

US COURSE CATALOGUE



2018-2019

THE

CALHOUN

SCHOOL



COVER DESIGNED BY SARA BARKER '18

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A NOTE FROM THE US SCHEDULING COMMITTEE

Dear Upper School Students,

Calhoun's dynamic curriculum, and the exceptional talents of its faculty, are made manifest within our Course Catalogue. It is within these pages that diverse areas of inquiry, exploration, and innovation come alive, and this document provides you with keys to the next steps in your Calhoun education.

We strongly encourage your close review of the Course Catalogue, and we urge you to reflect upon the educational opportunities outlined within. Please read the Catalogue, including all of the opening sections, carefully and mindfully. As you begin to select your courses for next year, be sure to familiarize yourself with the different policies and guidelines articulated in the opening sections, and with all of the prerequisites and requirements that are stated.

Take the time to find out where you stand in terms of credits, and what you need to fulfill requirements next year. Be sure to consult your parents, cluster adviser, grade dean, and your teachers for guidance. Listen to their advice wisely, purposefully, and strive to grow beyond our expectations.

Please be in touch with any of us as well with questions and if you need advice. We are happy to help support your journey.

Warmly,
The Upper School Scheduling Committee

UPPER SCHOOL COURSE OF STUDY

Calhoun Course of Study

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Req.
English	English 9	English 10	English 11	English Electives	4 Years
Social Studies	World History 9	World History 10	U.S. History 11	Social Studies Electives	4 Years
World Languages*	French/Spanish/Mandarin I French/Spanish/Mandarin II	French/Spanish/Mandarin III French/Spanish/Mandarin III	French/Spanish/Mandarin IIII French/Spanish/Mandarin IV	French/Spanish/Mandarin IVV French/Spanish/Mandarin V	3 Years In same language
Mathematics*	Algebra I Algebra II	Algebra III Geometry Precalculus**	Geometry Intro. to Precalculus Precalculus** Probability & Statistics Single Variable Calculus**	Intro. to Precalculus Precalculus Probability & Statistics Differential Calculus Single Variable Calculus** Multivariable Calculus**	3 Years
Science	Active Physics	Chemistry	Biology	Science Electives	3 Years
Visual Arts, Music & Theater	Arts Electives	Arts Electives	Arts Electives	Arts Electives	9 Credits
Physical Education	Physical Education Class, Team Sport, or Outside Activity				8 Credits
Signature Programs	Life/Study Skills		Junior Workshop	Senior Work	9 Credits
Community Service	A total of 60 hours are required. 30 hours must be completed out of school				60 Hours

* Based upon placement. See course prerequisites.

** With departmental permission only.

This course of study is shown for example only. Students are encouraged to take advantage of our rich offering of electives to meet and exceed graduation requirements. Check with the cluster advisor for specific information about progress toward graduation.

IMPORTANT INFORMATION

COURSE REGISTRATION PROCESS

Each year during Mod 4, there will be a ten-day course registration period, during which students in grades 9-11 will select courses for the following academic year. The registration process will begin before Spring Break at a special Town Meeting, which will be devoted to the introduction of the online Course Catalogue (including a preview of newly offered courses) and an overview of the course registration process. After Spring Break, cluster advisers will share a Course Registration Packet with each of their advisees. The packet will include the student's current academic transcript, a Transcript Audit Review Form, and a Course Selection Form.

Although it is ultimately the student's responsibility to complete his/her Course Selection Form, this process works best when students consult with teachers, cluster advisors, and parents/guardians to make informed decisions. It is advised that each student utilize the Transcript Review Audit Form to ensure that adequate progress is being made toward all Calhoun graduation requirements.

On the Course Selection Form, students will be able to view and select from the courses for which they are eligible; many courses require prerequisite coursework or permission of the instructor/department. In some areas of study, students will be asked to select a number of courses in their order of preference. Other required courses, including Life Skills, Junior Workshop, Senior Work, and Junior College Seminar will be automatically added to a student's schedule. Any scheduling requests unique to an individual student should be clearly articulated in the Notes section of the Course Registration Form. Students will be required to obtain the signatures of a parent, cluster adviser, and from any teachers whose permission is required to enroll in their class. Additionally, rising seniors must obtain a signature from their primary college counselor to ensure each student is positioned for success in the college process.

While every effort will be made to honor student requests in the scheduling process, it is important to note that core academic coursework will be prioritized in the event of a scheduling conflict. In elective courses, upperclass students will receive scheduling priority. Finally, changes to course offerings may be made due to enrollment levels or available staffing.

INDEPENDENT STUDY

In line with our progressive, student-centered educational philosophy, Independent Study coursework is available to Upper School students—primarily in grades 11 and 12—under the following guidelines:

- The main purpose of Independent Study is to allow students the opportunity to explore beyond the boundaries of the normal Calhoun Upper School curriculum. Therefore, Independent Study may not be used to replace a required course or an elective course that is already offered.
- A written Independent Study proposal, signed by the student, cluster advisor, supervising teacher, and grade dean must be submitted during the course registration period each spring. A successful proposal will consist of clearly-defined goals for the coursework, as well as suggested texts and possible assessments. Independent Study Proposal Forms may be found on the Calhoun Student Portal.
- Each student approved for Independent Study will receive a ‘free’ block to complete academic work as part of the school day.
- Typically, Independent Study will be granted one credit upon successful completion, and denoted on a student’s academic transcript.
- Students will receive a letter grade for Independent Study from the supervising teacher unless otherwise directed by the Grade Dean.

ADDING OR DROPPING CLASSES

Students are encouraged to review their schedules—for the entire academic year—as soon as they are released prior to the first cluster conferences of the academic year. In the event that changes need to be made to any courses in Mods 1-5, there will be a two-week Add/Drop period at the start of each academic year. All requests must be made using the Add/Drop Form. Verbal requests will not be honored.

For all ‘added’ courses, students must obtain a signature from the teacher. Students in Grade 12 requesting any changes are also required to consult with their primary College Counselor before submitting an Add/Drop Form. Forms will be submitted to the Upper School Scheduler for approval—occasionally, the Scheduler will consult with teachers, cluster advisors, and/or Grade Deans before finalizing changes.

Schedule changes requested after the initial two-week Add/Drop period will be considered on a case-by-case basis by the student’s Grade Dean.

OUTSIDE ACADEMIC WORK

External coursework—taken through an accredited academic program—is one option for students who want to enrich their Calhoun coursework through further study. In rare cases, students may be permitted to engage in external academic work to reinforce and remediate topics taught within core academic courses. However, **outside coursework cannot replace any core academic requirement** offered as part of the Calhoun curriculum. All requests to engage in any outside work must be made in writing to the student's Grade Dean, and will be subject to approval by Upper School Administration. The approval process will include a discussion about how the external coursework will be denoted on a student's transcript.

DOUBLING UP IN MATHEMATICS COURSEWORK

The ability to double certain mathematics courses in a single academic year is a path available to motivated students who have proven their command of key math concepts. Doubling up is a decision that should be made in consultation with a student's cluster advisor and relevant math faculty. In addition, students must meet the following eligibility requirements in order to double up:

Algebra II and Geometry

- Permitted in 10th Grade only; student must have a grade of A or higher for all three modules of the Algebra I course (taken at Calhoun in 9th Grade).
- Additionally, student will be required to demonstrate Algebra I proficiency through a cumulative exam.

Geometry and Precalculus

- To double up in 10th Grade, student must have a grade of A- or higher for all three modules of the Algebra II course (taken at Calhoun in 9th Grade).
- To double up in 11th Grade, student must have a grade of B+ or higher for all three modules of the Algebra II course (taken at Calhoun in 10th Grade).

There will be no exceptions made to this policy for students entering the Calhoun Upper School in Fall 2018 or after. For all other students, exceptions will be reviewed on a case-by-case basis.

ACADEMIC PLANNING ADVICE

FOR ALL UPPER SCHOOLERS:

Calhoun's graduation requirements include four years of English, four years of social studies, three years of mathematics, three years of the same world language (French, Mandarin, or Spanish), three years of science (Active Physics, Chemistry, Biology), nine credits in the arts, eight credits of physical education, as well as satisfactory completion of Life Skills, Junior Workshop, and Senior Work. Most Calhoun students complete the majority of these minimum requirements by junior year. Most also graduate having exceeded the minimum requirements—for example, students are strongly encouraged to take a fourth year of mathematics, science, and world language. *It is every student's responsibility to make sure that they are making adequate progress toward completing these requirements.* Utilize the Transcript Review/Graduation Audit form to track your progress.

FOR RISING NINTH GRADERS:

Welcome to high school! Your top priority for the year ahead will be adjusting to life on the fourth floor—in some cases, to grades, and, in all cases, to the higher expectations of your teachers. Your standard curriculum will include English 9 (four mods), World History 9, and Active Physics, as well as math and world language (French, Mandarin, or Spanish). Before your schedule is set, you will take placement tests in math and world language; these tests will assess how your current skill set aligns with Calhoun's curriculum and will help us place you in the appropriate courses.

Beyond your core academic courses, you also have room for four electives. We strongly recommend taking a few performing or visual arts electives, so that you are making progress toward your nine-credit graduation requirement in the arts. If an academic elective piques your curiosity, by all means, try out courses like Intro to Anthropology or Screenwriting—you might just find a new academic passion that you can build upon in the coming years.

FOR RISING TENTH GRADERS:

You survived your first year—congrats! It's a good time to reflect on your experience in high school so far. Has it been easy to keep on top of your classes? If so, try challenging yourself in more academic electives this year on top of your core courses (English 10, World History 10, Chemistry, and the next courses in the sequence for math and world language). If you loved English this year, consider taking some literature-focused or creative writing electives. If you loved World History, take a look at the elective course offerings in Social Studies. Talk to like-minded friends who are rising juniors and seniors to find out what classes they've loved or found valuable.

If you love math, you might consider taking more than one math class as a sophomore. This path is only recommended for students whose interest in math is genuine and who are excited to accelerate in the curriculum. It is not necessary to double up in math to be a competitive candidate for college admissions. Additionally, this path requires that you've met certain prerequisite requirements and received permission of the math department.

Rising sophomores should also continue to develop their artistic interests (and earn arts credits) through continued commitment to our music ensembles or theater productions and through continued exploration within our visual arts curriculum. Students should aim to have earned at least five arts credits by the end of tenth grade in order to stay on track for graduation.

FOR RISING ELEVENTH GRADERS:

Get ready for the “dreaded” junior year! In truth, there’s a lot to be excited about: your first elective choice in English 11, US History, Biology, and, of course, Junior Workshop will give you an unparalleled opportunity to execute a project of your own design. But it’s also true that your teachers’ expectations of you will be higher than ever—and your grades in junior year will carry more weight when colleges evaluate your transcript. You will also need to spend time preparing to take standardized tests (arguably, the real reason why people dread junior year).

Keep the inherent challenges of junior year in mind as you make elective choices. Because of Junior Workshop, you have fewer electives (three) this year. (Note: If you are eligible and want to double up in math, you will have no other electives.) Plan a balanced program that will challenge you, especially in your strongest subjects, but that will also give you the best chance to be successful.

FOR RISING TWELFTH GRADERS:

It’s the final countdown. The world is your oyster as a senior! Although you will finish next year with Senior Work, you still have four academic mods between you and graduation, and you have more say in which sixteen classes you will take than ever before. Your one obligation is to make sure that you will complete all graduation requirements by the end of senior year; count up art credits, PE credits, and community service hours before choosing your classes for next year. (Students short on Community Service hours might consider registering for a Community Action class.)

Choose three single-mod English electives and three single-mod Social Studies electives to complete your graduation requirements. Note that Calhoun offers interdisciplinary, cross-listed courses (e.g. SCI/SS: Bioethics); these courses can only be counted toward one graduation requirement (e.g. either SCI or SS).

While you will most likely have satisfied the minimum requirements for graduation in math, science, and world language, most seniors will continue to take classes in all three disciplines as a senior. If

you're not sure about the appropriate next course in world language (French IV vs. French Conversation, for example) or math (Intro to Precalculus vs. Precalculus), consult your current teacher. Students interested in science can opt to take one or more advanced science courses, and/or single-mod science electives.

By now, you've begun thinking about the academic interests you might want to explore in college; keep your potential college majors in mind as you make elective choices. Remember that your entire transcript—but especially your senior year course selections—tell colleges a story about who you are, what you're curious about, how much you are willing to challenge yourself in the classroom, and how you rise to that challenge. Finish strongly!

2018-2019
Upper School
Course Offerings &
Descriptions

NEW COURSES FOR 2018-2019

AREA	TITLE	FACULTY	PAGE
ENG	Magazine-Style Writing	Bobby	15
ENG	Reading & Writing Workshop	Ellen	15
SS	Debate	Jason	22
SS	Current Events	Martha	23
SS	Queer Identity & Popular Culture	Martha	23
SS	Constructing Childhood	Lisa	24
SS	Global Mythology & Folklore: Historical Perspectives	Meghan	24
SS	Native American History	Martha	25
SS	Politics of Food	Chef Bobo	25
SS	Race & Housing	Jason	25
MAT	Experimental Probability & Statistics	Inna	29
MAT	Differential Calculus	Taylor	29
MAT	Geometrical Design & Computer-Aided Design	Taylor	30
MAT	Word Problems	Taylor	31
SCI	Forensic Science	Naomi	41
SCI	Science Olympiad	Naomi	41
SCI	Experimental Design	Hadda	42
SCI	Introduction to Engineering	Naomi	42
SCI	Environmental Science	Naomi	43
COMP	Coding I	TBD	45
COMP	Coding II	TBD	45
ART	Digital Photography: Sense of Place, Sense of Time	Auguste	57
ART	Digital Photography: The Microscopic World	Auguste	57
ART	Future Fossils, Future Artifacts: Experiments in Clay	Auguste	61
INT	Peer Tutoring	Erica, Gingi	65

ENGLISH

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
English 9	Lyda	R				None
English 10	Kristen, Bobby		R			English 9
English 11A/B	Ellen			R		English 10
English 11C: Gender in American Literature	Ellen			✓		English 10
English 11D: Literary Views 20th/21st Century	Ellen			✓		English 10
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Magazine-Style Writing	Bobby	✓	✓			None
Reading & Writing Workshop	Ellen	✓	✓			None
Microfiction	Jarrad	✓	✓	✓	✓	None
Playwriting I	Margie	✓	✓	✓	✓	None
Screenwriting	Bobby	✓	✓	✓	✓	None
Broadcast Journalism	Lyda		✓	✓	✓	None
Playwriting II	Margie		✓	✓	✓	Playwriting I
The Bible as Literature	Kristen			✓	✓	None
Documentary Storytelling	Lyda		P	✓	✓	None
Advanced Documentary Storytelling	Lyda			✓	✓	Doc. Storytelling
Amer. Democracy in Theory, Practice & Film	Bobby			✓	✓	None
Getting Personal: Memoir & Autobiography	Lyda		P	✓	✓	None
Odysseys	Kristen			✓	✓	None
The Other in Literature	Ellen			✓	✓	None
Family in Modern American Drama	TBD				✓	None
The Literature & Science of Happiness	Lyda				✓	None
19th Century Classic: <i>Moby-Dick</i>	Kristen				✓	None
The Western	Kristen			P	✓	None

ENGLISH CORE COURSES

ENGLISH 9		Lyda Ely
Duration: 4 Mods	Required in: 9	Prerequisites/Permissions: None
Description: This course introduces students to the expectations of English at the high school level. The study of vocabulary, punctuation, grammatical usage, and writing skills will progress across the four mods. In literature, each mod will constitute a unit and focus on a different text. Texts may include the following: <i>Julius Caesar</i> , <i>Fahrenheit 451</i> , <i>A Lesson Before Dying</i> , <i>Lord of the Flies</i> and <i>The Joy Luck Club</i> . There will also be a focus on the short story and lyric poetry.		

ENGLISH 10		Kristen McElhiney, Robert Rue
Duration: 3 Mods	Required in: 10	Prerequisites/Permissions: English 9
Description: Mod 1: Raymond Carver, the editor of the contemporary short story collection we will study, emphasizes the power of precise language to move and invigorate the reader. In this course, we will read and write with this goal in mind: reading with attention to specific language, and writing as a process of focusing on a defined topic and selecting and ordering simple, carefully chosen words in compelling ways. The study of grammar and vocabulary will be essential touchstones along the way. After studying stories as a group, each student will work with a partner to teach a story to the class. Mod 2: Writer and Vietnam War veteran Tim O'Brien explains the purpose of fiction as "getting at the truth when the truth isn't sufficient for the truth." This speaks to the unusual form that <i>The Things They Carried</i> takes—blending "fact" and fiction, story and history, past and present in a collection of interrelated, non-linear stories related to the Vietnam War. We will build upon Mod 1 in our emphasis on close attention to language in both reading and writing as we wrestle with demanding texts. Students will write a creative paper and an analytical essay and create a final presentation on one of the shorter stories. Mod 3: The third segment of English 10 will challenge students to understand and interpret Shakespeare's <i>Macbeth</i> as both readers and artists. We will read the play together, collectively in class and individually outside of class. As readers, our goal will be to understand Shakespeare's language literally and figuratively, his construction of characters and their relationships, the central ideas with which the play wrestles, and, finally, the conception of tragedy the play presents. Students will write several short analytical and creative pieces. Final projects may take several forms, including live performances, films, and original scenes or stories.		

ENGLISH 11A/B		Ellen Kwon
Duration: 2 Mods	Required in: 11	Prerequisites/Permissions: English 10
Description: Mod 1 [American Dream Origins]: We will investigate the vision of the colonists and the ways they created a foundation of values and the historical legacy with which we live today. Through readings from the earliest European immigrants, we will explore the culture and mindset of the first settlers. Shakespeare's <i>The Tempest</i> will help us to examine the colonizing mindset. Hawthorne's "Young Goodman Brown" and excerpts from <i>The Scarlet Letter</i> will plunge us into Puritan society. Excerpts from Emerson and Thoreau will reflect the 19th-century desire to turn away from the American Dream as immortalized by Horatio Alger in <i>Ragged Dick</i> . Further, Melville's "Bartleby, the Scrivener" will illustrate the tragic outcome for an individual living willfully on the periphery of the Dream. The course emphasizes close reading and discussion. Students will demonstrate understanding through analytical and creative assignments. Mod 2 [Coming of Age]: In this mod, we will continue many of the ideas that we began discussing in the first module of junior English, including access to the American Dream. This time, we will approach this idea through the lens of race and coming of age. Through close analysis in discussion and writing, creative writing assignments, and other projects, students will broaden their understanding of what issues can be a part of 'coming of age.' Included in this module is a unit on persuasive language and students will write and deliver a persuasive speech. Other assessments include an essay and a reflective journal focusing on beauty. Possible texts include <i>The Bluest Eye</i> and <i>The Catcher in the Rye</i> .		

For the third mod of 11th Grade English, juniors will choose from one of the following topics:

ENGLISH 11C: GENDER IN AMERICAN LITERATURE		Ellen Kwon
Duration: 1 Mod	Offered in: 11	Prerequisites/Permissions: English 10
<p>Description: We will focus on the theme of gender as a way to examine what it means to be American. Do all Americans dream the same Dream? Just how deep do gender differences run? How do sexuality and gender roles play into our ability to make our lives our own? In an attempt to respond to these questions, we will take a look at some of the following: Hawthorne's "Rappaccini's Daughter" and "The Birthmark," Wharton's <i>Ethan Frome</i>, Gilman's "The Yellow Wallpaper," Proulx's "Brokeback Mountain," Hemingway's "The Short Happy Life of Francis Macomber" and Williams' <i>A Streetcar Named Desire</i>. This class is intended to take a close look at one set of factors which may or may not play a significant role in who we are as Americans.</p>		

ENGLISH 11D: LITERARY VIEWS OF THE 20th & 21st CENTURIES		Ellen Kwon
Duration: 1 Mod	Offered in: 11	Prerequisites/Permissions: English 10
<p>Description: We will examine political and social issues of the 20th and 21st Century through fiction. Although it is entirely possible to read literature purely on its own merits, here, we will do that and more. Through the study of works such as Fitzgerald's <i>The Great Gatsby</i>, Vonnegut's <i>Slaughterhouse-Five</i>, Tomine's <i>Shortcomings</i>, and Miller's <i>Death of a Salesman</i>, we will discover how fiction writers illuminate and enrich real-life issues of their times. We will continue our discussions of the American Dream, its definition and the ways in which some of us have access to it or are excluded from it.</p>		

ENGLISH ELECTIVE COURSES

MAGAZINE-STYLE WRITING		Robert Rue
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: This course will ask students to read and write various types of essays—the kind that might, and do, appear in magazines like <i>The New Yorker</i> and <i>The Atlantic</i>. These will include op-eds, cultural analyses, persuasive essays, how-to guides and humor. Students will share their writing with classmates and will be expected to give and receive constructive feedback in a workshop format. Emphasis will be placed on the process of writing, including revision, and on the crafting of efficient, musical, correct sentences.</p>		

READING & WRITING WORKSHOP		Ellen Kwon
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: Students who enjoy reading and then using texts as writing inspiration will utilize this class to enforce the language arts skills of their core English classes. We will work on a variety of different assessments, including essay components and creative analysis. There will be an emphasis on close reading as well as careful writing and re-writing, plus independent choice, both in reading selections and writing options.</p>		

MICROFICTION		Jarrad Nunes
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Microfiction is a compelling subgenre of narrative fiction, and features very short stories that are low in word count yet often packed with deep meaning. These works, typically composed of 500 words or fewer (yet sometimes as brief as one sentence), have emerged indirectly from the traditions of parable and myth, and parallel modern non-literary forms such as popular songwriting and social media. This reading- and writing-intensive course is designed to refine critical reading and response through exposure to a selection of microfiction stories and critical essays, and to hone narrative writing skills by using daily exercises to focus on concepts like voice, subtext, and intentional word choice. Assessments include daily journal entries, the submission of three edited story cycles, participation in a short film adaptation, and the compilation and publication of an anthology of students' microfiction work.</p>		

PLAYWRITING I		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The goal of this course is to intensively explore the craft of playwriting and to write dramatic pieces for the theatre. Through the study of conflict, character, dramatic structure, as well as the analysis of a number of plays, we will study what makes an effective play. At the same time, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, we will develop our own ideas into compelling and interesting theatre. By the end of the term, students will have written a monologue, a series of two and three person scenes, and a ten-minute play. Plays we will read for class will include <i>Who's Afraid of Virginia Woolf</i> by Edward Albee, <i>How I Learned To Drive</i> by Paula Vogel, <i>365 Days/365 Plays</i> by Suzan-Lori Parks, <i>Picnic</i> by William Inge, and "<i>for colored girls who have considered suicide when the rainbow is enuf</i>" by Ntozake Shange.</p> <p><i>This is an interdisciplinary course in English & Theater Arts.</i></p>		

SCREENWRITING		Robert Rue
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this course, students will learn what screenwriters call "the classic three-act structure" for feature-length films. They will be asked to consider whether the movies they love adhere to or defy that structure. We will also seek to discover the secrets of irresistible dialogue. Each person in the class will set out to write the first act (about twenty-five pages) of a movie script. Throughout the mod, students will read and critique professional screenplays as well those of their classmates.</p> <p><i>This is an interdisciplinary course in English & Theater Arts.</i></p>		

BROADCAST JOURNALISM		Lyda Ely
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: None
<p>Description: We've been sharing "news" with each other since we first gathered around the campfire during man's early days. As we've evolved, so too has our news delivery system. Now we are able to share the details of daily events "live" and instantaneously. We are taking in images, words and sounds with great speed. This class is designed to step back and to examine the messages in the media we absorb, to consider where we are getting our stories, and how we might find the "truth." It will be a hands-on, introductory class in which students study newsgathering responsibilities and storytelling techniques. As they find and report stories of their choice, they will consider bias and practice a variety of approaches in an effort to create thorough and compelling short pieces. They will write, shoot and edit, and ultimately share their work with a larger audience.</p>		

PLAYWRITING II		Marjorie Duffield
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Playwriting I
<p>Description: The goal of this course is to intensively explore the craft of playwriting by writing a one act or full-length play. We will review the elements of conflict, character, and dramatic structure. Then, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, students will develop their ideas into compelling and interesting theatre. By the end of the term, students will have completed a 30-90 minute play.</p> <p><i>This is an interdisciplinary course in English & Theater Arts.</i></p>		

THE BIBLE AS LITERATURE		Kristen McElhiney
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This course will take a secular look at the rich stories of the Bible with a focus on books common to Judaism and Christianity (<i>Genesis, Exodus, and Job</i>, centrally). These stories attempt to answer eternal questions such as the following: Why do people seek truth? Why do good people suffer? What is the meaning of justice? What is the nature of desire? We will thus take on the challenge of interpreting some of the most widely interpreted texts in human history. These stories help us to understand other stories—those told by all forms of artists, for example—and, ideally, our own personal stories. Serious and rigorous engagement with the language, paradoxes, and philosophical difficulties of the reading will be emphasized. Class will focus on depth of analysis more than breadth of coverage. This is a seminar course, meaning that true conversation among class members—based on the language of the shared text—will be strongly encouraged. Writing assignments will include both traditional analytical essays and more open, creative pieces; assessments will rely largely on creative projects. The main text will be <i>The Oxford Study Bible</i>.</p>		

DOCUMENTARY STORYTELLING		Lyda Ely
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: 10th graders may enroll in this course with permission of the instructor.
<p>Description: How do you successfully craft and sustain a story with pictures and sound? This class will closely analyze a variety of non-fiction filmmaking approaches, focusing on the longer format, the documentary, and its unique construction. We'll deconstruct time-honored classics to consider directorial choices, as well as the film's impact on the genre. We'll also turn our attention to more recently made films, and explore (both in written analysis and group presentations) each film's composition and message. When applicable, we will invite professionals in the news and documentary business to join our class discussion. The examination of others' work will ultimately focus on the stories we ourselves want to tell and the best way to approach those topics. What does the research reveal? With whom might we speak on-camera? How will our films look and sound? Who is our intended audience? By the end of the mod, everyone will have conducted research and completed an initial script for a selected topic. Documentaries may include: <i>Nanook of the North, High School, The Thin Blue Line, Grey Gardens, Hoop Dreams, Born Into Brothels, Jesus Camp, Amy, I Am Not Your Negro, My Architect, The Fog of War, The Hunting Ground</i> and <i>Trouble The Water</i>.</p>		

ADVANCED DOCUMENTARY STORYTELLING		Lyda Ely
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: Documentary Storytelling
<p>Description: In this class, the ideas and the scripts from the introductory documentary class will take final shape. Students will refine their stories and explore the intricacies of non-fiction filmmaking-- from interviewing subjects on camera to editing and presenting completed films to an audience. This class requires students to make hard choices about story structure, what to put in and what to leave out, and in doing so, to recognize the deliberate shaping of a film's message. Students must look inward to determine their own biases and unique perspectives toward their chosen subject matter.</p>		

AMERICAN DEMOCRACY IN THEORY, PRACTICE & FILM		Robert Rue
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: Students in this course will explore some of the major structures and principles of American democracy and then examine the ways in which these structures and principles have been portrayed in popular films. Our work together will be part Civics 101, part history and part advanced film analysis. The course assumes that popular films both react to and shape their historical moments by making powerful-and usually emotional-arguments in story form. Our job will be to lay those arguments bare and to evaluate them against reality. Topics explored in the films will include the principle of "innocent until proven guilty" in the justice system, the role of the press as a check on presidential power and the ability of a democracy to respond to a moment of imminent threat.</p> <p><i>This is an interdisciplinary course in English & Social Studies.</i></p>		

GETTING PERSONAL: MEMOIR & AUTOBIOGRAPHY		Lyda Ely
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: 10th graders may enroll in this course with permission of the instructor.
<p>Description: As author Isak Dinesen noted, "To be a person is to have a story to tell." This class will explore the re-telling of individual journeys through memoirs and autobiographies. What can we learn about ourselves when focusing on the stories of others? Is there both a "truth" and a constructed "story" in these non-fiction genres? While reading mentor texts for inspiration and guidance, we will turn the focus inward and write personal narratives of our own. The goal is to consider our pasts, our inherited traditions, our pivotal moments, and how those collectively contribute to our individual outlooks and the futures we hope to lead. Writing will be shared with one another and revised in a workshop format. The final product is a collection of personal "chapters" from each student. Shared texts may include <i>The Glass Castle</i>, <i>The Color of Water</i>, and <i>Autobiography of a Face</i>, plus excerpts from <i>Angela's Ashes</i>, <i>I Know Why The Caged Bird Sings</i>, <i>Hunger for Memory</i>, <i>Dreams from my Father</i>, <i>Breaking Night</i>, and selected podcasts from <i>The Moth</i>.</p>		

ODYSSEYS		Kristen McElhiney
UPDATED COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: The <i>Merriam-Webster Dictionary</i> defines the word odyssey in two ways: "a long journey full of adventures" and "a series of experiences that give knowledge or understanding to someone." The first definition refers to Homer's <i>Odyssey</i>, the archetypal story of a hero's quest to return home. This course will not deal with Homer, but instead look primarily at contemporary works that connect with the second definition of odyssey. Texts will be selected from the following: Camus, <i>The Stranger</i>; McCarthy, <i>The Road</i>; Wright, "The Man who Lived Underground"; Winterson, <i>The Passion</i>; Morrison, <i>Sula</i>; Johnson, <i>Jesus' Son</i>; Shakespeare, <i>King Lear</i>.</p>		

THE OTHER IN LITERATURE		Ellen Kwon
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: Concepts of "the other" are used to differentiate groups of people for all kinds of reasons, ranging from a "simple" categorization for efficiency's sake to fear to an overt, hostile separation of "them" from "us." Our essential questions for this course will revolve around the motives and modes of creating the Other: why do we feel the need to do so? Are there innocuous reasons for differentiating "us" from "them"? How is "the Other" created and how are the myths around Otherness maintained? Readings may include works from Toni Morrison, Joseph Conrad, Shakespeare and Claudia Rankine. Other shared works may include <i>Cabeza de Vaca</i>, <i>Freaks</i> and <i>Stage Beauty</i>. Students will work on an essay as well as a reflective journal and a creative project.</p>		

FAMILY IN MODERN AMERICAN DRAMA		TBD
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
<p>Description: So many great American plays written in the 20th century focus on the family. While it might be difficult to determine why the family plays such prominent role in American theater, reading the plays and examining what aspects of family life give playwrights their inspiration can give one insight on American society and its mores. It is from the vantage point of society and mores that we will discuss four plays, which may include: Thornton Wilder's <i>Our Town</i>, Eugene O'Neill's <i>The Iceman Cometh</i>, August Wilson's <i>Fences</i>, and Edward Albee's <i>Who's Afraid of Virginia Woolf?</i>.</p>		

THE LITERATURE & SCIENCE OF HAPPINESS		Lyda Ely
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
<p>Description: What does it mean to be happy? This class will turn to philosophers, psychologists, authors, and artists in an effort to explore this basic question. We will consider the social constructs of happiness and the effect of our mental health and wellness on both a physical and a personal level. With a focus on the transition from high school to college, from adolescent to adult, we will work to define and assess goals in order to create positive change. Together, we will consider various studies in the field of positive psychology and neuroscience (as reported in academic articles, interviews and documentaries) and will use this understanding as a lens with which to read and analyze fictional stories, including Edith Wharton's <i>The House of Mirth</i> and Leo Tolstoy's <i>The Death of Ivan Ilyich</i>, as well as the autobiography <i>When Breath Becomes Air</i> by Paul Kalanithi. Ultimately, we will conduct our own research and use our collective experience as a catalyst for change within the community. Assessments for the class include one to two analytical essays, a research project and presentation, and a final reflective project.</p>		

19TH CENTURY CLASSIC: <i>MOBY-DICK</i>		Kristen McElhiney
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
<p>Description: Combining fiction, philosophy, religion, history, humor, politics, science, and environmentalism (among other disciplines and concerns), Melville's classic novel challenges reader expectations at every turn. The story of Captain Ahab's mad pursuit of an elusive white whale is the well-known part of the text, but that plot is only one dimension of Melville's profoundly rich novel. <i>Moby-Dick</i> is a demanding read that calls for commitment and a willingness to feel a bit at sea on occasion. Fully engaging and completing this book is one of the most rewarding accomplishments an avid reader can claim. Please note that the text is not only long, but the language and style are challenging to read. The class will require attentive, thoughtful, thorough reading; one sustained analytical essay; several short analytical and/or creative pieces.</p>		

THE WESTERN		Kristen McElhiney
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: 11th graders may enroll in this course with permission of the instructor.
<p>Description: The Western film is an engaging and artistically rich genre, but it is also a form that addresses cultural questions such as the meaning of "American," the mythology surrounding the frontier, definitions of manhood and womanhood, the cultural significance of race and language, and the role and meaning of violence. This course will consider several western films that were produced over a period of over fifty years, exploring their artistic and political visions. The course will require reading as well as viewing, and central to our understanding will be American scholar Richard Slotkin's notion of "regeneration through violence"—in essence, his argument that American civilization has engaged in "sacrificial bloodshed" whereby national mythology has been historically defined by a white patriarchal ideology that asserts and knows itself largely through violence against and sacrifice of the "other." Films will include selections from the following: Howard Hawks' <i>Rio Bravo</i>; John Ford's <i>Stagecoach</i> and <i>The Searchers</i>; Nicholas Ray's <i>Johnny Guitar</i>; Sergio Leone's <i>The Good, the Bad, and the Ugly</i>; Sidney Poitier's <i>Buck and the Preacher</i>, and The Coen brothers' <i>No Country for Old Men</i>. Requirements include at least one major analytical essay (with the option of a creative piece in one case) and several presentations. Serious and committed preparation is required along with a deep level of inquiry, both in conversation and in writing.</p>		

SOCIAL STUDIES

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
World History 9	Meghan	R				None
World History 10	TBD		R			World History 9
United States History 11	Jason			R		World History 10
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Debate	Jason	✓	✓	✓		None
Introduction to Anthropology	Meghan	✓	✓	✓		None
Bioethics	Hadda	✓	✓	✓	✓	None
Child Welfare, Family & Community	Andrew	✓	✓	✓	✓	None
Current Events	Martha	✓	✓	✓	✓	None
Queer Identity & Popular Culture	Martha	✓	✓	✓	✓	None
Uses & Misuses of Scientific Evidence in Policy	John	✓	✓	✓	✓	None
Cognitive Science	TBD		✓	✓		None
Constructing Childhood	Lisa		✓	✓	✓	None
Global Mythology & Folklore	Meghan		✓	✓	✓	World History 9
Amer. Democracy in Theory, Practice & Film	Bobby			✓	✓	None
Calhoun Social History	Lavern			✓	✓	None
Native American History	Martha			✓	✓	None
Politics of Food	Chef Bobo			✓	✓	None
Punishment, Politics & Culture	Lavern			✓	✓	None
Race in Housing	Jason			✓	✓	None
Understanding Nazi Germany	Jason			✓	✓	None
U.S.-China Relations	Lavern			✓	✓	None

SOCIAL STUDIES CORE COURSES

WORLD HISTORY 9		Meghan Chidsey
Duration: 3 Mods	Required in: 9	Prerequisites/Permissions: None
<p>Description: This course is an introduction to the ancient world. Students will interrogate the rise and fall of the first civilizations, settlements, cities, and empires from the Neolithic (~8500 BC) through the Bronze to the Iron Age. Geographic foci will revolve around the ancient Near East/Mesopotamia, Egypt, the Indus and Gangetic Plains, China, Greece, and Rome to Mesoamerica and the Andes. The course will examine the independent emergence of such socio-political systems in distinct geographical areas but <i>in relation to</i> the networks and spheres of influence that bound them together (e.g. trade, warfare, empire, religion, environmental resources or stressors, writing, and roads). Methodologies of history, archaeology, and philosophy will allow students to engage with such societies theoretically and scientifically. They will analyze artifacts and sites as well as myths, epics, law codes, religious doctrines, rituals, etc. And though (ancient) history often focuses on societies' (male) elite, on warrior-kings and priests, students will also consciously dig into the lives of commoners, slaves, eunuchs, prisoners of war, and women of varying classes. Ultimately this course is about how to "do" (ancient) history with critical attention paid to the power inherent in its practice, to questions of bias, representation, patrimony, and loss.</p>		

WORLD HISTORY 10		TBD
Duration: 3 Mods	Required in: 10	Prerequisites/Permissions: World History 9
<p>Description: This course will explore key themes in Modern World History from around 1500 to the 1970s. Each mod will be organized both chronologically and around a central theme. Students will be introduced to key concepts and prominent scholars in the fields of history, sociology, and anthropology. This course requires close reading, interpreting evidence, and developing research questions. Projects are designed to address multiple learning styles; modalities have included essay writing, bibliographies, presentations, creative writing, map making, and other visual forms of communication.</p> <ul style="list-style-type: none"> • Mod 1 explores the anchoring topics of imperialism and industrialization as critical to the development of modernity. We begin with examining multiple centers of power during the Early Modern Period. We move into the colonization of the Americas and end with the growth of industry in Europe and Japan. • Mod 2 will offer a comparative study of race, gender and nationalism. We explore race and gender as socially and historically constructed in Latin America and Asia. We explore Victorian gender expectations in the metropole and the colonies. We will also study the development of nationalism and national identities alongside contemporary ideologies of race and gender. • Mod 3 focuses on global conflict and new global realignments. We begin with World War I and the interwar years. We continue with World War II with a particular focus on resistance and partisan movements. We finish the mod by looking at decolonization movements around the world. 		

UNITED STATES HISTORY 11		Jason Tebbe
Duration: 3 Mods	Required in: 11	Prerequisites/Permissions: None
<p>Description: This course examines American history from the Antebellum period to the present. Students will learn to do the work of history: interpreting primary sources, weighing the interpretations of scholars, doing research, and writing history. Students will not only gain a deeper understanding of the events and trends of American history, but also of the practice of history itself. We will take a critical view on American history, exploring topics such as social class, race, gender, nationalism, and historical memory. We will also use the city as a classroom, and take trips to explore various aspects of the city's history as they intersect with broader American history.</p> <ul style="list-style-type: none"> • Mod 1: We will explore the United States from the antebellum period to the end of the nineteenth century. The theme is revolution, and looking at the Civil War, Reconstruction, and Industrial Revolution as contentious and influential events. • Mod 2: We will look at American history from around 1900 to the end of World War II. We will do so through the themes of America's growing role in world affairs, and in examining the various calls for reform and revolutionary change. • Mod 3: We will investigate American history from 1945 to the present. In doing so we will focus on the themes of America's role as a superpower, as well as that of social justice. This includes deep explorations of the war in Vietnam and the civil rights movement and other movements for equality. 		

SOCIAL STUDIES ELECTIVE COURSES

DEBATE		Jason Tebbe
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: None
<p>Description: In this course students will learn the art of public debate. We will use a variety of methods and forms of speaking, but students will ultimately learn how to compete in both Public Forum and Lincoln-Douglas formats. The major assignments for this class will be formal, in-class debates, and students will be expected to engage in at least two of them. As part of these debates, students will be required to hand in completed cases, as well as bibliographies of their research. Those students watching other debates will also be responsible for writing summaries and critiques. All students in the class will also be required to compete in at least one tournament outside of the school.</p>		

INTRODUCTION TO ANTHROPOLOGY		Meghan Chidsey
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: None
<p>Description: What does it mean to be human? This course is an exploration of human nature and human variation across time and space. It is designed to pique your interest in the study of humans as cultural beings and show the importance of anthropology in everyday life through an introduction to its four subfields: biological/physical anthro, archaeology, linguistic anthro, and socio-cultural anthro. The course will focus on these subfields as four perspectives that when combined provide a holistic understanding of hominid life. The many questions discussed will include, but will not be limited to: How did humans evolve to use tools and walk bipedally? What is civilization? What is culture? How is language different from non-human communication? What is race? How do societies differentially understand gender and age? Is morality relative to cultural context? What are the effects of globalization and power? Moreover, this course will focus on actually <i>doing</i> anthropology through archaeological excavations, pottery reconstructions, skeletal analyses, stone tool making activities, linguistic labs, and ethnographic field work.</p>		

BIOETHICS		Hadda Ait Oukdim-Conte
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Bioethics is a subsection of the field of ethics that focuses on issues in the biological and medical fields. This introduction course will allow you to approach ethical issues in the biological sciences in a well- informed, unbiased way and allow you to look at all sides of an issue to make an informed decision about your personal view on each matter. This course is general in nature, but you will also be given the opportunity to focus on specific topics in bioethics. Real and hypothetical cases will be discussed. Some possible topics for discussion include animal research, genetic technology, drug development, and other cutting edge debates.</p> <p><i>This is an interdisciplinary course in Social Studies & Science.</i></p>		

CHILD WELFARE, FAMILY & COMMUNITY		Andrew Hume
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Every year, thousands of American children are removed from their homes and taken care of by people who aren't their parents. We will examine the child welfare system through readings, films, site visits and meetings with guest experts. We'll investigate the history from 19th century "orphan trains" to mass institutionalization of children to foster families and community care. We'll think about the role of race, class, and gender in child welfare choices, and the impact of those choices on children, families and the broader community. Most of all, we'll meet and listen to people involved in today's messy New York City child welfare system: kids in foster care, parents, community organizers, social workers and judges. Our hope is that their stories will inspire awareness and activism.</p>		

CURRENT EVENTS		Martha Fischhoff
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: How do we make sense of today's headlines, newscasts, and blogs, and all the worthy sources competing for our attention? What is "fake news" and what do we need to take seriously? In this course, we will develop skills and tools to help us make sense of the constant barrage of news that comes our way and to sort fact from fiction in the digital age. We will use those skills to take a deep dive into some of the major stories of our day. Students will have the opportunity to discuss, understand, and explore local, national, international, political, economic and social issues in a meaningful, and active way. Because the subject of this class is "contemporary," topics will vary considerably depending on the current news cycle and will be driven in part by the interest of the participants.</p>		

QUEER IDENTITY & POPULAR CULTURE		Martha Fischhoff
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this class, we will explore queer identity and queer theory by examining popular culture. We will examine the term "queer" as it was used historically and how it is used today. We will explore how queerness functions as an identity, a body of theory, and a political movement. We will center our thinking around representations of gender and sexuality in popular culture by looking at American film, music, television, and other media. We will work together to identify and analyze common themes in the representation of queerness across popular culture.</p>		

USES & MISUSES OF SCIENTIFIC EVIDENCE IN POLICY MAKING		John Roeder
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course focuses on the uses and misuses of scientific evidence, particularly in relation to policy making. After reading and discussing Friedlander's <i>At the Fringes of Science</i> to learn how the scientific process has been designed to work and how it has been misused, students will write and present a paper showing how science had been misused in a way that affected society.</p> <p><i>This is an interdisciplinary course in Social Studies & Science.</i></p>		

COGNITIVE SCIENCE		TBD
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 10, 11	Prerequisites/Permissions: None
<p>Description: Introduction to the structure and function of the nervous system at molecular, cellular, systems, and behavioral levels emphasizing animal models. Electrical and chemical signaling of nerve cells, neuroanatomy, neurochemistry, motor and sensory systems, neural plasticity, and current methodologies in neuroscience research. Course will include field trips to local neurobiology research labs.</p> <p><i>This is an interdisciplinary course in Social Studies & Science.</i></p>		

CONSTRUCTING CHILDHOOD

Lisa Merritt

NEW COURSE FOR 2018-2019

Duration:
1 Mod**Offered in:**
10, 11, 12**Prerequisites/Permissions:**
None**Description:**

This course will investigate the ways in which “childhood” is a culturally constructed concept. We will use tools from a variety of disciplines (developmental psychology, history, cultural anthropology) to trace the evolution of “childhood” (a state separate from adulthood and, even more recently, from adolescence) over time and in specific cultural contexts. How does a culture’s concept of “childhood” impact attitudes toward work and play? Innocence and corruption? Passivity and agency? How do these attitudes play out in the cultural politics around children? Furthermore, how does the experience of childhood vary along race, class, and gender lines? Students will reflect on their own experiences of childhood and compare/contrast these experiences with those of peers from varied backgrounds and in different cultural contexts. We will look critically at representations of childhood in art, film, and literature, as well as at representations of our own childhood in photographs.

**GLOBAL MYTHOLOGY & FOLKLORE:
HISTORICAL PERSPECTIVES**

Meghan Chidsey

NEW COURSE FOR 2018-2019

Duration:
1 Mod**Offered in:**
10, 11, 12**Prerequisites/Permissions:**
World History 9**Description:**

Many of us in Ancient History have heard stories of the god-king Gilgamesh, Yü the Engineer, the Minotaur and his labyrinth, Hua Mulan, and the Mayan Hero Twins. But what of Anansi the spider, the Coyote and Wishpoosh, the Celtic banshee, or Hayy Ibn Yaqzan, tales often less available in core classes? Myth, as the historian John Keay says, is the “smoke of history;” and, as such, notions of ideal community creation, life cycle rituals, moral riddles, scaring children into certain behaviors, or comfort are explored therein. They take form as magic, miracles, prophecies, fairies, elves, witches, and vampires, stories that reveal realities of particular historical moments and places (*Dracula*, for example, emerged out of tuberculosis fears in late 19th century New England). Then there are festivals and holidays like All Hallows’ Eve (Halloween), Bacchanal, and Saturnalia (Christmas). Myths, folklore, and fairytales help us understand who we are, who we want to be, where we come from, why we are here, and where we might go in the hereafter (if “hereafter” exists at all). As such, this course will interrogate the oral and written traditions of global cultures in terms of their historical circumstances of creation and dissemination. Students will share tales; observe folk music, art, and dance performances; reinterpret them in new contexts; and in the end, create something of their own based on tropes learned throughout the mod.

AMERICAN DEMOCRACY IN THEORY, PRACTICE & FILM

Robert Rue

Duration:
1 Mod**Offered in:**
11, 12**Prerequisites/Permissions:**
None**Description:**

Students in this course will explore some of the major structures and principles of American democracy and then examine the ways in which these structures and principles have been portrayed in popular films. Our work together will be part Civics 101, part history and part advanced film analysis. The course assumes that popular films both react to and shape their historical moments by making powerful-and usually emotional-arguments in story form. Our job will be to lay those arguments bare and to evaluate them against reality. Topics explored in the films will include the principle of “innocent until proven guilty” in the justice system, the role of the press as a check on presidential power and the ability of a democracy to respond to a moment of imminent threat.

This is an interdisciplinary course in Social Studies & English.

CALHOUN SOCIAL HISTORY		Lavern McDonald
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: How does The Calhoun School fit into the domestic and international arc of the progressive movement generally and progressive education specifically? How might current school practitioners be guided by our history? We will work on developing a social history project on The Calhoun School using still images, Calhoun archival materials, NY Times historical archives, school materials and oral histories. We will focus on the founding stakeholders and their intellectual and social investments. Who were these individuals? What were the social and political influences that shaped their lives? What work did they perform in the world? How might they have influenced Calhoun? How does Calhoun sit inside this historical movement? What are the international variables that informed philosophy and practice at Calhoun?</p>		

NATIVE AMERICAN HISTORY		Martha Fischhoff
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This course will start by examining the ancient past of the indigenous peoples of the Americas and move through the impact that Native Americans have had on the development of the United States and vice versa. We will examine how Native Americans have managed to overcome (or adapt to) genocide, warfare, disease, assimilation and massive land loss in order to retain their unique cultural identities. We will explore the development of Native American history from the early years of the United States through the radical political movements of the 1970s to contemporary issues Native Americans face.</p>		

POLITICS OF FOOD		Chef Bobo Surles
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: In this course, students will develop an understanding of where their food comes from and what they are actually eating. They will investigate the powerful influence of the food industry, Agribusiness and food lobbyists on our diets. Being informed about what is in your food and where it comes from is a powerful way to a healthier life. This course will help students to have a greater understanding of the choices that are available. Students will realize how they can influence others in advocating for change. Resources for this class include <i>Food Politics</i> by Dr. Marion Nestle, <i>Omnivore's Dilemma</i> by Michael Pollan and <i>Fast Food Nation</i> by Eric Schlosser. Students will write a five-week blog on a food topic that is politically controversial. There will also be four debates on hot button food issues. During the course of the mod, we will view documentary films, take field trips to urban farms, and host guest speakers.</p>		

PUNISHMENT, POLITICS & CULTURE		Lavern McDonald
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This course will explore approaches to punishment in the United States and North Atlantic countries in the modern era. We will also look at comparative systems, including restorative justice approaches practiced in non-Western societies. Some questions we will consider include: What is punishment and why do we punish as we do? Is punishment consistent across groups in our society? In view of current social and scientific understandings about human development and socialization, are our systems of punishment consistent with our current thinking? What can we learn about politics, law, and culture in the United States from an examination of our practices of punishment? What are the appropriate limits of punishment? In addition to rich readings, talks, and field trips, students will be expected to keep a weekly journal. They will engage critically with current events articles from newspapers of record as well as journals of opinion.</p>		

RACE & HOUSING		Jason Tebbe
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This class will focus on the intersection of race and housing in the American past and present. Students in this class will study the ways that housing has been segregated by race, by both by government policy and by private actors. In addition, we will investigate how housing segregation has helped buttress institutionalized racism. At the end of the course we will also discuss possible solutions. Readings will mostly consist of scholarship on the issue by historians and sociologists. The main course reading will be <i>The Color of Law</i> by Richard Rothstein. In addition we will read excerpts and essays from Ta-Nehisi Coates, Patrick Sharkey, Lisa McGirr, Thomas Sugrue, and Kenneth Jackson, among others.</p>		

UNDERSTANDING NAZI GERMANY		Jason Tebbe
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: The history of Nazi Germany is constantly invoked in political discussions, but often little understood. In this class we will try to understand the horrible realities of Nazi Germany and make sense of them. We will examine the reasons for Hitler's rise to power, the organization of Nazi society, the Holocaust, and the ways that "ordinary" Germans played a crucial role in the regime. The class will read both works by scholars with rival interpretations as well as primary sources from the time.</p>		

U.S.-CHINA RELATIONS		Lavern McDonald
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This course will examine key topics in modern and contemporary China and their implications for relationships with North Atlantic nations including the United States. Through readings, films, talks and site visits, we will learn about the rich—and often fraught—relationship that has existed between the North Atlantic countries, especially the United States and China in the era when global trade emerged. Students who enjoy foreign policy, current events, comparative history and Chinese language studies will find this course intriguing.</p>		

MATHEMATICS

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
Algebra I	Cathy	✓				None
Algebra II	Cathy, Taylor	✓	✓			Alg I/Placement Test
Geometry	Erika		✓	✓	✓	Algebra II
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Introduction to Precalculus	Erika			✓	✓	Geometry
Precalculus	Inna		P	P	P	B avg. in Algebra II
Experimental Probability & Statistics	Inna			✓	✓	Intro to PC/Precalc
Differential Calculus	Taylor				✓	Precalculus
Single Variable Calculus	Inna			P	P	B avg. in Precalculus
Multivariable Calculus	Inna				P	A- avg. in SV Calc
SPECIAL TOPICS COURSE	FACULTY	9	10	11	12	PREREQ?
Geometrical Design & Technical Drawing	Taylor	✓	✓	✓	✓	None
Geometrical Design & Computer-Aided Design	Taylor	✓	✓	✓	✓	None
Math in Sports	Taylor		✓	✓	✓	Algebra II
Word Problems	Taylor		✓	✓	✓	Algebra II

MATHEMATICS CORE COURSES

ALGEBRA I		Cathy Dault
Duration: 3 Mods	Offered in: 9	Prerequisites/Permissions: None
<p>Description: This course begins by taking a closer look at the tools of arithmetic, i.e., real numbers and their properties. A bridge to algebra will begin with the idea of substituting these real numbers into algebraic expressions in order to determine their values. As students become more comfortable with the abstract use of symbols to represent unknown quantities, they will be able to solve first-degree equations and inequalities, literal equations, absolute value equations and inequalities, and compound inequalities. This will be followed by the study of polynomials and how to predict the outcomes of performing the four basic operations with them. Students will become familiar with the process of factoring these expressions, which in turn will help them to solve quadratic equations and problems associated with them. Radical expressions will also be studied. The course will finish with solving systems of equations, both algebraically and graphically, and a close look will be taken at the important concept of slope. Students will be working individually and in groups and will be expected to express their understanding both orally and in writing.</p>		

ALGEBRA II		Cathy Dault, Taylor White
Duration: 3 Mods	Offered in: 9, 10	Prerequisites/Permissions: Algebra I <u>or</u> Placement Test
<p>Description: This course in intermediate algebra builds upon the foundation established in Algebra I and expects the student to work with more complex operations and ideas. Some topics will be direct extensions of previous work: after having learned the simpler methods of factoring, students will now be exposed to more advanced methods; after having solved systems of two equations with two variables, students will now solve systems of three equations with three variables; the study of square root radicals will now lead to the study of cube roots; the basic work that was done with exponents will be expanded upon to involve more complex expressions and logarithms; previous work in solving quadratic equations will lead smoothly into solving cubic equations and quadratic inequalities; the study of factoring will now allow students to work with more complicated rational expressions. Completely new topics will include determinants, imaginary and complex numbers, and graphing transformations of functions. Students will be working individually and in groups and will be expected to express their understanding both orally and in writing.</p>		

GEOMETRY		Erika Zamfirescu
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II
<p>Description: This course will combine algebra, two-dimensional geometry, and logic in order to help students view mathematics as an interconnected continuum of ideas instead of many isolated topics. Students will begin the year by reviewing the necessary vocabulary of points, lines and planes. They will be introduced to two-column proofs, and they will practice solving problems in small, logical steps. Students will learn about parallel lines and how they can be used to discover the nature of certain angles. Proofs will appear again when we cover what it means for two triangles to be congruent, and we will delve deeply into the various methods to prove that two triangles are congruent. After studying quadrilaterals (including rectangles, rhombuses and squares), we will return to triangles when we talk about similar figures. We will end the year with trigonometry and the nature of circles. Throughout the year, Geometer's Sketchpad (software to create and measure geometric objects) will be used as an investigative tool. At the end of the course, students should be able to explain their trains of thought in small, logical, mathematically accurate steps. Our course textbook is <i>Geometry</i> by Jurgensen and Brown.</p>		

MATHEMATICS ELECTIVE COURSES

INTRODUCTION TO PRECALCULUS		Erika Zamfirescu
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Geometry
Description: This course places an emphasis on the principles of trigonometry and solving triangles. This course is for students who wish to continue with mathematics beyond geometry, but who want to work on these principles with less Algebra involved.		

PRECALCULUS		Inna Tokar
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Min. avg. of B in Calhoun Algebra II and permission of instructor
Description: Precalculus starts with a review of Algebra 2. The remainder of the first mod is spent studying functions and relations, especially focusing on slope and transformations. During the second mod, we focus on polynomial functions, rational functions, exponential functions, the unit circle as well as trigonometric functions. In the final mod, we focus on analytical trigonometry.		

EXPERIMENTAL PROBABILITY & STATISTICS		Inna Tokar
NEW COURSE FOR 2018-2019		
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Intro to Precalculus or Precalculus
Description: Do you know why a poker hand with three of a kind beats a hand with two pair? The answer lies in the theory of probability, which predicts the likelihood of various outcomes in situations for which more than one specific outcome is possible, as happens in the case of drawing five cards from a deck. Even if only one outcome is possible in a situation, say the measurement of the length of a room, measurement errors can lead to slight differences, and these are described by the theory of statistics. Both probability and statistics will be studied in this course, with experiments done to compare with theoretical predictions. In this course students will learn about measures of central tendencies and their significance for data distribution. We will conduct multi step experiments in probability to test our intuition. The class will continue with hypotheses testing. Students will do Statistics projects in small groups and individually, learning how to set up and test valid hypotheses. Throughout the course students will be using Excel to facilitate computations for their experiments.		

DIFFERENTIAL CALCULUS		Taylor White
NEW COURSE FOR 2018-2019		
Duration: 2 Mods	Offered in: 12	Prerequisites/Permissions: Calhoun Precalculus
Description: Differential Calculus will explore various techniques to find the limits, slope of curves (derivatives) and how they can be applied to science and economics. After the completion of each test, students will create a project based upon a real world application of the material. Texts will include Larson, Hostetler, and Edwards' <i>Calculus of a Single Variable</i> (10th Edition).		

SINGLE VARIABLE CALCULUS		Inna Tokar
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min avg. of B in Calhoun Precalculus and permission of instructor
Description: Before Sir Isaac Newton changed the world with his theory of gravity, he invented a new branch of mathematics in order to help him represent his scientific concepts. He called this new math "calculus." In Single Variable Calculus, we will explore various techniques to find the limits, slope of curves (derivatives) and how they can be applied to science and economics. Students will learn how to find implicit derivatives and apply them to solving related rates problems. We will then move on to integrals (antiderivatives), and we will discuss how they can be used to find areas under curves. . The course will end with a large unit on applications (both real world and scientific) of derivatives and integrals. Texts will include Larson, Hostetler, and Edwards' <i>Calculus of a Single Variable</i> (10th Edition).		

MULTIVARIABLE CALCULUS		Inna Tokar
Duration: 2 Mods	Offered in: 12	Prerequisites/Permissions: Min avg. of A- in Calhoun SV Calculus and permission of instructor
Description: Imagine that you lived in a two-dimensional world, utterly ignorant of the fact that there was, in actuality, a third dimension. This should not be too difficult because every topic students have covered in Algebra and Precalculus has solely involved the two dimensional xy-plane. Enroll in Multi-Variable Calculus and add depth to your understanding while adding depth (the z-axis) to the previously flat xy-plane. Students will continue this course with differentiation of trigonometric and transcendental functions, advanced integration techniques and further applications of integration. Additional topics may include infinite series, more advanced integration techniques, double integrals, triple integrals, dot products, cross products, and various applications. Texts will include Larson and Edwards' <i>Calculus</i> (9th Edition).		

MATHEMATICS SPECIAL TOPICS COURSES

GEOMETRICAL DESIGN & TECHNICAL DRAWING		Taylor White
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: Before most products are made, an engineer designs what it will look like. The goal of this course is to learn the basics of how the design process works by learning to draw objects that have already been designed and produced. We will start by drawing objects with basic geometric shapes and progress to more complex objects. To do this we will learn how to draw perpendicular lines and parallel lines using a straightedge and a compass, how to correctly mark measurements on our drawings, and how to choose how many "views" are necessary to fully represent the object. As with all things, there are different ways to do each of these steps and students will be encouraged to come up with their own solutions.		

GEOMETRICAL DESIGN & COMPUTER-AIDED DESIGN		Taylor White
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: When new products are to be produced, they are first created in the virtual world of 3D modeling. The goal of this course is to teach the basics of OpenSCAD, an open-source CAD programming language, which will enable the students to create their own designs. The neat thing about OpenSCAD is that you can continually look at your virtual product while you create it. At first, the students will design basic geometric objects in the virtual world and we will print them on a 3D printer. As the students' skills progress, the designs will become more complex until the final project.		

MATH IN SPORTS	Taylor White
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Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II
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Description:
Do you ever wonder why some hits in baseball are pop-ups and others are homers? Why your team misses free throws at the end of the game? Or why you always get the seven-ten-split in bowling? In this course we are going to look at the math behind the sports. We will look at one sport each six-day cycle. By the end of the mod, students will be able to create mathematical models of how balls fly and roll and present their results in a presentation using google sheets and slides.

WORD PROBLEMS	Taylor White
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NEW COURSE FOR 2018-2019

Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II
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Description:
In this course, students will learn how to translate word problems into equations and charts. Then the students will apply the lessons from their core mathematics courses to solve the problems. Each night, students will be given 5-10 problems and the class time will be spent discussing how each student approached the individual problems.

WORLD LANGUAGES

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
French I	Ben	✓	✓			None
French II	Ben	✓	✓	✓		C- avg. in Fr I/Test
French III	Ben		✓	✓	✓	C- avg. in French II
French Conversation	Ben			✓	✓	C- avg. in French III
French IV	Ben			P	P	C- avg. in French III
French V	Ben			P	P	French IV
Mandarin I	Xiaolin	✓	✓	✓	✓	None
Mandarin II	Xiaolin	P	P	P	P	C- avg. in Man I
Mandarin III	Xiaolin		P	P	P	C- avg. in Man II
Mandarin IV	Xiaolin			P	P	C- avg. in Man III
Mandarin V	Xiaolin			P	P	C- avg. in Man IV
Spanish I	Mirta	✓	✓	✓	✓	None
Spanish II	Mariana	P	P	P	P	Spanish I
Spanish III	Mirta		P	P	P	Spanish II
Spanish IV	Mariana			P	P	Spanish III
Spanish V: Conversation	Mariana			P	P	Spanish IV
Spanish V: Spanish & Latin American Film	Mirta			P	P	Spanish IV
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Japanese Language, Culture & Design	Hailey	✓	✓	✓	✓	None

WORLD LANGUAGES CORE COURSES

FRENCH I		Ben Ratliff
Duration: 3 Mods	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: In this course, vocabulary will be taught through themes such as family, clothing, numbers, and classroom objects. A variety of visual methods are used to differentiate learning. Students will also learn regular and irregular verb conjugations in the present tense. The near future and recent past are introduced. Students will learn the skills necessary to have basic conversations in the target language and to be understood by native speakers. From the very beginning, emphasis is placed on the four essential skills: speaking, listening, writing and reading. Students are expected to express themselves in the target language. Cultural material is introduced with every chapter covered. Texts: <i>Débuts: An Introduction to French</i> [Chapters 1-6 & Part I Workbook/Lab Manual Chapters 1-6]; <i>Un été pas comme les autres</i> [Chapter 1-10]</p>		

FRENCH II		Ben Ratliff
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Min. avg. of C- in French I <u>or</u> placement test
<p>Description: After a brief review of the fundamentals of Level I, French II covers many of the commonly used past tenses in French: <i>passé composé / imparfait</i>. Weekly verb conjugation card quizzes help review verbs from previous chapters. There is continued emphasis on new vocabulary and idiomatic expressions. Students take a virtual tour of the Marché Moufflard in Paris while also going to several markets on the Upper West Side. Cultural material includes eating habits around the French-speaking world. Students finish the Amsco reader, <i>Un été pas comme les autres</i>. At the end of the last mod, students create a video project based on the easy reader version of <i>La Parure</i> by Guy de Maupassant. Texts: <i>Débuts: An Introduction to French</i>; <i>Un été pas comme les autres</i>; <i>La Parure</i> by Guy de Maupassant. Students in French II are eligible to go to Bordeaux, France in the summer for an 11-day homestay experience.</p>		

FRENCH III		Ben Ratliff
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Min. avg. of C- in French II
<p>Description: French III covers more verb conjugations of irregular/regular verbs: <i>conditionnel, futur simple, plus-que-parfait, subjonctif</i>. Verb conjugation card quizzes occur regularly to review all tenses from French I and French II. Vocabulary is expanded through film and literature. During the first seven weeks, the class focuses on recent and past immigration to France. As students end the textbook, a focus on the events surrounding WWII play out in a variety of ways. Students memorize and perform a poem by Jacques Prévert. Two screenplays, <i>Au revoir les enfants</i> and <i>Hiroshima mon amour</i> are read aloud in class. Bi-weekly speaking exercises to develop conversation skills occur on double-block days. Texts: <i>Débuts: An Introduction to French</i>; <i>Cinéma for French Conversation</i>; <i>Paroles</i> by Jacques Prévert; <i>Au revoir les enfants</i> by Louis Malle; <i>Hiroshima mon amour</i> by Marguerite Duras. 10th- and 11th-Grade students in French III are eligible to go to Bordeaux, France in the summer for an 11-day homestay experience.</p>		

FRENCH CONVERSATION		Ben Ratliff
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in French III
<p>Description: In this advanced course, focus shifts from grammar and writing to conversation and proficiency. Students engage in a variety of oral activities. Acting and improvisation are a part of each class. All classes are conducted in the target language. In April, students are invited to go on an annual Spring Session full-immersion trip to Montréal, Canada. Students take a language pledge and use the language through a variety of projects throughout the year. Texts: <i>C'est la vie! A French Reader</i>, <i>Cinéma for French Conversation</i></p>		

FRENCH IV		Ben Ratliff
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in French III <u>and</u> permission of instructor
<p>Description: This course centers around the study of literature; discussing literary works ranging from the 17th century to the present. The study of grammar and vocabulary will continue to be stressed so that students can develop and refine their ability to express themselves in writing. Students will be able to identify and use many new conjugations; <i>passé simple</i>, <i>passé conditionnel</i>, <i>futur intérieur</i>. The emphasis put on this area of language acquisition is designed to improve writing skills. Students will see and discuss a variety of contemporary and classic films. Texts: <i>Imaginez</i>; <i>Cinéma for French Conversation</i>; <i>Huis Clos</i> by Jean-Paul Sartre; <i>Rhinocéros</i> by Eugène Ionesco, <i>Le Tartuffe</i> by Molière; <i>Mon oncle Jules et autres nouvelles</i>; <i>Madame Bovary</i> by Gustave Flaubert.</p>		

FRENCH V		Ben Ratliff
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: French IV <u>and</u> permission of instructor
<p>Description: This course will introduce students to Francophile literature from the 18th-21st century from a variety of French-speaking countries. The principal objective of this course is to expose students to French literature through texts, articles, documentaries, and movies. Students will also develop their analytical skills as they give oral presentations, debate, discuss, and compose essays. While our focus will be on the study of literature and an author's historical context, students will also learn about socio-cultural and economic conditions in the Francophone world. This course is taught exclusively in French.</p>		

MANDARIN I		Xiaolin Lin
Duration: 3 Mods	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This introductory course is designed for students with no prior knowledge in Mandarin. Students will learn simplified Chinese characters and standard Mandarin Chinese pronunciation. The goal of the course is to develop students' basic language skills in speaking, listening, reading, writing, and cultural awareness, with an emphasis on basic conversational Mandarin, fundamental vocabulary, and character acquisition. Students will learn Mandarin language and Chinese culture, and improve all four language skills by engaging in linguistic thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include greetings, family, dates and time, hobbies, visiting friends, making appointments, and studying Chinese. A multimedia-based and technology-assisted curriculum will facilitate the acquisition of tonal pronunciations, characters, and real-life conversations. Due to the great differences between Mandarin and English, students will also be introduced strategies and skills in learning Mandarin Chinese as a foreign language, analysis of radicals and stroke patterns of Chinese characters. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 1 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN II		Xiaolin Lin
Duration: 3 Mods	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Placement test or Min. avg. of C- in Mandarin I <u>and</u> permission of instructor
<p>Description: This course is designed for students with basic Mandarin knowledge. The goal is to develop students' Mandarin elementary-intermediate language skills in speaking, listening, reading, writing, and cultural awareness, with an emphasis on conversational and grammatical skills and vocabulary expansion. Students will learn the Mandarin language and Chinese culture, and improve all four language skills by engaging in linguistic thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include dates and time, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping, and transportation. The course will integrate interactive activities for practicing interpersonal, presentational, and interpretive language skills and help students build real-life communication skills as they discuss everyday topics and learn through authentic materials. A multimedia-based and technology-assisted curriculum will facilitate the acquisition of authentic conversational skills, tonal pronunciations, and characters. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 1 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN III		Xiaolin Lin
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Placement Test <u>or</u> Min. avg. of C- in Mandarin II <u>and</u> permission of instructor
<p>Description: The goal of this course is to develop students' Mandarin intermediate language skills in speaking, listening, reading, writing, and cultural understanding, with an emphasis on fluency in spoken and written Mandarin, vocabulary expansion, and systematic grammar acquisition. Students will learn Mandarin language and Chinese culture, and improve all four language skills by engaging in thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include school life, shopping, transportation, weather, dining, asking directions, attending a birthday party and seeing a doctor. The course will integrate interactive activities for practicing interpersonal, presentational, and interpretive language skills and help students build real-life communication skills. The course also includes periodic review lessons for cumulative practice. A multimedia-based and technology-assisted curriculum will enhance communicative fluency, tonal pronunciations, and an ability to navigate real-life scenarios. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 1/2 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN IV		Xiaolin Lin
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in Mandarin III <u>and</u> permission of instructor
<p>Description: The goal of this course is to develop students' Mandarin intermediate-advanced language skills in speaking, listening, reading, writing, and cultural understanding, with an emphasis on proficiency in spoken and written Mandarin, complex vocabulary and grammatical structures, and character acquisition and analysis. Students will learn the Mandarin language and Chinese culture, and improve all four language skills by engaging in thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include attending a birthday party, seeing a doctor, dining, renting an apartment, playing sports, traveling, and college life. The course will integrate interactive activities for practicing interpersonal, presentational, and interpretive language skills and help students build real-life communication skills. The course also includes periodic review lessons for cumulative practice. A multimedia-based and technology-assisted curriculum will enhance communicative fluency, tonal pronunciations, and an ability to navigate real-life scenarios. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 2 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN V		Xiaolin Lin
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in Mandarin IV <u>and</u> permission of instructor
<p>Description: This accelerated course designed for students with intermediate-advanced knowledge and skills in Mandarin. The goal of the course is to reinforce and solidify students' competence in speaking, listening, reading, writing and deep cultural appreciation. A multimedia-based curriculum facilitates the linguistic fluency and accuracy. The curriculum covers material from previous courses at a greater depth and at a brisker pace. The study of Chinese history and culture is a central part of this course. Extensive grammar review, intensive reading, composition, conversational and idiomatic expressions, formal and written-style language are emphasized. The course will include activities for practicing interpersonal, presentational, and interpretive language skills and to help students build communication skills. Themes include college life, dining, shopping, career planning, social media, jobs/internships, education, and Chinese geography. The course includes periodic review lessons for cumulative practice. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. <i>Text: Integrated Chinese Level 2 Series</i> and supplemental materials designed by the teacher.</p>		

SPANISH I		Mirta Drake
Duration: 3 Mods	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course is a beginning level with emphasis of the development of the four skills of the language: listening, speaking, reading and writing. There is use of audiovisual materials on a daily basis to develop the ability to speak and understand spoken language. <i>Text: Descubre 1: Lengua y cultura del mundo hispánico.</i> Reading: <i>Realidad y Fantasia.</i> Assessments consist in speaking and writing tests, projects, class participation in the target language and online homework. Cultural trips in the city are also part of the program.</p>		

SPANISH II		Mariana Amato
Duration: 3 Mods	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Spanish I <u>and</u> permission of instructor
<p>Description: In this course, students learn basic grammar and vocabulary structures in order to communicate in Spanish by speaking, listening, reading and writing. We also combine the study of the language skills with an exploration of different Hispanic cultures. Students learn vocabulary and structures to discuss topics such as the daily routine, food and meals, parties and celebrations, personal relationships, stages of life, health terms, and parts of the body. Assessment is based on tests and quizzes, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. In addition, students work on an oral presentation of their interest pertaining to a Hispanic culture. The course also includes field trips through which we explore the ways in which Hispanic cultures are present in the city. <i>Textbook: Descubre 2. Lengua y cultura del mundo hispánico.</i></p>		

SPANISH III		Mirta Drake
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Spanish II <u>and</u> permission of instructor
<p>Description: This course continues to strengthen listening, speaking, reading, and writing skills. Grammar is studied more formally and with more emphasis on writing. Grammatical structures such as the Subjunctive Mode are studied and practiced in the target language on a daily basis. A review of structures learned in Beginning and Intermediate levels is also a part of the program. There is speaking practice of the language in daily activities. Spanish literary works are introduced as part of the reading program. Writers from Spain and Latin America are presented, read and analyzed and short films are viewed and discussed. Assessments consist of projects, tests, quizzes, class participation, and homework. Cultural trips in the city are also part of the program. <i>Textbook: Descubre 3. Lengua y cultura del mundo hispánico. Readings: Susana y Javier en Sudamerica; Federico Garcia Lorca; Selección de poemas.</i></p>		

SPANISH IV		Mariana Amato
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Spanish III <u>and</u> permission of instructor
<p>Description: In this course, students review grammar and vocabulary structures in order to solidify and deepen their mastery of them, and learn new structures that will allow them to express themselves with more nuance in different communicative contexts. We also combine the study of the language skills with an exploration of various aspects of different Hispanic cultures. To achieve these goals, we read short literary and journalistic texts, and we watch short films spoken in Spanish. Students learn vocabulary and expressions to discuss topics such as love and relationships, urban life, family and ancestry, nature and the environment, politics and human rights, and others. Assessment is based on tests and quizzes, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. In addition, students complete a project where they maintain and record a conversation with a native Spanish speaker, and then transcribe a fragment of it. Throughout the school year, we also watch a film in fragments of ten minutes, and then have discussions about it. In the past, we have watched <i>Papirosen</i>, a documentary about a family of survivors from the Holocaust that emigrated to Argentina, and their descendants. This course includes field trips. Textbook: <i>Imagina. Español sin barreras</i>.</p>		

SPANISH V: CONVERSATION		Mariana Amato
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Spanish IV <u>and</u> permission of instructor
<p>Description: This course is aimed at strengthening students' conversational skills. The course provides guided oral practice of grammar and vocabulary skills through a discussion of topics of current interest and an exploration of Hispanic culture. Though occasionally new grammar structures may be taught, the main goal of the course is that students become more fluent users of the structures they already know. Hence, part of the class is focused on exercises aimed at improving the students' listening and speaking skills. In addition, we read short literary and journalistic texts, and watch films that help students expand their vocabulary and frame our discussions. Some of the topics we discuss are fantasy versus reality, character and personality, the influence of the media, immigration and ways of living, etc. In addition, one of our units is devoted to study the political movements and the dictatorships of the 1960s and 1970s in Latin America. Assessment is based on written quizzes, oral tests, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. In addition, students are paired with a high-school student in Argentina, in order to maintain and record a conversation with them. Throughout the school year we also watch a film in fragments of ten minutes, and then have discussions about it. In the past, we have watched the film <i>El Abrazo de la Serpiente</i>, which has helped us discuss the past and present lives of indigenous groups in Latin America, their fight to survive and maintain their cultures, and the endangered situation of the Amazon jungle. This course includes field trips. Textbook: <i>Revista. Conversación sin barreras</i>.</p>		

SPANISH V: SPANISH & LATIN AMERICAN FILM		Mirta Drake
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Spanish IV <u>and</u> permission of instructor
<p>Description: This course that offers a critical view of film productions through the perspective of classic and contemporary filmmakers in Latin America and Spain. A variety of films will be presented, along with selected scripts and fragments of novels adapted for cinema. While watching movies, we will consider issues such as the transition from dictatorship to democracy in Spain after the Civil War, and similar transition issues in the countries of Latin America. Related to this are the responses of writers, script writers, and film directors in their productions. We will also examine critical perspectives of gender, immigration, and exile. An interdisciplinary approach will allow us to explore themes such as dream and nightmare or utopia and dystopia. While analyzing films, we will practice the four skills of listening, speaking, reading and writing. The class will be conducted in Spanish. The class has a component of speaking and writing about movies. There is also a review of grammatical structures learned in the past and practice with the use of these structures when talking about movies. Assessments include tests, projects and speaking activities such as presenting movies in the target language, as well as questionnaires about movies, critiques, and oral presentations. Textbook: <i>Intrigas. Advanced Spanish Through Literature and Film</i>. Readings: Scripts written by Hispanic and Latin American script writers and fragments of novels adapted to films. Trips to the Metropolitan Museum of Art, MoMA and Natural History Museum are featured.</p>		

WORLD LANGUAGES ELECTIVE COURSE

JAPANESE LANGUAGE, ART & DESIGN

Hailey Kim

Duration:
2 Mods

Offered in:
9, 10, 11, 12

Prerequisites/Permissions:
None

Description:

This course will provide an opportunity to study Japan through both a linguistic and artistic lens. We will focus on developing fundamental communication skills taught in *Romaji* (Japanese written phonetically using the English alphabet). We will also learn *kana* and *kanji*, the writing systems of Japanese language. Exploring a number of topics in Japanese culture and history, we will engage in various art and design projects to help deepen our understanding of this rich and complex society.

This is an interdisciplinary course in World Languages & Visual Arts.

SCIENCE

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
Active Physics	John	R				None
Chemistry	Hadda		R			None
Biology	Francesco			R		None
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Bioethics	Hadda	✓	✓	✓	✓	None
Forensic Science	Naomi	✓	✓	✓	✓	
Science Olympiad	Naomi	✓	✓	✓	✓	
Uses & Misuses of Scientific Evidence in Policy	John	✓	✓	✓	✓	None
The Universe & Our Place In It	John		✓	✓	✓	Active Physics
Experimental Design	Hadda		P	P	P	Algebra II
Introduction to Engineering	Naomi		✓	✓	✓	Precalculus
Physics A	John		✓	✓	✓	Active Phys/Alg II
Physics BC	John		✓	✓	✓	Active Phys/Alg II
Advanced Chemistry	Hadda			P	P	Chem/Alg II
Environmental Science	Naomi			✓	✓	Biology
Advanced Biology	Francesco				P	Biology

SCIENCE CORE COURSES

ACTIVE PHYSICS		John Roeder
Duration: 3 Mods	Required in: 9	Prerequisites/Permissions: None
<p>Description: Employing a thematic, inquiry-based approach to understanding the behavior of objects in the physical world, Active Physics sets the scene for learning science in Calhoun's Upper School.</p> <ul style="list-style-type: none"> • Mod 1: Students learn about motion at constant speed, at constant acceleration, and around curves, and its relationship to forces in terms of Newton's laws of motion. They do this in the context of the important topics of safe driving and safety devices on automobiles, and they demonstrate what they have learned by making presentations at a hypothetical driving school and by creating a device to protect an egg in a collision. Students also begin a study of the structure of the atom, designed to serve as a bridge to the Chemistry course they will take in 10th Grade. • Mod 2: Students learn the physics of things in their everyday lives. Using their knowledge of electric circuits and ways to heat water, students write a manual for a family to meet its electrical needs using three kilowatt-hours per day. Using the knowledge acquired about what produces sound, the pitch of a sound and its transmission, light reflection and the refraction of light rays, students produce a short sound-and-light show. Students also continue their study of the structure of the atom. • Mod 3: Students apply what they learn to flights of fancy. From what they learn about gravitational and kinetic energy, and using their knowledge about force, they redesign a roller coaster for a particular audience of their own choosing. They also apply what they learn about human motion in a gravitational environment one sixth as strong as that on Earth, to design a sport to be played on the Moon. Finally, students conclude their study of the structure of the atom. 		

CHEMISTRY		Hadda Ait Oukdim-Conte
Duration: 3 Mods	Required in: 10	Prerequisites/Permissions: None
<p>Description: This course introduces theories and concepts of modern chemistry. Topics are presented to increase awareness and understanding of the role of chemistry in everyday life and in environmental issues.</p> <ul style="list-style-type: none"> • Mod 1: Using real-world themes such as water, students will learn the following concepts; classification of matter, elements, compounds, the periodic table and periodic trends, atomic models and chemical bonding by exploration through experiments, projects and other inquiry based activities. Some of the essential questions are: What makes water such an extraordinary molecule? What is ocean acidification and what are its implications for the future? • Mod 2: We will be reading the book <i>Napoleon's Buttons</i> to learn about the fascinating account of seventeen molecules that have greatly influenced the course of history. We will learn the following concepts; chemical bonding and structure, organic chemistry, nomenclature and functional groups by exploration through experiments, projects and other inquiry based activities. • Mod 3: Using real-world themes such as energy, will learn the following concepts; chemical reactions, fossil fuels and stoichiometry relationships by exploration through experiments, projects and other inquiry based activities. 		

BIOLOGY		Francesco Filiaci
Duration: 3 Mods	Required in: 11	Prerequisites/Permissions: None
<p>Description:</p> <ul style="list-style-type: none"> • Mod 1 [Biodiversity, Evolution and the Origins of Life]: What were the first experiments that looked at the origins of life and spontaneous generation? How did scientists design them? How did life originate on our planet four billion years ago? What is evolution? What is happening to biodiversity in this mass extinction? In this mod, students will work with single-celled organisms. They will run some simple and elegant experiments with mold and seed germination. Evolution will be investigated extensively through visits to the American Museum of Natural History. We will spend many hours in the museum, exploring the Hall of Human Origins, the Hall of Dinosaurs, the Hall of Ocean Life, and the iconic wall of life, found in the Hall of Biodiversity. Students will also spend time with a partner investigating any topic in the world of biology and then present this to the class. 		

Description of Biology [continued]:

- **Mod 2 [Anatomy, Research and the Cell]:** How is urine made in the mammalian body? What does the liver and gallbladder do for our body? What is a neuron and how does the somatosensory cortex and motor cortex help us navigate through this world? In this mod, we dive into the world of anatomy and each student (with a partner) dissects a fetal pig. We compare and contrast the pig's anatomy with our own body systems. During this module students also write a research paper on any biological concept that means something to them. After having completed a co-presentation in mod I the students see many examples of how the study of all living systems relates to their own lives. At this point, they are ready to research a topic on their own. In the final two weeks, students make a 3-D cell model (some choose to make specific cell models: like neurons or cone cells in the eye) others make models of a plant or animal cell. They then present this to Middle School Calhoun students in a classroom, effectively teaching the organelles of living cells.
- **Mod 3 [Genetics: What is DNA? Who is Mendel]:** How is DNA copied and how do organisms distribute DNA in specific cells like sperm and egg? How are proteins built, assembled and shipped in our cells? What is a gene? What will the future of Homo sapiens look like? How does the complex interaction between nature and nurture help to construct and create the world in which we live in? In this module, we discuss the discovery of DNA and build models, watch films and extract DNA out of E. coli cells. We will explore genetics, DNA, and transcription/translation, along with cutting edge DNA technology. Students also have the opportunity to teach other students, presenting the paper they wrote in mod II of this course to their peers.

SCIENCE ELECTIVE COURSES

BIOETHICS

Hadda Ait Oukdim-Conte

Duration:

1 Mod

Offered in:

9, 10, 11, 12

Prerequisites/Permissions:

None

Description:

Bioethics focuses on issues in the biological and medical fields. This course will allow you to approach ethical issues in the biological sciences in a well-informed, unbiased way and allow you to look at all sides of an issue to build an informed personal view on each matter. Real and hypothetical cases will be discussed. Some possible topics for discussion include animal research, genetic technology, drug development, and other cutting edge debates.

This is an interdisciplinary course in both Science & Social Studies.

FORENSIC SCIENCE

Naomi Choodnovskiy

NEW COURSE FOR 2018-2019

Duration:

1 Mod

Offered in:

9, 10, 11, 12

Prerequisites/Permissions:

None

Description:

Have you ever wondered how police gather evidence and actually solve crimes? This course will take a broad look at the field of forensic science and criminology. From blood patterns, to DNA, to fiber analysis, to fingerprints, we will learn more about the tools and science experts use to put criminals behind bars. Warning: this course may ruin your enjoyment of CSI.

SCIENCE OLYMPIAD

Naomi Choodnovskiy

NEW COURSE FOR 2018-2019

Duration:

1 Mod

Offered in:

9, 10, 11, 12

Prerequisites/Permissions:

None

Description:

This course prepares students for the 23 'events' of the NYC Science Olympiad. Event preparation will provide an immersion into various scientific disciplines, including earth science, biology, chemistry, physics, and engineering. Participation in this course requires a commitment to the Science Olympiad team outside and inside of the classroom.

USES & MISUSES OF SCIENTIFIC EVIDENCE IN POLICY MAKING		John Roeder
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course focuses on the uses and misuses of scientific evidence, particularly in relation to policy making. After reading and discussing Friedlander's <i>At the Fringes of Science</i> to learn how the scientific process has been designed to work and how it has been misused, students will write and present a paper showing how science had been misused in a way that affected society.</p> <p><i>This is an interdisciplinary course in both Science & Social Studies.</i></p>		

THE UNIVERSE & OUR PLACE IN IT		John Roeder
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Active Physics
<p>Description: Ever since they could look at the sky, humans have wondered what was out there, how it came to be, what it would become, and how they related to it. This would make astronomy the oldest of all of the sciences, and this course will explore what it has taught us as it has evolved through the years. In addition to learning how the universe has developed and is expected to develop, students will be asked to investigate one particular aspect of the structure or evolution of the universe in the context of its relevance to humanity.</p>		

EXPERIMENTAL DESIGN		Hadda Ait Oukdim-Conte
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II <u>and</u> permission of the instructor
<p>Description: The sciences use a wide variety of methodologies and there is no single agreed scientific method. However, all sciences are based on evidence obtained by experiment. This course will provide a mechanism for science students to formulate their own questions, plan and carry out their own investigations. Through this process students will be introduced to the literature review, research, the process of scientific inquiry, APA writing style, statistics, types of investigations, and a variety of laboratory techniques. Laboratory work is an integral part of this course.</p>		

INTRODUCTION TO ENGINEERING		Naomi Choodnovskiy
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Precalculus (can be concurrent)
<p>Description: In this this is a hands-on, project-based course where you will learn the basic elements of Engineering. This includes structures, machines, energy analysis, as well as how to use the engineering design cycle for design-based thinking. Pulling from physics, chemistry, and biology, we will investigate and work to solve some real-world problems, and come up with some cool innovation along the way.</p>		

PHYSICS A		John Roeder
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Active Physics and Algebra II
Description: This course consists of four units: Electric Charge and Field, Electric Potential, Electric Circuits, and Magnetism. After performing experiments and calculations, students are evaluated by their performance on end-of-unit tests, with the option to improve by writing an essay about what they have learned.		

PHYSICS BC		John Roeder
Duration: 2 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Active Physics and Algebra II (Geometry and concurrent enrollment in Precalculus recommended)
Description: Students begin this course by learning about motion and forces in the context of four specific models: 1) the constant velocity model; 2) the constant acceleration model; 3) the zero force model; and 4) the constant force model. They then learn how force can do work to transfer energy to an object and the different forms of energy that are known. They also learn what determines the force needed to keep an object moving in a circle and apply this to a study of gravitation and what can be learned from the circular motion of objects in space. After engaging with the relevant physics concepts in performing laboratory experiments and solving both conceptual and numerical problems, students demonstrate their understanding in laboratory reports and quizzes.		

ADVANCED CHEMISTRY		Hadda Ait Oukdim-Conte
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Chemistry, Algebra II and permission of the instructor
Description: This course is designed to develop a deeper understanding of the matter and energy, and will build upon concepts covered in Chemistry. It will include the study of the structure, composition, properties and behavior of matter, and deals with the changes that matter undergoes and the energy that accompanies this change. We will further explore topics of Chemical Kinetics, Chemical Equilibrium, Electrochemistry and Nuclear Chemistry. This course provides a development of the fundamental concepts and principles of chemistry with an emphasis on inquiry and critical thinking skills. Laboratory work is an integral part of this course.		

ENVIRONMENTAL SCIENCE		Naomi Choodnovskiy
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: Biology
Description: This course is to take a deeper look at the world around us and the impact humans have had on the environment. We will dig into the variety of ecosystems that exist on the Earth, how the conservation of energy applies to all biological and environmental processes, the effects of humans on the environment, the various forms of energy and alternative energy that are being proposed, and more.		

**ADVANCED BIOLOGY
COMPARATIVE ANATOMY, RECENT HUMAN ORIGINS &
ENERGY MOVEMENT**

Francesco Filiaci

Duration:

1 Mod / 2 Blocks

Offered in:

12

Prerequisites/Permissions:

Biology and permission of the instructor

Description:

How can we see evolution happening today? What is sexual selection? Sexual dimorphism? What does the liver of a shark look like? What about the pen of a squid, the fat in frogs or the reproductive organs in a mouse? How are Bonobos and Chimpanzees different in behavior and how did this evolve? When and in what ways did we evolve in terms of language, our tool use, our brain size and bipedal nature? These are some of the important questions we will ask and answer in this advanced biology elective. In this one-mod course (two block carrier) we will spend time at American Museum of Natural History exploring the Hall of Human Origins, special exhibits and films, the fourth floor dinosaur halls, the space show at the Hayden planetarium, and investigate other hidden treasures. We will also spend time re-exploring the past 4.1 billion years of evolving living systems, recalling what we began in Biology. Philosophy and biology will intersect as we ask how organisms such as ourselves are able to know what we know. Finally, we will study molecular machines such as chloroplasts and mitochondria. We will manipulate DNA by transforming bacterial cells, making them fluoresce green light.

COMPUTER & INFORMATION SCIENCE

ELECTIVE COURSES

CODING I		TBD
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: This course centers on the study of algorithms, computers, and programs. Topics may include: writing, debugging, and testing programs; loops and conditional control structures; method definition and parameter passing; arrays, array lists, and strings; sorting, searching, and other basic algorithms; input and output. Programming applications will be selected from various disciplines. The course will also touch upon the history and basic concepts of computer science.		

CODING II		TBD
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Coding I <i>and/or</i> permission of instructor
Description: This companion course to Coding I emphasizes the concepts of reliability, maintainability, and reusability. Topics may include: multi-file programs; abstract data types; objects, classes, and object-oriented design; test suites, test drivers, and testing strategies; debugging, assertions, and an introduction to formal techniques; recursion, event-driven programming, and threads; GUI programming; and simple network programming.		

MUSIC

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

SMALL GROUP & ENSEMBLE COURSE	FACULTY	9	10	11	12	PREREQ?
Beginning Strings	Luke, Kiwon	✓	✓	✓	✓	None
Strings Ensemble	Luke, Kiwon	✓	✓	✓	✓	None
Wind Ensemble	Ben, Brian	✓	✓	✓	✓	None
Chamber Winds	Ben, Brian	P	P	P	P	None
Chorus	Cynthia	✓	✓	✓	✓	None
Vocal Workshop	Cynthia	✓	✓	✓	✓	None
Introduction to Jazz Improvisation	Victor	✓	✓	✓	✓	None
Advanced Jazz Improvisation	Victor		P	P	P	Intro to Jazz Improv
Percussion I	Greg	✓	✓	✓	✓	None
Percussion II	Greg	P	P	P	P	None
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Practical Music Theory: How Music Works	Victor	✓	✓	✓	✓	None
History Through Popular Music	Victor	✓	✓	✓	✓	None
Advanced Music Theory	Victor		✓	✓	✓	Prac. Music Theory
Race, Culture, Music in 21st Century America	Victor		✓	✓	✓	None

SMALL GROUP & ENSEMBLE COURSES

BEGINNING STRINGS		Luke Cissell, Kiwon Nahm
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Students may choose instruction in violin, viola, cello, or bass. Students are taught privately or in groups of two or three, allowing them to improve their skills (playing a variety of material from folk songs, fiddle tunes, pop tunes, classical melodies, Suzuki exercises, scales and etudes). Music for ensemble playing is also introduced. Students participate in a variety of public performances, including a winter and spring concert. Students are expected to practice daily so their skills improve quickly, permitting them to play with more facility and ease. In order to achieve the highest level of success, students will be expected to participate in the beginning strings program for the entire year. It is necessary for students to own or rent instruments (assistance available).</p>		
STRINGS ENSEMBLE		Luke Cissell, Kiwon Nahm
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course meets as a full ensemble. Violin, viola, cello or bass students participate in a variety of public performances including a winter and a spring concert. Students are expected to practice daily so their skills improve quickly, permitting them to play with more facility and ease. In order to achieve the highest level of success, students will be expected to participate in the string ensemble for the entire year. Ensemble students are encouraged to join the Tuesday afternoon Calhoun Community Orchestra (CCO). The CCO includes professional and semi-professional musicians, faculty, staff and students from throughout Calhoun community. The CCO gives more advanced students an opportunity to be featured in concertos with the group. Recent student-soloists have included pianists, string and wind players. It is necessary for students to own or rent instruments (assistance available).</p>		
WIND ENSEMBLE		Ben Baron, Brian Coogan
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Woodwind and brass (flute, clarinet, oboe, saxophone, trumpet, trombone and baritone horn) students participate in a variety of public performances throughout the year. The course is designed for both beginning students and students who have been playing for some time. Ensemble experience and technique (scales, articulation, rhythm, and intonation) will comprise a major focus of classes. Repertoire is chosen with the aim of exposing students to a wide variety of musical styles and also to present progressive technical challenges. The group, along with students in the Chamber Winds, will perform together in a large ensemble. It is necessary for students to own or rent instruments (assistance available).</p>		
CHAMBER WINDS		Ben Baron, Brian Coogan
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Permission of instructor
<p>Description: This course is open to experienced woodwind and brass (flute, oboe, clarinet, saxophone, trumpet, trombone and baritone horn) players at the discretion of the instructor. Students are expected to participate in a variety of public performances throughout the year. In this ensemble, musicians each have unique parts and, therefore, greater individual responsibility. Students will be encouraged to assess and critique their daily performance and participate in discussions of stylistic interpretation of the music as they prepare for concerts. Students will also gain knowledge of technical skills (scales, articulation, rhythm, and intonation) and practical rehearsal techniques (how to play with or without a conductor, what creates a balanced and satisfying ensemble sound, how to have greatest impact on an audience, etc) involved in preparing chamber music performances. The group, along with students in the Wind Ensemble, will perform together in a large ensemble. It is necessary for students to own or rent instruments (assistance available).</p>		

CHORUS		Cynthia Wuco
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The chorus studies a variety of genres, including Classical, Jazz, Pop, Broadway, Madrigals, and Doo-Wop and students are encouraged to suggest repertoire. Singers study vocal technique (including diction, breathing technique, pitch matching, vowel modification, blending, etc.). The chorus studies three- to five- part harmonies in various configurations, but is not limited to group work, as members often pursue individual interests that lead them to perform in smaller configurations. Concerts, which occur in January and May, are therefore rich in variety and highlight individual achievement as well.</p>		

VOCAL WORKSHOP		Cynthia Wuco
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Vocal Workshop challenges students to explore vocal collaborations beyond chorus. Members of the workshop will choose the genres that may include: Jazz, Gospel, Classical, Pop, Musical Theater, etc. In a master class format, singers may also opt to have their work peer reviewed. Students can use this class as an opportunity to work on vocal technique and interpretation, improve on their performance presentation, work on solving performance issues, or simply share recordings and listen to different vocal arrangements. The group may perform together with various other school ensembles. While performances are optional, process and participation in discussions are essential.</p>		

INTRODUCTION TO JAZZ IMPROVISATION		Victor Lin
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What is improvisation? What is jazz? In this course, students will explore these two questions. They will be introduced to the world of jazz improvisation by listening and discussing recordings, dissecting the inner workings of basic music theory and considering how it relates to their instrument, and putting improvisational concepts into practice. We will explore improvisation on one- and two-chord progressions, diatonic improvisation, and the blues and the idea of the blues scale, and we will develop a greater understanding of the universal concepts of harmony, melody, and rhythm.</p>		

ADVANCED JAZZ IMPROVISATION		Victor Lin
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 10, 11, 12	Prerequisites/Permissions: Introduction to Jazz Improvisation
<p>Description: What makes one soloist sound better than another? How do you measure your growth as an improviser, and what is it that makes any work or performance of music compelling to the listener? In this class, students will delve more deeply into understanding their own improvisational skills as well as the world of jazz improvisation by exploring a wide array of styles and sounds of jazz music. Different styles within the genre of jazz will be explored and played; swing, Latin jazz, fusion, free jazz, soul, and funk styles. Students will be expected to have a degree of familiarity with the music of established jazz greats such as Miles Davis, John Coltrane, Duke Ellington, Dave Brubeck, and Charles Mingus. Students in this course will also be challenged with extended song forms and increased harmonic complexity so that they may gain a greater degree of awareness of their own improvisational tendencies and skills.</p>		

PERCUSSION I		Gregory Landes
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Students will explore and play a wide variety of percussion instruments including drum set, congas, bongos, marimba, vibraphone, timpani and many more. Percussionists will get the chance to immerse themselves in and perform many different genres of music including Jazz, Jazz-Fusion, Funk, R&B, Rock, Latin and Classical. Percussionists will work together as an ensemble as well as in smaller groups for collaborations with the chorus, wind, jazz and string programs. There will be a number of concerts throughout the year including a winter collaborative concert, spring solo percussion concert and additional performance opportunities outside the Calhoun School. Emphasis will be put on developing good reading skills and solid techniques on all instruments.</p>		

PERCUSSION II		Gregory Landes
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Permission of the instructor
<p>Description: Students will explore and play a wide variety of percussion instruments including drum set, congas, bongos, marimba, vibraphone, timpani and many more. Percussionists will get the chance to immerse themselves in and perform many different genres of music including Jazz, Jazz-Fusion, Funk, R&B, Rock, Latin and Classical. Percussionists will work together as an ensemble as well as in smaller groups for collaborations with the chorus, wind, jazz and string programs. There will be a number of concerts throughout the year including a winter collaborative concert, spring solo percussion concert and additional performance opportunities outside the Calhoun School. Emphasis will be put on developing good reading skills and solid techniques on all instruments.</p>		

MUSIC ELECTIVE COURSES

PRACTICAL MUSIC THEORY: HOW MUSIC WORKS		Victor Lin
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: There is a mysterious set of "rules" that governs the whole of Western Music. Have you ever wondered why a guitar chord sounds the way it does? Have you ever dabbled on the piano and picked out a tune and wondered how it works? Or experimented with any sort of musical instrument? In this course, students will explore what the mysterious "rules" of music are and begin to break them down into understandable parts. Students will be introduced to the basics and fundamental elements of music theory by exploring how the simplest and most familiar songs and compositions utilize common things like the major scale, major chords, minor chords, and time signatures. The class will juxtapose theoretical knowledge with practical application, showing how nearly everything that we listen to is subject to the same set of governing principles that can be understood and applied in making your own music.</p>		

HISTORY THROUGH POPULAR MUSIC		Victor Lin
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Popular music is and always has been a powerful medium through which culture has historically been expressed, challenged, appropriated, commodified, and understood. Thanks to constant advances in technology, the typical high school student today experiences music in a vastly different way than previous generations have. In this course, we will explore the historical connection between the popular music of today and the immediate and distant predecessors of the music that is currently considered pop. The course will cover a broad spectrum of topics, including discussions centered around technical aspects of music, historical precedents within movements and genres in music, music and technology, the Internet revolution and how it has affected the current climate of popular music culture, as well as a general awareness of the timeline created by over 100 years of popular music's evolution in America. Students can expect to learn a great deal in this class about current trends in popular music, the economical climate surrounding the music industry, and an overview of the history of modern pop music.</p>		

ADVANCED MUSIC THEORY		Victor Lin
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Practical Music Theory
<p>Description: Building on the foundations of Practical Music Theory, this course will progress into the arena of improvisation, a deeper understanding of how music works, and it will challenge students to utilize compositional and performance skills while also allowing for conceptual exploration. The class will explore concepts such as songform, harmonic behavior and it will provide a larger framework for understanding Western music.</p>		

RACE, CULTURE & MUSIC IN 21st CENTURY AMERICA & BEYOND		Victor Lin
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Today, music is a convergence of multiple social sciences and art forms that is growing at an unprecedented, explosive rate. More than ever, students and teachers alike have the ability to select and choose whatever it is in the world they want to listen to and possess individually, something that was unheard of and nearly impossible to even imagine as recently as 20 years ago. Amidst the chaotic industrial revolution that is responsible for the creation and distribution of music that is being produced and marketed in the present day, it is absolutely essential for the informed 21st century student to learn about, critically analyze, and make arguments about the volatile and controversial history of music in America from the perspective of multiple cultures, races, and viewpoints. Beginning with the advent of recorded music at the turn of the century, this course aims to engage students in an ongoing and in-depth dialogue and exploration of the myriad human experiences that are woven through the tapestry of a century's worth of American music history. The music that we listen to and experience today is inextricably linked to the lives and culture of the people who made it - this course aims to allow students to explore the different cultural landscapes surrounding the origins of the popular music of the present via means of historical discovery, analytical projects, interview questions, article readings, and individual research in addition to the classroom dialogues that are initiated.</p>		

THEATER ARTS

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Theater 101	Margie	✓	✓	✓	✓	None
Theater for Change	Margie	✓	✓	✓	✓	None
Acting & Directing	Margie	✓	✓	✓	✓	None
Charlie Chaplin: Silent Film in Performance	Margie	✓	✓	✓	✓	None
Comedy Writing/Performance I	Margie	✓	✓	✓	✓	None
Playwriting I	Margie	✓	✓	✓	✓	None
Screenwriting	Bobby	✓	✓	✓	✓	None
Comedy Writing/Performance II	Margie		✓	✓	✓	Comedy W/P I
Playwriting II	Margie		✓	✓	✓	Playwriting I
PRODUCTION-BASED COURSE	FACULTY	9	10	11	12	PREREQ?
Theater Tech & Design	Peter	✓	✓	✓	✓	None
Fall Production	Margie		P	P	P	None
Spring Musical Workshop Production	Margie	P	✓	✓	✓	None

THEATER ARTS ELECTIVE COURSES

THEATER 101		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Do you love theater? Or do you want to give it a try? Want to try acting and directing, or improvisation and playwriting? Maybe you aren't sure and want to experiment. In Theater 101, you can explore many different aspects of theatre craft all in one class! Over the course of the term students will intensively explore ensemble theater, improvisation, comedy, site-specific theater, environmental theater, acting, playwriting, musical theater, set design, costume design, directing, and Vaudeville - working energetically for a week or two in each area and then moving on. This overview will provide the foundation for the other theater courses offered in the Upper School. During the mod we will work with various plays including <i>The Laramie Project</i> by The Tectonic Theatre Company, <i>365 Days/365 Plays</i> by Suzan Lori-Parks, <i>The Bald Soprano</i> by Eugene Ionesco, <i>Interview</i> by Jean-Claude van Itallie, and "<i>for colored girls who have considered suicide when the rainbow is enuf</i>" by Ntozake Shange.</p>		

THEATER FOR CHANGE		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course will explore examples of social justice and social service theatre/plays as well as explore the various methodologies for developing these kinds of work. Plays we will read/analyze/perform scenes from will include <i>Sunday Morning In The South</i> (a 1925 anti-lynching play by Georgia Douglas Johnston), <i>How The Vote Was Won</i> (a 1914 suffragette play by Cicely Hamilton, and Christopher St. John), <i>The Laramie Project</i> (a 2000 play by Tectonic Theater Project about the reaction to the 1998 murder of University of Wyoming gay student Matthew Shepard), <i>Emotional Creatures</i> (2011 plays by Eve Ensler that offers fictional monologues and stories inspired by girls around the globe), and more. We will also look at the radical social service performance pieces by groups like "Circus Amok" and explore performance methodologies like Forum Theatre and Theatre for the Oppressed. We will actively engage in analyzing how theatre can be used to address social injustice and inequality. We will also attempt to develop a short piece of theatre that addresses an issue that the class feels passionate about.</p>		

ACTING & DIRECTING		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: How do you direct a play or develop a character? What do you do, where do you begin? The goal of this course is to give students the tools they need to help them perform in the role of both a director and an actor. In order to do that, we'll explore and practice various directing and acting techniques, methodologies and styles ("The Method," The Meisner Technique and more). Members of the class will work in alternating teams as directors and actors, studying a step-by-step process for both, as well as working in an organic and ensemble style. In addition, each week we will address issues of performance and direction through theatre games, improv and ensemble building activities. At the end of the semester, the class will create a group final project that will be presented at the end of the term. Plays we will explore include: <i>The Bald Soprano</i> by Eugene Ionesco, <i>The American Dream</i> by Edward Albee, and <i>365 Days/365 Plays</i> by Suzan-Lori Parks. In addition, students will be using chapters from <i>Respect for Acting</i> by Uta Hagen, and Konstantin Stanislavski's <i>An Actor's Handbook</i>.</p>		

CHARLIE CHAPLIN: SILENT FILM IN PERFORMANCE		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this class we will study the short works of Charlie Chaplin and analyze the genre and style of silent film comedy. From narrative set-up, stock characters and the role of the underdog, to slapstick and exaggerated facial/body expression, we will break down the elements of his silent film performance. Simultaneously, we will deconstruct Chaplin's famous "Little Tramp" character by examining the historical context of his work in an attempt to understand the on-going worldwide appeal of this character. From there, we will collaboratively write, perform (or film) a short piece inspired by the "Little Tramp" - adrift in a world of adversity - and the silent movie techniques of Charlie Chaplin.</p>		

COMEDY WRITING/PERFORMANCE I		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: "I'm not funny. What I am is brave." —Lucille Ball. In this course, we will explore what makes "funny" and why. Students will study and analyze numerous types of comedy and comics from Charlie Chaplin, Bert Williams and Vaudeville, to Commedia dell'arte and screwball comedy. We will also read plays that deal with issues through humor such as <i>Parallel Lives</i> by Mo Gaffney and Kathy Najimy. Simultaneously, members of the class will hone their performance abilities through improv and short-scene writing. As the term progresses, students will develop humorous pieces in multiple forms including a short Vaudeville, a screwball sketch and a silent comedy, and will present their creations in a mod-end presentation.</p>		

PLAYWRITING I		Marjorie Duffield
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The goal of this course is to intensively explore the craft of playwriting and to write dramatic pieces for the theatre. Through the study of conflict, character, dramatic structure, as well as the analysis of a number of plays, we will study what makes an effective play. At the same time, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, we will develop our own ideas into compelling and interesting theatre. By the end of the term, students will have written a monologue, a series of two and three person scenes, and a ten-minute play. Plays we will read for class will include <i>Who's Afraid of Virginia Woolf</i> by Edward Albee, <i>How I Learned To Drive</i> by Paula Vogel, <i>365 Days/365 Plays</i> by Suzan-Lori Parks, <i>Picnic</i> by William Inge, and <i>"for colored girls who have considered suicide when the rainbow is enuf"</i> by Ntozake Shange.</p> <p><i>This is an interdisciplinary course in both Theater Arts & English.</i></p>		

SCREENWRITING		Robert Rue
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this course, students will learn what screenwriters call "the classic three-act structure" for feature-length films. They will be asked to consider whether the movies they love adhere to or defy that structure. We will also seek to discover the secrets of irresistible dialogue. Each person in the class will set out to write the first act (about twenty-five pages) of a movie script. Throughout the mod, students will read and critique professional screenplays as well those of their classmates.</p> <p><i>This is an interdisciplinary course in Theater Arts & English.</i></p>		

COMEDY WRITING/PERFORMANCE II		Marjorie Duffield
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Comedy Writing/Performance I
<p>Description: In Comedy Performance II we will further explore what makes "funny" and why. Students will delve deeper into various historic and modern comedy styles (from Roman Comedy to Lucille Ball to Dave Chappelle). We will also read and view various scenes and clips to analyze the construction of satire, parody and lampoon. Simultaneously, members of the class will hone their performance abilities through improv and short-scene writing. As the term progresses, students will develop those pieces in performance - live and filmed - and will show their creations in an informal mod-end presentation.</p>		

PLAYWRITING II		Marjorie Duffield
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Playwriting I
<p>Description: The goal of this course is to intensively explore the craft of playwriting by writing a one act or full-length play. We will review the elements of conflict, character, and dramatic structure. Then, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, students will develop their ideas into compelling and interesting theatre. By the end of the term, students will have completed a 30-90 minute play.</p> <p><i>This is an interdisciplinary course in Theater Arts & English.</i></p>		

THEATER ARTS PRODUCTION-BASED COURSES

The following courses are connected to Calhoun's mainstage theater productions. These courses have requirements and expectations for rehearsal and work time outside of normal class hours. Please read the course descriptions carefully so that you understand the time/presence commitment required for each course. If you have any questions, contact the course instructor for more details.

THEATER TECH & DESIGN		Peter Russo
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Through collaboration and exploration of the elements of stage design such as set building, stage lighting, sound and projection design, and props fabrication, students in this class will gain hands-on experience discovering what goes into putting up a theatrical production. From selecting a play and examining its' needs and challenges, developing a design and working as part of a design team, and presenting and critiquing those designs, they will see what it takes to realize the ultimate goal of helping transport an audience into the world of the play, considering both traditional, and unconventional, creative ways of doing so. In addition, there will be opportunities for assisting in the school productions, and for visiting some of the venues that make our city one of the most remarkable places for theater in the world. Students taking this class are expected to follow all safety rules and best practices when and if using theater equipment and power tools, and should be prepared to participate in activities such as set construction and painting. Students are encouraged to become a part of the running crew for US productions, which will require some afterschool and weekend work.</p>		

FALL PRODUCTION		Marjorie Duffield
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Permission of instructor
<p>Description: "The word theatre comes from the Greeks. It means the seeing place. It is the place people come to see the truth about life and the social situation." - Stella Adler. In this class, we will work as an ensemble to create the Upper School fall production. This class is open to students interested in and dedicated to performance, direction and stage management. Students who take this class must be available to rehearse at least three days a week plus occasional Saturdays. Though this is a second-mod course, after-school rehearsals will begin shortly after school starts. Performances take place in mid-December.</p>		

SPRING MUSICAL WORKSHOP PRODUCTION		Marjorie Duffield
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: 9th graders may enroll in this course with permission of the instructor.
<p>Description: The Spring Workshop Production class focuses on developing and performing new work. In years past we collaborated as an ensemble to adapt and devise an original and experimental piece of theater based on a short story by Haitian-American writer Edwidge Danticat. Other years we produced a festival of new work written and directed by Calhoun students. Last year we brought in NYC theater professionals to work with the student company to polish and hone a new play and a new short musical. The idea is that the spring theater season focuses on process and new work, and is open to inspiration and possibility from around the world. Students who take this class will need to be available for after-school rehearsals two to three times a week during Mod 4 as well as a Saturday work call. Some music rehearsals and auditions will take place in the fall. Performances are in late April.</p>		

VISUAL ARTS

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Digital Photography: Sense of Place/Time	Auguste	✓	✓	✓	✓	None
Digital Photography: The Microscopic World	Auguste	✓	✓	✓	✓	None
Drawing I	Chris	✓	✓	✓	✓	None
Graphic Design I	Hailey	✓	✓	✓	✓	None
Painting I	Hailey	✓	✓	✓	✓	None
Pottery I	Chris	✓	✓	✓	✓	None
Printmaking I	Hailey	✓	✓	✓	✓	None
Sculpture I	Chris	✓	✓	✓	✓	None
Drawing II	Chris		✓	✓	✓	Drawing I
Graphic Design II: Packaging & Product	Hailey		✓	✓	✓	Graphic Design I
Graphic Design I: Layout	Hailey		✓	✓	✓	Graphic Design I
Painting II	Hailey		✓	✓	✓	Painting I
Pottery II	Chris		✓	✓	✓	Pottery I
Printmaking II	Hailey		✓	✓	✓	Printmaking I
Sculpture II	Chris		✓	✓	✓	Sculpture I
SPECIAL TOPICS COURSE	FACULTY	9	10	11	12	PREREQ?
Future Fossils, Future Artifacts	Auguste	✓	✓	✓	✓	None
Anatomy for Artists I	Auguste	✓	✓	✓	✓	None
Illustration	Hailey	✓	✓	✓	✓	None
Japanese Language, Art & Design	Hailey	✓	✓	✓	✓	None
The Mask in Form & Function	Auguste	✓	✓	✓	✓	None
Anatomy for Artists II	Auguste		✓	✓	✓	Anatomy for Artists I

VISUAL ARTS ELECTIVE COURSES

DIGITAL PHOTOGRAPHY: SENSE OF PLACE, SENSE OF TIME

Auguste Elder

NEW COURSE FOR 2018-2019

Duration:
1 Mod

Offered in:
9, 10, 11, 12

Prerequisites/Permissions:
None

Description:

Photography has long participated in the description of place and time, conveying both the impermanence and persistence of localities near and far. What might side-by-side comparisons of historical with contemporary photographs of public, private, and wilderness sites reveal to us about our relationship to the world? How might we contribute to the ever-growing archive of images of our immediate and disparate turfs and whereabouts in a meaningful way? Using the New York Public Library's online archive of historical photographs of NYC neighborhoods as a starting point (<https://www.oldnyc.org/>), students will actively retrieve images from The Big Apple's past, and generate contemporary digital images that respond to, document, and/or call into question the very notion of progress. Photoshop skills, site visits to archives, and discussions around communities and gentrification will guide our work path through this course.

DIGITAL PHOTOGRAPHY: THE MICROSCOPIC WORLD

Auguste Elder

NEW COURSE FOR 2018-2019

Duration:
1 Mod

Offered in:
9, 10, 11, 12

Prerequisites/Permissions:
None

Description:

"A crack in the wall, if viewed in terms of scale, not size, could be called the Grand Canyon. [...] Size determines an object, but scale determines art." –Robert Smithson
Imaging the invisible world, from the micro to the astronomical, has long inspired artists and scientists alike to render that which the naked eye alone cannot perceive. Under the gaze of a microscope a salt crystal can take on mountainous monumentality, a fruit fly the ferocity of a raptor, the cells of a leaf the expanse of an open field. Using USB microscopes and Photoshop, students will study and reveal the complexities of the natural and fabricated worlds, all the while asking, "What can we learn about the world through closer inspection?" Site visits as well as field trips to retrieve specimens will augment our journey into the center of the invisible world.

DRAWING I

Christopher Garcia

Duration:
1 Mod

Offered in:
9, 10, 11, 12

Prerequisites/Permissions:
None

Description:

This course will focus on developing drawing skills in a variety of media. Students will concentrate on still lifes, landscapes, figure studies, and conceptual drawing techniques. The goal of this class is for students to challenge themselves and find their own personal expression in the drawing medium. Students will also learn to communicate with art through critiques and an end of term exhibit where their work will be brought before a wider audience.

GRAPHIC DESIGN I		Hailey Kim
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Why does the New York City subway use Helvetica for all of its signs? What happens in our mind when we judge a book by its cover? In this course, you will use your most powerful software (your brain) and your most versatile tool (your hand) to design and problem-solve. Through focused lessons, you will gain understanding of the basic and fundamental concepts of typography and composition, and use it to present and/or represent information or ideas. While the main focus of the course will be on your studio practice, it will also introduce works from historical and contemporary visual culture to build awareness and critical eye. No prior knowledge or experience with computer required.</p>		

PAINTING I		Hailey Kim
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Why have human beings painted since the dawn of time? This course explores one of the most basic and profound aspects of artistic expression. We will tap into the inherent impulse to paint as we build the foundation of oil painting, including knowledge of materials, mediums, supports, color mixing and brushwork. Methods will include monochromatic underpainting, glazing, scumbling and wet-on-wet paint application. Through observational work, students will become familiar with basic technical skills. As they expand their visual language through experimentation and exploration with materials, students will give visual form to their own experiences and ideas. The class focuses on the process inside the studio, and will also incorporate the larger art world with visits to museums, galleries, and artist studios. This class is intended for students who have no prior knowledge of painting but have an urge to make a mark, leave a trace, and delve into a direct experience with the creative process.</p>		

POTTERY I		Christopher Garcia
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The multi-level class will be taught as a studio workshop course. Students will learn ceramic history, contemporary practices, and art theory. The main focus will be on developing basic technical skills in the medium and progressing creatively in the ceramic arts. Both hand-built vessels and wheel technique will be covered as well as glaze application and firing. Students must be prepared to work in clay, glazing, or firing in every class meeting.</p>		

PRINTMAKING I		Hailey Kim
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Make a great impression! This course will introduce students to a variety of basic printmaking techniques and materials. These techniques will include screen printing, monotype printing, relief and intaglio. We will also take a look into the rich history and traditions of printmaking. Students will keep a sketchbook, which will include their own drawings and inspirations as well as notes on techniques covered. Students will also participate in class discussion and studio critiques. Trips to museums and galleries will enrich students' understanding and appreciation of printmaking.</p>		

SCULPTURE I		Christopher Garcia
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In Sculpture I, students are introduced to several methods of sculpting using additive and subtractive techniques. Students will use materials including clay, stone, foam- core, and paper to create original works of art. Through group and individual assignments, students will be able to investigate different three dimensional methods of sculpting throughout the mod.</p>		

DRAWING II		Christopher Garcia
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Drawing I
<p>Description: This is an advanced level drawing course that builds upon Drawing 1. Students will work from observation and their own ideas in a variety of drawing media. The class will be taught as a studio workshop and lecture course. Students will also learn art history, contemporary practices, and art theory through lectures, critiques, discussions, assignments and presentations. The main focus will be on developing basic technical skills in various 2-D mediums, learning design terminology and progressing creatively in the arts.</p>		

GRAPHIC DESIGN II: PACKAGING & PRODUCT		Hailey Kim
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Graphic Design I
<p>Description: When we get a box of chocolate, why are some of us secretly more excited about the box more than the chocolate? When there is a new product on display, how do you know it is what you need (or simply can't resist) while it's safely protected inside its wrapping? Building upon the experience from Graphic Design 1, we will tackle many conceptual, visual, and structural design challenges about what meets the consumers' eye before the product it contains is revealed. You will dissect and analyze different examples of packaging design to tap into the intellectual/artistic framework that produces wrappings of all kinds, from a humble piece of candy wrap to highly collectible display boxes. Classes will include studio activities to allow each student to build understanding of typography, color, composition, and form. Lessons will also focus on ways of translating two-dimensional design into handcrafted three-dimensional structures through the use of desktop programs like Adobe Illustrator and InDesign.</p>		

GRAPHIC DESIGN II: LAYOUT		Hailey Kim
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Graphic Design I
<p>Description: Continuing from Graphic Design 1, you will build upon your knowledge of the essential principles of typography and composition by incorporating text and images across a single as well as multiple pages. From this class, you will walk away with physical samples of your work including a poster, a recipe booklet, and a mock-up of a website. Discussions and studio activities will focus on visual harmony and discord as different layout strategies, especially the grid system, are introduced. The class will draw from both historical and contemporary examples of professional designers to facilitate and enrich your understanding of these principles. The traditional, hands-on methods of creating work will still be used, but you will also learn to use desktop-publishing tools such as Adobe InDesign and Illustrator. Previous experience with such software is beneficial, but not required.</p>		

PAINTING II		Hailey Kim
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Painting I
<p>Description: Continuing from Painting 1, you will develop a personal vocabulary and strengthen your grasp of oil paint as a medium. As you engage further with the material, you will discover ways of manipulating the "colorful mud" to serve as a connecting channel, through which you communicate with and understand the world at large. Greater attention will be paid to surface, mark-making, and texture, while in-depth exploration of color will be continuously stressed. Visits to museums and galleries will provide you with tactile examples of art history and various approaches to constructing a painted illusion, or an object that is painted. Studio activities will entail creating both representational and non-representational pieces while the focus will be on observation, interpretation, and synthesis. Notions of size, scale, mass, space will be considered as you reexamine the definition of painting. In addition to completing a series of assignments, you will conceive of and execute a personal project using the insight and knowledge gained throughout the course.</p>		

POTTERY II		Christopher Garcia
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Pottery I
<p>Description: The multi-level class will be taught as a studio workshop course. Students will learn ceramic history, contemporary practices, and art theory. The main focus will be on developing basic technical skills in the medium and progressing creatively in the ceramic arts. Both hand-built vessels and wheel technique will be covered as well as glaze application and firing. Students must be prepared to work in clay, glazing, or firing in every class meeting.</p>		

PRINTMAKING II		Christopher Garcia
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Printmaking I
<p>Description: In this course, students will expand on printmaking skills developed in Printmaking I, as well as explore more advanced techniques. This course provides advanced students with the opportunity to delve deeper into printing processes they find most intriguing. Students are encouraged to explore alternative processes and push the limits of what is traditionally defined as printmaking. We will continue to look into the rich history and traditions of printmaking. Students will keep a sketchbook, which will include their own drawings and inspirations as well as notes on techniques covered. Students will also participate in class discussion and studio critiques. Trips to museums and/or galleries will enrich students' understanding and appreciation of printmaking.</p>		

SCULPTURE II		Christopher Garcia
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Sculpture I
<p>Description: The class builds upon and extends Sculpture 1. It examines the definition of sculpture as a constantly shifting discipline embracing a variety of approaches that allow for meaningful engagement with contemporary culture. This class promotes an expanded approach to the discipline in order to expose students to the diversity of sculptural practice. Students are encouraged to develop their own individual approach and to form a unique identity as an artist.</p>		

VISUAL ARTS SPECIAL TOPICS COURSES

FUTURE FOSSILS, FUTURE ARTIFACTS EXPERIMENTS IN CLAY		Auguste Elder
NEW COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What might everyday objects and activities reveal to generations from now about our current events, class, attitudes about gender and race, national priorities, familial rituals, or cultural proclivities? Organisms and civilizations come and go, but what they leave behind can speak volumes across millennia. Much of what we know (or surmise) about the past comes to us via objects: fossils, ceramic wares, tomb relics, jewelry, and more. Not incidentally, clay has played a significant role in conveying the past to future scholars, artists, scientists, and researchers: animals leave impressions of their activity and or bodies in it, while humans manufacture wares, art, votives, and utilitarian appliances from it. In this course, students will create ceramic artifacts from our present day lives and activities to leave behind for future explorers to study: narrative pottery forms, cast objects, and "fossils." Field trips to archeology, history, and art museums will augment our research, as well as a day trip to Dead Horse Bay: a nineteenth-century landfill site. Experience with pottery, anthropology, and/or history electives recommended.</p>		

ANATOMY FOR ARTISTS I		Auguste Elder
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What the body is, where it came from, how it works, and who decides how or what the body is used for have intrigued artists, scientists, theologians, and philosophers since time immemorial. Through a thorough investigation of the form and function of the muscular, skeletal, tendinous and adipose deposits and systems, students will gain a more nuanced appreciation for how to articulate believable, fleshed out forms on paper, in clay, and through mixed media. Moreover, examining medical texts and diagrams from different time periods and regions of the world, drawing live figures from direct observation, and examining shifting cultural attitudes around beauty and body types will lend scientific, anthropological, historical and aesthetic dimensions to this advanced course of study. Students interested and involved in sports, the performing/visual arts and the sciences are particularly encouraged to consider enrolling.</p>		

ILLUSTRATION		Hailey Kim
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: "Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice, 'without pictures or conversations?'" From the caves of Lascaux to Harry Potter, people have used visual images as either text or to supplement the text. In this class, we will look into different methods to illustrate something we will either read or write. From the newspapers to haikus to our own comic books, we will find new and untraditional ways to bring the written word into a more visual realm.</p>		

JAPANESE LANGUAGE, ART & DESIGN		Hailey Kim
Duration: 2 Mods	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course will provide an opportunity to study Japan through both a linguistic and artistic lens. We will focus on developing fundamental communication skills taught in <i>Romaji</i> (Japanese written phonetically using the English alphabet). We will also learn <i>kana</i> and <i>kanji</i>, the writing systems of Japanese language. Exploring a number of topics in Japanese culture and history, we will engage in various art and design projects to help deepen our understanding of this rich and complex society.</p> <p><i>This is an interdisciplinary course in Visual Arts & World Languages.</i></p>		

THE MASK IN FORM & FUNCTION		Auguste Elder
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What is a mask? What are the purposes of a mask? How do masks function? What masks do we wear consciously or unconsciously? How many masks do we wear in any given day or lifetime? How do they affect our emotional or physical wellbeing, or survival as a species? Participants in this class will examine mask making and mask wearing through hands-on projects and activities designed to get us thinking about the many ways in which we alter our identities and sense of self. We will take a comparative approach to looking at the purposes masks play in: gender roles and notions of masculinity and femininity; rites of passage and rituals; mythologies; traditions in theater; crime and punishment; festivals; beauty and body modification; sports and war; and more. Students ought to be prepared to confront the psychological as well as historical mechanisms that masks play in and beyond our immediate culture(s) as we experiment in working with clay, papier mâché, face paint, and a variety of mixed materials. Local trips to the AMNH, as well as slideshows and student presentations/performances will augment our collective and individual understanding of this innately human experience.</p>		

ANATOMY FOR ARTISTS II		Auguste Elder
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Anatomy for Artists I
<p>Description: Students who have completed Anatomy for Artists are invited to participate in this advanced course of study on the human figure in art. Drawing upon anatomical knowledge of the physical and esoteric layers of the body, students will concentrate their efforts on realizing two primary, ambitious, long-term projects: a fully realized figure drawing(s) from a live model; and a fully realized sculpted likeness from a live model. We will continue to explore the body as an intersection between art, mathematics, science, politics, culture, gender studies, and theology through direct investigation of image, text, and historical and contemporary works from various time periods and geographical regions. While charcoal, india ink, and clay will constitute the primary ingredients of our art production, students are encouraged to explore and integrate additional media germane to their interests into their respective processes. This is an excellent opportunity to focus deeply on your ideas and improving your craft, while generating content for your portfolio.</p>		

COMMUNITY SERVICE

While students from every division at Calhoun are engaged in school-directed service learning activities, Upper School students are required to do **a minimum of 60 hours of community service on an individual level**, with at least 30 of those hours completed outside of school. Upper School students have opportunities to engage in community service by taking one or more of the following elective courses:

COMMUNITY ACTION		Debbie Aronson
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: As community members and citizens, we have the opportunity to develop partnerships and create positive change in the world. This class will help students to become change agents. Students will decide on the focus of their advocacy or community-service project based on their personal interests. They may choose, for example, to teach or mentor children, to interact with senior citizens, to advocate for the environment or animal rights, or to fight against injustices such as hunger and homelessness. Students will keep a journal, participate in activities designed to encourage reflection, and discuss and share their experiences with each other.</p>		

COMMUNITY ACTION: HUNGER & HOMELESSNESS		Debbie Aronson
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Students will have the opportunity to explore different types of organizations that support people who are struggling with homelessness and hunger in New York City. The class will partner with food pantries, shelters and other organizations around the city. Students will keep a journal, hear from speakers, watch documentaries, participate in reflections, and share and evaluate our experiences as a group. The class will explore such issues as affordable housing, food insecurity, fair wages, domestic violence, education inequality, and child welfare. Participants will investigate the facts and misconceptions about homelessness, raise awareness, and advocate for the issues they care about.</p>		

COMMUNITY ACTION: STUDENTS TEACHING STUDENTS		Debbie Aronson
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What is it like to teach? This course will explore the challenges that schools, students and teachers face today. We will meet with people in the field to better understand how the education system works in New York City. The class will share information and ideas and decide how to take action on an issue of their choice. Students will work at Calhoun, a public school, pre-school, daycare or other type of educational program. Our goal will be to have opportunities where students can work with schools, teachers and children in the classroom. Each student will choose an aspect of education to focus on which interests them such as literacy, special education, experiential learning, social action, the arts, or academic subjects. Based on their interests, students will create a project which will benefit the school or classroom they are working with such as assisting a teacher, leading a project, creating a lesson plan, or organizing a trip. Perhaps education will become an interest that students will pursue in the future!</p>		

PHYSICAL EDUCATION

Each Calhoun student is required to complete 2 credits a year, for a total of 8 credits before graduation. Students can accumulate credits in the following ways:

1. Attend and participate in a physical education class during E-Block (0.5 credit). Students who choose to participate in a physical education class can take class four out of the five mods.
2. Participate on a Calhoun Athletic Team (1 credit). There is an attendance requirement, which will directly affect whether a student receives the 1 credit or not. Students who participate on 2 athletic teams per year, and meet all attendance requirements, will receive 2 credits.
3. Complete and submit an outside of school PE form for a total of 20 hours per mod (0.5 credit). Students who choose to complete an outside of school PE form can take a form four out of the five mods.

Students can combine the 3 ways to accumulate credit each year. For example, a student can play on a Fall Athletic team during Mod 1 (1 credit), then attend a PE class for Mod 3 (0.5 credit), and finally complete an outside of school PE form for Mod 4 (0.5 credit), for a total of 2 credits.

Some students like the structure of a physical education class. It is a class built into their schedules and they do not have to worry about how they are obtaining their credits. A physical education class also gives students' exposure to different sports and fitness activities.

Other students like the freedom of an outside of school PE form. Some students are already participating in sports teams, such as volleyball and swimming, while others are participating in dance and martial arts classes. Students can choose to go to their own gym, attend fitness classes such as spin and yoga, or decide to take a run in the park. Outside of school PE forms can be picked up in the 8th floor PE office at the beginning of every mod.

PHYSICAL EDUCATION		Physical Education Staff
Duration: 1 Mod [may be repeated 4x per year]	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: The goal of this class is to provide knowledge, resources, and activities designed to promote personal initiative in developing a healthy lifestyle. Through fitness, cardio, strength training, flexibility, cooperative activities, games, and discussions, students will be exposed to an array of options for which they can achieve their own fitness goals. On the first day of the mod, each class will collectively decide what their goals and interests are, and the course will then be specifically shaped around them. What might be of interest to one class (e.g. fitness circuits and stretching) may be completely different to another class (e.g. sports activities). Physical Education classes meet twice per 6-day cycle, during the E-period, for 45-minutes each, and will be based in the gym, with the Fitness Room also utilized.		

SPECIAL COURSES

LIFE SKILLS

Dean of Students

Duration:
2 Mods

Automatically Scheduled for:
9

Prerequisites/Permissions:
None

Description:

This class begins on the mandatory camping trip before school begins and meets regularly in E block. A major shift in focus has occurred in health care in recent years to emphasize disease prevention, healthy choices, and a healthy lifestyle. Indeed, to stay healthy requires that we consciously and habitually make good decisions. In this course students will explore topics related to the decisions that they will make as teenagers that bear on their mental and physical wellbeing including: wellness/stress management, drug and alcohol abuse, and interpersonal relationships. Emphasis is placed on examining choices and consequences, and making responsible decisions. Trained 12th-grade Peer Leaders conduct sessions using a variety of readings, activities and other resources.

STUDY SKILLS FOR SUCCESS

Cassandra Cuppy,
Erica Hassler, Gingi Wingard

UPDATED COURSE FOR 2018-2019

Duration:
1 Mod

Automatically Scheduled for:
9

Prerequisites/Permissions:
None

Description:

Strong study habits are the foundation to academic success in Upper School at Calhoun. This required course is designed to help ninth grade students discover strategies and tools that best suit their individual learning styles. Multi-sensory methods of time management, organization, note-taking and test-taking will be introduced and practiced. Steps and strategies for writing research papers, project management, working in groups, and giving presentations will also be discussed. The class will finish with an examination of digital citizenship—the student’s rights and responsibilities in the digital age and strategies to use the Internet effectively, efficiently and with an eye to critical thinking. Assessments include inventories and journal reflections, skills practice assignments (taking notes from an in-class reading, setting up a planner or to-do list, working together on a group assignment, finding a research article in the library’s database), and participation in class discussions. Skills covered in this course include time management, organization, note-taking, test-taking and studying, project management, collaboration, critical thinking, research, information literacy.

PEER TUTORING

Erica Hassler, Gingi Wingard

NEW COURSE FOR 2018-2019

Duration:
Variable

Offered in:
10, 11, 12

Prerequisites:
Faculty recommendation and permission of instructors

Description:

Peer Tutoring strengthens the Calhoun community by creating a network of collaborative student support. This course prepares Upper School students to serve as peer tutors. Using the manual, *Building Student Success: A Training Workbook for Tutors & Instructional Aides* by Dana Monaghan, students will learn the skills necessary to become effective tutors, create a “tool box” of practical instructional strategies, develop an understanding of student differences and review the code of conduct and program policies. Multi-sensory methods of learning and studying will be introduced and practiced. The final assessment will include completion of a successful tutoring session. By the end of the course, students will be ready to serve as peer tutors. Assessments include inventories and journal reflections, skills practice assignments, observation and evaluation, and participation in class discussions. By the end of the course, students will understand the duties and responsibilities of a peer tutor, be able to plan a tutoring session, assess the learning needs of a tutee, provide individual instruction, suggest test-taking and study strategies that match particular learning styles, and use interpersonal skills to develop a positive relationship with a tutee. Interested students must complete an application to enroll.

SEXUALITY		TBD
UPDATED COURSE FOR 2018-2019		
Duration: 1 Mod	Automatic Enrollment for: 10	Prerequisites/Permissions: None
Description: This course is a continuation of Life Skills and takes a more in-depth and comprehensive look at issues of health and well-being. We will explore whatever is on your mind, from sexuality and birth control to psychological well-being and self respect. Come and learn the real facts and hear the real answers to all of your questions in a small and safe environment. Some classes will be divided into single gender groups to make it easier to discuss these sensitive issues.		

JUNIOR COLLEGE SEMINAR		Lisa Merritt, Jarrad Nunes
Duration: Mods 3-5 (1 E-Block per rotation)	Automatic Enrollment for: 11	Prerequisites/Permissions: None
Description: Everything you've been doing at Calhoun has been preparing you for the life that lies outside of this building. You've been learning to think critically, to pose and answers questions, to work collaboratively, to write analytically, and to solve problems creatively. These skills and habits are also precisely what you need to succeed in college—and in life beyond college. This course covers topics that include building a thoughtful model for your college search, using college research tools, starting the work of the Common Application, advice on college visits and interviews, college admissions case studies, and practice for college essay writing.		

JUNIOR WORKSHOP		Robert Rue & JW Team
Duration: 2 Mods	Automatic Enrollment for: 11	Prerequisites/Permissions: None
Description: Each spring, Calhoun's eleventh graders embark on a nine-week independent, interdisciplinary project with a goal quite different than that of research papers, book reports or essays. The assignment is to "create knowledge, insight, beauty or function."		

CHOICES		TBD
UPDATED COURSE FOR 2018-2019		
Duration: 1 Mod	Automatic Enrollment for: 11	Prerequisites/Permissions: None
Description: Choices are a privilege and a responsibility of every healthy human being. This course will explore the kinds of choices adolescents face and will invite teens into taking responsibility for the choices they make and the choices they do not make. In addition, this unit seeks to increase the understanding about consequences that accompany each choice and to identify the concentric circles of impact. Adolescents will learn how to better help themselves and help others make choices with the most favorable consequences.		

SENIOR WORK		Lavern McDonald & SW Team
Duration: 1 Mod / 4 Blocks	Automatic Enrollment for: 12	Prerequisites/Permissions: None
Description: Students spend a part of their third mod (Jan/Feb) reflecting on their interests and meeting with Senior Work advisors to identify a short list of possible internships. Seniors are required to develop working resumes that will serve as tools to introduce them to potential site supervisors. Advisors on the senior work team work closely with seniors to polish these documents. Students, Senior Work advisors and faculty work together to mine school and community networks to identify internships for our students. Students will often be required to participate in interviews and preliminary vetting of internship sites. Site partners are encouraged to create meaningful and stimulating opportunities that ask the seniors to grow new capacities and talents. While on internships, seniors are required to check in with Senior Work advisors for a once-a-week required session at Calhoun. During these sessions, students explore critical questions stemming from the historical to the changing nature of work in our society. On completion of the internship, seniors share their learning with current students, faculty, parents, site supervisors, alumni and other members of the Calhoun community via an afternoon exhibition.		

PEER LEADERSHIP		TBD
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: Selection into the Peer Leadership Program
Description: The Calhoun Peer Leadership Program accepts 16-18 seniors to lead small group discussions in the Grade 9 Life Skills course, a program that helps students adjust to high school. To this end, Peer Leaders are required to participate in a one-day training before the opening of school, and they lead the ninth grade camping trip in early September. Peer Leaders also run small group discussions on a variety of subjects including, stress, eating disorders, drugs and alcohol, and sexual decision-making. Admission to the Peer Leadership Program is conducted by a written application, recommendations, and a group interview. The training program develops self-awareness, interpersonal communication and group leadership skills.		

SKILLS FOR COLLEGE, SKILLS FOR LIFE		TBD
UPDATED COURSE FOR 2018-2019		
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
Description: This course invites seniors to pack their pre-departure tool kits with resources for success in college and in life. Academic best practices from note-taking, close reading, time management, conferencing with instructors, and research library practices are highlighted. Wellness strategies including sleep, exercise, eating well and peer connections are emphasized. Students will also explore challenging topics including substances, sexual harassment, social media hygiene, and navigating room- and dorm-mate relations.		

TRANSITIONS

TBD

UPDATED COURSE FOR 2018-2019

Duration:
1 Mod**Automatic Enrollment for:**
10-12 Grade Transfer Students**Prerequisites/Permissions:**
None**Description:**

Calhoun welcomes a healthy number of students to Grades 10-12 each year. We recognize that students will be navigating and adjusting to a new school culture, perhaps a new city, and occasionally, a new country. This seminar is designed to help you with your transition by introducing you to buddies in your grade, identifying your grade dean and other resource persons in the Upper School, highlighting community norms and expectations, helping you understand the schedule, building key academic skills and strategies for academic success, and encouraging community and student engagement. Participation, group work, and class discussion are key elements of this seminar. We will be sharing and exchanging information and advice throughout the transition year.

OTHER POLICIES & PROTOCOL

LANGUAGE WAIVER CRITERIA

Upper School students who experience great difficulty with the three-year World Language requirement due to a learning difference may apply for a waiver. The petition for a waiver must be accompanied by an evaluation from an established and state-licensed diagnostician (PsyD or PhD), describing the nature of the disability and stating that the student's disability would prevent him or her from being successful in a world language. Each application is reviewed on an individual basis. The final decision rests with the Upper School Director in consultation with the Learning Specialist.

INCOMPLETES

Incompletes may be given when a student is missing a discrete piece of work required to finish a course. Students will have no more than two weeks from the end of the mod to complete the outstanding work at which time a grade will be assigned. Teachers should indicate the incomplete in the grading system and write a comment detailing the outstanding work and what remains to be done. They should also notify the Upper School Director, the Associate Upper School Director, and the student's advisor of the incomplete. Once the incomplete is made up, the teacher should email the final grade and a new comment to the Upper School Director and the Associate Upper School Director. The report will then be sent to parents and the advisor. Grades of "INC" not revised in the prescribed time will be recorded as a final grade of "F."

ACADEMIC/SOCIAL PROBATION

Calhoun attempts to support students who are experiencing difficulty meeting the school's academic or affective expectations in a variety of ways. Students who experience significant academic, social or emotional difficulty may be placed on probation during the course of the school year. Factors contributing to the placement of a student on probation might include, without being limited to, the following:

- Persistent problems in meeting academic standards or deadlines
- Persistent absences from or lateness to school or to classes
- Repeated inappropriate behavior in school
- Significant violation of school rules and procedures

The terms of a student's probationary status will include the identification of the problem, requirements of probation, the period of time for which the probation is to last, and the consequences

of failure to meet the terms of probation. Requirements of probation might include, but are not limited to, the following:

- Meeting certain academic standards, e.g., grades
- Attending school and classes on time
- Substantiated and valid reasons for being absent
- Doing extra work in courses
- Restriction to the building during the school day
- Limitation of extracurricular activities
- Class make-up time

The terms of probation will be decided by the appropriate Division Director and will be presented to the student at a scheduled meeting, the student's parents having been informed beforehand of the general topic of such meeting. After such meeting, the Division Director will send the student and the student's parents a letter stating the terms of probation. In addition, a list of students on probation and the particular terms applicable to them will be regularly distributed to appropriate faculty and administrative members, including the Head of School.

If, in the judgment of school administrators, Calhoun seems not to be an appropriate school for a student, whether or not the student is on probation, the Division Director must notify both the student and the parents, in writing. A final decision to advise or require a student to leave the school will be made by the Division Director and the Head of School and confirmed in a letter from the administration.