



# ***San Domenico School***

## **2016-2017 Course Catalog**

***Please note: This course catalog provides a listing for 2016-2017 course offerings. Any course listed is subject to cancellation or change at the school's discretion.***

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## Graduation Requirements

Subject	Grade 9	Grade 10	Grade 11	Grade 12
<b>English (4 years required)</b>	English 9 (1 year) or  ESL Literature and Composition (1 year) and Language Arts (1 year)	English 10 (1 year)  and/or Language Arts (1 year)	English 11: American Literature (1 year) or AP Language (1 year)	(2) semester electives, AP Language (1 year) and/or AP Literature (1 year)
<b>World Languages (3 consecutive years of a modern language)</b>	World Language (Mandarin or Spanish) (1 year)	World Language (Mandarin or Spanish) (1 year)	World Language (Mandarin or Spanish) (1 year)	World Language (Mandarin or Spanish) (1 year)
<i>Students having completed the 3<sup>rd</sup> year of a language but not 3 consecutive years at San Domenico may petition the Upper School Administration for permission to take an additional two consecutive years in another language.</i>				
<b>History (3 years required)</b>	Global Studies (1 year)	Europe and the Modern World (1 year)	US History (1 year) or AP US History (1 year)	
<b>Mathematics (3 years required)</b>	Math (1 year)	Math (1 year)	Math (1 year)	
<b>Religious Studies (4 years required)</b>	Global Studies (1 year)	Sacred Texts (1 year)	Social Justice (1 year)	(2) Senior electives
<b>Science (3 years required)</b>	Conceptual Physics (1 year)	Life Science (i.e. Biology or AP Biology)	Chemistry (1 year) or Chemistry Honors (1 year)	
<i>Conceptual Physics waived for transfer students or for students who pass a placement test, upon approval of Upper School Administration</i>				
<b>Visual &amp; Performing Arts (2 years required). Transfer students have a 1 year requirement.</b>	Freshmen Arts Elective. Choose from (5) semester long offerings: Dance, Music, Theatre, Visual Arts and Film / Video Production	Visual or Performing Arts electives (2 consecutive semesters, strongly suggested to complete Sophomore year)		
<b>Health (1 semester required)</b>	Freshman Health (1 semester)			
<i>Transfer students can satisfy this requirement with a similar course completed before enrolling in San Domenico, with Administration approval. Course must have been completed in 9th or 10th grade. If transfer student has not taken a course meeting this Health requirement, an alternate Health course is required.</i>				
<b>Physical Education (4 semesters required)</b>	PE (2 semesters)			

	Freshmen can satisfy the Physical Education requirement by enrolling in a PE class during the academic day or participating in Strength & Conditioning class (after school) or participating in a dance class (after school) or a San Domenico competitive team sport. Participation on a competitive San Domenico team sport for a full season counts as one semester of PE credit. Off campus PE credit can be earned with prior approval from the Upper School Administration and Athletics Department.		
Service Learning			Completion of ROSE Project required.

Graduation requirements for transfer students may differ. Contact the Upper School Administration for more information.

## Academic Policies and Procedures

**Add/Drop Policy** - No course may be added or dropped after the designated add/drop deadline. Please refer to the 2016-2017 calendar for specific dates.

Any student wishing to drop or add a course during the add/drop period should first see their teacher and Mentor to discuss the possible change. Next, the student should complete the appropriate add/drop form, obtain all necessary signatures, and return the form to the Upper School administration for approval. In some cases, a student must get approval from the Director of College Counseling prior to adding or dropping a course. Withdrawing from a class after the add/drop period has ended may result in a “W” (WITHDRAWAL) on the student’s transcript.

Normally, no senior will be allowed to enroll in a first-year course, such as a first-year world language. Advice of the College Counselor and approval of the Upper School Administration would be required in such cases.

**Minimum/Maximum Credits** - Students are required to take a minimum of 50 credits each year. Typically, students are encouraged to enroll in at least five (5) core academic courses (i.e. English, History, Religion, Math, Science, and/or World Languages) each semester. However, a student may enroll in a Fine Arts class (i.e. Theatre, Visual Arts, Dance, Music, Digital Arts) to count towards the required minimum 50 credits. Any student who wishes to take more than 70 credits or fewer than 50 credits must petition the Upper School administration for approval.

**Academic Summer School Courses** - San Domenico School considers summer school courses as enrichment, and may not be used to fulfill San Domenico graduation requirements. A student may petition the Upper School administration to have a summer school course approved either for graduation credit or for consideration to take a higher-level course in an academic discipline area. A student should get prior approval before taking a summer school course. Please contact the Upper School administration 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 and GPA. However, if course and credit information from previous schools or online course work is submitted to San Domenico, it will be included in a student’s permanent file. Where applicable, courses taken and credits earned at other schools are counted in a student’s eligibility for graduation from San Domenico.

**Virtuoso Program: Minimum Academic Program** - This minimum academic option is open only to those Virtuoso Program students who plan to pursue a professional career in music and therefore seek more time for individual study in that area. Students must apply to and receive approval from the Director of the Virtuoso Program, the Director of the Music Conservatory, and the Upper School administration for the Minimum Academic Program. Please contact the Director of the Music Conservatory or Dean of Academics for more information regarding the Virtuoso Program Minimum Academic Program.

**Advanced Placement/Honor Courses** - All students who enroll in AP courses are required to take the AP examination and pay the associated exam fee set by the College Board. AP courses are college-level courses and require more work and independent study skills than other college-prep courses. Only students who have shown sufficient proficiency in the subject area will receive permission to enroll in AP courses. Any student taking an AP course will be required to complete an AP Agreement form prior to enrolling in an AP course.

Honors courses are accelerated courses that teach material in more depth and require an effort and commitment similar to AP classes.

### **Placement Criteria for AP and Honors Courses:**

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

For a student to receive a recommendation for placement in an Honors or AP course he or she:

- Must have demonstrated strong performance in previous subject-related courses. 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 and/or contact the department chair of the appropriate academic discipline;
- Must demonstrate disciplined work and study habits. This includes a history of submitting assignments on time, demonstrating the ability to work independently, arriving on time for class and not having excessive absences, actively and meaningfully participating in class, and acting as a role model for other students;
- The current teacher in that subject area must recommend the student.

As part of the course placement recommendations, both the student's overall academic performance as well as these specific criteria are considered when determining the most appropriate 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 placement is encouraged to discuss the course recommendations with their current teachers and Mentor.

# 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 expands a person's understanding of the world and of oneself.

To this end, English classes are intended to help each student develop 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.

## Courses

### Freshman Year

#### English 9

*10 credits /year*

*Required for all 9th graders*

English 9 introduces students to reading, writing, and critical thinking. Students examine a wide range of texts from different literary genres: poetry, fiction, drama, and the essay. Students learn to annotate and analyze texts and to identify and employ rhetorical strategies and literary devices. English 9 emphasizes the essential elements of expository writing, especially sentence and paragraph development. The literature explores the ideas of struggle, resilience, and success. Readings extend from ancient Greece to contemporary America.

### Sophomore Year

#### English 10

*10 credits /year*

*Required for all 10th graders*

This tenth grade English course builds on the skills that are taught freshmen year, preparing students for more advanced reading and writing, as well as further developing class discussion and presentation skills. Through a study of various literary forms, students will develop a broad yet concrete understanding of the purposes to which literature shapes our understanding of identity. Literature will focus on a variety of genres including novels, plays, short stories, poetry, and non-fiction, exploring European and Western culture. Students will frequently practice critical writing and annotated reading skill-building in preparation for their junior year and beyond.

### Junior Year

#### English 11: American Literature

*10 credits/year*

This two-semester college-preparatory American Literature course provides Junior-year students with a variety of reading, writing, and presentation experiences requiring critical thinking and text-based analysis. We will read a wide 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 will develop competence in the elements of literary style, structure, and interpretive response. Students will write in a range of forms and on an

assortment of topics throughout the year, in both formal writing and impromptu in-class essays and reading responses.

This course will focus on what the British writer D. H. Lawrence called “Classic American Literature” as well as writings from the twentieth century and beyond, examining how America promised its people the freedom to pursue happiness and the ways in which America has succeeded or failed to live up to this promise.

## **Senior Year**

Senior electives are semester-long courses. Placement depends on student choice, enrollment, and Administration approval. **Please note that scheduling conflicts might limit student choice.**

### **Senior Composition: Writing Into the World**

*5 credits / semester*

This course intensively practices writing and integrates special reading skills with particular writing strategies. This course operates on two separate but related tracks: an intellectual inquiry path and a prose-writing path. Both tracks aim towards the same purpose: to learn and speak the truth. We will read, study, and practice along these parallel tracks until we write with skill and clarity. The focus for this course is on expository, especially persuasive, composition. Unlike other English courses, this course will be organized as a workshop. In other words, students will work sometimes together, as when honing reading skills or sharing compositions, but often work independently on individual writing projects. Revision is key to improvement, so students must be resilient. Most often, each student will suggest her own topic for these writing projects so that the reading, research, and writing will reflect each student’s own interests.

The subtitle for this course is “Writing into the World,” a phrase borrowed from the late American essayist Terrence Des Pres. The goal is to engage the world as a writer, acting as a witness. Writings will come from history, politics, psychology, neuroscience, literature, and philosophy.

### **American Romanticism: Concord and Beyond**

*5 credits / semester*

In this course we will look at some of the Nineteenth Century American writers who showed Europe and the rest of the world that the term “American Literature” is not an oxymoron. In fact, a remarkable number of great writers resided in or near Concord, Massachusetts, in the 1840’s, including Henry David Thoreau, Ralph Waldo Emerson, Nathaniel Hawthorne and Herman Melville. Many of the ideas advanced by these authors figure prominently in the poetry written just a few years later by still another resident of Massachusetts, Emily Dickinson. As we study some of the classic works of these authors, we will consider the influence of the Transcendentalist movement and the notion of an American identity as set forth in their works. Course texts will include short stories, poetry, essays, excerpts from longer works, and one novella.

### **Literature of Rebellion**

*5 credits / semester*

This class focuses on works featuring characters who refuse to adhere to expectations, whether those expectations are high, low, familial, societal, cultural, or more. How successful are they? What are the results of rebellion revealed by these authors’ works? Through reading these works, class discussion will explore our culture’s romance with rebellion, even as we are simultaneously persuaded to conform. Films will complement reading, and will also be a basis for student analysis and writing.

## **The World of Anna Karenina**

*5 credits / semester*

Literary imagination has always challenged philosophy, as it has in the modern age, with its philosophies of utopianism and disenchantment. The contest between the two has been raging in Russia for some two hundred years, often taking the form of an antagonism between modernity and tradition, and it cuts through the heart of Tolstoy's fiction, most notably *Anna Karenina*. The novel is a site of confrontation between rational thought and sentiment, between philosophy and religion, between the authority of tradition and new forms of legitimacy, based on capital and notions of social justice. Changes in the institution of family, the question of gender and sex equality, the rise of individualism and communalism, antagonism between class and estate, the power of capital and the modern city, the question of the autonomy of art, among others, all are part of the very fabric of the novel and will be subjects of our discussion. Over the course of three months we shall slowly read Tolstoy's novel in its particular historical and cultural context. In so doing we will give a look to Karl Marx, John Stuart Mill, and Sigmund Freud who took a keen interest in some of the issues raised in *Anna Karenina*. To what extent Tolstoy's novel and contemporary social thought are complementary, mutually illuminating, and mutually challenging is the central question of the course.

## **Utopias & Dystopias: Literature on the Future**

*5 credits / semester*

Students in this course will be treated to a variety of authors' visions of the future world and society, some transfiguring familiar settings into futuristic dreams, while others reveal nightmare visions of what is to come. Discussions will analyze the cultural and political messages behind these authors' depictions, and determine their accuracy, if any. Films will complement reading, and also be a basis for student analysis and writing.

## **19<sup>th</sup> Century British Literature: Survival in the Social Realm**

*5 credits /semester*

Social existence in the 19<sup>th</sup> Century was sometimes perilous; damage to one's reputation was often irreversible and could exact a heavy price. This course will focus on writers whose works emphasize the social component of human existence. Readings will include a variety of genres, including novels, poetry, and essays. Films will complement reading, and also be a basis for student analysis and writing.

## **Romantic Literature**

*5 credits / semester*

Love and romance drive the plots of the works students will read in this course, from across genres, cultures and time periods, and including ancient and modern works. Analysis will center on gender roles and societal frameworks impacting relationships, the realism or lack of realism depicted in works, and the influence of traditional romantic tales on readers' expectations for real life romance. Films will complement reading, and will also be a basis for student analysis and writing.

## **AP Courses**

### **Advanced Placement English Language and Composition**

*10 credits /year*

*Prerequisite: Completion of English 10 with a grade of A- or above and excellent critical reading and writing skills, and class participation skills; recommendation of 10th grade English teacher, and approval of department chair. Please also see AP Placement Criteria.*

AP Composition focuses on a rigorous study of expository and persuasive writing, with an emphasis on the argument. As a first year college composition course, students will learn to “write effectively and confidently” (College Board) and to read analytically. Importantly, this course will take a rhetorical approach, emphasizing strategies foundational for understanding and for communicating coherently. 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 prose 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, and 3) students will become committed to the process of revision in their writing through writing, editing, and revising drafts. Furthermore, students will read a wide variety of prose nonfiction that demonstrates not only the clarity and coherence of that form but its stylistic beauty. After enrolling in the course, students sign a contract and agree to meet all course requirements, including summer assignments.

### **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, recommendation of 11th grade English teacher, and approval of department chair. Please also see AP Placement Criteria.*

This course is designed to prepare students for college-level literature and writing, while indirectly preparing them for the Advanced Placement Examination in English Literature and Composition. We will look closely at how to read, interpret, and appreciate literature. We will examine the concepts of tragedy and comedy, and the themes of fate and free will as presented in various works and genres. We will read classic, modern, and contemporary poetry as well as longer works of fiction. While the course organically prepares students for the demands of the AP Lit examination through the regular practice of close readings and annotation, analytical discuss, and writing practice, we will also prepare for the exam through regular timed writings and test practice as the exam approaches. This course requires a considerable reading load and demands a serious commitment from students both in and out of class. After enrolling in the course, students sign a contract and agree to meet all course requirements, including summer assignments.

## **English as a Second Language**

The English as a Second Language (ESL) program’s focus is on developing students’ linguistic, cultural, and academic competence -- the skills and knowledge necessary for success not only at San Domenico but in American academic environments in general. First year international students who place into the program will receive comprehensive language and academic skills instruction in preparation for full immersion in the college preparatory curriculum the subsequent year.

### **Courses**

#### **Literature and Composition**

*10 credits /year*

Literature and Composition is the freshman English class for international students who require additional support in achieving academic reading and writing fluency. Through an introduction to American short stories and novels, students gain valuable historical and cultural knowledge while developing the analytical skills that deepen personal connections between the reader and stories. Elements of literature such as plot, point of view, character, and theme are covered along with composition instruction focusing on the structure of the paragraph and the academic essay, sentence structure and academic vocabulary, as well as writing in online

modalities. Overall, the class is designed to develop academic language skills, cultural context, competence in literary analysis, knowledge of writing with and for technology, and the students' ability to work both independently and cooperatively.

### **Language Arts 1**

*10 credits /year*

Language Arts 1 supports international students in developing the linguistic, academic, and cultural skills necessary for success in all of their classes, including note-taking and discussions in an American school setting. Students receive instruction aimed at increasing their academic vocabulary acquisition, as well as skills in oral communication and pronunciation, reading comprehension, grammar and composition, and research, through non-fiction texts and digital media exploring US history and culture.

### **Language Arts 2**

*10 credits /year*

Language Arts 2 supports international students in mastering the linguistic skills necessary for success in all of their classes. Students receive instruction in advanced academic vocabulary acquisition, advanced grammar structures, reading academic non-fiction, oral communication and presentation skills, and research skills. The focus of instruction is on developing the skills necessary for successful completion of assignments from San Domenico courses in the humanities and sciences.

## **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 history 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**

#### **Global Studies**

*10 credits/year*

*Required for all 9th graders*

Global Studies is an interdisciplinary history and world religions class. Students will explore five classical civilizations and the major world religions that developed within these civilizations: India/Hinduism and Buddhism; China/Taoism, Confucianism, and Ch'an (Chinese Buddhism); Islam (both the religion and civilization); Greece/mythology and philosophy; Rome/Christianity. As we survey the diversity of human history and culture, we will examine how religion, science, art and commerce have shaped societies, searching for underlying patterns that unite human communities. Throughout the course, students will gain foundational reading, writing, and critical thinking skills by analyzing how the past influences the present and what responsibilities we share in shaping our future. Students will read deeply and widely from a variety of sources and will demonstrate understanding through written responses, debates, digital projects, iMovies, personal inquiry projects and presentations, and class discussion. Global Studies satisfies one year of the History Department's graduation requirement and one year of the Religious Studies Department's graduation requirement.

#### **Europe and the Modern World**

*10 credits /year*

*Required for all 10th graders*

Building on the skills learned in freshman-level *Global Studies*, sophomores enrolled in *Europe and the Modern World* work on thesis development and support, understanding of cause and effect relationships, written and mixed-media presentations, seminar-style discussion, and a deepening understanding of world geography and map reading skills. The course of study begins with a review of historical developments in Europe during eras of the Renaissance, global exploration, and the Enlightenment, continuing through industrialization, the conflicts and ideologies of the twentieth centuries, and recent political and economic development throughout Europe and the world. European influence is considered through economic developments, innovation and exploration, and imperialism. Students address issues that are appealing to them through extensive and incremental research projects developed throughout the course of the second 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**

*10 credits /year*

*US History or AP US History is required of all 11th graders*

This survey course will begin with American geography, patterns of settlement, and the ways Americans define themselves, their culture, and the fabled "American Dream." Our foundations as a republic, the US Constitution, our most basic civil rights, and the workings of American government will be explored in depth. Students will study the Civil War, the postwar years and civil rights movement, industrialization, the roaring '20s, and the Great Depression. Our involvement in two world wars and the pivotal Vietnam War era will round out the course. The music, literature, and inventions from those eras will also be explored. Special attention will be given to immigrants and minorities and the role of women in our history. Current events are an important part of the course. At all times, students will question the point of view and the accuracy of what they read and learn. This course will utilize readings from the textbook and other pertinent sources, and assessments will be through written responses, debates, digital projects, videos, personal inquiry projects and presentations, and class discussions.

### **AP US History**

*10 credits /year*

*AP US History or US History is required of all 11th graders*

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

The Advanced Placement (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 excerpted 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 demands initiative and independent motivation, as course requirements include a considerable amount of reading, writing, and independent study.

### **Electives:**

#### **Issues in American Democracy: 2016 Campaign Edition**

*5 credits /semester (fall semester only)*

*Open to all 12th grade students*

This seminar style course will examine the context, mechanics, influences, and role of news media in the 2016

US General Election. Students will identify and analyze the factors and issues that influence contemporary politics, and develop an understanding of how the American electoral system works and why. In addition to exploring the process, laws, and traditions related to campaigning, elections, and the political processes, students will explore issues, positions, and policies of the candidates for president in their respective party conventions, as well as the process by which they are selected. Beginning the first day of class, students will learn the skills for the research and analysis of current news events as well as historical elections, with particular attention to the domestic and foreign policy concerns of the last forty years of election cycles as well as those of today.

### **International Relations: Politics and Religion in the Modern Middle East**

*5 credits /semester (spring semester only)*

*Open to all 12th grade students.*

*Cross-listed with the Religious Studies Dept. and is eligible to fulfill one semester of the Religious Studies graduation requirement*

This seminar-style course examines various aspects and dynamics of contemporary international relations, with specific emphasis on religion and identity politics in the Middle East, one of the most geopolitically and economically important regions in the world today. Issues and areas of focus include sectarian agendas and conflict, the ongoing Arab-Israeli conflict, events in Iraq, Iran, Syria, Egypt, and the Persian Gulf Region, as well as the Arab Spring, the rise of extremist groups like ISIS and al-Qaeda, and issues related to human rights and international terrorism. Students will also examine several facets of American foreign policy, as well as the regional interests of China, Russia, and other influences, including motivating factors, humanitarian intervention, and the definition of “vital interests” as they relate to involvement in various “hot spots” in the area. Assignments and exercises will include independent research and collaborative conflict resolution assignments. This will allow students to pursue research into their own particular issues and areas of interest as they relate to international relations.

## **Social Science**

Social Science is the field of study concerned with society and human behaviors. These courses typically use evidence-based research, but are considered outside the physical and natural sciences. Topics such as anthropology, archaeology, criminology, economics, education, linguistics, political science, and psychology are typically categorized as a social science.

### **Courses**

#### **AP Psychology**

*10 credits /year*

*Prerequisites: Biology with a grade of B+ or higher, and History and English grades of B+ or higher in previous year. Please see AP Placement criteria. This course is open to juniors and seniors who meet requirements and receive approval from the teacher.*

This is the equivalent to an introductory college psychology course. 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. With so much to cover, this requires a rapid pace of one chapter every two weeks. Students are expected to keep up with the readings and participate daily in class. Students will participate in discussions, activities, 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.

## 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 Course Sequence

The mathematics sequence of courses begins with Algebra 1 followed by Geometry, Algebra 2, Precalculus, AP Calculus and Statistics/AP Statistics. Each student entering San Domenico will be given a placement test and their transcript will be reviewed to make the most appropriate placement in a course where the student can be successful and appropriately challenged. Students who take Geometry in their freshman year are typically eligible 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 would 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

#### Algebra 1

*10 credits /year*

This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Students will develop algebraic skills and apply them in a wide range of problem-solving situations. The concept of function is emphasized. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, rational expressions, and nonlinear equations.

#### Geometry

*10 credits /year*

*Prerequisite: Grade of C- or above in both semesters of Algebra 1.*

Geometric figures, primarily in two dimensions, are studied using multiple perspectives. Exploration and inductive reasoning accompanies a traditional Euclidean approach of deductive reasoning and formal proof. Coordinate geometry and transformations are also used to study congruence, similarity, symmetry and other properties of geometric figures. Real-world connections are made and algebra is reviewed and applied.

#### Algebra 2

*10 credits /year*

*Prerequisite: Grade of C- or above in both semesters of Geometry.*

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, probability and data analysis, and includes an introduction to the study of trigonometric functions, and series and sequences.

## **Algebra 2 (Honors)**

10 credits /year

*Prerequisite: Grade of B+ or above in Geometry and approval of Department Chair. Please also see AP/Honors Placement Criteria.*

This course is designed to build on algebraic and geometric concepts, and delve into them more deeply and with more rigor than in the College Prep Algebra 2 course. This course is paced to prepare students for Precalculus Honors and, eventually, AP Calculus. It is assumed students will pursue a college major heavy in mathematics or science. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, probability and data analysis, and includes an introduction to the study of trigonometric functions, and series and sequences.

## **Precalculus**

10 credits /year

*Prerequisite: Grade of C- or above in both semesters of Algebra 2.*

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 Algebra 2 Honors and approval of Department Chair. Please also see AP/Honors Placement Criteria.*

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. The pace and rigor of this course prepare students for Advanced Placement study of mathematics.

## **AP Calculus (AB)**

10 credits /year

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

This course is equivalent to the first one and one-third semesters of the typical three semesters 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 are required to take the Advanced Placement Calculus AB test offered by the College Board.

## **AP Calculus (BC)**

10 credits /year

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

This course is equivalent to the first two semesters of the typical three-semester college level calculus. Topics studied include all of the AB topics, listed above, as well as improper integrals, series and sequences, and parametric, vector and polar equations. BC students will be expected to complete a summer assignment covering the first chapter of the textbook which is a review of Precalculus. At the end of the course students take the Advanced Placement Calculus BC test offered by the College Board.

## **Introduction to Statistics**

*10 credits /year*

*Prerequisite: Student must have completed Algebra 2 or Algebra 2 Honors with a C- or better.*

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.

## **AP Statistics**

*10 credits /year*

*Prerequisite: Grade of B+ or above in Algebra 2 Honors or in Precalculus and approval of Department Chair. Please also see AP/Honors Placement Criteria.*

This course is equivalent to a one-semester, introductory, non-calculus-based, college course in statistics. While similar to Introduction to Statistics, this course is more rigorous and faster paced and requires students to take the AP Statistics exam offered by the College Board in the spring.

## **Multivariable Calculus**

*10 credits /year*

*Prerequisite: Successful completion of Calculus BC and Consent of the Instructor*

This course is the culmination of the standard college calculus series and undertakes the study of vectors in two and three dimensions, vector-valued functions, partial derivatives and multiple integration. Applications include calculating surface area, centers of mass and centroids, and optimization in several variables. Where else will you get to study wrinkled and bumpy spheres?

# **Performing Arts**

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

## **Music**

### **Music Appreciation and Performance**

*3 credits / semester*

*This course is open to Grade 9 students.*

This class is one component of the visual and performing arts program in the freshman year. Through the exploration of music across various cultures, students will learn the fundamentals of the structure and organization of musical sound, the role of musical notation, and the tools of improvisation and composition.

### **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. A member of San Domenico Singers needs to have a good singing 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 and the May Pavilion Concert, which provides a joyous finale for the year. San Domenico Singers meets three times a week – Monday, Wednesday and Thursday – from 3:15 to 4pm. Longer rehearsal times and extra rehearsals are scheduled the week or two before major performances.

### **San Domenico Camerata**

*6 credits/year*

*This course is by audition only.*

The San Domenico Camerata is 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. Singers in Camerata will be expected to participate in all San Domenico Singers concerts as well as concerts of their own. Camerata will perform at least twice off-campus during the year, including a concert tour.

### **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 featured 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 coaching 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.

### **AP Music Theory**

*6 credits /year*

*VPA credit*

*For permission to take this course, please consult the Director of the Music Conservatory.*

In preparation for the AP Music Theory exam, this course will develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a musical score. Through listening and creative exercises, sight-singing, and written analyses, the course will use a variety of music to teach the terminology and concepts integral to a foundation in common-practice musical understanding. In addition to technical knowledge and skills, students will gain exposure to and familiarity with

a wide variety of musical literature, and the ability to apply their knowledge and skills to it.

### **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. This course is Pass/Fail.

*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 at least 1-2 years previous experience on their instrument. The Sinfonia rehearses twice 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 orchestra performs several times a year in Music Conservatory concert programs, Masses and Commencement, and other school functions.

### **Virtuoso Program**

*10 credits /year*

*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

Minimum practice requirements: fourteen 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.

In addition to acceptance following a highly competitive audition program, to qualify for admittance in the Virtuoso Program, string students need to be members of the Orchestra da Camera and a Virtuoso Program Chamber Music Ensemble.

Note: Virtuoso Program students are required to enroll in each year:

***VP Chamber Music  
Orchestra da Camera  
Virtuoso Program***

For Virtuoso Program violinists, violists, cellists, and bassists who study with a San Domenico Affiliate Teacher, a \$600 annual affiliate fee helps to cover overhead costs of the music building, practice rooms, piano

tuning, artist concerts, library string quartet music, and performance guidance.

### **VP Chamber Music**

*2 credits/year*

*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 hour per week. 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 and fosters a lifelong appreciation for chamber music. In rehearsing together participants learn the art of collaboration.

### **Orchestra da Camera**

*3 credits /year*

*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 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 for each orchestra concert with auditions held periodically during the year. Works must be played from memory and should include a cadenza. The Virtuoso Program faculty committee will take into consideration the performance experience of each applicant.

### **Advanced Vocal Ensemble**

*6 credits/year - Pass/Fail only*

*Open to students by audition only.*

Advanced Vocal Ensemble (AVE) studies advanced harmonization and ensemble technique, and is an audition-only class consisting of Middle and Upper School students. The ensemble performs at the Middle School December and May performances, Upper School Conservatory recitals, and numerous off-campus performances throughout the year.

### **SD Rocks**

*6 credits/year - Pass/Fail only*

*Open to students by audition only. Previous experience in voice, guitar, bass, drums, or keyboard required.*

This evening class is open to Upper School students for credit and may include additional students from the community as well. SD Rocks is a band workshop class where students will work together with the director to build a performance-ready set list of popular songs, ranging from current hits to classic rock, pop and soul tunes. The group performs at Upper School assemblies and periodic off-site performances. Class meets Wednesday evening from 7:00-8:30pm.

### **Raise Your Voice!**

*6 credits/year - Pass/Fail only*

*Open to students by audition only. Previous vocal experience required.*

This evening class is open to Upper School students for credit and may include additional students from the community as well. Raise Your Voice is a vocal workshop that focuses on advanced harmony as well as songwriting. The ensemble works to prepare a performance-ready set list of original and cover songs from contemporary genres and participates in a number of performances on and off campus throughout the year. Class meets Tuesdays and Thursdays from 7:00-8:00pm.

## **Theatre Arts**

The Theatre Arts department offers a comprehensive interdisciplinary study of performance art. The program is designed to build self-confidence in all arenas of performance and public speaking. The department provides opportunities for students with a beginning interest in theatre to that with 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. Theatre Arts students are expected to study all areas of technical production, including set, lighting and costume design, sound, stage makeup and some basic film techniques. There are extensive reading assignments from various plays.

## **Courses**

### **Freshman Theatre (Theatre 1)**

*3 credits/semester*

Freshman Theatre is one component of the visual and performing arts program in the freshman year, and is an active, participatory Acting class that lays the groundwork for all future theatre courses. Students are introduced to the fundamentals of character development as they learn the basics of stage voice and movement, using exercises drawn from both Western theatrical training and World Theatre practices. Students will move from training exercises into performance, rehearsing and performing for an Upper School assembly.

### **Theatre 2**

*6 credits /year*

*VPA credit*

*Prerequisite: Completion of Freshman Theatre or department approval.*

Theatre 2 is a contemporary acting class. The course is based on the system developed by Constantin Stanislavski, which uses a precise method of text and character analysis to arrive at a realistic acting style. Students will learn the practical application of Stanislavski's system through performance in scenes, monologues, and character analysis. In addition to the contemporary performance work, the course includes a unit on Shakespeare and a stage sword-fighting unit. Each semester will culminate in a final acting project.

### **Theatre 3**

*6 credits /year*

*VPA credit*

*Prerequisite: Completion of Theatre 2 or department approval.*

Theatre 3 is a classical acting course. By performing in selections from the plays of significant eras in the development of Western theatre, students will gain an understanding of these historical periods. The emphasis of the class is on performance; students will learn speech, movement, and acting skills specific to particular historical genres. Areas covered include the Classical Era (Greece and Rome); Medieval Theatre, Shakespeare, and Restoration Theatre. Students will perform monologues and scenes from each era explored. The course includes a stage sword-fighting unit. Each semester will culminate in a final acting project.

### **Theatre Honors**

*6 credits/year*

*Prerequisite: Theatre 2 with a grade of B+ and audition.*

This course is in accordance with UC Honors requirements (pending UC approval), and may be taken in place of Theatre 3, or after a student has completed Theatre 3 (in lieu of Theatre 4). Students will achieve a high

level of skill in the art of Acting through a deep understanding and experience of the aesthetic processes of the Art in a variety of genres. Each Unit is devoted to a specific historical period, cultural context, and genre, as exemplified in a specific play. In addition to performing scenes from each play, students study the context from which the play emerged; writing assignments will involve an analysis of each play, of the character the student is portraying, and will contextualize the play historically. The culminating project for the first semester is a deep character study and performance; for the second semester the course will culminate in a Capstone project performance as required by UC Theatre Honors courses. The course will use a college-level text.

#### **Theatre Arts 4: Directing**

*6 credits /year*

Theatre 4 is a directing course. Throughout the year, students will learn and practice the art and discipline of directing a play. Each student will direct a one-act play, including the design of costumes, set, lights, sound and props for her show, as her final project.

The first semester is devoted to understanding and practicing the work of the director. What is a director? What does she do? We study script analysis, dramaturgy (form & content), script breakdown, director's concepts, blocking, pacing, style, design elements, and actors coaching. In-class exercises will include directing each other in scenes, reading scripts, analysis discussions, using the elements of design, and how to create a concept for a play. Students will also be working on their play selection for the spring production. The second semester is devoted to detailed analysis of the scripts students have selected to direct, and all aspects of production, including set design, lighting & sound design, costume design, props design, rehearsal schedules, casting and directing the show.

#### **Technical Theatre**

*3 credits /semester*

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

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. Work will include focusing on particular areas of interest in San Domenico theatrical productions. Upon approval Technical Theatre is available as Independent Study.

#### **Performance Workshop**

*3 credits / semester*

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

Major High 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 & sound, set design, costuming, or stage-management. Rehearsals are mandatory and grades are assigned on the director's evaluation of commitment, performance, and attitude.

## **Dance**

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 may study world dance, contact improvisation, partnering lifts, auditioning techniques, dance history, and real world skills in the business of professional dance. Courses may include homework such as 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.

Dance classes meet during the school day and after school. All classes receive P.E. credit. Students can also opt to take Dance 2, Dance 3 and Dance 4 to fulfill the VPA requirement.

### **Freshman Dance (Dance 1)**

*3 credits/semester*

This introduction to the world of dance is one component of the visual and performing arts program in the Freshman year. Students explore tastes of all of the styles that are offered on campus, from ballet to hip hop, with an emphasis on jazz dance.

### **Dance 2**

*6 credits /year*

*VPA credit*

*Prerequisites: Completion of Dance 1 or permission of instructor*

The beginning and intermediate dancer is introduced to intermediate skills in ballet, jazz, modern dance and basic choreography. The program is enhanced by history reports and viewing of dance films to provide a broad perspective on this art form. Students participate in the end of the year spring dance concert with their own choreography.

### **Dance 3**

*6 credits /year*

*VPA credit*

*Prerequisites: Completion of Dance 2 or permission of instructor*

The intermediate and advanced dancer continues to expand their knowledge of technique and skill in contemporary dance, with an emphasis placed on student choreography and performance. In addition, Dance Three students create a personal dance portfolio, which includes an autobiography, resume and dance photographs of the student. Students participate in the end of the year spring dance concert with their own choreography.

### **Dance 4**

*6 credits /year*

*VPA credit*

*Prerequisites: Completion of Dance 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, teaching class, etc.). Students participate in the end of the year spring dance concert with their own choreography.

### **After School Dance Classes: (Class days and times subject to change)**

#### **Beginning/Intermediate Ballet**

*Mondays, 4pm-5:40pm*

*P.E. Credit*

*Year long class*

*Pass/Fail*

*(Prerequisite: Some experience in classical ballet in the past 2 years)*

#### **Intermediate/Advanced Ballet**

*Thursdays, 4pm-5:40pm*  
*P.E. Credit*  
*Year long class*  
*Pass/Fail*  
*(Prerequisite: By audition only)*

**Hip Hop**  
*Mixed level*  
*Wednesdays, 4pm-5:40pm*  
*P.E. Credit*  
*Semester long class*  
*Pass/Fail*  
*(Open to everyone)*

**Dance Ensemble**  
*Tuesdays & Fridays, 3:15-5pm*  
*Year long class*  
*P.E. Credit*  
*(Prerequisite: By audition only; and must take a ballet class as well)*  
The Dance Ensemble is a contemporary intermediate/advanced level group that performs throughout the year, on campus and in the greater Bay Area.

## **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 lifelong interest. It is also designed to help students appreciate the value of fitness throughout their lives.

### **Requirements**

All students are required to participate in the equivalent of 4 semesters of Physical Education and 1 semester of Health. Participation in one season of a San Domenico School sports team is equivalent to one semester of PE credit.

### **Courses**

**Freshman Health**  
*3 credits /semester*  
*Pass/Fail*

Health is a required one semester course for all freshmen. This course includes such topics as relaxation, human sexuality, substance abuse (alcohol, tobacco and drugs), eating disorders, general health, nutrition and body image.

**Freshman PE**  
*3 credits / semester*  
*Pass/Fail*

Freshman PE is open to 9th grade students only and is offered during the academic day. It is offered in both fall and spring semesters as a Pass/Fail course. Please note that a student cannot get credit for both

Freshman PE and an after-school San Domenico team sport.

### **PE Sports**

*3 credits / semester*

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

### **PE Dance**

*3 credits / semester*

This dance course introduces students to jazz, modern and ballet as well as select ethnic dance forms. Students learn basic dance vocabulary and how to execute fundamental dance movements. Students will be asked to perform during assemblies, liturgies, and possibly outside events.

### **PE Mini Course**

*3 credits / semester*

Students who participate in a mini course that qualifies for PE will receive credit towards their PE requirement. Offered as Pass/Fail.

### **PE Riding**

*3 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. Pass/Fail only.

### **PE Tennis**

*3 credits / semester*

Students who take tennis at San Domenico School qualify for PE credit. There is a separate fee for lessons. Pass/Fail only.

## **Religious Studies**

Religious Studies courses study 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 universe. Course offerings honor the diversity of beliefs within the context of the Dominican Catholic tradition.

### **Courses**

#### **Global Studies**

*10 credits /year*

*Required for all 9th graders*

Global Studies is an interdisciplinary history and world religions class. Students will explore five classical civilizations and the major world religions that developed within these civilizations: India/Hinduism and Buddhism; China/Taoism, Confucianism, and Ch'an (Chinese Buddhism); Islam (both the religion and civilization); Greece/mythology and philosophy; Rome/Christianity. As we survey the diversity of human history

and culture, we will examine how religion, science, art and commerce have shaped societies, searching for underlying patterns that unite human communities. Throughout the course, students will gain foundational reading, writing, and critical thinking skills by analyzing how the past influences the present and what responsibilities we share in shaping our future. Students will read deeply and widely from a variety of sources and will demonstrate understanding through written responses, debates, digital projects, iMovies, personal inquiry projects and presentations, and class discussion. Global Studies satisfies one year of the History Department's graduation requirement and one year of the Religious Studies Department's graduation requirement.

### **Sacred Texts**

*10 credits /year*

*Required for all 10th graders*

The Sacred Texts course satisfies the second year of the 4-year graduation requirement for Religious Studies. This class will examine the philosophies and theologies found in the sacred texts of the world's major religions. What do these texts have in common? What is the unique message of each text? What does each text teach about the purpose of life? Readings will include selections from the Hebrew and Christian Scriptures, the Quran, the Bhagavad Gita, the Buddhist Sutras and the Tao Te Ching. This class will build on the history and culture of world religions learned freshman year in Global Studies. Students will continue to develop skills that include critical reading, analytical writing, decoding symbol and metaphor, and learning to apply those insights into one's life. As a final component of this courses, the students will take the teachings they have learned in the sacred texts and share them with the community through various Campus Ministry activities.

### **Social Justice**

*10 credits /year*

*Required for all 11th graders*

In this year-long course students examine contemporary Social Justice topics through the lens of Catholic Social Teaching and the United Nations Declaration of Human Rights. After studying the principles of human dignity, solidarity, the common good, participation, subsidiarity and the the role of government, the class focuses on current Social Justice issues such as the food system, the working poor, immigration, and women's empowerment in the developing world. Students will develop a variety of active skills through practice in civil discourse, research, writing, individual and team project work, debates, and presentations.

### **Elective Courses**

#### **Philosophy A: Philosophy and Tragedy**

*5 credits / semester (fall semester only)*

*Open to seniors only*

We will follow Julian Young, whose inquiry into this subject entitled *The Philosophy of Tragedy: From Plato to Zizek* suggests our fundamental question: Why has tragedy fascinated us for two and a half millennia when what it does "portrays the destruction of individuals who are, if not always perfect, at least outstanding, the finest among us"? Tragedy distresses; it raises "negative" emotions in us. How can we understand this literary form and its fascination? We will read philosophers such as Plato, Aristotle, Schopenhauer, and Nietzsche and such tragedians as Sophocles, Shakespeare, Camus, and Arthur Miller.

#### **Religion and the Arts**

*5 credits / semester (fall semester only)*

*Open to seniors only*

This course explores major themes of theology, religion, and faith through their expression in various media: film, stage plays, music, poetry and prose, art and architecture. These themes include the existence of God or a Supreme Being, love and faith, mystical experience, conscience and law, Church and State, and religion and artistic expression. Media presentations include videos on sacred art and architecture and recordings of world sacred music, past and present. Students will read selections from the Book of Psalms of the Hebrew Scriptures, the *Divine Comedy* of Dante, and the play and Oscar-winning film *A Man For All Seasons*. Students are also encouraged to use their own special talents to experience the relationship between religious inspiration and creativity in a creative project.

## **Ethics**

5 credits / semester (fall semester only)

*Prerequisite: Social Justice*

*Open to seniors only*

In this one semester introductory course on ethics, 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? 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? We will briefly explore ethical approaches including Cultural Relativism, Utilitarianism, Deontological Ethics, and Divine Command. During the course we will weave in ethics applied to the world we live in. We will discuss not only right versus wrong, but also more the difficult conundrum of right versus right. Through literature, philosophy, theology, fine arts, current events, and film, we will examine various approaches to ethical dilemmas. You will become familiar with the basic language and ideas necessary for understanding and conversing about ethics and morality. In the first half of the course, we will explore the role of stories and silence in the formation of identity, memory, and ethical environments. During the second half of the course, we will focus on women and ethics specifically looking at language, religion, choice, and power.

## **Introduction to Philosophy**

5 credits /semester (spring semester only)

*Open to seniors only*

What is philosophy for? The answer lies within the name itself. The word philosophy comes from the Ancient Greek word φιλοσοφία (philosophia), which literally means "love of wisdom." We will explore the discipline of philosophy from its roots in antiquity to its role in our world today. Along the way we will discover ways philosophy can offer insights into the most meaningful facets of our lives: relationships, education, work, money, and belief itself. Throughout the course we will experiment with practices philosophers have developed to cultivate greater happiness and harmony within oneself and society.

## **Philosophy B: Philosophy and Political Literature**

5 credits / semester (spring semester only)

*Open to seniors only*

No one word in the last decade or more has so informed and guided our response to the world than terror. The concept of terror is as old in philosophy as Aristotle, who made it part of his dual response to the theater of tragedy. In fact, this scary term entered into the lexicon of art as a positive response by forming a relationship with the sublime. This course will explore that connection through literary readings in poetry, drama, and fiction

and philosophical readings in Aristotle, Burke, Kant, Schopenhauer, and Nussbaum. How do exemplary literary writers confront us with this paradoxical problem? Those witnesses may include Sophocles, Dostoevsky, Joseph Conrad, Ralph Ellison, Anna Akhmatova, Primo Levi, William Wordsworth, Paul Celan, and many others.

### **Ethics B: Theater as a Way to Engage in Civil Discourse**

*5 credits / semester (spring semester only)*

*Open to seniors only*

Theater is a very powerful teaching tool; a theatrical performance is a compelling way to engage students in what can amount to a controversial topic. Students will explore a contemporary ethical issue from the perspectives of academic inquiry and performance. A play examining a particular ethical issue will be performed by the students at a High School Assembly, and students will investigate the topic themselves through research, class discussions, and creating information sessions for their fellow students. This course prepares students to take on roles of responsible and informed citizens and to work cooperatively in a safe environment. In the course students will reflect upon and explore topics and engage in media literacy through fiction, poetry, music, non-fiction and news sources. This play is part of a series of Theater/Ethics courses that explore topical issues of our time. Previous productions and corresponding topics include:

- Twilight: Los Angeles 1992 - Ethical Behavior toward the "Other"
- The Exonerated in 2014 – Justice System and Death Penalty
- Bang Bang You're Dead in 2013 - Gun Violence and the 2<sup>nd</sup> Amendment
- The Laramie Project in 2012 – Hate Crimes
- Dead Man Walking in 2011 – Death Penalty

### **Philosophy: Existentialism**

*5 credits /semester (spring semester only)*

*Open to seniors only*

Existentialism represents a long tradition in the history of philosophy in the West, extending back at least to Socrates. Its focus is on the proper way of acting rather than on an abstract set of theoretical truths. While the supreme value of existentialist thought is commonly acknowledged to be freedom, its primary virtue is authenticity. Throughout this course we will explore the existentialist themes of freedom, alienation, meaning and authenticity found in philosophy, literature and film.

### **International Relations: Politics and Religion in the Modern Middle East**

*5 credits /semester (spring semester only)*

*Open to seniors only*

*Cross-listed with the Religious Studies Dept. and is eligible to fulfill one semester of the Religious Studies graduation requirement*

This seminar-style course examines various aspects and dynamics of contemporary international relations, with specific emphasis on religion and identity politics in the Middle East, one of the most geopolitically and economically important regions in the world today. Issues and areas of focus include sectarian agendas and conflict, the ongoing Arab-Israeli conflict, events in Iraq, Iran, Syria, Egypt, and the Persian Gulf Region, as well as the Arab Spring, the rise of extremist groups like ISIS and al-Qaeda, and issues related to human rights and international terrorism. Students will examine several facets of American foreign policy, as well as the regional interests of China, Russia, and other influences, including motivating factors, humanitarian intervention, and the definition of "vital interests" as they relate to involvement in various "hot spots" in the area.

Assignments and exercises will include independent research and collaborative conflict resolution assignments. This will allow students to pursue research into their own particular issues and areas of interest as they relate to international relations.

## **Science**

The science department offers a challenging array of college-preparatory 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 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 during all four years at San Domenico. Students who wish to double in science in a given year must have excellent grades and a strong work ethic. In addition, doubling in science requires the approval of the Science Department Chairperson and the Dean of Academics. 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.

### **Courses**

#### **Conceptual Physics**

*10 credits /year*

*Required for all 9th grade students*

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*

*Required for all 10th grade students*

This course is a comprehensive survey of topics in biology and includes such topics as 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 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. Teaching techniques include lecture, discussion, labs, projects, papers and activities. Tests are typically given every 2 or 3 weeks and there is at least one project or paper assigned every few months.

#### **Chemistry**

*10 credits /year*

*Open to grades 10, 11 and 12. Prerequisites: completion of, or concurrent enrollment in Algebra 2.*

This course presents the principles 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, and includes laboratory techniques and keeping comprehensive laboratory records.

### **Chemistry (Honors)**

*10 credits /year*

*Open to grades 10, 11 and 12. Prerequisites: concurrent enrollment in Algebra 2 honors or higher; A- or above in previous science and math classes and recommended by the department. Please also see Honors Placement criteria.*

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 Biology**

*10 credits /year*

*Prerequisites: Completion of Biology and Chemistry with A- or higher in both, and recommendation by the science department. Please also see AP Placement criteria.*

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.*

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 with a grade of A- or higher and departmental recommendation. Please also see AP Placement criteria.*

This course is the equivalent of a semester-long college course and requires a rapid pace of one chapter every 1 to 2 weeks. Students will be responsible for working independently and mastering complex concepts. All

course tests are in the style of the AP exam and happen every 2 weeks. In addition there are projects such as creating a website, class presentations such as debates, and labs. Environmental science is a dynamic subject matter which is continuously evolving as scientific understanding, technological advances, and political responses change. In order to explore these concepts students will gather information from many disciplines across the sciences including earth science, basic chemistry, geology, and ecology as well as economics, sociology and social justice. Students will investigate the Earth's resources (energy, water, air, soil/land, forests, wildlife/wilderness) and their management, as well as issues caused by waste and human population pressures. The class will explore both the foundational concepts and the interconnections between many of the problems as well as the solutions.

### **AP Physics C: Mechanics**

*10 credits /year*

*Open to grades 11 and 12. Prerequisite: completion of conceptual physics course or its equivalent. Completion or concurrent enrollment in Calculus AB, though Calculus BC or higher is preferred, and recommendation of the science department. Please also see AP Placement criteria.*

The AP Physics C: Mechanics course is a national calculus-based course in physics. This course is equivalent to the introductory physics courses for university students that are looking towards a career in engineering or the sciences. The emphasis is on understanding of the physics concepts and critical thinking skills, and using the concepts and formulae to solve problems mathematically. Topics for the class include Kinematics, Dynamics, Momentum, Energy in translation and rotation as well as Simple Harmonic Motion and Gravitation. Laboratory work is an integral part of this course. The prerequisite for the course is prior completion or concurrent enrollment in Calculus and satisfactory completion of an introductory Physics course (or permission of the instructor).

***NON- AP Electives: Please note, this is a list of possible junior-senior elective courses. Which courses ultimately run each year will change to adapt to the preferences of current students and scheduling requirements. These courses are considered g-elective courses and not lab science courses by UC.***

### **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 without the rigor of 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 students will explore the complexities of nature's systems. 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 to being involved in effective community action.

### **Introduction to Engineering**

*10 credits / year*

*Prerequisites: Completion of Conceptual Physics, completion of Precalculus*

When was the last time that you built something? When was the last time you built something that you came up with the idea and the design for? Some people have never done this. But, those who have know the great sense of pride and accomplishment that comes with this. Think of all of the man-made items that you use on a daily basis--cell phones, bikes, computers, even your house. These all started with people coming up with ideas, then creating a design, and finally building it. This class is about engaging in this process of dreaming it, designing it and building it. You will be presented with open-ended, design challenges and your goal will be

to complete this design process, then reflect back on what you have created. You will use science to help to understand how to create something and, in turn, when you create it your understanding of how the physical world works will become more clear. Do you enjoy coming up with solutions to challenging problems? Are you creative? Do you work well with others on group projects? Do you like to engage in creating a tangible item? If so, this is the course for you!

### **Teacher Assistant in the Sciences**

*2 credits / year*

*Open to grades 11 and 12. Prerequisite: Completion of Chemistry Honors. Must talk with teacher and be approved before registration.*

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 Dean of Academics.

## **Visual Arts**

**Please note:** Courses designated “VPA” may be used to satisfy the Visual and Performing Arts requirement and semester classes must be taken in sequence. Beginning courses are taught in the fall semester only.

The Visual Arts Department curriculum is designed to introduce students to a variety of media and new ways of problem solving, and to use the art vocabulary fluently, in both verbal and written forms. The courses emphasize authentic studio practices, which involves the development of both creative and analytical skills, as well as personal integrity, originality, thoughtfulness, and work ethic. The upper level classes promote an elevated skill level and original, high-quality art production. Small studio classes and personalized attention are central components of our philosophy and instruction.

### **Courses**

#### **Freshman Art (Art 1)**

*5 credits / semester*

*Freshman only*

This class is one component of the visual and performing arts program in the freshman year. 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 soft pastel drawings, clay, printmaking and a variety of other media.

#### **Ceramics 1**

*5 credits / semester (fall semester only); evening class, day and times TBD*

*Prerequisite: Art 1*

*VPA credit: must enroll in Ceramics 1 and 2*

Students will create a set of tiles, hand-built bottle forms, and model objects. A critique will follow the completion of each project. The students will be asked to present their work to the class or will be asked to discuss certain aspects of their work in relation to the assignment. Students will also complete a sketchbook, to be completed at midterm and the week prior to exams. Students will be expected to understand and articulate the vocabulary related to ceramic art and complete a variety of written assignments.

## **Ceramics 2**

*5 credits / semester; evening class, day and times TBD*

*Prerequisite: Ceramics 1*

*VPA credit: must enroll in Ceramics 1 and 2*

Students will begin working on the potter's wheel and will continue to explore hand-building techniques with three assigned projects during the semester. A critique will follow the completion of each project. The artists will present their work to the class and discuss certain aspects of their work in relation to the assignment. Students will continue to work in a sketchbook, which will be turned in the week prior to exams. Students will also give a ten minute oral presentation on a ceramic artist of their choice.

## **Ceramics 3**

*5 credits / semester; evening class, day and times TBD*

*Prerequisite: Ceramics 1 and 2*

Advanced hand-building and wheel throwing techniques will be introduced. Students will focus on refining skills in both creating and glazing techniques. A critique will follow the completion of each project. The artists will present their work to the class and discuss certain aspects of their work in relation to the assignment. Students will also complete an oral presentation on a ceramic artist of their choice.

## **Ceramics 4**

*5 credits /semester; Evening class, day and times TBD*

*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. Students will prepare a ten minute critique of a ceramic artist of their choice and will write reflections on ceramic artists or movements throughout the semester.

## **Drawing and Painting 1**

*5 credits / semester (fall semester only)*

*Prerequisite: Art 1*

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

In this course, students will be introduced to the elements and principles of design through a variety of media, including pencil, charcoal, and watercolor paints. Students will learn basic drawing and painting skills, and will discuss their own work and the work of their peers during critiques. They will also be expected to use the vocabulary of art during discussions. Homework and sketchbook work will enhance the learning experience.

## **Drawing and Painting 2**

*5 credits / semester (spring semester only)*

*Prerequisite: Drawing and Painting 1*

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

Students will continue to work with a variety of media, including gouache and acrylic paints, and will be expected to explore a range of solutions to the given assignments. Students will develop a deeper comprehension of the elements and principles of design to create complex compositions with sophisticated content. Verbal and written critiques will expand their development of ideas and will enhance their ability to talk about art.

## **Drawing and Painting 3**

*5 credits /semester*

*Prerequisite: Drawing and Painting 2*

This course sharpens the skills and ideas learned in Drawing and Painting II through writing an artist statement, utilizing a sketchbook, and discussing and analyzing various artists and art movements. The projects allow students to envision and create artwork that is distinctly their own, with a clear point of view. Verbal and written critiques will be a dynamic method for furthering their ideas and expanding their strengths as artists.

### **Photography I**

*5 credits / semester (fall semester only)*

*Prerequisite: Art 1*

*VPA credit: must enroll in Photography I and II*

Students will begin the course with an overview of the history of American photography and will learn the basic functions of the camera. Framing the image and learning to see the elements and principles of design will be the focus for much of the semester. Editing apps for the iPad will be introduced, but basic editing strategies (cropping, contrast, and enhance) will be emphasized. Students will analyze the work of their peers as well as works by professional photographers and learn to use the art vocabulary during critiques. Students will have access to digital cameras provided by the school, but their own digital camera is highly recommended for this course.

### **Photography II**

*5 credits / semester (spring semester only)*

*Prerequisite: Photography I*

*VPA credit: must enroll in Photography I and II*

Students will continue to hone their skills they learned in the first semester, and will explore the variations and flexibility of digital media. Students will analyze the works of their peers through verbal and written critiques, and deepen their engagement with problem-solving behind the lens of the camera in order to create thought-provoking images. Students will be expected to present their work bi-weekly throughout the semester. In addition, the class assessments will include presentations on artists, reading and analyzing texts, and discussions on documentary films and artists from the *Art 21* series. Students may use various apps on the iPad or Photoshop Elements for editing purposes. Students **must** have their own digital camera for this course.

### **Three-Dimensional Studies 1**

*5 credits /semester (fall semester only)*

*Prerequisite: Art 1 or permission of the Instructor.*

Students will be introduced to the elements and principles of three-dimensional design and will be expected to use the art vocabulary in class discussions. There will be three projects working with a variety of materials, including wire, plaster, clay, and found objects during the semester. A critique will follow the completion of each project. The artist will present her work to the class for critique and will discuss the artwork of her peers. This class is highly recommended for sophomores or juniors who are considering taking AP Studio Art-3D.

### **Three-Dimensional Studies 2**

*5 credits / semester (spring semester only)*

*Prerequisite: Three-Dimensional Studies 1*

Students will continue to develop their understanding of elements and principles of three-dimensional design. There will be three projects during the semester, including a collaborative installation project. A critique will follow the completion of each project. The artist will present her work to the class and discuss certain aspects of her work in relation to the assignment. Students will create a visual journal of their own work as well as examine the artwork of three well-known artists. This class is highly recommended for sophomores or juniors who are considering taking AP Studio Art-3D.

### **Advanced Art Independent Study**

*5 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, 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 4 projects throughout the semester, as determined by the individuals and approved by the instructor. Project proposals are due during the first week of 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.

### **Public Art: Controversy, Interpretation and Implementation**

*5 credits / semester*

*Prerequisite: 1 year visual or performing arts class*

The students will learn about different contemporary art movements and artists, including muralists, "happenings", public sculpture, and Christo and Jeanne-Claude. The students will complete a variety of projects, and possibly 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. Written work and readings on contemporary issues will enhance the content of the class.

### **Art History: From Cave Paintings to Graffiti**

*5 credits / semester*

This course introduces students to the broad range of human creativity throughout history, with an emphasis on the Twentieth and Twenty-First Century artists, art movements, and contemporary art. Students gain an understanding of the influences in religion, science, technology, and politics that affected style in art. The study of Aesthetics and the philosophy of art will enhance the students' understanding of the artwork presented in class. Reading, lectures, video and power point presentations, as well as field trips to museums and local studios are included. Various writing assignments, class participation, and class presentations are part of the assessment.

### **Advanced Placement Studio Art**

*10 credits /1 year*

*VPA credit*

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

*Prerequisites: **A complete portfolio review with the instructor is required.***

**Summer homework will be assigned accordingly and is part of the assessment of the readiness of the student for the course. Upper School art classes are required as prerequisites including, but not limited to: Drawing and Painting 3, Ceramics 3, Three-Dimensional Studies 2, Photo II. Please also see AP Placement criteria in the course catalogue.**

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 by the first week in May. The Advanced Placement student may choose either a Drawing Portfolio (includes painting and drawing in a variety of media), a 2-D Design Portfolio (includes drawing, painting, digital art, graphic design, and photography) or a 3-D Design Portfolio (sculpture and ceramics). Students will be responsible for the creation of a quality portfolio, digital documentation, an artist's statement and the organization of the above for the purpose of submitting required images and actual works to the AP College Board for review and grading. Please see the Visual Arts Department chair for more information.

## Digital Media

The goal of the Digital Media Program is to study the intersection of technology and the arts, through the language of multimedia, hands-on use of 21st century technology in creative projects, and the study of the history of arts in the digital age.

### **Freshman Film/Video Production (Film/Video Production 1)**

*5 credits / semester*

*Freshman only*

This class is one component of the visual and performing arts program in the freshman year. In this class, students focus on the art of storytelling through film. As such, students learn how to develop a story idea, script, characters, storyboard, and production schedule for the completion of a short film. In addition to the technical aspects of creating a film and/or video project, students will study various film styles.

### **Film/Video Production 2**

*10 credits / year*

*Grades 10-12*

**Note: This course currently does NOT fulfill the Visual/Performing Arts (VPA) graduation requirement, however, San Domenico is seeking approval for VPA credit for this course for the 2016-2017 academic year.**

This elective course is designed as an advanced and in-depth look into the artistic and different creative styles of the film/video making process. The goal of this course is for the student to professionally tell a story through visual composition, using advanced camera and editing techniques." A final project will involve the entire class producing one 15-20 minute film.

## World Languages

San Domenico Upper School's World Language Department requires three consecutive years of language for graduation. The curriculum has three objectives:

- Students will achieve an advanced level of oral and written language proficiency.
- Students will learn about the people, customs and histories of the target culture in order to successfully communicate with native speakers.
- Students will challenge themselves to tolerate the ambiguity and imperfection inherent in the study of a second language.

To meet our objectives, students learn through immersion, regular practice, and continued work with authentic resources and materials. Teachers emphasize communication over explicit grammar instruction. Language lessons are meaningful, personalized and engaging. Course levels reflect the guidelines outlined by the American Council of Teachers of Foreign Language. (ACTFL)

### **Courses**

## **Mandarin 1**

*10 credits / year*

This is an introductory Mandarin Chinese course designed for beginning students. No background in Mandarin is presumed or required. The course focuses on basic communication skills in speaking, listening, reading and writing standard Mandarin Chinese. In addition to the acquisition of linguistic skills, the course also aims to equip students with the skills needed to learn foreign languages in natural, authentic settings. Class work includes communicative activities, dialogues, music, movies and student-centered pair/group practice. A variety of educational and authentic materials are used to reinforce language skills. Students are exposed to Chinese culture to develop an understanding and appreciation for Chinese culture, people, customs, behavior, and traditions. At the end of Mandarin 1 students are expected to reach the novice-high level as outlined by ACTFL.

## **Mandarin 2**

*10 credits / year*

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

Mandarin 2 is a year-long course that continues the study and development of Mandarin. Students will continue to develop skills in listening, speaking, reading, and writing. The course emphasizes fundamental communicative-based competencies, grammar, orthography, and Chinese-language cultures. By the end of the second semester, students will write simple questions and sentences on a variety of familiar topics in Chinese. At the end of Mandarin 2 students are expected to reach the intermediate-low level as outlined by ACTFL.

## **Mandarin 3**

*10 credits / year*

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

Mandarin 3 is an in-depth continuation of Mandarin 2. It is designed for students who have acquired a familiarity with Pinyin and know how to write Chinese characters in the correct stroke order. They will further expand their understanding of Chinese culture, extend their skills in grammar, and be encouraged to increase their communicative interaction with native speakers. The cultural activities are arranged to provide students with opportunities to enhance language and cultural learning. The class covers topics such as religion, music, performing arts, food, medicine, and holidays. At the end of Mandarin 3 students are expected to reach the intermediate-mid level as outlined by ACTFL.

## **Mandarin 4**

*10 credits / year*

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

Mandarin 4 students will review and refine the language learned in previous levels of Mandarin, increasing their accuracy and fluency. This course covers new topics such as shopping, vacation, the community, and includes more complicated conversations in the Chinese store. The class will engage in many communicative activities, play games, perform skits, and create projects. This class is conducted predominantly in Mandarin and students must speak in Mandarin at all times. At the end of Mandarin 4, students are expected to reach the intermediate high level as outlined by ACTFL.

## **Spanish 1**

*10 credits / year*

Spanish 1 is a comprehensive introduction to Spanish designed for beginning Spanish students. Students will learn to understand, speak, read, and write simple questions and sentences on a variety of topics. Proficiency-

based methods and authentic materials are used to teach pronunciation, conversational skills, and grammar. Spanish 1 includes an introduction to contemporary Spanish and Latin American culture. This course is taught in Spanish. At the end of Spanish 1 students are expected to reach the novice high or intermediate low level as outlined by ACTFL.

## **Spanish 2**

*10 credits / year*

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

Spanish 2 builds on the communication skills acquired successfully in Spanish 1. Students continue to practice their communication skills through contextualized and authentic readings and listening activities. Students are able to produce more language in Spanish 2, to tell stories and recount events. Students increase their knowledge of the cultural diversity of the Spanish-speaking world. This course is taught in Spanish. At the end of Spanish 2 students are expected to reach the intermediate low or mid level as outlined by ACTFL.

## **Spanish 3**

*10 credits / year*

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

Building on the language skills learned in Spanish 1 and 2, Spanish 3 students will continue to develop oral and written proficiency in the language. There will be frequent opportunities for speaking, reading, listening and writing in Spanish. As fuel for our lively conversations we will look at topics such as social media, threats to our environment, the stresses of modern life, art, relationships and current events. We will look at these topics as they relate to our own lives as well as their importance in the Spanish-speaking world. The course is conducted in Spanish and students must speak in Spanish at all times. At the end of Spanish 3 students are expected to reach the intermediate mid or intermediate high level as outlined by ACTFL.

## **Spanish 4**

*10 credits / year*

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

Spanish 4 students will review and refine the language learned in previous levels of Spanish, increasing their accuracy and fluency. Many opportunities for speaking, reading, listening and writing in Spanish will give students the chance to practice their language skills. Readings and other authentic materials (videos, songs, paintings, advertisements, etc.) generate lively class discussions. Some of the topics we will examine include the controversial sport of bullfighting, the Basque separatist movement, FARC and kidnappings in Colombia, Argentina's Dirty War, immigration and more. This class is conducted entirely in Spanish and students must speak in Spanish at all times. At the end of Spanish 4, students are expected to reach the intermediate high level as outlined by ACTFL.

## **AP Spanish Language**

*10 credits /year*

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

AP Spanish Language is the equivalent of a third-year Spanish language college course. Students study the Spanish Language and Culture within the context of 6 large themes: Families and Communities, Beauty and Aesthetics, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life. Students advance their interpersonal communication with in-class conversations, spontaneous partner dialogues, and email replies. They perfect their presentational communication through speeches, debates, and cultural comparisons. They refine their interpretive communication skills through the analysis and

reflection of a variety of articles and audio samples. Students are exposed to Latin American and Spanish cultures through different means including songs, movies, newspaper and magazine articles, short short stories, poetry and excerpts from novels and plays. The class prepares students for the Advanced Placement Spanish Language and Culture Examination. Class is conducted entirely in Spanish. At the end of AP Spanish, students are expected to reach the advanced level as outlined by ACTFL.