Constructivist sculptures that express ideal mathematical clarity of pure depth over mass and weight.

Students will collaborate on art that intersects with engineering such as Bubble Architecture using continuous airflow inflatables or more recently wind-powered kinetic sculptures that program an experience of movement to delight viewers. Throughout the year students will gain confidence in planning, executing, and presenting work by thinking through materials and applying sculptural processes to engineering, balancing, assembling, and rendering 3-D artworks. Students will learn how to work safely and independently in wood, wire, plaster, and stone to create a broad range of sculptural and architectural forms.

Demonstration of Understanding

Students will be assessed on the development of a 3D portfolio documenting sketches, mock-ups, and finished sculptures. Performance-based assessments check for safety, skill development, and technical abilities in working with various materials, methods, and techniques. In-progress and summative critiques will provide guidance for pedestal, relief, and freestanding sculptures within the feedback cycles of each module. Small-scale student works will be displayed on the Tuttle Gallery televisions while larger pedestal sculptures will be exhibited in the Edward St. John Student Center atrium.

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H 3-D Art and Architecture II

Course Level: Honors
Credits: 1.0
Prerequisites: Sculpture I and departmental approval

Essential Questions

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Should art reflect social reality or try to shape it?
  Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

Course Description

Physical, tangible, and lasting; sculptural forms intersect with our world in ways that shape our movement, location, and experience of spaces. Sculpture 2 comes off the pedestal and into our world in order to explore the idea that meanings in sculpture can change in different contexts of natural, man-made, or institutional spaces.

Surrealist and Russian Constructivist movements guide learners to consider the confluence of real and imagined spaces, envisioning new forms, subjectivities, and social relationships. The modern experiments of art from rationalism and the irrational, functionalism and art-for-change, political pessimism and progressive optimism are to be explored as a catalyst for artists to consider our aesthetic and personal beliefs, consider opinions and feelings about the role of the artist and spectator in artworks.

Exploring themes of Chance, Open Systems, Power, and Time, learners forge their own personal directions in making Sculptural forms. Deep dives into these concepts model for students how contemporary artists choose a direction and follow through in individual projects. The course culminates student-driven sustained investigations of select topics in sculpture. The second semester affords students an opportunity to use thematic driving questions in order to work like a contemporary artist, to research ideas and materials, develop content, and create a body of related works for a portfolio review and a gallery showcase.

Demonstration of Understanding

Students are assessed on development of a 3D portfolio documenting sketches, mock-ups, and finished sculptures. In-progress and summative critiques provide guidance for pedestal, relief, and freestanding sculptures within the feedback cycles of each module. Sustained investigations are assessed using milestones and deadlines using a scripted contract which sets measurable goals towards presentation and display in the student showcase of artworks. Researching and investigating select issues and themes in sculpture such as: Body Identity, Historical Inheritance, Pop Culture, and Power and Persuasion, students will envision a series of artworks based on one theme and concept. Using historical and contemporary artists to guide their investigations, we will set milestones to develop and refine both a research and studio practice for thematic sculpture investigations. Honors Sculpture students will prepare finished projects for installation on the campus culminating in presentations and the display of artworks about the school.

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A Senior Art Capstone

Course Level: Advanced

Credits: 1.0

Prerequisites: Three years of Art Coursework (with at least two being Visual Arts) and departmental approval

Essential Questions

- How do our beliefs and ideas shape our views about how we create and perceive art?
- How does the understanding of the creative process and critique empower learners and prepare them with the skills necessary to problem solve, persevere, and adapt to complex contemporary issues and circumstances?
- How can artmaking motivate students to develop as researchers through inquiry and collaboration in order to facilitate the acquisition of lifelong learning skills, and prepare students to function as critically minded, self-reflective learners?

Course Description

The culmination of a student's artistic career at McDonogh is the Senior Art Capstone — an interdisciplinary, independently defined experience during which students create a body of work to be formally exhibited in the Tuttle Gallery and surrounding buildings at the end of their senior year. Senior students are eligible to enroll in the Art Capstone course after the successful completion of at least three years of Arts courses (two of which must be Visual Arts courses). Throughout the course, Art Department faculty members will guide students to develop and refine their unique artistic voices -- documenting and encouraging student growth through group discussions and portfolio reviews. This course allows the artist to investigate their own content while also developing design concepts in order to create progressively more authentic, personally meaningful work. This course can be utilized to develop a high quality art portfolio to prepare interested students for an art career, scholarship, or liberal arts/arts college applications.

Demonstration of Understanding

Students will produce evidence of understanding course content by their ability to use prior knowledge to create five progressively more complex thematically connected personal series projects. Students will be able to gauge technical and conceptual growth over time through photo documentation, critique, self reflection, and revision. Students will produce evidence of understanding through the creation of publicly facing artifacts including the class Padlet, student curated hallway displays, McD Art Pop-up day, McD Art Instagram, individual student websites, and the final capstone exhibition in the Tuttle Gallery and surrounding buildings. Students will engage in diagnostic activities while also being formally assessed through written constructed responses, research presentations, artist statements, portfolio presentation, and their application of skills, techniques, and media exploration in their personal series work. Students will discuss the development and creation of thematic work with professional artist mentors in collaboration with the Tuttle gallery.

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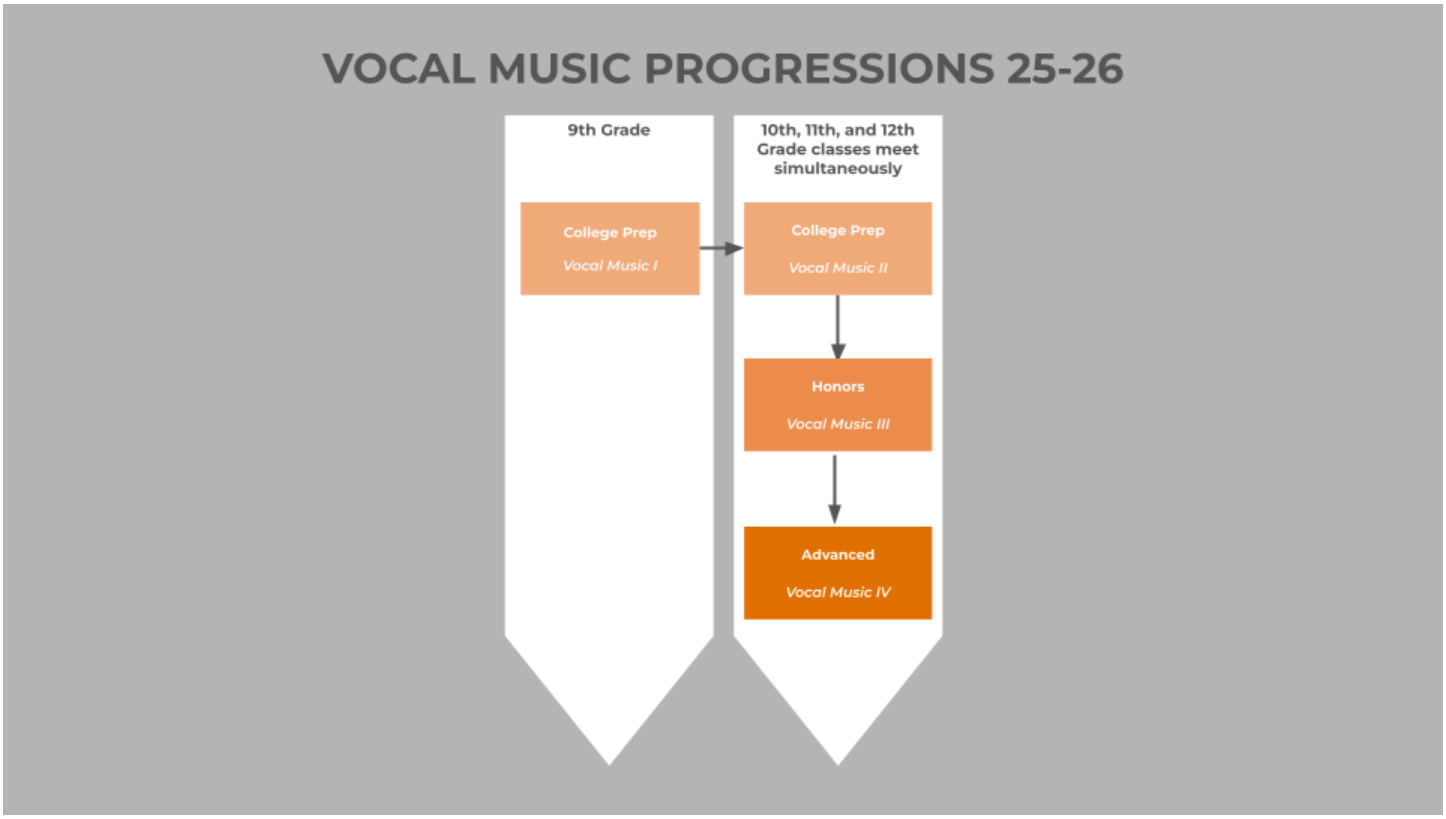
VOCAL MUSIC



Courses offered in the Vocal Music Department:

VOCAL MUSIC						
Level	Credits	Course Title	Prerequisites	Fall	Spr	Year
CP	1.0	Vocal Music I	None			X
CP	1.0	Vocal Music II	Vocal Music I or DA*			X
H	1.0	Vocal Music III	Vocal Music II or DA*			X
A	1.0	Vocal Music IV	Vocal Music III or DA*			X

* DA -- student needs departmental approval to sign up for course

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CP Vocal Music I

Course Level: College Prep

Credits: 1.0

Prerequisite: None

Essential Questions

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?

Course Description

As we work together in Vocal Music I, we'll explore the above questions—and others as they emerge—to begin to lay a strong foundation for vocal music artistry and discipline. Together, we'll discover ways of harnessing the power of our natural vocal instruments through fundamental techniques that support breath, tone production, phrasing, and interpretation.

Demonstration of Understanding

Routine formative assessments will include sight-singing, vocal technique exercises, and other daily vocal check ins. Major assessments will include concerts and other public performances.

Return to Courses Offered in the Vocal Music Department.

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CP Vocal Music II

Course Level: College Prep

Credits: 1.0

Prerequisites: Vocal Music I or departmental approval

Essential Questions

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?

Course Description

Vocal Music II will assume secure knowledge and skill from Vocal Music I in order to develop each singer's ability to shape performance with particular attention to tone and phrasing. As an ensemble, we'll collaborate on vocal repertoire to understand how the various parts of a composition make a whole—a final experience that requires constant listening and adjustment.

Demonstration of Understanding

Routine formative assessments will include sight-singing, vocal technique exercises, and other daily vocal check ins. Major assessments will include concerts and other public performances.

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H Vocal Music III

Course Level: Honors

Credits: 1.0

Prerequisites: Vocal Music II or departmental approval

Essential Questions

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?

Course Description

Building on our confidence as artistic singers who are aware of—and in control of— our production of tone, phrasing, we will deepen our ability to analyze a score to make collaborative interpretive choices. We will then take these analytical choices and apply them to our rehearsal regimen to understand the complex work of creating a whole musical experience out of a score, our vocal instrument, and our skills of interpretation. We will practice adjusting our working hypothesis about a piece until we decide upon a final concept, and justify our choices with evidence from the score and our knowledge of singing.

Demonstration of Understanding

Routine formative assessments will include sight-singing, vocal technique exercises, and other daily vocal check ins. Major assessments will include concerts and other public performances as well as score analyses.

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A Vocal Music IV

Course Level: Advanced

Credits: 1.0

Prerequisites: Vocal Music III or departmental approval

Essential Questions

- What are the key elements of effective vocal technique, and how can they be developed and maintained?
- How does understanding music theory, including harmony and melody, enhance vocal performance?
- How can vocalists develop versatility in their repertoire, spanning different styles and languages?
- What are the historical and cultural contexts of various vocal music genres, and how do they influence interpretation and performance?
- What are the career pathways and opportunities available to aspiring vocalists, and what skills and experiences are necessary for success in the field?

Course Description

The McDonogh School Concert Choir/Vocal Music 4 course is designed for students who have a passion for vocal music and are committed to elevating their skills to an advanced level of performance. Building upon the foundational knowledge acquired in previous years of vocal music, this course offers an immersive exploration of choral music repertoire spanning various genres, styles, and historical periods.

Students will refine their vocal technique through comprehensive vocal exercises, focusing on breath control, tone production, vowel formation, diction, and blend. Emphasis will also be placed on developing musicianship skills such as sight-singing, ear training, music theory, and music history, providing students with a deeper understanding and appreciation of the choral art form.

Demonstration of Understanding

Central to the course is ensemble singing, where students will work collaboratively to achieve a unified, balanced sound. Through rehearsals and performances, students will hone their ability to listen, blend, and communicate effectively within a choral setting, cultivating skills in musical expression, interpretation, and ensemble cohesion.

The course will culminate in public performances, both within the school community and at external venues, providing students with opportunities to showcase their musical achievements and engage with broader audiences. Students will also develop audition skills and are required to take part in the Maryland Music Educators Association All-State Honor Choir audition process.

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WELLNESS

Balance is the central theme of the Wellness Program. In Wellness classes, each student is on a journey to discover a personal path to social, emotional, and physical wellness. Communication skills, personal values, and interpersonal connection are explored through relevant topics, activities, and class discussion.

Health and physical education are emphasized in Wellness 9, and the exploration of various topics in Wellness 10 help create an integrated program that provides the tools students need to achieve a healthy balance in their busy lives. Specific topics include media awareness, emergency practices, nutrition, mental health, sexual health, exercise, mindfulness practices, stress management, self-advocacy, social media and digital communication choices, healthy relationships, substance use, social justice, career exploration, and authentic connection.

Wellness 9 consists of two different class experiences for our freshmen: Wellness Practice and Wellness Lab (Physical Education). In Wellness 10, every sophomore meets once in the 7-day cycle. Wellness 9 and Wellness 10 earn 0.5 credit each, equalling the 1.0 credit required to fulfill the Wellness graduation requirement. Students do not register for these courses. The courses are placed on the student schedule after their academic schedule is built.

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WORLD LANGUAGES

The World Language Department provides opportunities for students to connect and communicate meaningfully with diverse communities and to think critically from a variety of perspectives so as to create engaged world citizens.

Offering Latin, Chinese, French, and Spanish, the Upper School World Languages Department places emphasis on language acquisition in each mode of communication: reading, listening, speaking, and writing. Three credits of a language are required (two years of which must be in the Upper School). All languages offer a College Prep and Honors option, with Advanced options at our highest level. In addition to upper level electives, students are permitted to study more than one language, pending they complete graduation requirements in at least one language.

While learning how to communicate in another language, students will also expand their vocabulary, have a deepened understanding of grammar, and connect with cultural and historical topics from communities from different times and places. As students learn and practice the tools needed to communicate in and decode other systems of communication, they will develop connections across identity and cultures, explore the power of humanistic storytelling, and hone critical thinking skills and creativity of thought.

With interactive lessons and immersive means of connecting with the language, cultures, and communities who speak them, all language courses are carefully crafted to offer engaging and stimulating experiential learning opportunities in order to support students on their path to proficient communication in at least one world language.

Because the acquisition of a language is an ongoing and cumulative process, students are encouraged to begin their language study at McDonogh as soon as possible and, understanding why learning a second language is a valuable LifeReady skill, they are doubly encouraged to continue pursuing the acquisition of this study through graduation.

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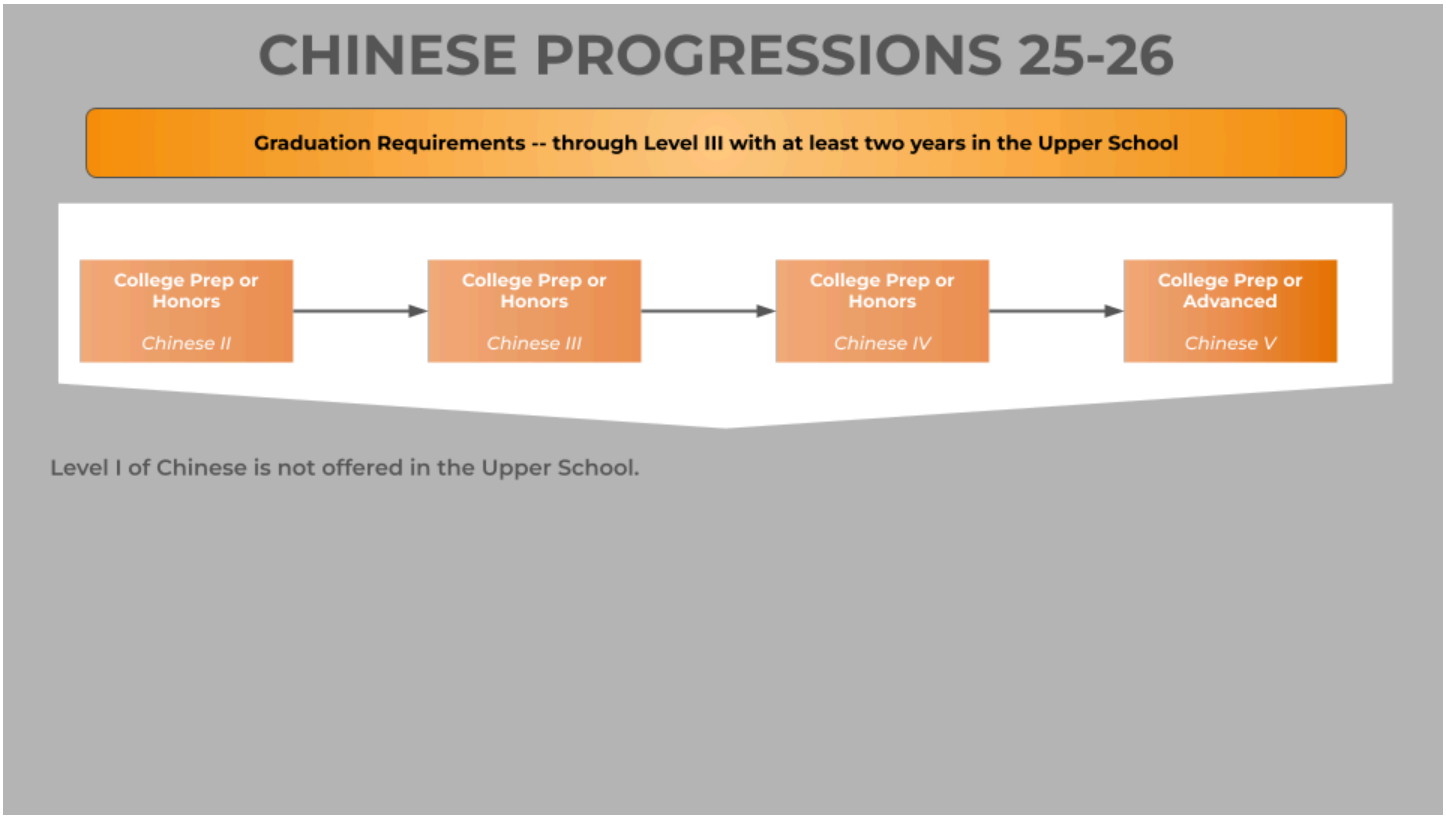
CHINESE



Courses offered in the Chinese Department:

CHINESE						
Level	Credits	Course Title	Prerequisites	Fall	Spr	Year
CP	1.0	Chinese II	Departmental approval			X
H	1.0	Chinese II	Departmental approval			X
CP	1.0	Chinese III	Chinese II			X
H	1.0	Chinese III	Chinese II and DA*			X
CP	1.0	Chinese IV: Speaking Mandarin	Chinese III			X
H	1.0	Chinese IV: Narrating Perspectives	Chinese III and DA*			X
CP	1.0	Chinese V: A Changing China	Chinese IV			X
A	1.0	Chinese V: Discourse in Cultural Context	Chinese IV and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP Chinese II

Course Level: College Prep
Credits: 1.0
Prerequisite: Chinese I

Essential Questions

- How does language help us connect with others?
- How does language learning encourage us to see the world through different perspectives?
- How can learning another language motivate students to become global citizens?

Course Description

In this course, we will develop our second language proficiency through listening to longer sentences and increasing speed from the teacher, as well as the appropriate authentic video clips and reading level-appropriate stories. We will learn skills that will enable us to initiate a conversation with learned topics and respond to questions with details to continue the dialogue in pairs or a small group. We will practice to tell stories about ourselves and retell the familiar stories from our perspective with thus far vocabulary we acquired.

Demonstration of Understanding

We will demonstrate our understanding through engaging interactive conversations with the thus far vocabulary we acquired. identifying different point of views in the stories we listen to or read, retelling stories with different point of views of the characters in the books we read. We will also design and conduct surveys of food preference, hobby, and sports and present our findings to the class.

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H Chinese II

Course Level: Honors

Credits: 1.0

Prerequisites: Departmental approval

Essential Questions

- How does language learning help us connect with each other?
- How does language learning encourage us to see the world through different perspectives?
- How does language learning make us more aware of global events, stories, and experiences?

Course Description

In this course, we will focus on actively listening to and reading stories in order to naturally develop our proficiency in the language. We will learn skills that will enable us to initiate a conversation around a variety of topics and respond to questions with details so as to continue the dialogue in pairs or a small group. We will practice telling stories about ourselves and others with paragraph-length discourse and retell the familiar stories from our own perspective with vocabulary thus-far acquired.

Demonstration of Understanding

We will demonstrate our understanding through engaging in interactive conversations, identifying and presenting different perspectives from stories we listen to or read, retelling familiar stories with different perspectives, communicating our ideas with the vocabulary we have acquired, as well as interpreting how the language and behavior reflect the culture in our conversations, readings, and visuals we read and watch.

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CP Chinese III

Course Level: College Prep
Credits: 1.0
Prerequisite: Chinese II

Essential Questions

- How does language help us connect with others?
- How does language learning encourage us to see the world through different perspectives?
- How can learning another language motivate students to become global citizens?

Course Description

We will answer these questions by examining different perspectives from different cultures and people through reading stories in the past and the present. We will learn how to express predictions, expectations, and surprise by using functional words in the context. We will identify the patterns of language that reflect on the way of thinking and deepen our understanding of the culture and apply our knowledge to interpret the current events and interact with native speakers in real life.

Demonstration of Understanding

We will demonstrate our understanding by interpreting how the language and behavior reflect the culture in our conversations, readings and visuals we read and watch; elaborating writing by adding a description to the narration; initiating and sustaining in conversation on familiar topics with the teacher and in groups and native speakers.

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H Chinese III

Course Level: Honors

Credits: 1.0

Prerequisites: Chinese II and departmental approval

Essential Questions

- What are some universal stories, narratives, and experiences (i.e. coming of age, falling in love, growing old), and how are these stories similar and different across communities?
- How does language learning encourage us to see the world through different perspectives?
- How can language learning promote the creativity of thought?

Course Description

We will answer these questions by examining different perspectives from different cultures and peoples through reading stories set in both the past and the present. We will learn how to express predictions, expectations, and surprises by using functional words in the context. We will examine and explore the opposing views with details in our discourse. We will identify the patterns of language that reflect on the way of thinking and deepen our understanding of the culture and apply our knowledge to interpret the current events and interact with native speakers in real life.

Demonstration of Understanding

We will demonstrate our understanding by interpreting how the language and behavior reflect the culture in our conversations, readings,and visuals, identifying and interpreting the implied language and its meaning in readings; elaborating writing by adding a detailed description to the narration in multiple paragraph-length discourse; engaging in interactive conversations on familiar topics with the teacher, other students and native speakers. We will perform real-life tasks by creating and conducting surveys and presenting them to the class.

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CP Chinese IV: Speaking Mandarin

Course Level: College Prep
Credits: 1.0
Prerequisites: Chinese III

Essential Questions

- How does language help us connect with others?
- How does language learning encourage us to see the world through different perspectives?
- How can I increase my proficiency in interpersonal communication?

Course Description

We will answer these questions by immersing ourselves in oral communication about our lives, ideas and perspectives. We will conduct our class in an immersion-style of language learning and regularly connect with native speakers through video or audio devices. Online news and video clips will guide the topics of routine class discussions.

As we continue acquiring the language naturally, we will learn various ways to narrate events, describe scenes and procedures, express our opinions and solicit information in formal and informal language.

Demonstration of Understanding

We will demonstrate our understanding by creating a communicable language with the vocabulary we have acquired to sustain the conversation; by focusing on getting ideas across rather than language forms; by demonstrating culturally appropriate language and manners. Students will design and perform skits of their choice in small groups and present themselves on both sides of a debate to the class.

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H Chinese IV: Narrating Perspectives

Course Level: Honors

Credits: 1.0

Prerequisites: Chinese III and departmental approval

Essential Questions

- How does language learning encourage us to see the world through different perspectives?
- How can understanding the language-learning process aid us in learning even more languages?
- How are different languages related to one another?

Course Description

In this course, we will examine different perspectives from different cultures and people through reading stories both old and new, and contemplating current events both in the news and our daily lives. We will examine and explore the opposing views with more details to practice describing and debating in Chinese. While developing our second language skills, we focus on identifying the patterns of the language and the impact of language on the way of thinking in order to gain a deeper understanding and broaden our view of the world. We will apply our knowledge of cultural understanding to real-life current events by designing, conducting, and analyzing surveys, and presenting those results to our peers followed by personal reflection.

Demonstration of Understanding

We will demonstrate our understanding by interpreting how the language and behavior reflect the culture in our conversations, readings and visuals we read and watch; identifying the implied language and its meaning in readings; elaborating writing by adding a detailed description to the narration; re-write familiar legends from different cultural perspectives; initialing and sustaining conversations on various topics; solicit information from surveys and present the results to the class with our own reflection.

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CP Chinese V: A Changing China

Course Level: College Prep
Credits: 1.0
Prerequisites: Chinese IV

Essential Questions

- How does language learning encourage us to see the world through different perspectives?
- What are some universal stories, narratives and experiences (i.e. coming of age, falling in love, growing old), and how are these stories similar and different across communities?
- How can we relate language classes to other disciplines?
- How does language itself reflect historical, social and political changes?
- What and how are some traditional values manipulated, suppressed and contributed to political and economic system change in China?

Course Description

We will answer these questions through eleven films from 1900 to the present day in order to by examine China's forever-changing society since its opening to the West as we learn how the social-political changes affect people's lives, what and how traditional values disappear, survive or change, and how language reflects and records the changes. Movies will be shown in the Chinese language with English subtitles.

This course will start with inquiries of global issues on the political system, environmental crisis and market economy of which China has faced. Through class discussions of each featured film, we will deepen our knowledge of China's past by examining people's reaction to major historical events in the 20th century. We will reflect on how our learning may provide us with different perspectives.

Demonstration of Understanding

We will demonstrate our language proficiency and cultural understanding by creating a movie trailer for each film, narrating the storyline, or describing the main characters to the class. At the conclusion of each unit, students will present a film review and moderate class discussions about the review and the film.

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A Chinese V: Discourse in Cultural Context

Course Level: Advanced

Credits: 1.0

Prerequisites: Chinese IV and departmental approval

Essential Questions

- How do distinctive features of a language help us understand its people and culture?
- How does language reflect and connect to its culture?
- Why should we be global citizens

Course Description

In this advanced class, we will explore geography, history, and language from a Chinese perspective in order to connect the characteristics of the Chinese language and culture we have learned in the past years. We will achieve this by reading current events, historical stories, and some authentic materials including social satires and traditional Chinese poems as well as a few featured and documentary movies. Students are expected to narrate various topics with descriptions, discuss and debate orally. and produce different forms of writing in multiple-paragraph length.

We will apply our knowledge of cultural understanding to a task-based unit at the end of the semester by designing and conducting surveys to interview different groups of immigrants through audio, video, and in-person with a field trip to Flushing, New York. Students will present their results in the classroom and public display, in order to connect the characteristics of the Chinese language and culture we have learned in the past years.

Demonstration of Understanding

We will demonstrate our understanding by explaining how and why the language and behavior/actions of the people in the films and our readings demonstrate some distinctive Chinese features in oral presentation to the class, discussion and debate, and written reflections. We will summarize our learning in a task-based project of interviewing immigrants and present the results and our reflections orally in the class and in a public display for our community.

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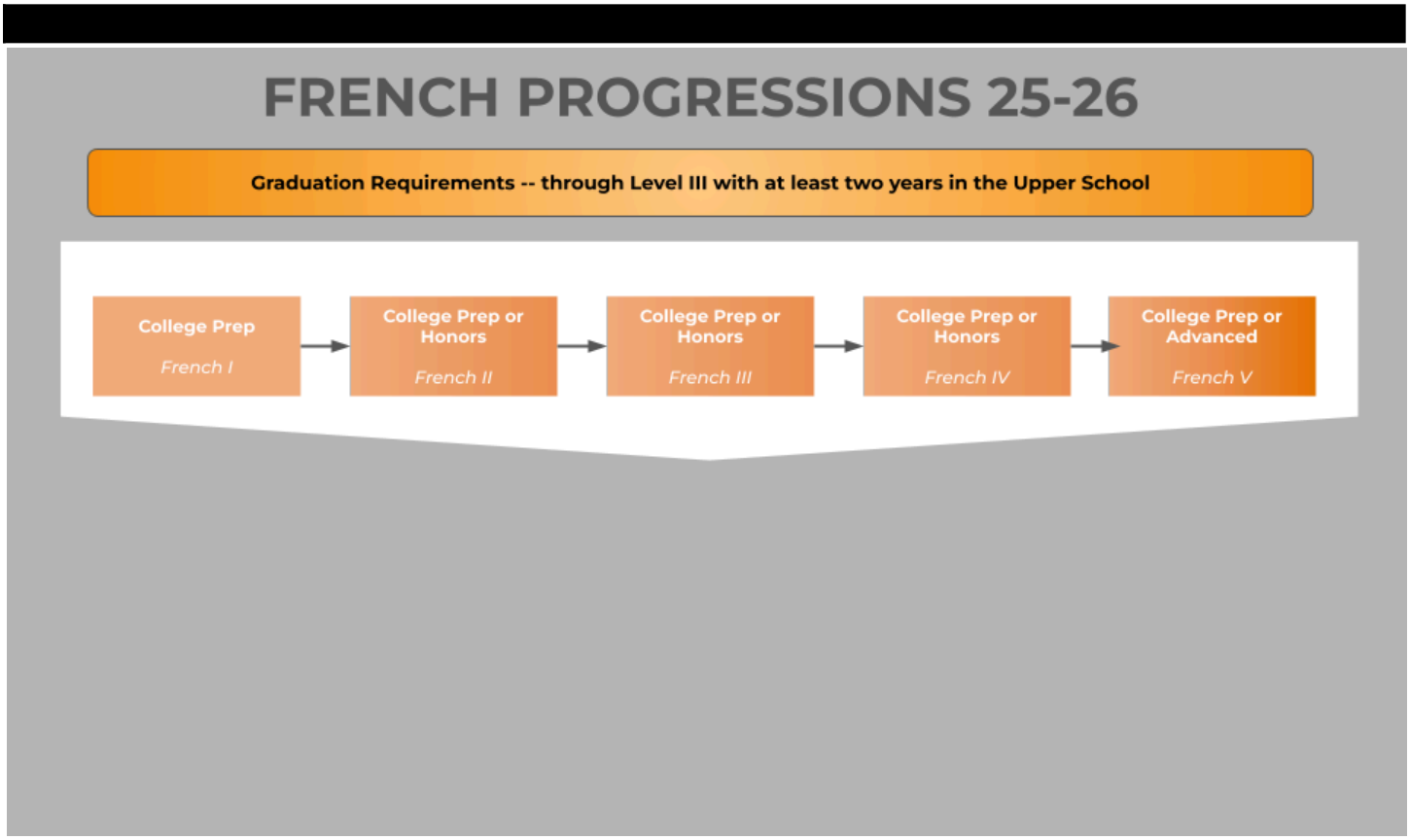
FRENCH



Courses offered in the French Department:

FRENCH						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	French I	None			X
CP	1.0	French II	Departmental approval			X
H	1.0	French II	Departmental approval			X
CP	1.0	French III	French II			X
H	1.0	French III	French II and DA*			X
CP	1.0	French IV: France & Francophonie	French III			X
H	1.0	French IV: France & Francophonie	French III and DA*			X
CP	1.0	French V: Icons	French IV and DA*			X
A	1.0	French V: Murder Mysteries	French IV and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP French I

Course Level: College Prep
Credits: 1.0
Prerequisites: None

Essential Questions

- How does language learning encourage us to see the world through different perspectives?
- What language do I need to describe myself and those around me?

Course Description

We will work towards answering these questions by focusing on the art of storytelling. Together, we will explore how to describe ourselves, those around us, and to express what is happening.

As we continue to acquire the language naturally, we will learn the skills and language necessary to embellish our story with vivid details that create a mental picture for our listener or reader. We will also investigate skills and tactics that will enable us to interact in a conversation with someone on a surface level.

Demonstration of Understanding

We will demonstrate our understanding through analyzing texts or excerpts from short stories, describing pictures, writing in multiple short paragraphs, and engaging in interactive conversations.

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CP French II

Course Level: College Prep
Credits: 1.0
Prerequisites: French I

Essential Questions

- How does language learning encourage us to see the world through different perspectives?
- What language do I need to tell a captivating and interesting story?

Course Description

We will work towards answering these questions by focusing on the art of storytelling. Together, we will explore how to express what happened.

As we continue to acquire the language naturally, we will learn the skills and language necessary to embellish our story with vivid details that create a mental picture for our listener or reader. We will also investigate skills and tactics that will enable us to interact in a conversation with someone on a surface level.

Demonstration of Understanding

We will demonstrate our understanding through analyzing texts or excerpts from short stories, describing pictures, writing in multiple short paragraphs, and engaging in interactive conversations.

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H French II

Course Level: Honors

Credits: 1.0

Prerequisites: Departmental approval

Essential Questions

- How does language help us connect and communicate with others?
- How does language learning encourage us to see the world through different perspectives?
- What language do I need to tell a captivating and interesting story?

Course Description

We will work towards answering these questions by focusing on the art of storytelling. Together, we will explore how to express what happened. We will conduct our class in an immersion-style environment in which students can expect the teacher to communicate in French most of the time.

As we continue to acquire the language naturally, we will learn the skills and language necessary to embellish our story with vivid details that create a mental picture for our listener or reader. We will also investigate skills and strategies that will enable us to interact in a conversation with someone on a surface level.

Demonstration of Understanding

We will demonstrate our understanding through analyzing texts or excerpts from short stories, describing pictures, and writing in multiple short paragraphs. We will strive for a high degree of accuracy in unrehearsed conversations with the teacher, our classmates, and perhaps native speakers of French.

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CP French III

Course Level: College Prep

Credits: 1.0

Prerequisites: French II

Essential Questions

- How does language learning encourage us to see the world through different perspectives?
- What language do I need to hypothesize and express possibilities in order to participate in meaningful and thoughtful conversation?
- What language, skills, and dispositions do I need to engage someone in order to keep conversation going?

Course Description

We will begin answering these questions by centering ourselves around the big ideas of how to provide our own insight, interpretations, and perspectives.

In our quest to further deepen our language acquisition, we will learn how to express what will be and what could be. We will strengthen our ability to interact by elaborating on, reacting to, and soliciting additional thoughts and information.

Demonstration of Understanding

We will demonstrate our understanding by conducting independent research and project-based learning opportunities, interpreting longer texts and authentic media, writing in multiple paragraph-length discourse, and engaging in thoughtful interactive conversations.

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H French III

Course Level: Honors

Credits: 1.0

Prerequisites: French II and departmental approval

Essential Questions

- How does language help us connect and communicate with others?
- How does language learning encourage us to see the world through different perspectives?
- What language do I need to hypothesize and express possibilities in order to participate in meaningful and thoughtful conversation?
- What language, skills, and dispositions do I need to engage someone in order to keep conversation going?

Course Description

We will begin answering these questions by centering ourselves around the big ideas of how to provide our own insight, interpretations, and perspectives. We will conduct our class in an immersion-style environment in which students can expect to communicate with the teacher and each other in French almost all of the time.

In our quest to further deepen our language acquisition, we will learn how to express what will be, what could be, and what could have been. We will strengthen our ability to interact by elaborating on, reacting to, and soliciting additional thoughts and information.

Demonstration of Understanding

We will demonstrate our understanding by conducting independent research and engaging in project-based learning opportunities that lead to presentations to the class, interpreting longer texts and authentic media, writing in well-organized multiple paragraph-length discourse using stylistic devices, and engaging in thoughtful interactive conversations with the teacher, with other students, and perhaps with native speakers of French.

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CP French IV: France & Francophonie

H French IV: France & Francophonie

Course Level: College Prep and Honors

Credits: 1

Prerequisites: French III and departmental approval

Essential Questions

- How does language help us connect and communicate with others?
- How does language learning encourage us to see the world through different perspectives?
- How does geography, culture, and history shape identity?
- How are Francophones connected globally and socially?
- What lessons can we glean from nations that have French as a common language?

Course Description

We will begin answering these questions through the study of different regions of France. We will delve into discovering the identity of each of these regions by examining their geography, history, traditions, and cuisine. In our studies, we will make connections and comparisons with these regions and places we have lived and/or visited.

In the Spring, we will continue answering these questions by defining the word "Francophone" to understand its origin and how it is used today. We will develop our knowledge of the Francophone world through explorations of culture and society with an emphasis on modern and contemporary periods. We will deepen our knowledge of the modern French-speaking world by looking at its geographical scope, historical, economic and linguistic data as well as analyzing and comparing its sociocultural phenomena. Texts and multimedia resources will be provided as well as cultural content. We will also use our own understanding and learning from this topic to compare it to our own daily life and our role in today's world connectedness.

Demonstration of Understanding

We will demonstrate our understanding by conducting and engaging with independent research and project-based learning opportunities, preparing presentations in which we persuade the class to visit certain cities, interpreting longer texts and authentic media, and reflecting in both speaking and writing about what we have learned.

We will demonstrate our understanding through analyzing texts and media as well as engaging in written reflections, interactive class discussions and presentations. Through a process of authentic inquiry, we will be able to formulate our own culture-based research of aspects of the Francophone world that will be discussed in class and presented to classmates. Research may include, but is not limited to, form of government, economic drivers, visual and performing arts, food, geography and literature.

Students enrolled in the Honors level will provide oral and written reflections of an increased length, adhere to a higher expectation of grammatical sophistication, and incorporate a variety of stylistic devices.

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CP French V: Icons

Course Level: College Prep and Advanced

Credits: 1.0

Prerequisites: French IV and departmental approval

Essential Questions

- How does language help us connect and communicate with others?
- What elevates a person, idea, or product to "icon" status?
- How has the culture and identity of France been shaped by iconic people and products?
- How are the icons in our own culture similar to those in France?

Course Description

We will begin answering these questions by discussing the people, places, and products that come to mind when one thinks of France. We will then further our understanding of their connection to French identity and culture through the study of various French icons in history, architecture, cuisine, arts, and politics. We will use pictures, readings, media clips, and discussions to examine the impact that these icons have had in shaping the culture and identity of France.

Demonstration of Understanding

We will demonstrate our understanding by conducting independent research and project-based learning opportunities resulting in presentations to the class, interpreting longer texts and authentic media, and reflecting upon what we have learned via multiple paragraph-length discourse.

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A French V: Murder Mysteries

Course Level: Advanced

Credits: 1

Prerequisites: French IV and departmental approval

Essential Questions

- How does language help us connect and communicate with others?
- What language do I need to express possibility, doubt, and hypotheses?
- How do I decode words that are unknown to me?
- How do I make inferences and form a theory based on the evidence laid before me?

Course Description

We will begin answering these questions through studying the genre of the murder mystery in French. We will read two murder mystery novellas written for native speakers of French. Through class discussions, we'll become detectives by asking questions and analyzing the clues left by the author to develop theories and determine who could be the guilty party and what their means, motive, and opportunity were.

In our quest to elevate the sophistication in how we present our message, we will learn various ways to express opinions, doubt, possibility, and what might be. Before we discover how the crimes played out, we will work in groups to develop a detailed theory and formally present them as if we were lawyers in a courtroom persuading the jury.

Once we know all of the details of the crime, we will reflect upon what we read, analyzing what clues the author left for us and what red herrings they used to deceive us. At the end of each novella, we will watch the film adaptations to see how the characters and their actions in the film match up with the pictures we formed in our heads while reading.

Demonstration of Understanding

We will know we are on the right track when we are able to ask questions about what we've read, summarize information, and draw conclusions from the information presented to us. We will demonstrate what we have learned by presenting our reflections and theories in multiple paragraph-length discourse, by engaging in interactive discussions with our peers in both small and large groups, and by presenting, explaining, and defending the theories we have developed.

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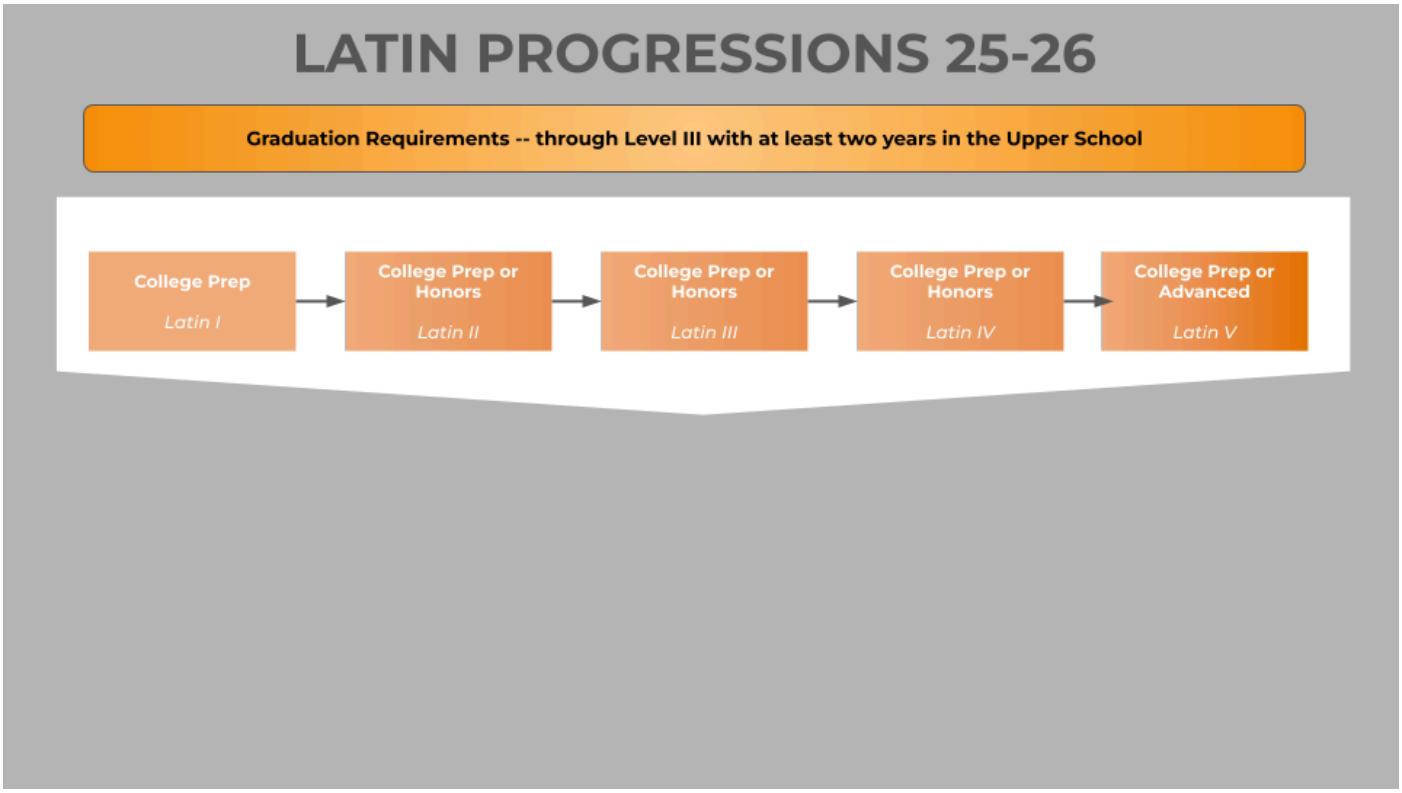
LATIN AND CLASSICS



Courses offered in the Latin and Classics Department:

LATIN						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	Latin I	None			X
CP	1.0	Latin II	Departmental approval			X
H	1.0	Latin II	Departmental approval			X
CP	1.0	Latin III	Latin II			X
H	1.0	Latin III	Latin II and DA*			X
CP	1.0	Latin IV: Topics in Latin	Latin III			X
A	1.0	Latin IV: Topics in Latin	Latin III and DA*			X
A	1.0	Latin V: Topics in Latin	Latin IV and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP Latin I

Course Level: College Prep
Credits: 1.0
Prerequisite: None

Essential Questions

- What language do I need to communicate with others?
- How can stories connect cultures and communities?
- What language do I need to describe myself, my daily routines, and my identity?

Course Description

We will work towards answering these questions in an immersive & communicative environment all year exploring themes that make up one's personal identity. Conscious of our interactions with the language we use, we'll achieve our objectives to understand, decode, and communicate with Latin – first by intently listening and watching, and then by attempting to understand the stories about people and cultures that we read, hear, and collaboratively create.

After frequent exposure of foundational vocabulary and grammatical structures through reading and listening, we will begin to apply them to our own writing and speaking in order to create meaningful connections with Latin, with each other, and with the people and cultures we are learning about. With patience and curiosity, we'll all find ourselves acquiring language naturally.

Demonstration of Understanding

We will prove our progress in learning Latin as we demonstrate our comprehension of the main ideas for the stories we both read and hear through individual comprehension questions and collaboration towards dramatizations and illustrated posters that narrate and summarize. In addition, we will have frequent opportunities to write with the words and structures we are learning to describe key figures and familiar topics so that we may both show and tell the connections we have across time, cultures, and language.

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CP Latin II

Course Level: College Prep
Credits: 1.0
Prerequisites: Latin I

Essential Questions

- How does language help us connect & communicate with others?
- What stories are universal, and how are the experiences they portray similar and/or different across cultures and communities?
- How does language shape identity, culture, and customs?
- How do stories reflect the values of those who create and tell them?

Course Description

We will answer these questions in an immersive & communicative environment observing the cultures and communities in our stories as we compare and connect them to our own. As we hear and read stories about the Roman kings, heroes, and emperors, we will expand our Latin vocabulary and knowledge of grammatical structures as we develop and strengthen our reading comprehension skills and decoding strategies, pushing us to become independent readers.

By engaging with the language in this manner we will develop our skills in communicating with the language to narrate our own thoughts about the topics we explore in class as we gain an understanding of Roman values and beliefs. Together, and through our individual curiosity as we compare and contrast, we'll deepen our understanding of Roman culture as well as our own while recognizing the external influences that shape one's values and identities.

Demonstration of Understanding

We will prove our progress in learning Latin as we demonstrate our comprehension of the main ideas and underlying themes for the stories we both read and hear through individual comprehension questions and collaboration towards dramatizations and illustrated posters that narrate and summarize. In addition, we will have frequent opportunities to write with the words and structures we are learning to describe key figures and familiar topics so that we may both show and tell the connections we have across time, cultures, and language. These will culminate into student created works of visual and textual media for ourselves and our community as a reflection of their learning.

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H Latin II

Course Level: Honors
Credits: 1.0
Prerequisites: Departmental approval

Essential Questions

- How does language help us connect & communicate with others?
- What stories are universal, and how are the experiences they portray similar and/or different across cultures and communities?
- How do stories reflect cultural values?
- What patterns shape the Latin language?

Course Description

We will answer these questions by observing the cultures and communities in our stories as we compare and connect them to our own. We will learn about Roman government systems and the cultures present in those societies in Latin while expanding our vocabulary and knowledge and application of grammatical structures. As we become familiar with key terminology and grammatical functions, we will develop reading skills and decoding strategies by analyzing these concepts and patterns at a deeper level. With these tools, we will be able to craft an independent understanding of not only the main ideas of the texts, but also those patterns and concepts that communicate the details and nuances of the story.

We will develop our skills in communicating with the language to narrate our own thoughts about the topics we explore in class. By engaging with the language in this manner we will gain an understanding of Roman values and beliefs in order to not just compare and contrast them to our own, but also recognize and analyze external influences that shape one's values and identities today.

Demonstration of Understanding

We will know we are learning when we can draw the main ideas and key details from our texts, often literally with summative illustrations that synthesize key moments and major vocabulary for display and presentation. Students will collaborate on comprehensible original compositions in the target language that demonstrate their mastery of vocabulary, grammar, and content..

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CP Latin III

Course Level: College Prep

Credits: 1.0

Prerequisites: Latin II

Essential Questions

- How does language help us connect & communicate with others?
- What stories are universal, and how are the experiences they portray similar and/or different across cultures and communities?
- How does language shape perspectives?
- How do societal structures shape our actions and expectations?

Course Description

We'll work towards answering these questions in an immersive & communicative environment exploring the habits, values, and societal challenges that shaped the biography of specific women from various upbringings across the Roman world. Always conscious of the fact that their stories were told by others, we will continue to ask questions about these figures while advancing the ways we can communicate with ancient texts and with each other using Latin as our language.

Together, and through our individual curiosity, we'll create extra opportunities to deepen our understanding of these too often silent figures of the past. Comparing and connecting the life experiences of our star characters to our own, we will learn to recognize and analyze the power that language plays in how we relate and report information in order to collaboratively distill and thus reframe for ourselves the lives of those whose voices are often omitted from the narrative.

Demonstration of Understanding

We'll know we're learning when we can draw the main ideas and key details from our texts, often literally with summative illustrations that synthesize key moments and major vocabulary for display and presentation. We will demonstrate our increased proficiency in reading Latin texts by analyzing how specific use of language (vocabulary and structures) influence and communicate specific perspectives. We will transfer these tools of language manipulation into our original compositions with comprehensible structures and a variety of vocabulary as reflections of our learning to be analyzed by our fellow Latin students in the same manner.

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H Latin III

Course Level: Honors

Credits: 1.0

Prerequisites: Latin II and departmental approval

Essential Questions

- How does language help us connect and communicate with others?
- What stories are universal, and how are the experiences they portray similar and/or different across cultures and communities?
- How can language challenge perspectives?
- How do societal structures shape social norms?

Course Description

We will work towards answering these questions in an immersive and communicative environment exploring the habits, values, and societal challenges of people constrained by both societal structures and social norms and expectations. We will continue to ask our essential questions while advancing the ways we can communicate with authentic Latin texts and artifacts that shape our knowledge about their lives, always aware of the subjectivity given that the texts are not autobiographical. Driven by curiosity, we'll develop a deeper understanding and connection to these hidden figures of the past so that we may reinterpret their stories.

Demonstration of Understanding

We will demonstrate our increased proficiency in communicating and comprehending Latin by distilling and inferring specific details through close readings of authentic texts (supported by other archaeological sources) in order to visually and textually reframe the narratives from the first person perspective. Students will collaborate on reinterpreted dramatizations of the lives we read, and they will create original written compositions for analysis by our peers.

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CP Latin IV: Topics In Latin

Course Level: College Prep and Advanced
Credits: 1.0
Prerequisites: Latin III and departmental approval

Essential Questions

- How does geographic expansion affect community, communications, and culture over time?
- In what ways can language distort or reinforce perspectives of community and culture?
- How can we discover the stories and experiences of those who lived beyond Rome?
- How can we better understand the diverse makeup of the ancient Roman world?

Course Description

In addition to frequent interactive class discussions centered on the above Essential Questions, we will explore topics chosen by student inquiry and interest that allow us to investigate life in the Roman empire either beyond its capital or after the fall of Rome. Using authentic texts and artifacts as our primary resources, we will observe the contemporary and/or continued influence and intrigue of the Roman language and culture, while shedding light on the lives lived in the shadows and at the edges of the Roman world.

Throughout each thematic unit, students will work both collaboratively and independently as they explore both the content and language in the stories we hear and read in order to map the effect that the persistence of language can have on both communities and cultures.

Demonstration of Understanding

Students will have opportunities to make their thinking visible and demonstrate their increased ability to communicate in and connect with Latin as a language through detailed written and illustrated interpretations of authentic texts, critical analysis of artifacts, individual reflective compositions in the target language, and collaborative creations towards original comprehensible compositions that ask students to transfer their discovered knowledge and increased Latin vocabulary from the viewpoint of a variety of perspectives. Student engagement with interactive experiential project-based learning activities will be followed by presentations to the class, allowing students to connect and extend the content to themselves, their community, and the wider world.

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A Latin IV: Living Latin

A Latin V: Living Latin

Course Level: Advanced

Credits: 1.0

Prerequisite for A Latin IV: Latin III and departmental approval

Prerequisite for A Latin V: Latin IV and departmental approval

Essential Questions

- How does language shape community?
- What is the influence and relevance of the continued use of Latin in the modern world?
- How can we narrate the stories and experiences of those whose lives exist only in textual and archaeological fragments?
- How can humanistic storytelling connect the past to our present?

Course Description

We will keep these questions in mind as we dive into specific student driven themes and topics relating to the ancient Roman world, the Latin language, and their relation across various eras and locations. We will explore these with authentic sources of varied authorship that stretch across genres.

Students will collaborate with peers to analyze and synthesize multiple sources of evidence across different genres or multiple works by the same author in order to answer self-generated, discipline specific questions.

Demonstration of Understanding

We will demonstrate our heightened proficiency in Latin via student creations that hold foundation in student collaboration and knowledge of content from close readings of texts, recognition and transferred application of grammatical structures, interactive experiential learning, and their ability to effectively communicate in the Latin language.

Student engagement with interactive experiential project-based learning activities will be followed by presentations to the class and wider community, in order to display their heightened understanding of Latin in the environments beyond the Roman Empire both geographically and temporally.

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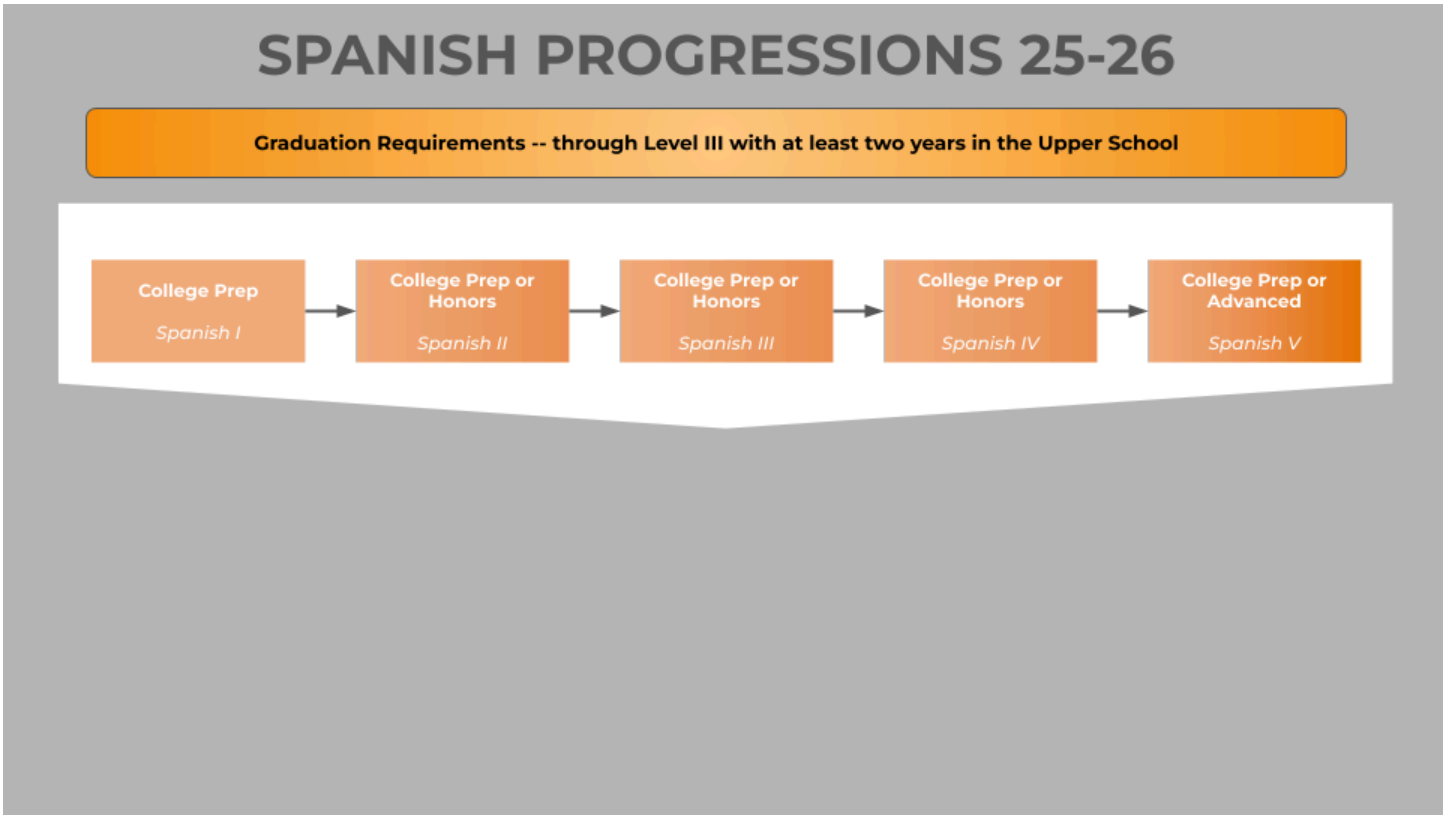
SPANISH



Courses offered in the Spanish Department:

SPANISH						
Level	Credits	Course Title	Prerequisites	Fall	Spr	Year
CP	1.0	Spanish I	None			X
CP	1.0	Spanish II	Departmental approval			X
H	1.0	Spanish II	Departmental approval			X
CP	1.0	Spanish III	Spanish II			X
H	1.0	Spanish III	Spanish II and DA*			X
CP	1.0	Spanish IV: Hispanic and Latinx Identity	Spanish III			X
H	1.0	Spanish IV: Real World Topics	Spanish III and DA*			X
CP	1.0	Spanish V: Spanish in the US	Spanish IV			X

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A	1.0	Spanish V: Presentations and Conversations	Spanish IV and DA*			X
A	1.0	Spanish V: Identity and Culture	Spanish IV and DA*			X

* DA -- student needs departmental approval to sign up for course

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CP Spanish I

Course Level: College Prep

Credits: 1.0

Prerequisites: None

Essential Questions

- How does language help us connect with others?
- How can we begin to see how language works?
- How can language help us understand our culture and compare it to the cultures studied in the course?

Course Description

We will work towards answering these questions in an immersive & communicative environment all year exploring themes such as personal identity, family, daily life, and cultural products and practices of the Spanish-speaking world.

We'll work to decode, understand, and communicate, by listening and watching stories about different people and cultures through short videos, songs, and short passages about the lives of the people in Spanish speaking countries. Using these authentic resources, we will be able to apply the vocabulary and grammatical structures learned throughout the year to spoken and written reflections as we compare the structures of family and education between the United States and the Spanish-speaking world.

Demonstration of Understanding

We will compare, share, and exchange information through writing simple paragraphs, making oral presentations to the class, and engaging in question and answer sessions to demonstrate our ability to connect with those around us using the vocabulary and structures we are learning. Through group projects and activities in class, we will apply decoding strategies and analyze infographics, short passages, and video clips to demonstrate comprehension of written and narrated stories by summarizing, illustrating, and answering simple questions with brief responses.

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CP Spanish II

Course Level: College Prep
Credits: 1.0
Prerequisites: Spanish I

Essential Questions

- How does language help us connect with others?
- How can we use the Spanish language to see how cultures, structures, and values of others compare to our own?
- What language and skills do I need to function in a Spanish-speaking environment?

Course Description

We will begin answering these questions by using decoding strategies to extract main ideas from authentic print, audio, and video materials. These decoding strategies will help us learn to read and listen more independently in order to make comparisons between the way the concepts and structures of education, family, leisure, community, and other topics are viewed in both our own and Spanish-speaking communities.

We will explore and investigate the skills needed to sustain a conversation with another person. We will build confidence through frequent practice of interpersonal interactions. We will increase our capacity to narrate our present and past experiences.

Demonstration of Understanding

We will demonstrate an understanding of these comparisons by sharing and exchanging information through guided multi-paragraph writing assignments, and guided independent presentations to the class using essential vocabulary and language structures. These assignments will be used to assess overall proficiency with the language as well as control of relevant vocabulary and language structures. We will demonstrate the ability to apply decoding strategies by summarizing, illustrating, and paraphrasing multi-paragraph texts, and five minute audio and video selections.

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H Spanish II

Course Level: Honors

Credits: 1.0

Prerequisites: Spanish I and Departmental approval

Essential Questions

- How does language help us connect with others?
- What language do I need to express my opinions and emotions more accurately?
- What language and skills do I need for different Spanish-speaking situations?

Course Description

As we work to answer these questions, we will practice expressing our past, present, and future opinions and emotions. We will conduct our class in an immersion-style environment in which students can expect to communicate with the teacher and each other in Spanish almost all of the time.

We'll acquire our language via the study of themes such as culture from different Spanish-speaking regions, health, sports, routines, technology, professions, art, and much more. After reading and listening to these texts, we'll reflect on our experiences and connect our own personal experiences to these topics. Together, we'll learn ways to communicate our message in a more complex way.

Demonstration of Understanding

We will compare, share, and exchange information through multiple-paragraph written compositions, unrehearsed conversations with peers and the teacher, and oral presentations to the class. We will demonstrate comprehension of written and narrated stories by summarizing, illustrating, and answering questions that encourage students to infer emotions and distinguish between facts and opinions.

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CP Spanish III

Course Level: College Prep
Credits: 1.0
Prerequisites: Spanish II

Essential Questions

- How does language help us connect with others in our own community?
- How do we express our opinions, beliefs, and aspirations?
- How does language learning encourage us to see the world through different perspectives?

Course Description

To gain a deeper understanding of Spanish-speaking cultures, we will begin exploring themes involving food, history, and cultural identity. We will visually and aurally engage with authentic materials such as short stories, songs, and videos so we can then react to and reframe orally and through writing to what we read and hear in class. We will articulate our reflections in our writing, speech, and conversation with more advanced language structures and a wider array of vocabulary terms.

Demonstration of Understanding

We will apply decoding strategies and analyze texts to demonstrate comprehension of written and narrated stories by summarizing, interpreting, and illustrating ideas related to the text. We will compare, share, and exchange information through multi-paragraph writing, and presentations to the class. We will collaborate on student-driven projects related to topics we wish to explore in order to present to our peers the experiences of others and ourselves.

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H Spanish III

Course Level: Honors

Credits: 1.0

Prerequisites: Spanish II and departmental approval

Essential Questions

- How do we express our opinions, beliefs, and aspirations?
- How do the experiences and perspectives of people in Spanish-speaking countries compare to ours?
- How do we connect with others around the Spanish-speaking world through language?

Course Description

We will answer these questions as we work on skills that allow us to better navigate conversations with others in Spanish. Conversation topics will be generated by the authentic material read, heard, and viewed in class in order to explore and examine cultural products, practices, and various perspectives.

We will continue to develop our decoding abilities in order to understand ideas presented in these authentic materials while applying more complex structures and word choice to express ourselves more accurately. We will strive to grasp the deeper meaning beyond the written and spoken word as we discover ways to communicate probability and speculation.

Demonstration of Understanding

We will demonstrate our understanding of auditory input and visual texts using decoding strategies as we summarize, interpret, and illustrate the narratives. We will demonstrate our understanding of communicative skills by sharing and exchanging information, expressing emotions and opinions through conversations with each other and the teacher, written reflections in multiple paragraphs, and the creation of artifacts such as videos or other projects for presentation.

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CP Spanish IV: Hispanic & Latinx Identity

Course Level: College Prep

Credits: 1.0

Prerequisites: Spanish III

Essential Questions

- How can language influence the development of cultural identity?
- How can I begin to do independent research in order to more deeply pursue the world around me?
- How can language shape perspective?

Course Description

We will explore these questions as we use both primary and secondary sources in Spanish to examine the legacy of Spanish Colonial Rule and its influence on present-day Latin American identity. With an emphasis on understanding various perspectives on the history of the Colonial Past, we will comprehend, reflect with writing, and discuss as a class how the various descendants of Colonial rule have debated their condition as Hispanic countries and how their understanding of their inheritance and legacy from Spain has evolved.

Demonstration of Understanding

We will know that we have met our goals when we can participate in both teacher-guided and student-led discussions and debates in order to connect and relate to the themes throughout the course as we contrast and contextualize them through written analysis. Finally, we will synthesize the correlations of the themes through collaborative student-developed research projects for presentation.

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H Spanish IV: Real World Topics

Course Level: Honors

Credits: 1.0

Prerequisites: Spanish III and departmental approval

Essential Questions

- How can I identify and use nuance when communicating in Spanish?
- What language do I need to express my opinions about the world around me?
- What language skills do I need to have meaningful conversations about the things that are important to me?

Course Description

We will answer these questions by improving our linguistic skills with the goal of expressing more complex and nuanced ideas. We will discuss and compare what we learn about the world around us as we interact with real-world materials intended for native speakers. We will use authentic sources to serve as a starting point for discussion, writing, and vocabulary development. This will also help us further develop our strategies for interacting with unfamiliar sources. After reading and viewing these authentic resources, conversations between students and with the teacher in class will center around the themes we learned (e.g. the role that technology plays in contemporary society, the importance of maintaining a balance in personal and professional pursuits, and the development of our personal identities). As we converse, we will explore and express our own subtle ideas and opinions about these topics while justifying and elaborating on our thoughts.

Demonstration of Understanding

We will demonstrate an understanding of reading and listening strategies by reacting and responding to texts with our own interpretations and opinions while providing textual evidence. We will demonstrate the ability to interact with each other by having spontaneous discussions about topics we explore in class. We will demonstrate the ability to express nuanced ideas by creating organized extended explanations of our ideas in essays and presentations to the class.

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CP Spanish V: Spanish in the US

Course Level: College Prep

Credits: 1.0

Prerequisites: Spanish IV

Essential Questions

- How can I apply my understanding of how language works to most effectively communicate my ideas?
- What role does Spanish play as a major language in the US?
- How does language learning encourage us to see the world through different perspectives?

Course Description

We will answer these questions as we read and watch a variety of authentic sources from the Spanish speaking world in order to explore a variety of themes, such as lifestyles, family relations, and immigration. We will apply cumulative advanced language skills as we reflect on and discuss the role Spanish language and culture has in the lives of people in the US.

Demonstration of Understanding

We will know that we have met our goals when we can orally participate in both teacher-guided and student-led discussions and debates in order to connect and relate to the themes throughout the course as we contrast and contextualize them through written analysis. Finally, we will synthesize the correlations of the themes through collaborative student-developed research projects for presentation to the class.

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A Spanish V: Presentations and Conversations

Course Level: Advanced

Credits: 1.0

Prerequisites: Spanish IV and departmental approval

Essential Questions

- How can I apply my understanding of how language works to most effectively communicate my ideas?
- How can I apply questioning strategies to learn about the world around me?
- How can I use my language resources and my own experiences to make real-world connections with others?

Course Description

We will answer these questions by analyzing conversational discourse and identifying the strategies we use to sustain a conversation, demonstrate active listening, and focus on the most compelling information in an interaction. Our ultimate goal is to increase proficiency with spontaneous speech and increase all students' abilities to have more authentic and meaningful interactions.

Authentic videos and short stories will motivate discussions about the value of travel, creativity, individual independence, and personal beliefs. We will also learn how to use authentic stories and videos as a tool for independent, personal self-teaching of vocabulary and ideas without relying on language resources.

The study of grammar in the class will be targeted to facilitate clarity and efficiency of language. Accepting that errors are a natural part of the language acquisition process, students will learn to identify and resolve the issues that most impede their ability to have successful spoken interactions.

Demonstration of Understanding

We will demonstrate the ability to express more complex ideas by giving prepared oral presentations about topics chosen by the student. We will demonstrate our ability to sustain a meaningful conversation by participating in pair and small group discussions that debate, contrast, and connect differing student opinions on class topics. We will demonstrate our ability to produce language spontaneously through frequent informal and assessed interactions where we summarize and reflect on topics of student interest. Students will be encouraged to gauge personal growth through third-party, professionally-graded, standards-based tests such as the AAPL test.

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A Spanish V: Identity and Culture

Course Level: Advanced

Credits: 1.0

Prerequisites: Spanish IV and departmental approval

Essential Questions

- How do distinctive features of a language help us understand its people and culture?
- How do societal structures shape social norms and cultural values?
- How can I use my language resources and my own experiences to make real-world connections with others?
- How can I share my thoughts in an engaging way with a wider Spanish-speaking audience?

Course Description

We will answer these questions as we engage with authentic multimedia resources centered on topics related to the various external influences that shape one's identity. Such topics will include changes in government, military power, cultural values, societal structures, and more. The themes that emerge from our explorations will drive immersive-language class discussions and multi-paragraph written reflections challenging students not only to use the language they know with heightened accuracy, but also to make connections, comparisons, and analyses about the topics covered. We will end the year with a collaborative capstone presentation based on original inquiry-driven research for an engaging presentation to the larger Spanish-speaking community.

Demonstration of Understanding

We will know we have demonstrated our understanding when we are able to ask questions about what we've read, heard, and watched, and when we are able to summarize and synthesize information presented. We will demonstrate what we have learned by presenting our reflections and theories in multiple paragraph-length discourse, by engaging in interactive discussions with our peers in both small and large groups, and finally by developing and presenting our findings from a culminating research project.

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YEARBOOK

Courses offered in the Interdisciplinary Studies Department:

YEARBOOK						
Level	**Credits**	**Course Title**	**Prerequisites**	**Fall**	**Spr**	**Year**
CP	1.0	Yearbook I	Sophomore or junior standing			X
H	1.0	Yearbook II	Yearbook I and teacher recommendation			X
H	1.0	Yearbook III	H Yearbook II and teacher recommendation			X

Note: the Yearbook Courses can be found in the *Interdisciplinary Studies* Department when registering for courses in DASH.

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CP Yearbook I

Course Level: College Prep

Credits: 1.0

Prerequisite: Sophomore or junior standing

Essential Questions

- What is the purpose of creating a yearbook?
- What is a journalist and how do they do their job?
- How do we create the most inclusive yearbook that is representative of all students on campus?
- How can we leverage our individual skills to work as a creative team
- How can digital tools help us create state of the art design, photography and graphics?

Course Description

Help create your yearbook! Students in this project-based course are Legacy staff members who will learn and apply journalism and digital photography skills to produce the annual Legacy yearbook. Students will understand the role a yearbook plays in capturing memories, serving as a school historical document, and as a use for public relations. Students learn the fundamentals of journalistic reporting through extensive practice with interviewing, note-taking and finding story angles. Students take a deep dive into digital photography and the art of photojournalism and are then tasked with taking the pictures that will accompany their yearbook spreads. Students will learn the fundamentals of graphic design and layout through extensive practice using InDesign as well as Photoshop as they arrange different elements on the page so as to best communicate with the reader. Most importantly, students learn the art of teamwork as they work on a student-run publication that is circulated to our entire school community.

Demonstration of Understanding

Students will demonstrate their understanding by creating page-work that is professionally done, high quality, timely and meets the deadline.

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H Yearbook II

Course Level: Honors

Credits: 1.0

Prerequisites: Yearbook I and teacher recommendation

Essential Questions

- What unique leadership qualities help editors succeed?
- How do successful teams and organizations function?
- How do leaders communicate their vision and help see it carried out?
- What are the elements of good copy-editing and writing?
- What role does good planning and feedback play when putting out a publication?

Course Description

Students advance their skills from Yearbook I by taking on an editorship in either the sports, student life, academic, arts or clubs section of the yearbook. From there, they create templates that provide a vision for staffers who are completing page-work for their respective section. Editors take the lead in communicating with staffers their vision for the page work they are editing. Editors work to adhere to the theme of the book that has been laid out by the editors-in- chief. Ultimately, section editors are the final set of eyes before the page-work is sent to the editors in chief, advisor, and then to the printing plant.

Demonstration of Understanding

Student editors will demonstrate their understanding by overseeing and being the expert in the school for what is going on in their designated area. Section editors are in charge of regular staff meetings where they are expected to communicate their vision clearly and effectively with staff writers. Furthermore, section editors are expected to regularly communicate with their staffers to help them, guide them and give constructive feedback if necessary. It is expected that editors have a deep, sincere desire to see the Legacy completed both on time and in the most professional and inclusive manner possible.

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H Yearbook III

Course Level: Honors

Credits: 1.0

Prerequisites: H Yearbook II and teacher recommendation

Essential Questions

- How do we collaborate as a team to create and communicate the vision for the yearbook?
- What are the most effective design aspects needed to make the yearbook as inclusive and wide-ranging as possible?
- How do we best leverage individual talents to work together on a common goal?
- How do leaders of a group respond to challenges and still strive towards their goal?

Course Description

The final leg of the yearbook progression is the senior section editorships. Seniors are tasked with taking on the ultimate leadership roles as editors in chief, deputy editors, copy and photography editors, and last but not least senior section editors. Students at this level have revealed dedication to the annual yearbook since sophomore year and are now the senior leaders of the book, in charge of it from its earliest planning stages to the final submissions that take place just prior to the Jostens deadline of July 4. Students in the course communicate their guidelines and expectations to section editors and staffers and are responsible, along with the advisor, for creating a strong team culture and chemistry. As much as anything, a senior editorship on our yearbook is a strong life lesson in team-work, professionalism, and getting the job done in a way that makes the school proud of its yearbook.

Demonstration of Understanding

Students plan the entire yearbook, the style guide and major thematic ideas. Students assign work to section editors and staffers and regularly communicate with them to ensure their vision is aligned and being met. Students in this class help run monthly lunch meetings along with the section editors. Students work outside of class hours to finalize all pages and are not done with their work until the last page is submitted in mid-summer. It is a time consuming labor of love that will stick with students well beyond their high school years.

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NCAA ELIGIBILITY REQUIREMENTS

All students who plan to participate in Division I or Division II athletics must register with the NCAA and confirm that they meet the NCAA eligibility requirements. A list of approved courses can be found here.

McDonogh's CEEB/ACT code is 210750

Please meet with your college counselor if you have any questions about NCAA eligibility.

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