

Keep until June 2010

San Domenico School

***2009-2010
Course Catalogue***

The Mission of San Domenico School

Founded by the Dominican sisters of San Rafael in 1850.

San Domenico School, an independent Catholic School for pre-kindergarten through twelfth-grade students of all faiths, forms with parents a community committed to excellence in education.

In the Dominican tradition of truth,

We **celebrate** diversity, recognizing God's presence in ourselves and in all creation.

We **explore** and develop the unique gifts of each individual in mind, heart, body, and spirit.

We **inspire** inquiry and provide a strong academic foundation for lifelong intellectual growth.

We **recognize** what it means to be human in a global community and respond with integrity to the needs and challenges of our time.

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Please note: This guide provides a listing for 2009-10 course offerings. Any course listed is subject to cancellation or change at the school's discretion.

Requirements for Graduation

English - 4 years required (40 Credits)

Required courses:

Freshman Foundations English or ESL Literature and Composition
English 10 - Sophomore Humanities
American Literature or AP Language and Composition – Junior Humanities
Electives

Foreign Language - 3 consecutive years of a modern language required (30 Credits)

History - 3 years required (30 Credits)

Required courses:

Freshman Foundations World History or ESL World History
Europe and the Modern World - Sophomore Humanities
US History or AP US History – Junior Humanities

Mathematics - 3 years (through Integrated Math 3) required (30 Credits)

4 years recommended

PE / Health – 2 years required (10 Credits)

Required course:

PE 1/Health

Religious Studies - 4 years required (40 credits)

Required courses:

Freshman Foundations World Religions (*waived for ESL and transfer students*)
Hebrew and Christian Scriptures
Social Justice
Electives

Service Learning - Completion of ROSE Project required

Science - 3 years laboratory sciences required (30 Credits)

Required courses:

Conceptual Physics
Life science (e.g. Biology or AP Biology), one year
Chemistry
4 years of science, strongly recommended

Visual and Performing Arts – 2 years required

Required courses:

Freshman Foundations Visual and Performing Art (*waived for ESL and transfer students*)

One year of Visual or Performing Arts (V.P.A.) elective is required. Students are recommended to fulfill this requirement in the sophomore year.

Academic Policies and Procedures

Curriculum Policy - No course may be added or dropped after the designated drop/add deadline. Please refer to the 2009-2010 calendar for specific dates.

Any student wishing to drop or add a course during the drop/add period should first see her teacher and her Mentor to discuss the possible change. Next, she should fill out the appropriate form, obtain all necessary signatures, and return the form to the Academic Dean for approval.

Normally, no senior will be allowed to enroll in any first - year course, such as a first-year foreign language. Advice of the College Counselor and approval of the Academic Dean is required.

Minimum/Maximum Credits - Students are required to take a minimum of 55 credits each year. Any student who wishes to take more than 70 credits must submit her request to the Academic Dean.

Academic Summer School Courses - A summer school course is for enrichment, and may not be used to fulfill departmental graduation requirements unless it is a repeat course or the Academic Dean, the appropriate department chair and the Upper School Division Head agree to waive the course at San Domenico. Please contact the Academic Dean for more information regarding summer school courses.

Transfer Student Credit - Only credits earned at San Domenico are included in the San Domenico transcript "credit count." However, course and credit information from previous schools is included with the San Domenico transcript. Where applicable, courses taken and credits earned at previous schools, are counted in a student's eligibility for graduation from San Domenico.

Virtuoso Minimum Academic Program - The Minimum Academic Program has been revised for students of the graduating class of 2009 and beyond. This minimum academic option is open only to those Virtuoso Program students who are certain that they will pursue a professional career in music and therefore seek more time for individual study in that area. Students must apply to the Director of the Virtuoso Program, the Director of the Music Conservatory and the Upper School Academic Dean for admittance to the Minimum Academic Program. Please contact the Academic Dean for more information regarding the Virtuoso minimum academic program.

Advanced Placement/Honor Courses - All students who enroll in AP courses are required to take the AP examination. AP courses are college level courses; only students who have shown sufficient proficiency in the subject area are permitted to enroll and must have the permission of the appropriate department chair and Academic Dean.

AP courses are college-level courses requiring significant homework and independent study skills. Honors courses are accelerated courses that teach material in more depth and require an effort and commitment similar to AP classes. Students enrolled in an AP course must sign an AP contract for each AP course.

Placement Criteria for AP and Honors Courses:

Our goal in working with each student to plan her course of study is to provide her with a challenging curriculum that is appropriate to her level of skill development and preparation.

When considering a student's placement in an Honors or AP course, **all of the following criteria must be met** for a student to receive a recommendation:

- The student must meet the minimum grade requirement. These minimum prerequisite grades are generally in the B+/A- range. However, specific grade cut-offs will vary depending on the course. For more information on the required prerequisite grades, please see the individual course descriptions in this curriculum guide.
- The student must demonstrate disciplined work habits and enthusiastic class participation. This includes submitting assignments on time, demonstrating the ability to work independently, arriving on time for class and not having excessive absences, asking appropriate questions in class, and acting as a role model for other students.
- The student must have demonstrated strong performance in previous subject-related courses.
- The student must be recommended in writing by her current teacher in that subject area.

As part of the course placement recommendations, both the student's overall academic performance as well as these specific criteria is considered to determine the best educational plan. Please note that scheduling limitations may restrict a student's placement into an Honors or AP course. Any student, who has a question about her placement, is encouraged to discuss her course recommendations with her current teachers.

***2009-2010
Course
Offerings***

English

The curriculum of the English Department reflects two fundamental assumptions:

- that the ability to express oneself clearly in writing and speaking is an essential skill, and
- that reading a wide range of literature enlarges a person's understanding of the world and of herself

To this end, English classes are intended to help each student develop her skills in thinking, reading, writing, speaking, and listening through the study of works with literary integrity from a variety of British, American, and non-English writers. In developing these skills, students are prepared to meet the demands of college work.

Freshman Year

Freshman Foundations English

10 credits /year

The Freshman Foundations English component of the Freshman Foundations program provides students with the foundational reading, writing, and critical thinking skills necessary for life-long learning and academic success. In this class, students examine a variety of novels, poetry, and short stories which enforce critical skills in thinking, writing, and text-based analysis. Daily class activities take the form of small group discussions, writing workshops, vocabulary work, and both group and individual projects which explore character development, theme, conflict, literary devices and style, and authorial intention. The first unit (Indigenous Cultures) asks students to closely read the myths of Indigenous Cultures and respond through sophisticated class discussions and both creative and analytical writing. The second unit (Hinduism/Buddhism) explores the novel and teaches students how to closely analyze a piece of fiction. This unit culminates with a thesis driven research paper. In unit three (Judaism/Christianity), students read, study, analyze, and write poetry. Students are responsible for writing a poetry analysis paper at the end of this unit. Unit four (Islam) asks students to further their critical reading, writing, and thinking skills through the study of another novel. Unit five requires the students to synthesize all of the skills that have been taught throughout the year into a compare/contrast paper. Through reading, writing, thinking, and synthesizing in a sophisticated manner, this English class encourages students to draw connections between cultures, explore their own identity, and take social and academic responsibility for themselves and for their learning.

Sophomore Year

English 10 - Sophomore Humanities

10 credits /year

This tenth grade course collaborates with *Europe and the Modern World* to form an interdisciplinary program tracing the development of certain key ideas in the formation of European civilization and its interactions with other Western and Eastern cultures. Through a study of various literary forms, students will develop a broad yet concrete understanding of the purposes to which literature has been put in shaping our

understanding of our identity as persons and individuals. Texts may include: Chaucer's *Canterbury Tales*; *The House on Mango Street*; *Macbeth*; *A Midsummer Night's Dream*; *Jane Eyre*; *Animal Farm*; *The Catcher in the Rye*; *One Flew over the Cuckoo's Nest*; *Pride and Prejudice*; and selections from various poets. Students will frequently practice critical writing and annotated reading skill building. (See also the descriptions under *Europe and the Modern World*.)

Junior Year

American Literature - Junior Humanities

10 credits /year

This American Literature course provides students with a variety of reading, writing, and presentation experiences requiring critical thinking and text-based analysis. Students examine texts from different genres to develop competence in the elements of literary style, structure, and interpretive response. Through the application of a very distinct and delineated set of skills, students investigate and become familiar with American culture and the relationship between past and present. Students in the College Preparatory American Literature section read widely in a variety of genres of American literature, including novels, drama, poetry, short stories, and essays, in order to develop an appreciation of the breadth of American writing. Students in all sections write in a range of forms and on an assortment of topics throughout the year, in both formal research-based writing and impromptu in-class essays and reading responses.

AP Language and Composition - Junior Humanities*

**Prerequisite: completion of English 10 with a grade of A- or above, as well as strong critical reading and writing skills, and the approval of Department Chair.*

Please also see AP Placement Criteria on page 6.

10 credits /year

The AP English Language and Composition class provides qualifying students with the equivalent of an introductory college level composition course. The primary goals of the course, derived from the College Board's AP English Course Description, are: 1) by reading a wide variety of excellent nonfiction writing, students will develop into skilled readers of prose in a variety of disciplines and rhetorical contexts, 2) by modeling their own writing on what they have read, students will develop skills as writers in a variety of rhetorical methods and on a variety of subjects, effectively using the strategies of skilled writers to communicate their purposes, 3) students will become committed to the process of revision in their writing through writing, editing, and revising drafts, and 4) students will further develop research skills which enable them to become effective in locating, evaluating, and using a variety of source material in their writing, including traditional print sources, online sources via database, and graphic and visual media.

Senior Year

Newcomers

5 credits /semester (First Semester)

The USA has long prided itself on being a “melting pot” that welcomes immigrants from around the world. However, we all know that the process of assimilation into American culture is seldom smooth or easy. In this course we will look at these newcomers’ experience of America from a number of perspectives. Texts to be read in the course may include *The Woman Warrior* by Maxine Hong Kingston; *The Bluest Eye* by Toni Morrison; *Go Tell it on the Mountain* by James Baldwin; and *Angela’s Ashes* by Frank McCourt. Additionally, we will read poetry, short stories, and essays dealing with the experience of the ‘newcomer’ in America.

The Study of Fiction

5 credits /semester (First Semester)

The focus of this course is fiction as “a kind of DNA of the imagination,” as the novelist David Lodge has put it. Why do fiction writers structure their novels or stories as they do? What devices do they employ to shape their unique worlds? How do we as readers encounter another’s imagination and accept or reject the experience? What makes reading fiction engaging and enlivening? We will explore these questions and study the elements of fiction, including plot, character, setting, theme, point of view, and style. To better understand this fictional experience, students will compare a variety of nonfictional yet creative pieces that employ imaginative techniques. In particular, we will analyze prose by identifying the author’s use of rhetorical strategies and techniques. Students will frequently employ these techniques in their own writing of essays of persuasion, of analysis, and of comparison-contrast.

Senior Elective Second Semester Courses

Gothic Literature

5 credits /semester (Second Semester)

The first gothic novel was published in 1764, and the gothic genre has been popular ever since. These novels are known for their characteristic use of haunted houses, supernatural elements, and the naive young woman who must endure a series of horrifying experiences. *Dracula* and *Frankenstein* are two of the more famous examples of the genre, but both *Jane Eyre* and *Rebecca* also borrow heavily from the gothic tradition. In this course we will read some classic gothic works—Ann Radcliffe’s *The Mysteries of Udolpho*, Jane Austen’s *Northanger Abbey*, Mary Shelley’s *Frankenstein*, and Wilkie Collins’ *The Woman in White*—along with some contemporary gothic stories such as Steven King’s *Misery*. Additionally we will look at some films that employ gothic conventions. Students will write both critical papers and creative gothic stories in response to our readings.

World Literature

5 credits /semester (spring)

In this course students will read a selection of writers from various parts the world. We will choose representative works of nonfiction, fiction (novels and short stories), poetry, and drama from the rich literary traditions of Latin America, Europe, Africa, and Asia. These readings will center on a theme to be named. Students will write frequently about their reading experiences, having learned some new strategies and techniques for improving sentence and paragraph structure, for using rhetorical devices, and for synthesizing ideas and information from various sources in a final project.

English (AP): Advanced Placement English Literature and Composition

10 credits /year

Prerequisite: Completion of AP Language and Composition with a grade of B+ or above and excellent critical reading and writing skills, or completion of American Studies Literature with a grade of A- or above with excellent critical reading and writing skills; recommendation of 11th grade English teacher, and approval of department chair. Please also see AP Placement Criteria on page 6.

This college-level course is designed to prepare students for the Advanced Placement Examination in English Literature and Composition. We will look closely at how to read, interpret, and appreciate the language of William Shakespeare and his contemporaries, within the context of the Elizabethan and Jacobean worlds in which they lived. We will examine the concepts of tragedy and comedy, and the themes of fate and justice as presented in works such as *Hamlet* and *Twelfth Night*. During the second semester, we will read classic and more recent poetry as well as longer works of fiction by authors such as Homer, Charles Frazier, and William Stegner. Additionally, we will prepare for the demands of the AP exam through weekly timed writings and working through sample multiple choice questions. This course requires a considerable reading load.

English as a Second Language

The ESL program's focus is on developing skills, habits, and abilities in using the English/American language. Moreover, the program provides a foundation for understanding American culture and San Domenico learning practices. First year international students will prepare themselves for the regular humanities college preparatory curriculum in the following year.

Courses

Literature and Composition

10 credits /year

This course is a requirement for all students in the ESL program. Through a process of reading and writing, students will embark on a journey of self discovery to understand how the character and values of every individual develop uniquely as a result of her innate qualities, the events that occur in her personal life, and the greater

cultural and historical context in which she lives. The course is organized into four units, taking the students from a very personal perspective of their lives to a much wider view of the vital roles they play in our world. Major course work will include maintaining a reading journal and completing a writing portfolio.

ESL Language Arts

10 credits /year

ESL Language Arts is an advanced grammar course, designed to complement Literature and Composition. Students will review different elements of English grammar to improve their grammatical accuracy and increase the level of sophistication of their sentence structure. Features of grammar that will be covered include verb tenses, gerunds and infinitives, adverb clauses, conjunctions and transitions, adjective clauses, and noun clauses. Students will do some grammar exercises, but the primary work in the course will be writing and **proofreading** brief compositions and writing assignments. Through the process of practicing, writing, and proofreading, students will learn to communicate more fluently and accurately in English.

Speech and Communication

10 credits /year

In this course, students will learn various techniques of public speaking and presentation. Exercises will focus on enhancing speaking English fluently and correctly, with particular emphasis on pronunciation and appropriate speech patterns. Additionally, students will work to speak with confidence in a variety of circumstances including informal class discussions, formal class seminars, and formal presentations. Students will study methods of verbal and non-verbal communication particular to western society, especially the United States.

ESL World History

10 credits /year

This course will provide a western perspective of world history, beginning with the development of the ancient societies of Greece and Rome and ending with contemporary events that focus primarily on the United States' interests and conflicts. Students will learn about and discuss the religious, cultural, economic, and political forces that have shaped Western Civilization and provided the foundation for Modern America. Students will use this historical perspective to better understand how America sees itself and to contextualize current global events.

Writing Workshop for International Students

3 credits /semester

This workshop is designed to support students in all of their classes which require writing. The course is called a "workshop" because the students draw upon the resources not only of their instructors but also of the other workshop participants. Through guided individual and peer-to-peer activities, as well as teacher-led lessons,

the students improve their composition skills, knowledge of grammar and proofreading strategies in order to successfully complete their composition assignments from other classes. This course is only offered pass/ fail.

Foreign Language

The Foreign Language Department of San Domenico believes that there is a growing need for the study of foreign languages at the secondary school level and is committed to meeting that need as effectively as possible. The instructors feel that the language student of today will be a better-prepared adult in the multi-lingual world community of tomorrow. The program of instruction divides this goal of preparation into three specific objectives:

- A skill objective: communicative proficiency, both oral and written, in the language chosen.
- A cultural objective: acquaintance with and appreciation of a different people, their history, civilization, and customs.
- A peripheral objective: greater understanding of the student's native language through study of a foreign tongue.

Courses

FRENCH

French 1

10 credits /year

This is a beginning course in French in which the basic patterns of the language are learned and practiced in conversation. Proficiency-based methods and materials are used to teach pronunciation and conversational skills. Reading and writing skills in the language are also developed.

French 2

10 credits /year

Prerequisite: Completion of French 1 with a grade of C or above.

French 2 builds on the skills acquired in the first year of the language and adds to these skills with continued emphasis on conversation. Reading and writing are developed further and given greater emphasis than in the first year.

French 3

10 credits /year

Prerequisite: Completion of French 2 with a grade of C or above.

French 3 rounds out the proficiency-based three-year course in the fundamentals of the language. The study of French grammar is completed and conversational as well as composition skills are honed.

French 4

10 credits /year

Prerequisite: Completion of French 3 with a grade of C or above.

This course offers a comprehensive review of grammatical structures, as well as the opportunity to perfect conversational and written skills. Students continue the study of francophone countries throughout the world.

French 5

10 credits /year

Prerequisites: Completion of French 4 with a grade of C or above.

This course offers an intensive review of complex grammatical structures, as well as perfecting conversational and written skills. Students focus on the study of different French speaking authors.

French AP Language

10 credits /year

Prerequisite: Completion of French 4 with a grade of A- or above and approval of Department Chair. Please also see AP/Honors Criteria on page 10.

Students continue the study of French building on previous course work. This course also continues with an emphasis on oral proficiency. Students will meet with the teacher for additional Advanced Placement exam preparation.

SPANISH

Spanish 1

10 credits /year

This is a beginning course in Spanish in which the basic patterns of the language are learned and practiced in conversation. Proficiency-based methods and materials are used to teach pronunciation, conversational skills, and grammar. Spanish 1 includes an introduction to contemporary Spanish and Latin American culture.

Spanish 2

10 credits /year

Prerequisite: completion of Spanish 1 with a grade of C or above.

Spanish 2 builds on the skills acquired in Spanish 1 and adds to these skills with continued emphasis on oral conversation. Reading, writing, and grammar are developed further and given greater emphasis than in the first year.

Spanish 3

10 credits /year

Prerequisite: completion of Spanish 2 with a grade of C or above.

This course continues the practice of conversation as used in everyday life, as well as focusing on more advanced reading and grammar. Literature, art, and modern life situations are discussed.

Spanish 4

10 credits /year

Prerequisites: Completion of Spanish 3 with a grade of C or above.

This course offers a comprehensive review of grammatical structures, as well as the opportunity to perfect conversational and written skills. Students continue the study of Hispanic countries throughout the world with a new emphasis placed on literature.

Spanish 5

10 credits /year

Prerequisites: Completion of Spanish 4 with a grade of C or above.

This course offers an intensive review of complex grammatical structures, as well as perfecting conversational and written skills. Students focus in the study of different Spanish speaking authors.

Spanish AP Language

10 credits /year

Prerequisites: completion of Spanish 4 with a grade of A- or above and approval of Department Chair. Please also see AP/Honors Criteria on page 10.

Students continue the study of Hispanic countries throughout the world with an emphasis on literature. Through the examination of literature, students work to perfect conversational and written skills. This course also extends the comprehensive review of grammatical structures. Students will meet with the teacher for additional Advanced Placement exam preparation.

History

The History curriculum is based on the belief that to understand the complexities of modern society it is necessary to understand our cultural and historical roots. Further, as citizens of the world, we must know and appreciate a variety of cultures and national backgrounds. Through their social studies course work, students learn to express historical ideas clearly (verbally or in writing), understand cause and effect relationships, and develop the research skills they will use in college.

Courses

Freshman Foundations World History

10 credits /year

The Freshman Foundations World History course is the social studies component of the Freshman Foundations program. This course provides students with the foundational social studies skills necessary for life-long learning and academic success. Through the content of each unit, students develop specific social studies skills such as the relationship between cause and effect, chronology, primary and secondary source analysis, and map reading. Daily class activities take the form of group discussions, seminars, Socratic method, and both group and individual projects

which explore specific social studies themes such as art and literature, continuity and change, economics and technology, geography and history, political and social systems, religious and values systems. Through reading, writing, critically thinking, and synthesizing in a sophisticated manner, this course encourages students to draw connections between cultures, explore their own identity, and take social and academic responsibility for themselves and for their learning.

Europe and the Modern World – Sophomore Humanities

10 credits /year

Building on the skills learned in the ninth grade, students in *Europe and the Modern World* work on thesis development and support, understanding of cause and effect relationships, written and oral presentations, focused in-class discussions and a deepened understanding of world geography and map reading skills. The course of study begins with a review of historical developments in Europe during the 14th century through the 16th century and a review of the emergence of regional civilizations. The bulk of the course focuses on the period of the Enlightenment through recent political and economic development in Europe, Asia, Latin America and Africa. The students are encouraged to address issues that are appealing to them and conduct further research resulting in two research essays that are developed throughout the course of each semester. In addition, frequent presentations that focus on relating the past to present world issues are conducted in an effort to deepen the students' awareness that the present is a product of a series of interrelated events beginning in the past.

US History – Junior Humanities

10 credits /year

A disciplined understanding the past and all of its nuances better prepares us to be responsible, empathetic citizens of the future. Operating under this premise, this United States History course explores the cultural and social roots of the United States. From the American Revolution to the present, this course helps students understand what "America" means and what role young women have in shaping the future. By focusing on the individuals and groups who sought to define what American meant to them and how it was perceived by the global community, this course digs deeply into the past two hundred years.

AP US History – Junior Humanities

10 credits /year

Prerequisite: Completion of Europe and the Modern World with a grade of A- or above, teacher recommendation, and approval of the Department. Please also see AP Placement Criteria on page 6.

The AP United States History course offers a *rigorous* college level examination of the United States from the 1400's to the present. This course challenges students not only to consider key historic events but also to connect broad themes such as nationality, ethnicity, race, gender, class, and religion as they appear within the landscape of the nation's past. In addition to the core text, primary and secondary readings, including works of literature will help students develop a more nuanced

perspective of US history, and exemplify professional historical interpretations and the development of culture. This course requires a considerable amount of reading and independent study.

Issues in American Democracy

5 credits /semester

Open to all 12th grade students.

This course will examine American foreign policy in the post World War II era and developments and factors related to the 2004 general election. By investigating contemporary as well as historical foreign policy issues, this course will focus both on the creation of US foreign policy and its impact on the geopolitical community. A common assumption that will be contested is that following the fall of the Berlin Wall in 1989, the US became solely responsible for maintaining order in the international community. The following questions will guide student inquiry: What international and domestic concerns influence the creation of US foreign policy? How does the United States determine "vital interests" abroad? How does the issue of sovereignty shape foreign policy decisions? What are the conditions necessary for US intervention into another country's domestic issues? How does the US interact with the United Nations? Students will be encouraged through the use of a portfolio to follow one specific foreign policy issue throughout the course of the semester.

International Relations: Recent Trends in Globalization

5 credits /semester

Open to all 12th grade students.

This course will examine various aspects and dynamics of contemporary international relations, with specific emphasis on American foreign policy. Approximately one quarter of this semester-long course will be devoted to the study of historical and ongoing developments in the Middle East, a familiarity with which is vital to the development of a comprehensive understanding of contemporary international relations. Issues of focus include the ongoing Arab-Israeli conflict, events in Iraq and the Persian Gulf Region, Afghanistan and International Terrorism, as well as the involvement of the United States, Europe and other influences in the region. Students will also examine several facets of American foreign policy, including motivating factors, humanitarian intervention and the definition of "vital interests" as they relate to involvement in various "hotspots" including North Korea, Sudan, and other locales. This will allow students to pursue research into their own particular issues and areas of interest as they relate to international relations.

International Relations II (Africa & China)

5 credits /semester (Second Semester only)

Open to all 12th grade students

This course will examine various aspects and dynamics of contemporary international relations, focusing on two of the most volatile and geopolitically important regions in the world today—Sub-Saharan Africa and China, familiarity with which is vital to the

development of a comprehensive understanding of contemporary international relations.

One quarter of this semester-long course will be devoted to the study of the contemporary Sub-Saharan Africa, including the transition from decolonization to the present in countries such as Zimbabwe, Ghana, Uganda, as well as humanitarian crises in Rwanda and Sudan and the democratization of South Africa.

Another quarter will focus on China's increasingly influential role in economic and geopolitical systems in East Asia, as well as internal issues, such as government reform, and issues of sovereignty affecting regions such as Tibet and Taiwan.

Contemporary California in History, Literature, and Imagination - Seminar

5 credits /semester

Open to all 12th grade students

In recent history, California, as both a place and ideal, has attained an exceptional and singular character in American and even global imagination. This interdisciplinary survey course will examine the social, political, cultural, and economic history of California as well as the literature and mythology of the state as it has developed over the last five centuries, with particular attention to the past half-century.

The historical content will emphasize California's unique place in history and imagination, with particular attention to the cultural amalgamation of Hispanic, Pacific Asian, European, and uniquely American influences, as well as emergent traditions, cultures, and developments.

The course will also draw from California's rich literary tradition, including the works of poets and authors such as Wallace Stegner, Amy Tan, Joan Didion, and John Steinbeck to complement and provide cultural context to the historical content.

Given San Domenico's location and resources, students will be expected to utilize and attend local events, archives, and other opportunities in the completion of course projects.

Mathematics

The Mathematics Department seeks to encourage students to learn and apply concepts of mathematics through interesting and challenging course work provided at each level of instruction. The major goal of teaching mathematics is for each student to gain knowledge and skill in the field in accordance with her ability. Students should continue in upper division courses beyond the three-year requirement in order to prepare themselves for any major for which mathematics is a prerequisite.

Math Sequence

The mathematics department has replaced the traditional Algebra 1, Geometry, and Algebra 2 courses with an integrated sequence, Integrated Mathematics 1, 2, and 3. The same algebra and geometry concepts are covered during these three years, but in a different order. The advantage of this approach is greater retention of algebra concepts, the continuous honing of algebra skills, greater practice with mathematical and logical reasoning, more problem solving which involves making connections between the different branches of mathematics, and the early introduction of such

topics as probability, measurement, statistics, discrete mathematics and functions. Students will be ready for Precalculus at the conclusion of this sequence. Entering freshmen who have had a complete course in algebra or a high school mathematics course equivalent to Integrated Mathematics 1 and pass a placement exam may begin Integrated Mathematics 2 in 9th grade. These students will be able to take Calculus in their senior year. AP Statistics may be taken after or concurrently with Precalculus, but should not be taken in place of Precalculus. Students planning to take the AP science courses in their senior year benefit from taking AP Statistics in their junior year.

*****All math students are required to have a TI-83 Plus or TI-84 Plus graphing calculator.**

Courses

Integrated Mathematics 1

10 credits /year

Integrated Mathematics 1 is as a basic math skills class introducing traditional concepts of first year algebra as well as topics in trigonometry, logic, geometry, probability, statistics and other mathematics concepts.

Integrated Mathematics 2

10 credits /year

Prerequisite: Grade of C or above in Integrated Mathematics 1

This course builds on the mathematical topics and problem solving techniques introduced in Integrated Mathematics 1. There is a strong emphasis on geometry and logic this year. Topics from algebra, statistics and discrete mathematics are also included.

Integrated Mathematics 3

10 credits /year

Prerequisite: Grade of C or above in Integrated Mathematics 2.

Integrated Mathematics 3 completes the three year sequence, building on the mathematical topics and problem solving techniques in Integrated Mathematics 1 and 2. Topics from algebra, geometry, logical reasoning, measurement, probability, statistics, discrete mathematics and functions are interwoven throughout this course.

Integrated Mathematics 3 (Honors)

10 credits /year

Prerequisite: Grade of A- or above in Integrated Mathematics 2 and approval of Department Chair. Please also see AP Placement Criteria page 6.

This course covers the same topics as Integrated Mathematics 3 but in greater depth with additional trigonometry.

Precalculus

10 credits /year

Prerequisite: Grade of C or above in Integrated Mathematics 3.

The focus of this course is on understanding the fundamental concepts of algebra, trigonometry and analytic geometry. Students will learn how algebra and trigonometry can be used in real-life problems. Throughout the course, numerical, graphical and algebraic methods will be emphasized.

Precalculus (Honors)

10 credits /year

Prerequisite: Grade of B+ or above in Integrated Mathematics 3 Honors and approval of Department Chair. Please also see AP/Honors Placement Criteria, p. 10.

The focus of this course is on understanding the fundamental concepts of algebra, trigonometry and analytic geometry. Students will learn how algebra and trigonometry can be used in real-life problems and important themes of calculus will be introduced in a conceptual manner. Throughout the course, numerical, graphical and algebraic methods will be emphasized.

Calculus AP

10 credits /year

Prerequisite: Grade of B+ or above in Precalculus Honors and approval of Department Chair. Please also see AP/Honors Placement Criteria, p. 10.

This course is equivalent to the first one and one-third semesters of the first year of college level calculus. Topics studied include limits, methods of differentiation and integration, and applications of differentiation and integration. At the end of the course students take the advanced placement Calculus AB test offered by the College Board.

Statistics AP

10 credits /year

Prerequisite: Grade of A in Integrated Mathematics 3 Honors or B+ or above in Precalculus and approval of Department Chair. Please also see AP/Honors Placement Criteria, p. 10.

This course is equivalent to a one-semester, introductory, non-calculus-based, college course in statistics. The four major themes of the course are: exploratory analysis, planning a study, probability, and statistical inference. At the end of the course, students take the Advanced Placement statistics test offered by the College Board.

Performing Arts

Please note: Courses designated "VPA" may be used to satisfy the second year Visual and Performing Arts requirements.

Music Department

San Domenico Singers

6 credits /year

This course is open to all students.

Previous experience in vocal or choral music is helpful but not required for participation in San Domenico Singers, the school chorus. San Domenico Singers do need to have a decent voice, a good ear, and a love and enthusiasm for singing in choir. The Singers perform music of all styles and periods, including works by Vivaldi, Bach, Mozart and Haydn to music of modern composers such as Copland, Bernstein, Britten and Sondheim. Each year, the Singers' repertoire ranges from Gregorian chant to contemporary popular music, from Elizabethan madrigals to world music. Special care is taken to instruct each member of the chorus in the development of good singing techniques through proper diction, breath support and control, vocal placement, and poise. The Singers participate in the annual "Vivaldi at San Domenico" concert, the traditional Christmas Tableaux, the Spring Musical and the May Pavilion Concert, which provides a joyous finale for the year.

San Domenico Chamber Singers

6 credits /year

This course is open to all students by audition.

The San Domenico Chamber Singers are a select group of singers devoted to learning and performing challenging choral music. The Chamber Singers learn music from many varied time periods and of many different styles, including chants, motets and madrigals from the Medieval, Renaissance and Baroque periods; choral art songs and part music from the Classical, Romantic and Modern periods; a cappella jazz and pop music; and music from non-Western repertoires such as Chinese, Korean, Japanese, African and Latin-American music. Members are selected by an audition in which abilities in reading and sight-singing music as well as advanced vocal and choral skills will be tested. Chamber Singers will be expected to participate in all San Domenico Singers concerts and may give a concert or two of their own.

Music Conservatory

Music History and Performance

6 credits /year

VPA credit

This course is recommended for 10th -12th grade students. For some instruments, prerequisites may be required; consult the Director of the Music Conservatory.

Students must also concurrently enroll in one of the following: San Domenico Music Conservatory Private or Ensemble Lessons, San Domenico Singers, Virtuoso Program Chamber Music, Orchestra da Camera or Sinfonia.

This course encourages historical awareness of style as developed through history, and the knowledge of the lives and output of the composers. The history component of the course emphasizes sociopolitical influences on composers and their music. Students will develop an understanding of music theory. The Music History and Performance course supports the development of technical and musical skills on a chosen instrument through weekly one-hour private lessons or ensemble coachings with a member of the Conservatory faculty, along with daily independent practice. Performance experience is gained in school recitals, festival recitals and studio master classes. Collaborative skills will be gained through ensemble study and performance experience.

Conservatory Private Lessons

3 credits / semester

This course is open to all students. For some instruments, prerequisites may be required; consult the Music Conservatory.

Students taking Private Instruction are invited to participate in the Conservatory's recital series and to use the Conservatory's facilities for private practicing.

Exceptionally motivated students wishing to take private instruction in two instruments simultaneously may enroll in a second section for credit.

A fee is charged for private instruction. The fee includes one lesson each week, except for days when school is not in regular session.

Ensemble: Chamber Music, Piano Ensemble, Flute Choir or Classical Guitar Ensemble

1 credit / semester

Prerequisite: Participants must be taking private lessons on their individual instruments.

This course is a weekly chamber ensemble for students of string and wind instruments, piano and guitar. Repertoire is chosen according to the particular instrumental combination participating and sessions are scheduled around ensemble members' schedules.

A fee is charged for group instruction. The fee includes one coaching each week, except for days when school is not in regular session.

Sinfonia

6 credits / year

This course is open to all students by audition. Previous experience on a string or wind instrument is required.

San Domenico Sinfonia is a chamber orchestra for San Domenico student string and wind players who have some (at least 1-2 years) previous experience on their instrument. The Sinfonia rehearses three times weekly and performs chamber orchestra repertoire with an emphasis on music from the baroque and classical periods. Students hone their ensemble skills while improving their rhythm, intonation, and expressive potential on their instrument. The Sinfonia performs several times a

year on Music Conservatory concert programs, and plays for school functions such as Masses and Commencement.

Virtuoso Program

5 credits /semester

Students seeking admittance into the Virtuoso Program should apply to the Virtuoso Program Director. The Virtuoso Program faculty committee will decide upon a student's acceptance to the Program.

VPA Credit: must take 2 semesters

Minimum practice requirements: eighteen hours individual weekly practice (exclusive of orchestra/quartet/ensemble rehearsals). Participation in the one-hour weekly Music Seminar is also required, as is an annual Jury evaluation of fifteen minutes or more of memorized solo repertoire.

To qualify for admittance, string students need to be members of the Orchestra da Camera and a Virtuoso Program Chamber Music Ensemble. Each Virtuoso Program student must complete one year of Course Music History and Performance.

Note: Virtuoso Program students must check the following courses on their course registration form:

Chamber Music

Virtuoso Program

Orchestra da Camera

For Virtuoso Program violinists, violists, cellists, and bassists who study with a San Domenico Affiliate Teacher (off-campus basis), a \$500 annual affiliate fee helps to cover overhead costs of the music building, use of practice rooms, piano tuning, artist concerts, library string quartet music, and performance guidance.

For Virtuoso Program pianists who study with a San Domenico Affiliate Teacher (off-campus basis), the annual fee is \$800. Parents are billed for the affiliate fee.

Virtuoso Program Chamber Music

1 credit /semester

Required of all Virtuoso Program string students. Prerequisite: Consent of the Virtuoso Program Director.

Each string group is coached one hour weekly and rehearses as a group a minimum of one additional hour weekly. Ensemble skills commensurate with string quartet performance are stressed. Studying much of the world's greatest chamber music on a one-to-one basis builds a strong sense of tonal and rhythmic awareness and a deep understanding of compositional techniques. This knowledge fosters a lifelong love of chamber music. In rehearsing together participants also learn the art of compromise.

Orchestra da Camera

3 credits /semester

Required of all Virtuoso Program students. Open to all students (playing string instruments) by audition only. Occasionally wind players are invited to participate. Please contact the Orchestra Director for more information.

The Orchestra, under the direction of conductor George Thomson, specializes in music for strings. The Orchestra performs three formal concerts annually—in October, February, and May—as well as other performances at various times during the year.

Concerto soloists are chosen to perform on each orchestra concert. Auditions for concerto soloists are held periodically during the year; a Virtuoso Program student may use her performance in a Virtuoso Program Jury (see below) as an audition vehicle for a solo appearance with the orchestra. Works must be played from memory and should include a cadenza if there is one. The Virtuoso Program faculty committee will take into consideration the performance experience of each applicant.

Theatre Arts & Dance

The Theatre Arts department offers a comprehensive study of performance art, focusing on an interdisciplinary approach to theatre. This program is designed to build self-confidence in all arenas of performance and public speaking. It is intended for students who wish to explore an interest in theatre as well as those who seek advanced level training. The program teaches voice and diction, theatrical movement, dance, stage combat, musical theatre, monologue, scene study, improvisation, Shakespeare and classical theatre history. The Theatre Arts student will be expected to study all areas of technical production, including set, lighting and costume design, sound, stage makeup and some basic film techniques. There are also extensive reading assignments from various plays.

The San Domenico Dance department offers an in depth training program in ballet, modern dance, jazz and choreography with professional master teachers and choreographers. The four year program offers opportunities to explore dance from the beginning to the advanced level. In addition to the core curriculum, students study hip hop, world dance, contact improvisation, partnering lifts, auditioning techniques, dance history, stage make-up, and real world skills in the business of professional dance. VPA course include homework, extra work outs, journaling, book reports, field trips, performance critiques, oral history reports, resumes, biographies, grant proposals and choreography. Students learn to lead class and rehearsals and take full ownership of their performances. In the P.E. program, students attend the same classes as the VPA students but have no homework. ALL students are required to attend one mandatory weekend rehearsal for the December dance assembly and three weekend rehearsals for the May Dance concert.

Courses

Freshman Foundation Performing Arts - Foundations in Theatre

This is an active and participatory course, fully integrated in the Freshman Foundations course of study, and lays the groundwork for all future theatre courses.

Students learn the fundamentals of stage voice, speech, and movement, in exercises drawn from Western theatrical training and multi-cultural training drawn from World Theatre practices. Each unit focuses on techniques specific to the culminating project for that particular Freshman Foundations unit. Verbal skills acquired range from delivering poetic language to academic presentation skills, while physical skills acquired range from expressive, abstract movement through realism and poise and deportment for academic presentations.

Theatre Arts 2: Techniques in Theatre

6 credits /year

VPA credit

Prerequisite: Completion of Foundations in Theatre or department approval.

Techniques in Theatre continues the ongoing study in the craft of acting by providing tools and techniques specific to the development of character. Participants study various theatre techniques to develop a heightened sense of each character's experiences, emotions and imagination. Students will learn how to prepare monologues and scenes with an emphasis on "process" and "presentation" indicative of classical theatre. Study of voice and movement will continue to heighten the actor's use of choices and expression. The second semester's project will be to rehearse and perform a scene or one-act directed by an advanced theatre student. All aspects of theatre will be incorporated into these projects.

Theatre Arts 3: History of Classical Theatre

6 credits /year

History of Theatre 3 offers a more advanced training for the serious theatre arts student. This course surveys different forms of theatre through the ages and from diverse parts of the world as students study theatre history from the perspective of the actor. Students trace the origins of theatre beginning with Greek plays and then travel through the centuries, examining different eras of theatre and culminating in the plays of the Restoration era. Working with texts from the classical theatre, students learn vocal and physical techniques relevant to each period studied as they rehearse and perform scenes and monologues. While the emphasis is on performance, the class incorporates information on theatre history, helping the students to deepen their understanding of the plays by placing them in the context from which they emerged. The second semester focuses on Shakespeare, with emphasis on text in performance: students will develop a facility with analysis and scansion as they develop an understanding of language as the key to character. Class time incorporates discussion of Shakespeare's plays as well as rehearsal and performance of monologues and scenes.

Theatre Arts 4: Advanced Playwriting and Directing

6 credits /year

This course will move at an accelerated pace for the serious artist. The emphasis will be on 20th Century Theatre. Students read and discuss modern plays (Chekhov, Ibsen, Beckett, etc.), directing and critiquing each other in selected scenes. Students develop an understanding of the principal movements and changing traditions of

modern theatre, and regularly attend and critique professional theatrical productions. Second semester, as students continue to study contemporary works of playwrights and directors, they will also learn directing skills and script development, and they will direct second year theatre students in scenes and one-act plays. They will design a set, lighting, and costumes for each of these projects which will be shown in a recital for their final project.

Technical Theatre

3 credits /semester

Students in this course study the craft of technical theatre. Students will learn the principles of stage management, publicity, and producing, and will design and implement stage lighting, costumes, sets, sound, props, and make-up. Students view and analyze outside performances and write about them in critiques and a "Technician's Journal". Students will research a play and develop designs for every aspect of its theoretical production. Work will include field trips to local theatres and focus on particular areas of interest in San Domenico theatrical productions.

Performance Workshop

3 credits / semester

Open to all Upper School students; requires after-school, evening, and weekend hours.

Four major Upper School productions are staged each year, with full costumes, make-up, sets and lighting. All Upper School students in good academic standing, regardless of participation in Theatre Arts classes, may audition for roles or apply for production positions in lighting, set design, costuming, or stage-management. Rehearsals are mandatory and grades are assigned on the director's evaluation of commitment, performance, and attitude.

Dance Performance 1

6 credits /year

VPA credit

The beginning dancer is introduced to basic skills in ballet, jazz and modern dance through instruction in basic technique and dance combinations. The program is enhanced by book reports, field trips to outside dance events and viewing of dance videos. Dance students will also participate in master classes in various dance forms, from ethnic dance and contact improvisation to hip hop. Students are given opportunities for practical application of the skills and discipline involved through participating in at least two school dance recitals during the year.

Dance Performance 2

6 credits /year

VPA credit

Prerequisites: Completion of Dance Performance 1 or permission of instructor

The beginning/ intermediate dancer is introduced to intermediate skills in ballet, jazz, modern dance and basic choreography. The program is enhanced by history reports, required attendance at outside dance events and viewing of dance videos as well as

attending guest master classes in various dance forms (see above) to provide a broad perspective on this art form. Two to three public recitals each year offer opportunities for practical application of the skills and discipline involved.

Dance Performance 3

6 credits /year

VPA credit

Prerequisites: Completion of Dance Performance 2 or permission of instructor

The intermediate/advanced dancer continues to expand her knowledge of technique and skill in ballet, jazz and modern dance, with an emphasis placed on choreography and performance. In addition, Dance Three students create a personal dance portfolio, which includes an autobiography, resume and dance photographs of the student.

The program is enhanced by required attendance at outside dance events and viewing of dance videos as well as attending guest master classes in various dance forms (see above) to provide a broad perspective on this art form. Two to three public recitals each year offer opportunities for practical application of the skills and discipline involved.

Dance Performance 4

6 credits /year

VPA credit

Prerequisites: Completion of Dance Performance 3 or permission of instructor

The intermediate/advanced dance student moves deeper into the knowledge and skill set of the advanced/pre-professional contemporary dancer through rigorous training in jazz, modern dance, ballet and choreography. The program is enhanced by studies in real life applications to the professional dance world (grant proposal writing, audition experience, choreography, etc.), required attendance at outside dance events as well as guest master classes in various dance styles to provide a broad perspective of this art form. At least two public performances each year offer practical application of the skills and discipline involved.

San Domenico Dance Performance Ensemble

6 credits /year

4-5 required rehearsals per week

Prerequisites: Permission of instructor

While the Performance Ensemble does work on technique, the focus shifts to production and performance. Students perform in the liturgical celebrations, special school events, the spring musical and the dance concerts. The program is enhanced by field trips and master classes (see above). While the regular schedule is 4-5 times per week, the rehearsal schedule during production times becomes more rigorous. The Students must have at least an intermediate level of experience and are admitted by audition only.

Physical Education/Health

The program is designed to promote within students a sense of respect and responsibility towards themselves and their bodies and an appreciation of individual and group achievement. It provides students the opportunity to participate and develop skills and knowledge in team, individual, and lifelong activities that may be an ongoing interest to them throughout their lives. It is also designed to help students participate in becoming fit and learning ways of maintaining this throughout their lives.

Courses

PE 1/Health

6 credits /year

PE 1/Health is a required year-long course for all freshmen. The PE component of this course introduces students to life-long fitness activities and the important role of physical exercise as a means of stress reduction. The Health component includes such topics as relaxation, human sexuality, substance abuse (alcohol, tobacco and drugs), eating disorders, general health, nutrition and body image. This course is offered only as Pass/Fail.

Independent PE (IPE)

2 credits /semester

This course is open to juniors and seniors.

Students who are involved in off campus sports' team or other eligible activities may apply for IPE credit. Please see the Academic Dean for more information.

PE Sports

3 credits /semester

Students who participate in school sports teams qualify for PE Sports. This course is offered only as Pass/Fail.

PE Dance

3 credits / semester

Please see the Dance Department course offerings for information on pages 26-27.

PE Riding

1, 2 credits / semester

Students, who participate in horseback riding lessons at San Domenico School, qualify for PE Riding. There is a separate fee to take these lessons. This course is offered only as Pass/Fail.

PE Tennis

1, 2 credits / semester

Students who take tennis at San Domenico School qualify for PE credit. There is a separate fee to take these lessons. This course is offered only as Pass/Fail.

Religious Studies

The Religious Studies curriculum includes courses which cover cultural thought and belief systems, historical events, theological concepts, and philosophical issues and movements. Students explore principles of decision-making, inquire into the spiritual dimensions of life, and develop their understanding of the meaning of interconnections with self, with others, with God, and with the earth. The course offerings honor the diversity of beliefs within the context of the Dominican Catholic tradition.

Courses

Freshman Foundations World Religions

10 credits /year

The Freshman Foundations World Religions course is the religious studies component of the Freshman Foundations program. The program utilizes the living world religions and this course as an organizing vehicle to investigate how others from different cultures and beliefs systems have made sense of the world, organized themselves for the sake of meeting human needs, and invented ways of preserving experience. The four units of study include: Indigenous/traditional beliefs, Hinduism/Buddhism, Judaism/Christianity, and Islam. Within each of the units, the course of study will revolve around the origins, expressions, and implications of each of these belief systems and those peoples who espouse them. Through reading, writing, critically thinking, reflecting, and synthesizing in a sophisticated manner, this course encourages students to ask and contemplate how the world religions answer who am I?, Why am I here? What do I believe? and Where am I going?

Hebrew and Christian Scriptures

10 credits /year

In the first semester, students will read and study selections from the Hebrew Scriptures, the written foundations of Jewish belief, shared also by Christians. Students will become familiar with the major persons, events, and themes of these Scriptures, a written record of the history of the Jews and the Jewish faith from their beginnings c. 2000 BCE until the birth of Jesus of Nazareth. These Scriptures will be viewed from two perspectives: both as the one, enduring covenant of Jewish tradition, and as the beginning of the covenant according to Christian tradition.

In the second semester, students will study the life, ministry, and teachings of Jesus of Nazareth by reading selections from the Christian Scriptures. We will focus first on the Gospels. Students will discover how Christians believe in Jesus as the "Anointed One," the Messiah hoped for by the Jews; and how Christians view the Christian Scriptures (the "New Testament") as a continuation of the Hebrew Scriptures (the "Old Testament"). Students will learn how Christianity gradually separated from Judaism and grew after the death of Jesus as his Apostles and disciples spread his teachings throughout the Roman Empire as recounted in the book of the Acts of the Apostles and the letters of St. Paul. We will end the year with an exploration of the dramatic imagery of the book of Revelation ("the Apocalypse").

Social Justice – Junior Humanities

10 credits /year

In this year-long course students examine contemporary social justice issues in light of the principles of Catholic social teaching. After studying the foundational principles of human dignity, solidarity, the common good, participation, subsidiary and the proper role of government, the class focuses in depth on selected areas of Catholic social teaching such as working for peace, the dignity of work and the rights of workers, and the preferential option for the poor and vulnerable, with a special focus on immigration issues. Students will develop a variety of research, writing and presentation skills through work on research projects, essay writing, class discussion, individual and team project work, debates, and presentations.

Senior Elective Courses

Religion and the Arts

5 credits/semester

Religion in the Arts is an overview course which looks at the relationship between arts and religion in various cultures and during differing eras. Particular attention is paid to understanding the language of art and learning to understand art for both its symbolic meaning and its contextual influences. The unique role of art and religion in the human experience will be examined both individually and in their synergistic relationship. The course includes readings by Borges, Tolstoy, Dillard, and Kandinsky, as well as passages from various cultures' religious texts.

Ethics

5 credits/semester

Through literature, philosophy, theology, fine arts, current events, and film, students will explore the meaning, purpose, and application of ethics and morality. We will ask enduring questions: What is the relationship between our stories and our identity? What do these stories teach us about what it means to be human, a woman? How am I to live? How do I resolve the ethical dilemmas when my choices are truth vs. loyalty, individual vs. community, short-term vs. long-term, or justice vs. mercy? With this as a foundation, we will address real issues facing women today. Student assessment will be through creative non-fiction and essay writing, class participation and by demonstrating ability to reason, analyze, collaborate and defend positions.

Introduction to Philosophy A

5 credits/semester (First Semester)

This first semester course will focus on the question of justice. What has it meant over the millennia to various Western cultures? What does it mean for us today? And, more generally, how does our concept of justice influence our personal decisions? Readings may span from the earliest representations of justice from the Hebrew and Christian testaments, from Athenian Greeks like Plato and Aristotle, from Christian thinkers St. Augustine and St. Thomas Aquinas, and from modern philosophers. We may also read some imaginative literature to illustrate justice issues. Most of the readings will be

accomplished during class time with a few analytical writing assignments of one to three pages. A seminar format with some lecture characterizes the learning environment. This is a semester course; students need not enroll for the second semester.

Introduction to Philosophy B

5 credits/semester (Second Semester)

This second semester course will explore love and friendship as themes in philosophy. Although our primary documents will be short philosophical selections ranging from the ancient Greeks to present theorists, we will use imaginative literature (plays, poetry & fiction), film, and paintings to explore the virtues of love and friendship. At the center of the course will be the question: What is the nature of love, and is friendship a form of love? Readings will be assigned weekly, and students will write short analytical papers and give one presentation.

Science

The science program offers a challenging array of college-prep laboratory classes, all of which stress observation, laboratory skills, and problem solving. Classes involve analysis and discussion of scientific phenomena, and prepare students to make informed decisions on environmental issues and the values of technological advances.

Planning your science course of study

Students are strongly encouraged to take as challenging a science program as possible. Those hoping to pursue a science major in college are advised to study science for all four years at San Domenico. Students who wish to take two sciences per year must have the approval of the Science Department Chairperson and the Academic Dean. Among the junior/senior offerings are rigorous electives and AP courses which have a narrower focus than the core science courses and require students to apply skills learned in previous science and math classes. It is recommended that students take the three foundational courses before taking Advanced Placement courses.

PLEASE NOTE: Not all elective science courses are guaranteed to run each year. Student interest and teacher availability cause variation from year to year.

Courses

Conceptual Physics

10 credits /year

Open to grades 9 and 10

This laboratory science course is an introduction to the essential concepts of physics with an emphasis on comprehension, critical thinking and scientific inquiry. Course work will be presented through experience-based activities, as well as through group and class discussions. Specifically, the scientific skills of observation techniques, hypotheses formation, data analysis and interpretation, and development of informed conclusions will be emphasized in preparation for future science courses.

Biology

10 credits /year

Open to grades 10, 11 and 12

This course is a comprehensive survey of topics in biology using lecture, discussion, labs, projects, papers and activities. Topics include: ecology, cellular biology, biochemistry, genetics, evolution, classification of living things, human physiology and anatomy. The goal of the course is for students to increase their vocabulary and understanding of the living world so that they can find patterns, analyze information, and ask educated questions. Students will read current news and discuss issues of medicine, health, biotechnology and the environment. This is not a homework intensive course, however students are expected to read along in their textbooks, and labs are performed weekly during a double block. Any work not completed during class, such as lab write-ups, are due by the following lab day. Tests are typically given every 2 or 3 weeks and there is at least one project or paper assigned each quarter.

Chemistry

10 credits /year

Open to grades 10, 11 and 12. Prerequisites: completion of, or enrollment in Integrated Mathematics 3.

This course presents the principals of chemistry and helps students gain a strong foundation in scientific literacy. Major goals are to stimulate interest in science and to encourage a spirit of inquiry. The course covers the basic properties of matter, solids, liquids and gases, the atom, the chemical families, the Periodic Table, stoichiometry and chemical reactions. It includes laboratory techniques and the keeping of laboratory records.

Chemistry (Honors)

10 credits /year

Open to grades 10, 11 and 12. Prerequisites: concurrent enrollment in Integrated Mathematics 3 honors or higher; A- or above in previous science and math classes and recommended by the department. Please also see Honors Placement criteria on page 6.

This course is recommended for serious science students with a strong background in mathematics who are interested in a rigorous, in-depth chemistry course. The concepts in this course focus on both quantitative and qualitative descriptions. Among the topics studied are atomic theory, stoichiometry, chemical bonding, chemical reactions, thermodynamics, solutions, and the different phases of matter. Lab work and keeping a lab notebook are important components of the course.

AP Physics C- Mechanics

10 credits /year

Open to grades 11 and 12. Prerequisite: completion of or enrollment in Calculus or AP Calculus. Please also see AP Placement Criteria on page 6.

This mathematically rigorous course in physics follows the guidelines outlined in the College Board Acorn book. The main content of this course is the *Mechanics* section of the Physics-C AP syllabus. This adds depth to the breadth of knowledge previously

acquired by the students in their ninth-grade conceptual physics class by specializing in the field of Newtonian Mechanics, which lays a solid foundation for future engineering and science studies at college. By focusing on one field, more class time is available for practicing problem-solving strategies and lab skills. The course complements concurrent study of calculus, with some crossover in subject matter between the courses. Material requiring knowledge of calculus is introduced late in the year to correspond with the concurrent math course. The course prepares the student to take the *Mechanics* section of the Advanced Placement Physics Level C exam at the end of the school year. Course credit is available at some colleges with good results in the AP test. Laboratory work requires 2/5 class periods, and students are expected to spend extra time outside of the classroom for reading and homework.

AP Biology

10 credits /year

Prerequisites: Completion of Biology and Chemistry and recommendation by the science department. Please also see AP Placement criteria on page 6.

This is a rigorous, college level course that requires students to apply skills learned from their previous science courses with a more in-depth, critical focus. AP Biology is designed for academically strong students with a keen interest in the biological sciences, and a willingness to devote at least 1 hour daily of after-school time for independent content study. The topics covered include biochemistry, molecular and cellular biology, heredity and molecular genetics, biotechnology, evolution, the diversity, structure and function of organisms, populations and ecology. The course includes hypothesis-based laboratory experiments that mirror those performed in introductory biology courses offered at most universities.

AP Chemistry

10 credits /year

Prerequisites: Completion of Chemistry Honors, with a grade of A- or above and recommendation by the science department and concurrent enrollment in Precalculus Honors or higher. Please also see AP Placement Criteria on page 6.

The AP Chemistry class is designed to be the equivalent of a college introductory chemistry course usually taken by science and engineering majors in their first year of study. It is also for the student who desires to take a second year of chemistry in high school. The student is expected to have a solid background in the basic principles of chemistry prior to taking this class. This is a rigorous elective with a tighter focus than the first year Honors Chemistry classes. Topics covered in the first year of honors chemistry class are briefly reviewed, but not stressed. "How to" problem solving, equilibrium, kinetics and thermodynamics and acid base chemistry will be covered in great depth. Laboratory work is also stressed, as much of the AP exam covers laboratory techniques and procedures.

AP Environmental Science

10 credits /year

Prerequisites: Completion of Biology and Chemistry and teacher recommendation. Please also see AP Placement criteria on page 6.

Environmental science is a dynamic subject matter which is continuously evolving as our scientific understanding, our technological advances and our political responses change. In order to explore these concepts we will be gathering information from many disciplines across the sciences including earth science, basic chemistry, geology, and ecology as well as economics, sociology and social justice. We will be investigating the Earth's resources thematically (energy, water, air, soil/land, forests, wildlife/wilderness), their management, issues caused by waste and human population pressures. The class will explore both the foundational concepts as well as the interconnections between many of the problems as well as the solutions. This is the equivalent to a semester long college-level course. While we explore the concepts through labs and activities in class, students will be responsible for mastering complex concepts and learning from independent reading and research as well. Students will continuously be tested in the style and level of the AP test on a bi-weekly basis. In addition there are projects and presentations such as debates, a web-site project and an end of the year action-project.

Environmental Science

10 credits /year

Prerequisites: Completion of Biology and Chemistry.

This elective course is designed for students interested in learning more about the environment and who do not wish to take an AP course. Environmental Science is an interdisciplinary course in which students will integrate concepts from biology, chemistry, physics, geology, economics, sociology and politics. We will begin the year building a foundation in pure ecology. From here we will explore the complexities of these nature systems incorporated with our own. We will explore thematic units: population, food, water, air, energy, and wildlife/habitat management. This is a rapidly moving course in which students will be covering a chapter every 1-2 weeks. There will be many opportunities for hands-on activities and relevant application of what we are learning in class to local and international issues, field trips, and community action.

Forensic Science

5 credits /semester

Prerequisites: Completion of Biology and Chemistry recommended.

This elective course will focus on the tools used by forensic scientists to solve crimes through analyses of physical evidence found at crime scenes. The basic processes of scientific reasoning and investigative strategies that you learned in your previous science classes will be applied to thought-provoking cases and scenarios to develop your critical thinking and problem solving skills.

Anatomy and Physiology

5 credits /semester

Prerequisites: Completion of Biology and Chemistry

This elective course includes the study of the human body as an integrated structural and functional unit. It will include the circulatory, respiratory, digestive, excretory, reproductive, nervous, endocrine, muscular and skeletal systems. Other topics covered include nutrition and metabolism, acid/base balance, fluid and electrolyte balance, and genetics. Laboratory work parallels lecture topics, and includes microscopy, study of human anatomical models, dissection of preserved animals, and physiological experimentation.

AP Psychology

10 credits /year

Prerequisites: Biology with a grade of B or above. Please see AP Placement criteria on page 10. This course is open to juniors and seniors.

This is the equivalent to the introductory college psychology course which is becoming a general requirement at many universities. This social science course explores the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course investigates the history of and differences between the major philosophies and approaches in the field. Students will investigate the biological basis of behavior through studies of the brain and the senses. Other topics include the nature nurture debate of cognition, perception, emotion, learning, motivation, personality development, intelligence, social behaviors, and therapy. Student will learn from activities, case studies and class presentations and projects. Students will continuously be tested in the style and level of the AP test on a bi-weekly basis and be expected to keep up with chapter readings and outlines.

Teacher Assistant in the Sciences

2 credits /year

Open to grades 11 and 12. Prerequisite: Completion of Chemistry Honors.

A teacher assistant helps the instructor in setting-up labs and performing other curricular related duties. The instructors select the assistants. After receiving instructor approval, students who wish to be considered for a teaching assistant position must also meet with the College Counselor and be approved by the Academic Dean.

Visual Arts

Please note: Courses designated "VPA" may be used to satisfy the second year Visual and Performing Arts requirement.

The Art Department offers courses in creative arts designed to provide and develop the skills necessary to appreciate and to create art, to see art as a means of expressing a variety of points of view and to learn to discuss the variety of viewpoints gained from art itself.

The courses are taught as an academic discipline, which involves the development of both creative and analytical skills, as well as personal integrity, originality, thoughtfulness and work ethic. Each course provides the kind of challenges that will ensure success on an individual basis, and build self-esteem and self-confidence through the process of creative thinking. Small studio classes and personalized attention are central components of our philosophy and instruction.

All of the Fine Art Department faculty members are established professional artists. They teach classes at San Domenico on a part-time basis, each in the field of their professional artistic expertise while they continue to have their own work exhibited. Diversity, competence, and awareness of the outside art world give the Fine Art Department a unique perspective.

Courses

Freshman Foundations Art 1

The visual fine arts component in the Freshman Foundations program is integrated with each unit's topic of study. Students learn to work in the basic art media and concepts of 2-D and 3-D design, color, composition and pattern, executed in pencil and pen and ink drawings, clay, sand, printmaking and watercolor painting techniques.

Art 2

6 credits /year

VPA credit

Prerequisite: Completion of the Freshman Foundations Art 1 or permission of instructor.

The Art 2 class is a one year art course in the fundamentals of art emphasizing the necessary skills to provide the student with a broad base leading to understanding artistic perception, creative expression, historical and cultural contexts.

A variety of art media: watercolor painting, tempera, pastel, drawing with pencils and pen and ink, basic design, collage, printmaking and batik (a wax resist dyeing process on fabric) will be presented to explore personal artistic skills. An understanding of fundamental composition and color theories is developed. This class encourages intermediate and advanced art students to pursue their own particular expression and development in the visual arts. Emphasis is on breadth and the quality of the works created. Art presentation and matting of art works is taught. Selected historical and relevant cultural contexts will be presented with particular attention to analysis,

interpretation and appreciation of art works from past and present world cultures. Learning the elements of the visual arts, the tools, techniques, materials, the relevance and application in relationship to other art forms, subject areas and careers in the arts and fostering a life-long love for the visual arts, either actively or supportively, are primary goals of this course.

Ceramics 1

3 credits (First semester only)

Prerequisite: Art 1 or permission of instructor.

VPA credit: must enroll in Ceramics 1 and 2.

There will be three main projects and an optional project for those students who feel ambitious. Students will create a set of tiles, hand-built bottle forms, and model objects. A critique will follow the completion of each project. The artist may be asked to present her work to the class or may be asked to discuss certain aspects of their work in relation to the assignment. Students will also complete a sketchbook, which will be turned in at midterm and the week prior to exams.

Ceramics 2

VPA credit: must enroll in Ceramics 1 and 2.

3 credits /semester

Students will begin working on the potter's wheel and will continue to explore hand-building techniques. A critique will follow the completion of each project. The artist may be asked to present her work to the class or may be asked to discuss certain aspects of their work in relation to the assignment. Students will also complete a sketchbook, which will be turned in at midterm and the week prior to exams.

Ceramics 3

3 credits /semester

Prerequisite Ceramics 1 and 2

Advanced techniques on the wheel will be introduced. Raku firing techniques will be introduced. Projects will focus on refining skills in both creating and glazing techniques. A critique will follow the completion of each project. The artist may be asked to present her work to the class or may be asked to discuss certain aspects of their work in relation to the assignment. Students will also complete a sketchbook, which will be turned in at midterm and the week prior to exams.

Ceramics 4

3 credits /semester

Prerequisite Ceramics 3

Emphasis is placed on working independently in a ceramic studio and on contemporary ceramics. Students will refine skills on the potter's wheel, hand building and sculpture. A critique will follow the completion of each project. The artist may be asked to present her work to the class or may be asked to discuss certain aspects of their work in relation to the assignment. Students will also complete a sketchbook, which will be turned in at midterm and the week prior to exams.

Drawing and Painting 1

3 credits (First semester only)

Prerequisite: Art 1 or permission of instructor.

VPA credit: must enroll in Drawing and Painting 1 and 2.

In this course, students learn the basics of various media and techniques to develop a strong composition, form, and depth. Students will be introduced to shading techniques in pencils and will also work with soft pastels, watercolor and charcoal. The elements and principles of design will be introduced.

Drawing and Painting 2

3 credits /semester

VPA credit: must enroll in Drawing and Painting 1 and 2.

Prerequisite: Drawing and Painting 1

This course builds on the skills learned in Drawing/Painting I by allowing students to work with these ideas and techniques in depth. Color theory is discussed and applied, and students will begin to work with acrylics. Students will be exposed to a variety of artists and art movements.

Drawing and Painting 3

3 credits /semester

Prerequisite: Drawing and Painting 2

This course focuses and sharpens the skills and ideas learned in Drawing and Painting II through personal exploration of ideas, exposure to various artists and art movements, and the development of individual style. Students will develop a portfolio of their work for college applications and AP Art.

Photography I

3 credits (First semester only)

Prerequisite: Completion of Freshmen Foundations Art 1 and one additional 2D art class.

The course is designed to inform students about the basics in developing film and prints, with an emphasis on safety skills and darkroom techniques. Students will analyze the work of their peers as well as works by well-known photographers. Framing the image, contrast, and the elements and principles of design will be a few of the focal points for the class. Students must have access to a 35 mm camera for this course.

Photography II

3 credits / semester

Prerequisite: Photography I

This course will continue to teach the techniques of photography, with an emphasis on framing the image and creating an individual visual voice. Students will analyze the works of their peers and write a comparative paper on two well-known photographers. Sandwiched negatives, Sabattier prints, and hand colored negatives are a few of the

new techniques taught. Students must have access to a 35 mm camera for this course.

Printmaking 1

3 credits /semester (First semester only)

VPA credit: must enroll in Printmaking 1 and 2.

Prerequisite: Art 1 or permission of instructor.

Students learn to create and print multiple copies of original prints of their own design. Multi-color linoleum block printing is introduced, with editions on paper and fabric, as well as various monotype printing processes. Instruction is highly individualized. Studio work, field trips, and exposure to examples of professional printmaking are included.

Printmaking 2

3 credits /semester

VPA credit: must enroll in Printmaking 1 and 2.

Prerequisite: Printmaking 1

Students continue to create original prints in editions of multiples, with emphasis on using color as expression. Images will be printed in ranges of warm colors, cool colors, analogous and contrasting colors. New media presented are pastel transfer prints and collagraphs. Small editions, printed on an etching press, will include embossing. Individuality of expression is encouraged.

Printmaking 3

3 credits /semester

Prerequisite: Printmaking 2

The objectives for advanced printmaking students are to use the thorough understanding of the printmaking processes they have learned to explore expressions of personal ideas and individualized styles. Students will be allowed greater latitude in choosing projects and media. Higher quality of work will be expected. Students will be encouraged to explore the printmaking medium beyond traditional concepts and to develop their abilities to become self-reliant as an original printmaker in the media of linoleum block color reduction prints, collagraphs, drypoint etching on plexiglass and monotype prints. Matting and framing of artwork will be taught, culminating in an installation of prints in a gallery art show.

Sculpture 1

3 credits /semester (First semester only)

Prerequisite: Freshman Foundations Art or permission of the Instructor.

There will be four main projects working with a variety of materials, including wire, plaster, clay, and found objects. A critique will follow the completion of each project. The artist may be asked to present her work to the class or may be asked to discuss certain aspects of her work in relation to the assignment. An ongoing sketchbook is required of everyone and will be turned in at midterm and the week prior to finals.

Students will also do some research outside of class that should be reflected in their sketchbook.

Sculpture 2

3 credits /semester

Prerequisite: Sculpture 1

There will be three main projects during the semester, including a personal portrait in clay, abstract sculpture using found objects, and a collaborative installation project. A critique will follow the completion of each project. The artist may be asked to present her work to the class or may be asked to discuss certain aspects of her work in relation to the assignment.

An ongoing sketchbook is required of everyone and will be turned in at midterm and the week prior to finals.

Students will also do some research outside of class that should be reflected in their sketchbook. This visual journal should be added to on a weekly basis.

Public Art: Controversy, Interpretation and Implementation

3 Credits / Semester

Prerequisites: Juniors and Seniors; 1 year visual or performing arts

The class will include an art history component, looking at art in the public eye and the controversy or reaction that is generated through the creation of art. The students will learn about different contemporary art movements and artists, including muralists, "happenings", public sculpture, and Christo and Jeanne-Claude. The students will collaborate on a project to be implemented on campus (or community-wide, as appropriate) as a final project. Discussion and critical thought will be emphasized, as well as original ideas and creative strength.

Advanced Placement Studio Art

10 credits /year

VPA credit

Offered senior year to qualified advanced art students, with approval by Department Chair.

Prerequisites and Co-requisites

Students interested in being recommended for the AP Studio Art class are generally required to take art classes as freshmen, sophomores, and juniors. Upper division art classes are highly recommended as prerequisites including, but not limited to: Drawing and Painting 3, Ceramics 3, Art 2, Photo II. All AP Studio Art students are encouraged to take History of Art during the first semester. Please also see AP Placement criteria on page 6.

The Advanced Placement Program in Studio Art has been developed by high school and college art teachers to define the scope of work that would be equivalent to introductory college courses in studio art. Advanced Placement work involves significantly more time than most high school courses. This course will concentrate on the acquisition of advanced skills and will require the student to perform at a

consistently high level. The specifics of the course will be designed by faculty and the individual student using current Advanced Placement guidelines.

The program is intended for highly motivated art students committed to serious study in art. The goal is to complete the outlined body of work and submit the completed portfolio. The Advanced Placement student may choose either a Drawing Portfolio (includes painting and printmaking), a 2-D Design Portfolio (includes digital art and photography) or a 3-D Design Portfolio (sculpture and ceramics). The portfolios are designed to allow maximum freedom in structuring AP Studio Art courses. Students will be responsible for the creation of a quality portfolio, its documentation (in 35 mm slide form), an artist's statement and the organization of the above for the purpose of shipping all required elements to the AP Portfolio Review.

Because art courses vary from college to college, the guidelines for work in Advanced Placement Studio Art do not describe particular college-level courses, but they do reflect three areas of artistic interest:

- **QUALITY** - a sense of excellence in the student's work. For the Drawing and the 2-D Design portfolios five works are to be sent to the AP Portfolio Review. For the 3-D Design portfolio ten slides of five works are to be sent to the AP Portfolio Review.
- **CONCENTRATION** - students are required to explore a personal interest as intensively as possible. A concentration is a body of visually and conceptually related works based on an individual's interest. The student is asked to show, in depth, a personal commitment to a specific visual/conceptual idea by investing time, effort and thought. For the Drawing, the 2D Design and the 3-D Design portfolios *twelve slides* (some may be details) are to be sent to the AP Portfolio Review.
- **BREADTH** - students are required to work in a rich variety of means and materials in order to extend their repertoire of visual experiences, showing evidence of both intellectual and perceptual range. For the Drawing and the 2-D Design portfolios *twelve different slides* are to be sent to the AP Portfolio Review. For the 3-D Design portfolio *sixteen slides of eight different works* are to be sent to the AP Portfolio Review.

Visual Arts Program

10 credits / year

Prerequisite: Consent of Department Chair. Once you are accepted to this program you remain in it through graduation.

Minimum requirements for this course:

Students are required to commit 10-12 hours per week to this course. Students will be expected to create a plan for completing a body of work in a given discipline of art and to work closely with the instructor who can help guide the student to success.

The artwork should be an in-depth exploration of one or more of the following: painting and drawing, printmaking, ceramics, photography, or sculpture.

Advanced Art Independent Study

3 credits / semester

Prerequisite: Must have completed all of the coursework in one selected area of study; Instructor approval required.

This course is intended for students who have completed the highest level of one of the following categories of courses offered in the art department: drawing and painting, printmaking, ceramics, photography, or sculpture. Students will focus on an area of study to enhance their skills, broaden their scope of understanding of the materials, and study ideas in-depth. Students will be expected to complete a minimum of 6 projects throughout the semester, as determined by the individuals and approved by the instructor. Project proposals are due at the time the student schedules her class. Regularly scheduled critiques with the instructor will be a standard component of the class. Additionally, students will be responsible for exhibiting their work with an Artist's Statement.

History of Art

5 credits /semester (First semester only)

This is an elective course and may be taken in the junior or senior year.

However, it is highly recommended for all students considering or participating in the Advanced Placement in Studio Art Program.

This course introduces students to the broad range of human creativity throughout the history of man. Art history through the ages, with emphasis on period styles and individual styles in areas of painting, sculpture, and architecture, is presented. An overview is given of the arts of the classical cultures of antiquity. Students gain an understanding of the influences in science, technology, and politics that affected style changes in art. A special focus will be on modern art, from Impressionism to Expressionism to current trends in contemporary art. In addition to textbook assignments, slide lectures, audio and video presentations, and field trips to museums are included. A term paper is required.