



SOLEBURY SCHOOL

ACADEMIC BULLETIN

2018 - 2019

The guidelines and curriculum of Solebury School's academic program

Course Offerings for the 2018-2019 Academic Year

At the time of publication of this document, the list of course offerings may not be complete. Solebury School reserves the right to make changes in these offerings without notice. Students wishing to pursue courses not listed in this Bulletin should consult with the Director of Studies.

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The courses described in this bulletin comprise Solebury School's academic program. Although each discipline teaches its own skills and its own methods, they have in common the goals of teaching you how to learn, how to solve problems, and how to become as effective a person as you can be.

REQUIREMENTS

A minimum of 109 credits is required for graduation, distributed in the following manner:

REQUIRED

24 English (required each trimester)
18 Mathematics *
18 World Language **
12 Science (Conceptual Physics*** & Biology required)
12 Social Studies (US History required)
6 Arts
1 Health ****
Electives to bring total credits to 108

RECOMMENDED

24 English
24 Mathematics
18 World Language
18 Science
18 Social Studies
6 Arts
1 Health
Electives #

- * Algebra I, Geometry, and Algebra II & Trigonometry normally meet the mathematics requirement.
- ** Three years of the same world language are required. In extraordinary circumstances, this requirement may be modified or waived.
- *** Students in the Math Support Program may substitute Chemistry in the Community for Conceptual Physics
- **** Required of all students who enter Solebury before eleventh grade. Only high school Health courses will be considered for transfer credit.
- # Students who apply to competitive colleges usually have 132 to 156 credits at graduation.

Every student must carry at minimum of 27 credits each year or 9 each trimester. Most full-year and trimester courses earn 2 credits each trimester. Most Health, Computer, Chorus, and Arts classes earn 1 credit each trimester.

GRADING and ACADEMICS

Grading is on a 4-point scale:

A+ (97 - 100) = 4.333

B+ (87 - 89) = 3.333

C+ (77 - 79) = 2.333

D+ (67 - 69) = 1.333

F (59 or lower) = 0.000

A (93 - 96) = 4.000

B (83 - 86) = 3.000

C (73 - 76) = 2.000

D (63 - 66) = 1.000

A- (90 - 92) = 3.666

B- (80 - 82) = 2.666

C- (70 - 72) = 1.666

D- (60 - 62, lowest passing grade) = 0.666

Four other grades are possible: P = Pass; NG = No Grade (used for audits); W = Withdrawn; and I = Incomplete. P, NG, and W are not used in grade point average computations. The grade of I is converted to an F if the work is not made up within the deadline specified by the teacher. Grade point average computations are withheld until the Incomplete is converted to a standard (A to F) letter grade.

GRADE WEIGHTING

Students who undertake more challenging programs are rewarded in the computation of their grade point average. Honors and AP courses are weighted at Solebury School. The bonus will not be added to the course grade itself, but will be used in calculating the grade point average. The Honors bonus will be 0.333 and the AP bonus will be 0.666.

Honors and Advanced Placement (AP) courses will move at an accelerated and generally pre-determined pace. Teachers will not have the luxury of slowing the pace or providing inordinate extra help to remediate students who struggle beyond the norm. Seeking additional help in conference or through tutoring is the responsibility of the student. Frequently, we receive requests from students who do not meet the prerequisites to be allowed to join an honors course. Occasionally, teachers will oblige that request but students and families must understand the reality and nature of Honors courses.

Honors:

Honors Ethics
Honors Algebra I
Honors Geometry
Honors Algebra II & Trigonometry
Honors American Literature
Multivariable Calculus
History Thesis
Honors Physics
Honors Biology
Honors Chemistry
Honors Environmental Science
Honors Pre-Calculus
Honors English 9
Honors English 10
Honors English 11
Honors US Government and Politics
Honors Economics
Fairy Tales as Literature
Giving: The Road to Public Service
Stories of Hurricane Katrina
Shakespeare's "Other" Worlds
Reading and Writing Poetry

AP:

AP Calculus AB
AP Calculus BC
AP Physics
AP English Literature & Composition
AP French Language
AP US History
AP US Government and Politics
AP Spanish Language
AP Statistics
AP Studio Art

ACADEMIC HONORS

A student is awarded Academic Honors for the trimester if s/he earns a grade point average of 3.00 (B) or higher. A student is placed on High Honors if s/he earns a grade point average of 3.66 (A-) or higher. However, no student will be given Honors or High Honors recognition if a grade of D+ or lower is entered for that trimester. Students on Honors and High Honors are eligible for special privileges, including exemption from mandatory study halls.

ACADEMIC WARNING

A student who is failing a course (F), who has received an Incomplete, or who has two or more grades below C- is placed on the Academic Warning List. The Academic Warning List is prepared six times a year; however, a teacher may issue a warning at any time. Students on Academic Warning automatically lose any privileges they may have earned or are entitled to, may be given special study conditions, and remain on Academic Warning until the next time grades are formally collected. Students who withdraw from a class with an Academic Warning range grade (D+ or lower) are placed on Academic Warning for the remainder of the trimester.

ACADEMIC HONESTY

It is intellectually dishonest and unfair to submit as one's own the words, ideas, corrections, data, solutions, or opinions of another. Because intellectual honesty is the basis of scholarship, plagiarism and other forms of cheating cannot be tolerated in an academic community. Violators of the principles of Academic Honesty will face serious consequences that may include expulsion. Any student who facilitates an act of academic dishonesty has committed the same offense and thus will be subject to the same penalty as the violator. For a detailed discussion of these issues and consequences, please refer to the Solebury Handbook.

EARLY GRADUATION

Occasionally a student comes along who is so far advanced in several disciplines that s/he will be ready for college a year early. Such students have completed all requirements, exhausted all the opportunities of our curriculum, and essentially would have nothing to gain by a further year of high school. In those extremely rare cases, students may petition to skip the sophomore year of high school, rather than the junior or senior year, because the college search process (including PSAT's, SAT's, etc.) is distorted by foreshortening, to the student's disadvantage. Such planning, therefore, needs to be done very early.

The Director of Studies will not approve this plan if the student will be only minimally prepared for college. It is always wiser to remain in high school and be maximally prepared for college.

GLOBAL EDUCATION CONCENTRATION

Rising 9th and 10th grade students may choose to declare a focus in global education. This concentration aims to cultivate globally-minded young adults by providing a path for them to deeply engage in and reflect upon global academic courses, cultural events, service learning, travel immersion experiences, and an independent study. More information and a list of Global Education courses can be found at the end of this bulletin.

ATTENDANCE POLICIES

ADD/DROP POLICY

Each trimester, students may add or drop courses until the fifth day of classes. After that point, it is no longer the student's prerogative to make changes. In rare cases, however, the Director of Studies may grant exceptions after consulting with the teacher and student's adviser. Class sessions missed due to late enrollment still count against the 5-4-3 Attendance Rule so it is wise to learn as much as possible about each course prior to enrolling.

Permission to withdraw from a course may in some cases be granted by the Director of Studies after the drop/add period is over; however, a student may not withdraw solely to avoid a failure. A withdrawal appears permanently on the student's record (W), but does not affect the student's grade point average. A student who withdraws from a class with an Academic Warning range grade (D+ or lower) is placed on Academic Warning for the remainder of the trimester.

PLANNED ABSENCES FROM SCHOOL

Missing class is detrimental to students' academic work. They miss important material, lose the opportunity to ask questions, and often fall behind on tests and quizzes. While some of this work can be "made-up" (i.e. readings can be done at home and quizzes taken at a different time), many aspects of a class simply are lost. Science labs, for example, cannot be recreated for one student and class discussions or lectures cannot be reconstructed no matter how many conference periods are attended. We do not ask our teachers to be responsible for remediation of a student who has missed school. Furthermore, most courses at Solebury include class participation in calculating an average and absence from class weighs negatively in this area.

When students miss school, no matter the reason, they must realize that they are risking their academic success.

We recognize, however, that occasionally situations arise that may necessitate an absence. When that happens, families need to request permission from the Director of Studies (or the College Counselor if the absence is for college visits) at least two weeks in advance. Even with this advance warning, the aforementioned difficulties still apply but there will be no punitive consequence. If the request is made less than two weeks in advance, Solebury School may treat the absence as unexcused.

COLLEGE VISIT PROCESS

Visiting colleges is essential. Ten minutes on a college campus talking with actual students will reveal more about the school than reading an entire admissions catalog. Schedule as many visits during Solebury vacations as possible, and try to visit when the college's classes are in session. Summer visits are also encouraged to help minimize absences from Solebury classes. Some colleges offer Saturday tours and interviews during the academic year. In addition, we do recommend staying overnight during the college's academic year because this is an excellent way to experience campus life. Many schools have overnight hosts to facilitate this process.

In order to be excused from school for a college visit, students must meet with the College Counselor to discuss their plans and fill out the College Visit Form. At least two weeks before their visit, students must have each of their teachers sign the form and then must return it to the College Counselor. After their visit, students must provide written verification on college letterhead to the college counselor, confirming the date and time of their visit. If students do not follow this procedure, they risk having any absence treated as unexcused.

5-4-3 ATTENDANCE RULE

Attendance in class is a requirement of all Solebury courses. Since missing an 80 minute class period will have a significant detrimental effect on learning, our attendance rule states that, in any trimester, students may miss up to **five** class meetings for those classes in a rotating letter block, may miss only **four** Arts classes, and may miss only **three** classes during the spring term if they are going on Senior Project. **This includes both excused and unexcused absences but does not include absences due to religious observations.** The “5-4-3” rule gives our students an easy to remember guideline for our attendance expectations. A student missing more than that number of classes will not get credit for the course and will receive a grade of F for the trimester. If this produces a situation where a student may not be eligible to successfully complete an academic year, s/he may be required to withdraw from Solebury. In extraordinary cases, a student may appeal the application of this rule to the Headmaster, who will appoint an *ad hoc* committee to make a recommendation. Class sessions missed due to late enrollment still count against the Attendance Rule, so it is wise to learn as much as possible about each course prior to enrolling.

SENIORS

In order to qualify for a diploma, a senior must pass all courses attempted or make up the credit. A senior who fails a trimester course in the fall or winter may make up the lost credit by taking an additional trimester course in the following trimester. Failure of a full-year or spring trimester course must be made up in an approved course at an accredited summer school.

SENIOR PROJECTS

On May 13th, some seniors will leave campus to work as apprentices or volunteers, conduct independent research, or pursue creative projects. To qualify, a senior must be in good social and academic standing, have the permission of all his/her teachers, and have a proposal approved by the Senior Projects Committee. Seniors return to campus to present their projects to the school on June 3rd. For seniors on Senior Project, all coursework ends May 10th. Please note that the 5-4-3 Attendance Rule for class absences states that seniors going on Senior Project may only miss three class meetings and still earn credit for that course. This includes the classes that meet in the evening. In addition, seniors placed on Academic Warning in the spring may not be allowed to go on Senior Project.

SPECIAL PROGRAMS

Course descriptions and objectives for Solebury School's English as a Second Language Program (ESL), Learning Skills Program (LS), Global Education Concentration, and Middle School Program (eighth grade) are listed at the end of this bulletin.

ENGLISH

English is required every trimester because it provides the foundation for success in all disciplines. In English courses, students master the ability to think critically and to express their ideas effectively, both orally and in writing.

We teach English, however, because we love literature and writing, and we strive to share this passion with our students. We believe that reading is an effective vehicle through which students can explore and engage in the world around them. For this reason, we expose students to a broad range of authors and genres from American, British, and World Literature. The core curriculum is supplemented by an array of electives inspired by faculty and student interest.

Furthermore, we believe that there is joy and satisfaction in using words efficiently and effectively. We encourage our students to use writing to enhance their thinking and communicate their thoughts. **Students write in many genres, including expository writing, free writing, creative writing, journal writing, playwriting and poetry -- and experience the writing process through editing, revision, and proofreading.**

If you have any questions about Solebury School's English Department, please contact department chair Sarah Sargent:

E-mail: ssargent@solebury.org

Call: (802) 881-9803

YEARLONG COURSES

ICC English: Local and Global Voices: The goal of this class is to expose students to the ways in which expressions of identity can be transmitted through the written word, and to develop the skills necessary to both analyze and produce narrative. As part of the ICC program's integrated curriculum, this course will encourage students to explore the connections between literature and cultural identity. Students will learn how to engage in textual analysis in order to better understand and interpret both fictional and non-fictional works. The year is divided by trimester into three thematic units, focusing on the diversity of literature and experiences in our global community: Local Voices, Voices of the Americas, and Global Voices. Throughout the year, students will work on writing and grammar with a variety of self-reflective, creative, and expository writing assignments as well as pointed vocabulary lessons to deepen students' understanding of the course readings. **Required.** ICC English is intended for 8th graders. *6 credits*

English 9: An Introduction to Literary Genres: Students in this course will develop themselves as keen readers of literature through a focus on fiction, poetry, and drama. In addition to reading long-established canonical texts representing each genre, we will also consider contemporary authors working to further those genres today. Despite the vast expanse of time these texts permit us to travel, we will observe a number of persistent themes and questions that have compelled writers to the page for centuries. Where does the individual belong in society? How do our values and beliefs develop out of the tension that question generates? Why do writers employ particular forms and genres in order to engage with those and other questions? What does each genre offer to that engagement? Students will also be asked to hone their own creative and critical writing skills in multiple genres. We will employ a process-based composition model that encourages thoughtfulness and preparation. Recognizing at all times that writing is rewriting, students will work on editing and revising their compositions using a workshop-style model. We will also work on building our fluency with grammatical conventions and vocabulary. This course includes a mandatory summer reading assignment. **Required.** *6 credits*

Honors English 9: An Introduction to Literary Genres: In Honors English 9, students are introduced to the various elements of poetry, drama, and short and long fiction and to the craft of the processed writing. Together we will spend the year reading from a variety of sources, examining the components of poetry, drama, and fiction (short stories and longer works). As we develop close reading skills and master the vocabulary of literary inquiry, we will consider the ways in which individuals, communities, values, and journeys interact, mesh, and conflict. We will also explore the ways in which human beings struggle to create identity, often from a variety of complex factors, and consider how humans develop an internal system of meaning for their lives, influenced by both their own experiences and by the values imposed by society. Classes will consist of discussions, lectures, independent projects, and group work, and a workshop approach to developing formal essays and creative pieces in a variety of modes. Vocabulary development will grow out of work with texts; grammar instruction will be in response to issues that arise in student writing. We will engage in a considerable amount of close reading, with a particular emphasis on examining the author's voice and its role in each text. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 8th grade English class. **Honors, 6 credits***

English 10: World Literature: In this course, students read and examine world literature and become familiar with certain schools of literary criticism. Through novels, short stories, poetry and oral tales, this class explores literature often overlooked due to the nationality, ethnicity, race or gender of the author. The following questions are examined: 1) Is it important to read mainly from the canon of “great books” from a particular region or from the canon of “great books” of the world? 2) What are the expectations for reading in an academic setting, and why is this style of reading expected? 3) What is to be gained from comparing various literary styles from around the world? 4) How can we use our exposure to various literatures to develop our own writing? 5) When reading literature, is it important to pay attention to the historical context of each work? 6) Is it important to be able to formally analyze literature – and what does formal analysis entail? The course is designed to improve students' skills in writing style, writing mechanics, analysis of texts, and vocabulary. This course includes a mandatory summer reading assignment. ***Global, Required, 6 credits***

Honors English 10: World Literature: Honors English 10 is a world literature course that takes up the same questions and texts as the standard English 10 course and moves beyond those questions and texts to new material. Students interested in the Honors version of English 10 should want the following: to read at a challenging pace which will allow the class to tackle additional material; to move through both the standard English 10 grammar and writing skills as well as advanced grammar and writing skills; to take on a variety of writing challenges that will push students to hone their skills; to master more vocabulary, both as a group and individually, than that taken on in the standard course; and to learn an advanced vocabulary useful in the analysis of texts. Thus, the Honors English 10 course expects extra effort and a greater time commitment from students. The course is built for students who love reading, writing, analysis, grammar, and vocabulary--and who want to collaborate with other like-minded students. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in English 9 or a B or better in honors English 9. **Global, Honors. 6 credits***

English 11: American Literature: In English 11, we read classic and contemporary works by American writers, including (but not limited to) Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, and Ginsberg. Moving backward in time From the Beat Poets of the 1960s to the origins of our country; students in English 11 are exposed to a broad swath of American literary styles, genres, and approaches. We read Beat and Modernist poems, Lost Generation short stories, a Jazz Age novel, a Red Scare-era drama, and a Shakespearean play, to name a few examples. In addition to the diverse readings, each trimester students study a minimum of three vocabulary lists drawn from the reading, as well as a minimum of three grammar concepts. Students hone their writing skills by writing journals, papers, and creative assignments. English 11 also involves a variety of other assessments including class discussion,

peer-editing, tests, and quizzes. This course includes a mandatory summer reading assignment. **Required, 6 credits**

Honors English 11: American Literature: In Honors English 11, we read classic and contemporary works by American writers, including (but not limited to) Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, and Ginsberg. We also push beyond these classic works to read more non-traditional, but historically bound works, like sermons, histories, letters, and journals. Students in English 11 are exposed to a broad swath of American literary styles, genres, and approaches as well as primary source documents. In addition to the diverse readings, students are required to learn relevant and advanced vocabulary and grammar concepts. Students will hone their writing skills by writing journals, papers, and creative assignments. English 11 involves a variety of other assessments including class discussion, peer-editing, tests, and quizzes. This course is designed for students wanting to push themselves further in the English discipline and will require a high level of commitment to reading, writing, and class discussion. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 10th grade English and History.* **Honors. 6 credits**

American Studies (Honors American Literature): This two-period course combines Honors American Literature with Honors US History. By focusing on the economic, social, and political connections between the literature and the history, we seek to integrate the two disciplines. As an in-depth exploration of American history and the development of a distinct American literature, this course attempts to replicate an introductory college experience in terms of pace, volume, and complexity of the material. In the course, we embed the works of the major American writers (Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, Frost, and Ginsberg to name a few) in U.S. historical context, drawing connections between literary and historical developments. A variety of historical texts will be employed, including primary sources, statistical compilations, and secondary sources. Enrollment is limited. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 10th grade English and History.* **Honors. 12 credits**

AP English Literature & Composition: Students enrolled in AP English Literature & Composition will be introduced to the rigors and pleasures of a college-level literature course. In order to prepare students for the breadth of material included in the AP exam, we will consider works of literature from a wide array of periods, movements, cultures, and genres. We will also refine our critical lexicons through an extensive engagement with literary terminology. By developing fluency with that terminology, we will be better prepared to participate in the ongoing conversation of literary study. While the backbone of the course will be thoughtful discussion, students will be asked to complete a number of in-class writing exercises similar to those encountered on the exam. In addition to these in-class writing assignments, students will compose more refined essays and responses out of class, exhibiting the thoughtfulness, structure, and strength of argument necessary for successful writing. Students earning a 3, 4 or 5 on the AP English Literature and Composition examination may be offered college credit and/or advanced placement by the colleges they attend. This course includes a mandatory summer reading and writing assignment. *Prerequisite: recommendation of instructor and a B+ or better in American Studies Honors English, Honors English, or an A- or better in English 11.* **AP, 6 credits**

Learning Skills English: For a detailed discussion of Learning Skills, please see the “Special Programs” section. **6 credits**

FALL TRIMESTER COURSES

Baseball: The Story of America: This course will focus on how the sport of baseball has influenced American history and literature. In the end, students will see that the evolution of baseball mirrored the growth of America itself, from the creation of the American identity to race relations and labor management. According to Ken Burns, "The story of baseball is also the story of race in America, of immigration and assimilation; of the struggle between labor and management; of popular culture and advertising; of myth and the nature of heroes, villains, and buffoons." The first part of the course will focus on the history of America's game, from its origins up through the modern era. The second part revolves around the literature (non-fiction and fiction), poetry, and film the sport has inspired, and focuses on two themes: (1) baseball as a means for heroism, and (2) baseball as a source of redemption. *2 credits*

Creative Nonfiction: Some of the most powerful, thoughtful, and culturally significant writing is found in the essays of writers like Joan Didion, David Foster Wallace, and others who are published under the genre "creative nonfiction." To engage with this historical, observational, and experimental writing form, students will read and analyze essays, produce original content, and give meaningful feedback to one another. The habits and skills developed in this course are useful for those interested in journalism, cultural studies, and creative writing. This class may also be taken for Social Studies credit. *2 credits*

Fighting "Fake News": The term "fake news" has come to mean everything from deliberately fabricated disinformation to stories that are merely uncomfortable for the subject in question. How did we get here? This elective attempts to answer this question, first by looking at the ways our own biases can color our judgements of the media we consume, and how certain media outlets exploit those biases. We then attempt to determine for ourselves what makes for authentic journalism, and examine how technology and corporate forces have made such journalism (particularly local and print journalism) struggle. With a deeper understanding of psychology and the media ecosystem, those who finish this course will be able spot, and defend against, all manner of media manipulation. This class may also be taken for Social Studies credit. *2 credits*

Personal Essay Writing: You carry countless stories. Your memories, your experiences and your thoughts are all inside you waiting to get out. Here's your chance to unload. In this class, we will learn how to craft succinct, spellbinding, superb personal essays. Using the self as subject, we will learn how to plumb our own experiences to create riveting, readable, narrative prose. Don't think you have any stories to tell? Think again. From the weighty to the seemingly small, our stories are what we're made of. Getting lost on that vacation to Prague? The time you rescued a bird from a fence? The way your mom used to leave you notes in your lunchbox? Visiting your grandmother as she slowly forgot who you were? These are all stories that, when well-crafted and well-written, make great essays. They make readers think, feel and connect. That is our goal. In this class, we want to find the stories inside you that evoke universal ideas and emotions: joy, sadness, fear, truth, identity, wonder. Yes, this class will be helpful to those of you aiming to write an epic college admissions essay. Yet it is also a class for storytellers who want to work on the craft of writing. The focus of the class is on making our essays compelling, vivid, structured and meaningful. Overall, we will find out what stories are hiding inside us, and learn to tell them beautifully. *2 credits*

Stories of Hurricane Katrina: In August 2005 Hurricane Katrina flattened and flooded land from Florida to Texas. What followed forced America to examine its disaster preparedness, race and class relationships, and fragility of life in the face of nature's power. Anderson Cooper cried while reporting the news. Kanye West announced, "President Bush doesn't care about black people." New Orleans became the focus of the story, even though it wasn't at the epicenter of the storm. For this class, we are going to study the news stories published during and after the hurricane landed, and the literature the storm has influenced over the past ten years. We will examine news articles, short fiction, graphic novels,

and narrative nonfiction to understand the lasting effects of Katrina on American culture. **Prerequisite: recommendation of instructor and a B or better in regular English 11, B- or better in Honors English 11 or American Studies. Honors, 2 credits**

WINTER TRIMESTER COURSES

Coming of Age: “All children, except one, grow up,” wrote J.M. Barrie to launch the classic story of *Peter Pan*. Yet *how* do we all grow up? When does childhood end and adulthood begin? In this class, we will explore the experiences, realizations, tensions and awakenings that are part of the coming of age process. We will look at what it has meant to come of age in literature, and also examine how the digital age has changed the way we grow up now. Do today’s teens grow up faster? Or, like Peter Pan, do they not grow up at all? To answer these questions, we will use myths, fairytales, short stories, essays, paintings, poems and film to understand what it means to navigate the passage between childhood and adulthood. We will also explore the consequences of growing up under the constant scrutiny of the internet. Throughout the course, students will be prompted to reflect on their own coming of age, with writing assignments that include personal essays, memoir vignettes, and poetry. Students will end the course by compiling a Coming of Age Portfolio that collects their best writings from the trimester. Overall, the goal of this English elective is to delve into the coming of age topic in a dynamic way, with a classroom full of students who are living the theme. *2 credits*

Journalism: Get the facts. Uncover the truth. Write clearly, concisely and beautifully. These are the goals of this class designed to offer students a crash course in journalism. In this English elective, students will learn how to structure an article, develop reporting skills, find reliable sources, conduct a successful interview, and write stories that are accurate, clear, creative, informative and compelling. In addition to learning how to write news stories, features, profiles and editorials, students will also read Pulitzer Prize-winning articles to study the best examples of journalism today. Along the way, we will also discuss the history of journalism, the evolution of the media, journalistic ethics, photojournalism and what to do about “alternative facts.” Students will be assessed based on weekly writing assignments and class participation. *2 credits*

Reading & Writing Poetry: What is poetry? Why read poetry? What does poetry have to do with me? What impact does poetry have on society? These questions and many more related to difficulty and value of understanding poetry are the subject of this course. By studying a variety of poetic terms, styles, and forms students will gain a sophisticated understanding of the complex elements involved in reading and writing poetry. Students will read and analyze a variety of classic and contemporary poems and also try their hand at composing their own poetry. Assessment will be based on quizzes, papers, projects, and original poems. **prerequisite: recommendation of instructor and a B or better in regular English 11, B- or better in Honors English 11 or American Studies. Honors, 2 credits**

The Search for Enlightenment & World Religions: The desire for a spiritual life has been a driving force in human history and a key component of human cultures. In this course (a study of literature, sociology, and history) we survey “major” and lesser known faiths and practices, and we examine texts that feature individuals and characters who search for enlightenment (by authors such as Basho, Hesse, Kerouac, Pagels, Black Elk, Thoreau, Malcolm X, and others.) The hope is that students will examine their own lives and worlds as they examine the materials of the course. Students who are open to self-reflection or who are interested in the history of ideas should find this course particularly stimulating. This class may also be taken for Social Studies credit. *Global, 2 credits*

South African Stories: In this class we will study real-life dystopian apartheid era in South Africa through short fiction and plays. We will discuss the power of literature as a political tool, and the role of writing for self-actualization. For fifty years, apartheid laws in South Africa imposed racism and segregation on the population. Those who resisted, such as Nelson Mandela, were harshly punished. Writers protested by telling stories, both from within South Africa and from without as exiles. Through their stories, we will explore the complex human experiences in a society divided for many generations by race. This class fulfills a global studies program credit. *Prerequisite: recommendation of instructor and a B or better in regular English 11, B- or better in American Studies. Global, Honors. 2 credits*

Writing for College: For many students research papers remain mystifying, unnatural (even painful), but the process can be a straightforward one if approached the right way. By acknowledging the presence of research in our own lives, and employing methodical guided practice, this course aims to turn the written research product from something agonizing and alien into a skill that can be confidently utilized at will. If this is a set of tools you want in your kit, and you are willing to commit some time to make that happen, then this course should help make you ripe for the task. This class may also be taken for Social Studies credit. *2 credits*

SPRING TRIMESTER COURSES

Fairy Tales as Literature: While the fairy tales that we read as children often appear simple, they are actually the result of a rich history of storytelling from around the world. In this course, we will study popular fairy tales in various forms, from the most traditional forms to well-known Disney films, in an effort to understand the role that fairy tales play in our modern culture. Classroom discussions will include the role of the hero, gender in fairy tales, and the ways in which modern interpretations have changed the stories in specific ways. Students will have the opportunity to write several short papers and one long paper on a fairy tale of their choice, examining that story's history as well as its cultural implications. *Honors, 2 credits*

Into the Wild: Nature in Writing and Life: To be in the woods is a basic human desire that many great writers have used as their subject. There is healing there, as is captured in Cheryl Strayed's memoir, *Wild*. There is adventure, as is tragically recounted in John Krakauer's nonfiction book, *Into the Wild*. And there is enlightenment, reflected upon in the essays of Emerson and Thoreau. This class will use literature as its starting point, focusing on the writings mentioned above and more as well as film, and then will move beyond the classroom and into the subject itself, nature, with occasional outdoor excursions and journaling. This class may also be taken for Social Studies credit. *2 credits*

Public Speaking: The purpose of this class is to allow students to acquire the techniques and methods of formal speaking and presentations and to develop the ability to speak extemporaneously. The students experience a variety of practical applications and at least five different kinds of speeches including speaking to inspire, to inform, to persuade, to demonstrate and to entertain. Students are evaluated: on each of their formal prepared speeches; on their performance in improvisational speaking; and on their final speech in front of the whole school. This class may also be taken for Social Studies credit. *2 credits*

Science Fiction in Film and Literature: Putting the “Sci” in Sci-fi: This course will take students on a deep dive into the film and literature genre known as science fiction. From Isaac Asimov to Jules Verne, students will read novels and short stories, watch popular and lesser-known films, and may even examine stories and concepts from sci-fi video games. The ultimate goal of the course is to give students a deeper understanding of the sci-fi genre, as well as investigate the truth/fiction behind the scientific concepts introduced in many of the world's great works of science fiction. Each work of fiction will be thoroughly investigated and vetted through a scientific lens. Students will complete several projects and labs as

individuals and as part of a group during this course, and the course will culminate with each student producing a piece of original science fiction using scientific concepts learned during the trimester. The math used for this course will require an understanding of geometry and algebra. This class may also be taken for Science credit. *Prerequisites: Physics, Chemistry, and American Literature. 2 credits*

Shakespeare’s “Other” Worlds: Shakespeare may seem as British as tea, Harry Potter, and The Beatles, but many of his plays were set in lands outside of the UK. Though he himself never left England, he wrote about people and places far beyond his home, both in time and space. Through reading plays and watching films, we will be able to ask, why did he choose the settings he did? How do we deal today with the racism, sexism, and xenophobia in some of his language? Why are his plays now universally loved and translated into nearly every language on the planet? This is going to be Shakespeare unbound!

Prerequisite: recommendation of instructor and a B or better in regular English 11, B- or better in American Studies. Global, Honors. 2 credits

Short Story Writing: Do you like to pretend? Do stories and plotlines scroll through your head, begging to be written down? Do unusual characters populate your subconscious, pleading to be heard? Or, perhaps after years of writing academic papers, do you want to just cut loose and try something different? This is a class for those who believe or want to believe that writing can be fun. In this class, we will tackle the classic art of short story writing by reading short stories and writing our own. Students can expect to be met with a random writing prompt every day, designed to stretch our creative writing muscles and generate story ideas. Throughout the course, students will fill their figurative writer’s toolbox, as we discuss various writing techniques including developing plot, building characters, creating tone, developing narrative voice, writing dialogue, and using artful language. The goal of the class is to figure out what makes good stories so compelling, gripping, entertaining and effective, and then attempt to write our own stories that are compelling, gripping, entertaining and effective. So, come share your stories. Let your imagination run wild. Get your pretend on paper. *2 credits*

WORLD LANGUAGES

Solebury School's World Languages Department offers courses in Spanish and French. The goal of our department is to prepare students to *communicate* successfully in another modern language. Teachers stress active communication and work to develop students' skills in cultural awareness, listening, speaking, reading, and writing. All courses offered in World Languages fulfill a global studies program credit.

Solebury School students are required to complete **French III or Spanish III** (with a passing average) in order to graduate. At the end of their three-year requirement, students should be functionally proficient, able to address basic needs and express themselves in straightforward social situations in the target culture. Any student with at least a B- average is strongly encouraged to continue their language studies beyond level III, since many competitive universities expect four or more years of language study.

Our advanced levels (**IV and higher**) allow students to pursue advanced communication skills and more in-depth cultural studies, including literature, film, and various media. Our **Advanced Placement** curricula have been approved by the College Board, and in many cases a successful year in an AP language class will afford a student some college credit while still in high school.

Language-Centered Trips: We at Solebury School believe that practical, real-life language experience is the perfect complement to the classroom. In addition to regular trips abroad to gain practical experience with the languages and cultures that we study in the classroom, we partner with the Haut-Lac Bilingual International School in St. Léger, Switzerland and St. Paul's School in Barcelona, Spain to provide an extended study abroad experience for interested students. In recent years, Solebury School students and teachers have also gone to Quebec's winter carnival, to Costa Rica, and to several different regions in France (Paris, the Loire Valley, Normandy, Brittany, Provence, the Pyrenees, and Champagne).

Solebury Language Societies and Model United Nations: The Solebury Language Society and the Model UN groups meet on a semi-regular basis to promote culture on campus as well as to connect Solebury to the global community. The Language Society sponsors events during and outside the school day, such as an International Movie Night to explore and celebrate the art of cinema in other languages, Language Table Days in the dining hall to practice casual conversation, and several other cultural holidays on campus. The Model UN group studies international affairs and participates in regional and national Model UN events.

If you have any questions about Solebury School's World Languages Department, please contact department chair Helen Matthews:

E-mail: hmatthews@solebury.org Call: (215) 862-5261

FRENCH

Why learn French? Aside from the beauty of the language and culture (the food, fashion, art, and literature), there are many practical reasons to study French. French is one of the most commonly used languages on the web, and one of the most important languages in the business world. It is useful and often required for careers in science, technology, medicine, and government. French is one of only two working languages (the other being English) at the United Nations, the Council of Europe, the International Labor Bureau, the International Monetary Fund, and the International Red Cross. French is the first or second language of 49 countries and is spoken by over 220 million people in the world. Finally, France is the number one tourist destination in the world—visited even more than the U.S.

French I: French I offers a tremendous opportunity for students who have no (or limited) experience with the French language. Through a context-driven and story-based curriculum, students will acquire reading, writing, speaking and listening skills in the target language. Students learn new vocabulary and grammar structures through stories, interviews, videos, narrative texts, and games. French I topics include numbers, colors, introductions, descriptions, family/heritage, school, daily habits, interests, travel, expression of opinions, future plans, and an exploratory look at countries of the Francophone world. The majority of the class is taught in simple and understandable French to emphasize student comprehension of the language. As students are increasingly exposed to the language, they will acquire new vocabulary and structures, resulting in natural production of French. By the end of this class, students will be exposed to the present and near future tense of common regular and irregular verbs, idiomatic phrases, descriptive language, and practical daily expressions/small talk. French I is an interactional and communicative class that provides students with a solid foundation in language and culture. *Global, 6 credits*

French II: French II strengthens and builds on what students have learned in French I. By the end of French II, students will be able to express complex ideas and understand native speakers. Their “survival skills” will increase dramatically; at the end of the year, they could travel to a francophone country and really enjoy the people and the culture. Students continue to build vocabulary by theme: vacations and travel, home life, cuisine and cooking, health and daily routine, technology, and transportation. Grammar studies include an expansion of the passé composé, which they use with the imperfect tense to tell meaningful stories in the past. Students also expand their use of object pronouns and irregular verbs. They learn to express reflexive and reciprocal actions, as well as the future and conditional of regular and irregular verbs. Their cultural studies include French and Francophone holidays and vacations, housing, cuisine, health, technology and industry, and city life. *Prerequisite: French I. Global, 6 credits*

French III: French III strengthens and builds on what students have learned in French I and II. Students further their ability to communicate in the language through continued use and review of previously learned structures. Through a context-driven curriculum, students improve their expressive language by learning to use the simple future and conditional mode (used to discuss hypothetical situations), while practicing and integrating other verb forms. This class utilizes culture and themes to introduce new structures and vocabulary. These include body/health, nature/environment, art, technology, current events, idiomatic phrases, and the political system. By the end of French III, students are able to hold more philosophical and opinion-based discussions in which they understand and express complex ideas in both oral, aural, read and written form. In this course, students work to review, master, and fluidly integrate essential language concepts, applying them to new topics. French III is an interactional and communicative class that provides students with the opportunity to further their foundation in French language and culture. *Prerequisite: French II. Global, 6 credits.*

French IV: In French IV, conducted exclusively in French, students review and expand their skills in spoken and written French. As they continue thematic vocabulary and grammar review and expansion, they will also read complex French and Francophone literature and periodicals, and they will watch French news, films, and videos. By the end of the year, they will be able to hold a normal conversation in French on a wide variety of topics, including politics and more philosophical subjects. Fourth-year classes are typically where students’ communication skills really take off! At the end of this year, students should be prepared either to take AP French, or to enter a third-year university French course. Our primary tool in class is the textbook, *Imaginez*, with the accompanying *Supersite* and workbook. We use many other sources, though, such as technology, film, music, literature, and periodicals. Assessments include regular oral presentations, tests, quizzes, and compositions for each chapter of the book. *Prerequisite: French III. Global, 6 credits*

AP French Language: The AP French Language course is designed to provide students with the tools to improve their communicative abilities in French – spoken and written. This class, which is conducted exclusively in French, is comparable in difficulty to a third-year college class. We use a textbook (*Thèmes*), but many other sources as well – French news, music, film, literature and art. Our goals are simple but demanding: To expand vocabulary, to improve intercultural understanding, and to become proficient in each area of communication (interpersonal, interpretive, and presentational) in spoken and written French. The course hinges on six major themes: Global Challenges, Science & Technology; Contemporary Life, Personal & Public Identities, Family & Communities, and Beauty & Aesthetics. We will engage each of these themes, with an eye to the past, present, and future. *Prerequisite: B- or better in French IV. Global, AP, 6 credits*

SPANISH

A recognized language of the United States (the U.S. is the second largest Spanish-speaking country), Spanish is also a useful language all over the world. The number of books published in Spanish worldwide is second only to the number published in English. Spanish language fluency could be important to a career in journalism, government, education, medicine, law, medicine, business, and many others. Knowing Spanish increases tremendously the number of TV programs, books, movies, records, etc., that you can enjoy, as well as opening doors in this country and abroad.

Spanish I: Spanish 1 is a story-based curriculum where students' exposure to the language is meaningful, repetitive and contextualized, with a heavy focus on aural comprehension. Lessons are highly interactive and personalized. Stories, songs, reader's theatre, videos, interactive online activities, authentic materials and other resources provide context for learning phrases and vocabulary related to numbers, colors, introductions, descriptions, family, daily habits, interests, body parts, travel, expression of opinions and future plans, and more. Students read two simple novels together as a class, and gradually work toward reading independently. They learn about geography, holidays, customs, history, and culture of a variety of Spanish-speaking countries. Expectations shift from comprehension at the beginning of the yearbook to production as the course, and students' abilities, progress. Similarly, the course's first focus is listening and reading, and writing and speaking are increased throughout the year organically. By the end of the year, students will have a strong enough grasp of the highest frequency verbs and phrases in the Spanish language to communicate in the present tense, have simple conversations about the world around them, and comprehend a great deal more as perceptive listeners. *Global, 6 credits*

Spanish II: After students are introduced to the language in level I, they continue on their journey of becoming independent participants (rather than passive observers) of the cultures we are studying. The goal of Spanish II is to make students functional travelers who not only enjoy and understand the cultural differences around them, but also communicate with confidence in their interactions with Spanish speakers. This course will expand the student's understanding of language and culture through novels, short stories, games, songs, and other authentic resources. By the end of the year, students will read several novels geared toward beginning language learners, expand the complexity of their writing, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will acquire the fundamentals of the present and past tenses as well as the imperative mood. While the content of the course is subject to change based on students' interests and global events, the level II curriculum covers a number of key themes using a comprehensible input approach and TPRS-based strategies. Food, travel, health, clothing, and daily routine are amongst the topics covered throughout the year, anchored by relevant holiday and essential traditions in Spanish-speaking communities. *Prerequisite: Spanish I. Global, 6 credits*

Spanish III: Spanish III strengthens and builds on what students have learned in Spanish I and II. Students continue to build vocabulary and culture by theme: health, technology, home life, the environment, professions, the arts, and current events. Students focus on extemporaneous expression in writing and verbally, with a focus on circumlocution skills. Grammar studies include the use of preterite and imperfect together, relative pronouns, passive voice, the imperative, the conditional, subjunctive, and “si” clauses. By the end of the year, students will be able to narrate past events, discuss future and hypothetical situations, express opinions about abstract topics, circumlocute, comprehend native speakers in contextualized situations, and write without relying heavily on outside resources.

Prerequisite: Spanish II. Global, 6 credits

Spanish Conversation and Culture. This conversation-based class is designed to develop and strengthen Spanish conversational fluency through an exploration of current events and cultural traditions in the Spanish-speaking world. It can be taken instead of or in addition to Spanish IV or AP Spanish and is designed for students who would like targeted practice in conversational speaking. *Prerequisite: Spanish III or higher. Global, 6 credits*

Spanish IV: This course will expand the student’s understanding of language, culture, and literature in Spanish, in order to find new personal interests, abilities, and knowledge. By the end of the year students will read several full-length novels, expand their writing to the essay level, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will have mastered all the major verb tenses by the end of the year, in addition to fine-tuning their understanding of the complex subjunctive mood. While the content of the course is subject to change based on students’ interests and global events, past units have included baseball and the Dominican Republic, the civil war in El Salvador and gang life, Mexican/Chicano culture and identity, Argentina’s “Dirty War,” and the relationship between the indigenous and colonizing groups of Latin America. Each theme is grounded by the comprehensible input approach and taught using TPRS-based strategies. *Prerequisite: Spanish III. Global, 6 credits*

AP Spanish Language: Conducted exclusively in Spanish, this rigorous course analyzes a variety of topics in the Spanish-speaking world from the perspective of six major themes: family and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Students should expect to explore these ideas through intellectual discussions and debates in class, in conjunction with critical essays and personal responses outside of class. Formal and informal reading, writing, listening and speaking skills will all be strengthened by the in-depth study of advanced grammar and vocabulary in preparation for the AP exam in May. With the assistance of the *Temas* textbook, authentic sources by native speakers help form the foundation of each lesson. At the end of the year, students should be ready for an upper-level university course in Spanish – and a wide variety of real-life experiences using the Spanish language. *Prerequisite: B or better in Sp. IV. Global, AP, 6 credits*

MATHEMATICS

The primary goal of the Mathematics Department is to develop a curriculum sequence that meets the academic needs of all Solebury School students. Above all, students are encouraged to achieve their highest mathematical potential. Many students desire an aggressive math sequence that provides enriching, challenging opportunities, whereas other students look for a program that will build their confidence and comfort level with a discipline that is difficult for them. In developing a curriculum sequence, we recognize that students come from diverse backgrounds and therefore students are placed into courses that will best fit their individual needs.

The department offers courses that range from Algebra to Advanced Placement Calculus. Additionally, the department offers electives each year that provide students with an opportunity to explore, analyze, and appreciate mathematics through a nontraditional approach. Three years of mathematics are required for graduation with the typical sequence of courses consisting of Algebra I, Geometry, and Algebra II and Trigonometry. However, with permission of the Mathematics Department Head and the Director of Studies, certain other paths are possible. Students are encouraged to communicate with their math teacher, school adviser, and parents as they determine the appropriate sequence of courses for their high school program. Additionally, it is important for students in their sophomore and junior years to check the mathematics requirements of potential colleges, as many universities recommend (or require) four years of math from applicants.

All students enrolled in high school math courses (Algebra I and higher) are required to obtain a graphing calculator. Today, calculators are an integral component of the learning process and students need to be adept at using this technology. Additionally, a graphing calculator is required by most colleges as well as on standardized math tests such as the SAT, ACT, SAT II subject tests, and the AP Calculus and Statistics exams. The department strongly recommends that students purchase a TI-84 Plus. The school has a small supply of calculators that can be lent to students for the school year if needed and are distributed on a first come, first served basis. Students who are enrolled in AP Calculus BC are required to have a TI-89 graphing calculator as this calculator allows students to explore concepts and functions that were previously difficult or impossible to examine without the use of computer software programs.

If you have any questions about Solebury School's Mathematics Department, please contact department chair Britta Milks:

E-mail: bmilks@solebury.org

Call: (215) 862-5261 (ext 165)

MATH SUPPORT PROGRAM

Math Support Program (MSP) is a learning enrichment and support program which provides innovative resources and a nurturing environment to support the math curriculum at Solebury School. This program includes three main components:

- Algebraic Concepts I
- Algebraic Concepts II
- Geometry Concepts

Algebraic Concepts Course I and II and Geometry Concepts

This three-year math sequence is for students with math disabilities or significant difficulties with math. For some students, one year with math support is needed followed by mainstreamed classes. For others, support is provided for all three levels of mathematics: Algebraic Concepts I, Geometry Concepts and Algebraic Concepts II. Successful completion of this three year sequence fulfills graduation requirements. We offer Algebraic Concepts I every year and teach the Geometry or Algebraic II course every other year.

- Students will discover the fundamentals of algebra through a multisensory and multidimensional type of curriculum.
- By the end of the year of Algebraic Concepts I, students in the program will have a stronger foundation in algebraic concepts. This foundation includes: number sense, operations, analytical analysis, multi-step equations, problem solving, as well as procedural and computational fluency.
- By the end of the year of Algebraic Concepts II, students in the program will have studied the main topics inherent to an Algebra curriculum. These topics include: linear, quadratic, and polynomial functions, radicals, data analysis, exponential functions, and problem solving skills.
- By the end of the year in Geometry Concepts, students in the program will have a stronger understanding of two-dimensional plane Geometry as it applies to polygons, stronger critical thinking skills as it applies to conjectures in proofs, and stronger spatial reasoning.
- Technology will be infused whenever appropriate.
- Additional information and admission requirements provided on the Algebraic Concepts fact sheet.

If you have any questions about Solebury School's Math Support Program, please contact the director of the program, Dr. Jen Perez.

E-mail: jperez@solebury.org

Call: (215) 862-5261 (ext 159)

FULL-YEAR COURSES

Algebra I: This course thoroughly examines basic algebraic principles. Topics covered include simplifying expressions using the appropriate order of operations, solving first and second degree equations in one variable with both algebraic and graphical methods, solving absolute value equations and inequalities, and the concept of functions. Additionally, students will simplify and solve rational equations as well as examine the basic principles surrounding radical expressions. Students will explore linear and quadratic functions, as well as systems of equations in two variables. Throughout the course, an emphasis will be placed on solving real-world problems with both algebraic and graphical processes. *6 credits*

Honors Algebra I: A faster-paced and more in-depth analysis of the topics covered in Algebra I. Additional topics in this course may include an introduction to right triangle trigonometry as well as basic principles of probability and statistical analysis. *Honors, 6 credits*

Algebraic Concepts I: Students will discover the fundamentals of algebra within this course. They will be taught through a multisensory and multidimensional type of curriculum. This course is slower-paced with built-in support for reaching and furthering the analysis of topics covered in Algebra I. These fundamentals include number sense, operations, analytical analysis, two-step equations, problem-solving, procedural and computational fluency. Technology will be infused whenever appropriate. Enrollment in this course is predicated on joining the Math Support Program and entails an additional fee. For a description of the broader program, please see the information above in the Math Department section. *Prerequisite: Recommendation of math department. 6 credits*

Geometry: The purpose of the course is for students to discover the conjectures and definitions of geometry through hands-on investigations. Students will learn to apply deductive and inductive reasoning as they examine geometric proofs. Relationships and properties such as congruence and similarity will be examined in depth. Additionally, students will investigate the properties of circles, right triangle trigonometry, and formulas relating to plane and solid figures. Inherent in the course is the development of critical thinking skills, logic, and geometrical visualization. Time permitting; an exploration of symmetry and/or a review of algebra will be included at the conclusion of the course, as most students will be entering Algebra II the following year. *Prerequisite: Algebra I. This course may be taken concurrently with Algebra II. 6 credits*

Honors Geometry: A faster-paced and more in-depth analysis of the topics covered in Geometry. This honors version of Geometry is intended for students who plan to follow mathematics through Calculus. There will be greater emphasis on critical thinking skills and proofs. *Prerequisite: B or better in Honors Algebra I or with teacher recommendation. This course may be taken concurrently with Algebra II. Honors, 6 credits*

Algebra II and Trigonometry: This course is recommended for students who need a moderately paced approach to Algebra II. The subject matter includes a brief review of first-degree polynomials followed by an in-depth study of higher-power polynomials, conic sections, exponential, logarithmic, and trigonometric functions. Attention is given to the relationship between functions and their graphs. This course enables students to move on to the regular Pre-Calculus class, and it fulfills the graduation requirement. *Prerequisite: Algebra I. 6 credits*

Honors Algebra II and Trigonometry: A faster-paced and more in-depth analysis of the topics covered in Algebra II and Trigonometry. This course is recommended for students who plan to follow mathematics through Calculus. Students in this course will be prepared for Honors Pre-Calculus. *Prerequisite: B or better in Honors Algebra I or with teacher recommendation. Honors, 6 credits*

Pre-Calculus: The first two trimesters of this course are designed to further the study of trigonometry and its applications. Topics will include the unit circle, the six trig functions, trig identities, the law of sines, the law of cosines, “real world” applications of these functions, and selected applications in physics. The third trimester will introduce functions and relations focusing on conic sections, exponential, logarithmic, and rational functions. This course enables students to move on to the Calculus AB course. *Prerequisite: Completion of Alg II and Trig. 6 credits*

Honors Pre-Calculus: This honors course is for students who have a very strong background in Algebra II and Trigonometry. The first trimester covers a review of polynomial, exponential and logarithmic functions, as well as other advanced algebraic topics. The second trimester is a study of trigonometry. The third trimester covers linear systems, series and sequences, and an introduction to the Calculus itself. This course enables students to move on to the AP Calculus BC course. *Prerequisite: B or better in Honors Algebra II and Trig or with teacher recommendation. Honors, 6 credits*

Calculus: This course is designed to give students a strong foundation in the following topics: limits, derivatives, anti-derivatives, integrals and differentials. While much of what is covered in the course parallels the content of AP Calculus AB, the course itself is not bound by the same pace and rigor inherent to the Advanced Placement program. The course is appropriate for students who would benefit from additional review of pre-calculus concepts woven into the course and/or students who want to study calculus but do not want the intensity of an AP course. Students in Calculus will review the following concepts: algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, trigonometry, and modeling with trigonometry. These concepts will be reviewed in the context of calculus concepts such as the derivative, differential equations, graphical interpretations of the derivative, zeroes of functions, optimization, related rates, anti-differentiation, initial value problems, and the Fundamental Theorem of Calculus. Upon completion of this course, students will be prepared to enroll in AP Calculus AB (or BC with departmental approval) or, in the case of graduating seniors, an appropriate college level calculus course. *Prerequisite: Completion of Precalculus. 6 credits*

AP Calculus AB (Calculus I): This course is equivalent to a first semester college calculus course, covering differential and integral calculus. Students will study limits of functions, continuity, derivatives and applications of the derivative. As part of integral calculus, students will examine the definite integral as a limit of Riemann sums, the area under a curve, solving differential equations, and various applications to economics, biological, and physical situations. Students are required to take the AB Advanced Placement exam in May. *Prerequisite: B or better in Pre-Calc. AP, 6 credits*

AP Calculus BC (Calculus I & Calculus II): This course is a full year calculus course that includes all of the topics covered in AP Calculus AB plus topics typically covered in a Calculus II course at the college level. Technology will be an important part of the class to reinforce work and to interpret results of various experiments and data. This course is faster paced than the AB course and students should be prepared to attend occasional class sessions outside of the regularly scheduled times. Students are required to take the BC Advanced Placement exam in May. *Prerequisite: B or better in Hon. Pre-Calc. AP, 6 credits*

AP Statistics: The Advanced Placement course in Statistics is equivalent to a one-semester introductory, non-calculus-based, college course in statistics. The AP Statistics course covers four broad themes which include: exploring data, planning a study, anticipating patterns, and statistical inference. Students who have successfully completed Algebra II / Trigonometry and who possess sufficient mathematical maturity are eligible for this course. Students are required to take the Advanced Placement exam in May.

Prerequisite: B or better in Algebra II and Trigonometry. AP, 6 credits

Financial Mathematics: This yearlong course will use a mixture of arithmetic and algebraic skills to tackle the major concepts involved in the modern world of business and finance. The main topics to be covered include simple & compound interest, consumer credit, and various investment tools, such as annuities and Treasury Bills. Basic business applications will also be included in the course, such as markup, markdown, and inventory methods. While some sophisticated mathematics will be used in this course, (from algebra, pre-calculus, probability & statistics, calculus, and geometry) students need only to have completed a second year course in algebra to be ready for the material here. Lastly, economic concepts will be introduced and studied concurrently for the purpose of applying newfound mathematical skills, as deemed appropriate by the instructor. These concepts include supply & demand, marginal cost, stock market, and FOREX trading. Students should come out of this course with the knowledge of how to use mathematics to make informed decisions as they earn, spend, and save money throughout the rest of their lives. *Prerequisite: Completion of Algebra II & Trigonometry. 6 credits*

Multivariable Calculus: This yearlong course is similar to a third semester study of calculus at the collegiate level and is a continuation of the topics typically studied in Calculus I and II. While calculus up until this point has focused on the study of scalar-valued functions of one variable, multivariable calculus considers multiple inputs and vector-valued outputs and thus students will learn to analyze functions in a multidimensional setting. Familiar topics such as graphing, differentiation, and integration will be extended as students learn about vector algebra and geometry in space, vector-valued functions, functions of several variables, partial derivatives and chain rules, Lagrange multipliers, multiple integration, iterated integrals, and change of variables. Students may exercise the option to take this course for three college credits in “Advanced Calculus” through Delaware Valley University. Registration and tuition payment of \$300 to Del Val will occur during the fall term for interested students. *Prerequisite: AP Calculus BC or AP Calculus AB (with approval of Math Department Chair). 6 credits*

SCIENCE

The Science curriculum at Solebury School provides students with diverse and challenging opportunities to explore the world of Science. Our Upper School required courses of Conceptual Physics, taken in the 9th or 10th grade, and Biology, taken in the 11th grade, teach students to think like scientists. In these classes, students develop their critical thinking skills through analysis, problem-solving, observation and experimentation. In addition, these courses give students a basic understanding of our physical universe, and of human beings as physical, biological and psychological beings, so that they can make informed decisions about society and themselves.

As with many of the programs at Solebury, the Science curriculum allows students to follow their own individual interests as they choose courses beyond the graduation requirements. It also allows for flexibility within the core sequence of classes. For students interested in a rigorous academic track, our Honors Science sequence takes a “Physics First” approach in which students take Honors Conceptual Physics, Honors Chemistry and Honors Biology. During the General level sequence, students will take Conceptual Physics in the 9th grade, but for those needing more math support in their freshman year, we have Chemistry in the Community as an option. This is a conceptual chemistry class, with minimal math demands, designed for 9th graders. Many taking Chemcom as 9th graders will take Conceptual Physics in the 10th grade, followed by General Biology. Most students taking Conceptual Physics in the 9th grade will take General Chemistry in the 10th grade, followed by General Biology in grade 11. However, it is possible to take Chemcom in the 10th grade for those wanting or needing a less demanding chemistry class. Elective options include AP Physics, Honors Environmental Science, Anatomy and Physiology and various trimester electives that change regularly in order to provide Solebury students with an incredibly diverse choice of classes. Past elective courses have included Forensic Science, Moral Conflicts, Climatology, Genetics, Physiology of Exercise and Nutrition, Field Natural History, Microbiology and Astronomy.

If you have any questions about Solebury School’s Science Department, please contact department chair Cari Nelson:

E-mail: cnelson@solebury.org

Call: (215) 862-5261 ex: 152

FULL-YEAR COURSES

Chemistry in the Community: “ChemComm” is a conceptual course that introduces students to the foundational topics and basic mathematical concepts of chemistry. It is structured around community and environmental issues related to chemistry, putting chemistry into the context of students’ everyday lives. Students will gain skills in scientific inquiry, problem solving, and laboratory techniques, setting them up for success not only in future chemistry courses but also for any future science course they take. ChemComm is intended for 8th and 9th graders. *6 credits*

Conceptual Physics: Conceptual Physics is a hands-on introduction to the basic concepts of matter and energy requiring no more than elementary algebra familiar to ninth graders. It will emphasize experiments and group work. Students are also introduced to the fundamentals involved in writing lab reports. **Required.** *Conceptual Physics is intended for 9th and 10th graders. 6 credits*

Honors Physics: Honors Physics is an honors-level physics course designed for the 9th or 10th grade student who excels in math and wishes to better understand the world around them. This class will cover more material than Conceptual Physics; including gravity, heat, optics, nuclear physics, and an introduction to electromagnetism. Laboratory experiments and group activities/discussions are an intrinsic component of the class. *Prerequisite: Must have completed Algebra 1 and Geometry (ideally, honors classes) and earned no less than a B+ in each class. Honors Physics is intended for 9th and 10th graders. **Honors**, 6 credits*

AP Physics: This course covers calculus-based classical mechanics and prepares the student for the AP Physics C (Mechanics) exam in May. We develop both a qualitative and quantitative understanding of the most fundamental laws governing nature at the human scale. We will establish and foster this understanding through both theoretical work and practical exploration in the laboratory. Beyond a solid conceptual foundation, students will gain the skill to become efficient and adroit problem-solvers. Those students who score well on the AP exam may receive college credit. *Prerequisites: Completion of Conceptual Physics, recommendation from previous Science teacher and a grade of B+ or better in AP Calculus. Concurrent enrollment in AP calculus will be considered by petition. **Honors**. AP Physics is intended for 11th & 12th graders. 6 credits*

General Chemistry: Chemistry engages students with topics concerning matter and how matter changes. We begin the course discussing the scientific method, atomic theory, the arrangement of the Periodic Table of Elements, and chemical nomenclature. Next the focus is on chemical reactions and their representation in chemical equations. We develop the tools, such as stoichiometry, to analyze and understand chemical reactions both qualitatively and quantitatively, and practice these skills in the laboratory. Finally, we study the behavior of solids, liquids and gases and when time allows we introduce nuclear energy and biochemistry in preparation for Biology. A traditional lecture format is used in this class, with supplemental demonstrations, group work, lab experiments and discussions when appropriate. Throughout the course problem-solving skills are emphasized and fostered along with writing lab reports. *Prerequisites: Conceptual Physics and Algebra I. Chemistry is intended for 10th graders. 6 credits*

Honors Chemistry: This is the honors version of the general chemistry class (above) and is a prerequisite for taking AP Chemistry at Solebury. It is intended to be a detailed introduction to academic and laboratory skills for students who plan to take science courses in college. In addition to the topics listed for regular chemistry, this class will explore such areas as chemical equilibrium, kinetics, thermodynamics, electrochemistry, and an introduction to more specific branches of chemistry, such as organic chemistry, biochemistry, and nuclear chemistry. There are more demands in this course compared to the general chemistry class and this class will move at a rapid pace. There are labs throughout the year where students engage with and apply the concepts. *Prerequisites: honors physics or departmental recommendation or permission of instructor. This course may be taken concurrently with algebra II & trig with permission of instructor. Honors chemistry is intended for 10th graders. **Honors**, 6 credits*

General Biology: Biology is a laboratory science course that covers the study of living things and allows students to explore a variety of concepts. Biology focuses on the study of life by examining the fundamental concepts of cellular biology, genetics, ecology, evolution and classification. The scientific process and laboratory skills are emphasized along with biology's connection to other scientific disciplines. Topics that are covered include biochemistry, cell biology, genetics, evolution, classification of organisms and ecology. In addition, students learn scientific writing skills and improve their skills in lab experiments. **Required.** *Biology is intended for 11th graders. 6 credits*

Honors Biology: Honors Biology is a laboratory-based course that is designed to familiarize the student with the major concepts of biological science, scientific inquiry, interdependence of organisms, the cell, matter, energy, organization of living systems, molecular basis of heredity, and biological evolution. This course provides numerous opportunities for students to develop science laboratory skills, critical thinking, and an appreciation for the nature of science through inquiry-based learning experiences. Investigative, hands-on activities that address the variety of topics associated with high school biology are an integral part of this course. Honors Biology is designed for the highly motivated student with a strong interest in the field of science. *Prerequisites: Honors Chemistry or departmental recommendation. Honors. Biology is intended for 11th graders. 6 credits*

Honors Environmental Science: An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. This class fulfills a global studies program credit. *Prerequisites: Honors Chemistry, Honors Biology or departmental recommendation. Global, Honors, 6 credits*

Human Anatomy and Physiology: This course will concentrate on the Anatomy and Physiology of the human organism. Topics will include basic anatomical directional terms and taking an in-depth look at each system. Throughout the year, several dissections of organs will be performed and an end of the year dissection of a fetal pig. In addition, there will be one field trip to the Mutter Museum of the College of Physicians and Pharmacy. There is a heavy emphasis upon vocabulary in this course and rote information will be assigned to students with the expectation that they will learn much of it on their own. Grades will be determined by a series of tests, quizzes, and lab work. There are also two non-fiction books that we will be reading throughout the year called *Complications*, and *Sick Girl*. *Prerequisites: C+ or better in Biology or taken concurrently with Biology. Anatomy and Physiology is intended for 11th and 12th graders. 6 credits*

Robotics: This year-long elective class will apply STEM principles and basic programming fundamentals to create electromechanical systems for engineering demonstrations and participation in outside robotics competitions. It is required to participate all three trimesters in order to accommodate multiple design iterations and continuous design improvements on projects as well as systems for competition. The fall trimester will emphasize programming fundamentals using various programming languages to accommodate both novice and experienced programmers, while the Winter and Spring trimesters will focus on the design, build, and testing of robotic assemblies. Occasional field trips and Saturday morning required event participation (approximately once per trimester) are a core component of this class. Once a student has completed the year-long course, they are welcome to enroll in the Spring trimester of the course in future years in order to participate in the competition more than once. The intention of this course is to minimize outside of class “homework” through in class project participation. *Prerequisite: Engineering I and II, or permission of the instructor. 3 credits*

Health: This course provides an opportunity for students to learn about nutrition and fitness, drug use and abuse, lifestyle choices, reproductive health, sexually transmitted diseases, birth control, environmental health issues and other topics surrounding a person's physical and psychological well-being. **Required.** *This course is intended for 9th and 10th graders. 1 credit per trimester—offered every term.*

FALL TRIMESTER COURSES

Engineering I: Introduction to Engineering: This class is designed to be an educational and entertaining single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. Group and project based learning will be emphasized in this course with curriculum designed to introduce students to basic engineering design concepts and project management fundamentals necessary to plan and build a project while adhering to an anticipated schedule. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers and access to the school's 3D printer and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. *Prerequisite: None. Introduction to Engineering is intended for 9th and 10th graders. 2 credits*

Engineering II: Electronics This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate programmable electromechanical systems for practical use. The emphasis of the class will be on group projects which reinforce mechanical design skills while incorporating technology such as arduino, introductory level circuit kits, and LEGO robotics systems. Prior experience with coding and computer programming are not a prerequisite, although students with computer science backgrounds will be able to enhance their understanding through projects with varied levels of complexity. *Prerequisite: Engineering I. 2 credits*

Forensics: This course is intended to be an opportunity for students to apply various aspects of previous science classes to the collection and interpretation of physical evidence. The lectures and in-class labs will include a variety of methods of crime scene investigation including glass fracture analysis, blood spatter analysis, DNA fingerprinting, toxicology, entomology, hair and fiber analysis, fingerprint analysis and other relevant methods of evidence collection. Case studies will also be used to gain a greater appreciation for how forensic investigation is used in the solving of crimes. Coursework includes lectures, hands-on lab activities, research papers, and presentations. *Prerequisites: None. Forensics is intended for 10th, 11th, and 12th graders. 2 credits*

Science of Movement and Exercise: This trimester course will concentrate on the movement of the human body during physical activity. You will have the opportunity to learn the basics of biomechanics, kinesiology, and exercise science. Topics will include anatomical direction, kinematics and kinetics, identifying forces on the body (acceleration, momentum, speed, power, energy), analyzing sport skills and identifying proper movement patterns, biomechanics of strength training, and different types of energy systems used while exercising. This course is intended to be hands on with a lot of movement. We will be going to the weight room frequently and will some days exercise to understand the concepts we are learning. There is a heavy emphasis upon vocabulary in this course and it will be assigned to students with the expectation that they will learn much of it on their own. Grades will be determined by a series of quizzes, homework, and lab work. *Prerequisite: Biology or concurrent with Biology. This course is intended for 11th and 12th grade students. 2 credits*

WINTER TRIMESTER COURSES

Design Thinking: This course will be an experience in design thinking and the design process. Design thinking is an organized process for developing effective and innovative solutions to problems on an individual, community or societal level. The design process involves developing a sense of empathy, understanding, optimism, creative thought and collaboration as teams of people develop real-world solutions to issues big and small. Throughout the course, students will learn the elements of design thinking through a series of design problems that are either presented to the class or discovered by the class through the design process. This class will involve a great deal of hands-on group work, regular personal reflection through blogging and making a difference in the world around us. *This course is pass/fail. 1 credit*

Engineering I: Introduction to Engineering: This class is designed to be an educational and entertaining single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. Group and project based learning will be emphasized in this course with curriculum designed to introduce students to basic engineering design concepts and project management fundamentals necessary to plan and build a project while adhering to an anticipated schedule. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers and access to the school's 3D printer and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. *Prerequisite: None. Introduction to Engineering is intended for 9th and 10th graders. 2 credits*

Engineering II: Aerodynamic System Design This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate programmable electromechanical systems for practical use with emphasis on airplane and submarine design. The emphasis of the class will be on group projects which reinforce mechanical design skills while incorporating technology such as arduino, introductory level circuit kits, and LEGO robotics systems. As a final project option students will have the option of participating in competitive engineering competition for project credit. Prior experience with coding and computer programming are not a prerequisite, although students with computer science backgrounds will be able to enhance their understanding through projects with varied levels of complexity. *Prerequisite: Engineering I. 2 credits*

Moral Conflicts: Moral Conflicts: Throughout the trimester we will explore challenging moral issues around the globe that have a strong hold in the scientific community. There will be a mix of reading assignments, debates, research projects, and presentations. Some topics that will be covered include the death penalty, eugenics, and physician assisted suicide. This class is co-taught with a history teacher and a science teacher, and fulfills a global studies program credit. *Prerequisite: none. Global. Moral Conflicts is intended for 11th and 12th graders. 2 credits*

Science of Movement and Exercise: This trimester course will concentrate on the movement of the human body during physical activity. You will have the opportunity to learn the basics of biomechanics, kinesiology, and exercise science. Topics will include anatomical direction, kinematics and kinetics, identifying forces on the body (acceleration, momentum, speed, power, energy), analyzing sport skills and identifying proper movement patterns, biomechanics of strength training, and different types of energy systems used while exercising. This course is intended to be hands on with a lot of movement. We will be going to the weight room frequently and will some days exercise to understand the concepts we are learning. There is a heavy emphasis upon vocabulary in this course and it will be assigned to students with the expectation that they will learn much of it on their own. Grades will be determined by a series of quizzes, homework, and lab work. *Prerequisite: Biology or concurrent with Biology. This course is intended for 11th and 12th grade students. 2 credits*

SPRING TRIMESTER COURSES

Astronomy: The foundation for the course will be the history of astronomy, and the evolution of mankind's understanding of the stars and planets. Students will begin the trimester investigating the Earth-Moon system, followed by "The Solar System," and finally moving on to stars and galaxies. While this course will offer merely a glimpse of all that there is to learn in the field of astronomy, students should leave the course with the skills and knowledge needed to pursue their interest further if they choose. In addition to the topics covered in this course, students will learn how to use telescopes and other observational techniques. Students will be expected to participate in several evenings of observations on campus, and will be expected to attend at least one field trip to an astronomy-based site off-campus. A basic understanding of physics, and both geometry and trigonometry, is useful for students who wish to take this course. *Prerequisite: Biology. This course is intended for 11th and 12th grade students. 2 credits*

Community Garden Design: This course will be a hands-on experience in which students utilize the Solebury Greenhouse and Memorial Garden area as an area for individual learning and community impact. Over the course of the Spring trimester, students will build their knowledge of plant biology and reproduction, gardening in soil and with a hydroponics system and skills associated with creating and maintaining outdoor growing spaces. The class will also explore ways to utilize our garden space in order to make a positive impact on the school and surrounding community. *This course is pass/fail. 1 credit*

Engineering II: Aerodynamic System Design This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate programmable electromechanical systems for practical use with emphasis on airplane and submarine design. The emphasis of the class will be on group projects which reinforce mechanical design skills while incorporating technology such as arduino, introductory level circuit kits, and LEGO robotics systems. As a final project option students will have the option of participating in competitive engineering competition for project credit. Prior experience with coding and computer programming are not a prerequisite, although students with computer science backgrounds will be able to enhance their understanding through projects with varied levels of complexity. *Prerequisite: Engineering I. 2 credits*

Science Fiction in Film and Literature: Putting the "Sci" in Sci-fi: This course will take students on a deep dive into the film and literature genre known as science fiction. From Isaac Asimov to Jules Verne, students will read novels and short stories, watch popular and lesser-known films, and may even examine stories and concepts from sci-fi video games. The ultimate goal of the course is to give students a deeper understanding of the sci-fi genre, as well as investigate the truth/fiction behind the scientific concepts introduced in many of the world's great works of science fiction. Each work of fiction will be thoroughly investigated and vetted through a scientific lens. Students will complete several projects and labs as individuals and as part of a group during this course, and the course will culminate with each student producing a piece of original science fiction using scientific concepts learned during the trimester. The math used for this course will require an understanding of geometry and algebra. This class may also be taken for English credit. *Prerequisites: Physics, Chemistry, and American Literature. 2 credits*

Sports Psychology: The course will provide students with an initial understanding of the basic principles of sports psychology. The class will have practical application in that it will relate sport science and psychological understandings to current student-athlete concerns. This course will provide students with an overview of sport and exercise psychology, bridge the gap between research and practice, convey fundamental principles of professional practice, and capture some of the excitement of the world of sport and exercise. The goal of this course is for student-athletes to apply sports and exercise psychology knowledge to their own lives. Skills to be covered in this course will include: how to set measurable goals and strategies to achieve them, visualization and imagery techniques, leadership, team-building, and how to best cope and recover from injuries. *This course is intended for 11th and 12th graders. 2 credits*

SOCIAL STUDIES

Every person needs a sound education in history and the study of society, so our Social Studies courses aim to appeal to and challenge every type of learner. The History Department offers a purposeful sequence of core courses from the 7th through the 12th grades that focuses on the following: an understanding of the cultural, economic, political, and intellectual history of the West and non-West; an understanding of US history; an understanding of US government; and an investigation of ethics and the development of character. We supplement these core offerings with a broad array of electives taught by members of the department and by part-time instructors who teach in an area of their expertise.

We collaborate with students in an inquiry into past and present societies, and we want students to find this inquiry relevant to their own lives. Our classes are organized around seminar style discussions that teach students how to listen to and weigh a broad range of ideas, how to advocate their own positions, and how to engage collegially with students and teachers. In this format, students are not passive receptors of lectures; rather, teachers guide students in a group exploration of contending ideas. In this group exploration, we find that a mix of learners is useful, so students who are geared towards math or science or art have much to offer the group.

For those students who want to pursue study at the highest level in high school and college, our program provides excellent opportunities for advanced work through Honors and AP courses in both our core and elective offerings.

The history department is most concerned that students demonstrate competency in the various courses we offer. “Competency” in this context means developing a knowledge base, but at least as important is the way students critically think about the content. Toward this end, our courses focus on teaching the following:

- *Critical thinking:* We teach students to analyze, synthesize, and evaluate a variety of information sources — and to recognize motive and bias.
- *An appreciation of perspective:* Students are challenged to analyze historical and social issues from diverse perspectives, such as those perspectives shaped by race, gender, class, and culture. Students are also expected to interrogate how their own perspective influences their understanding of the world.
- *Research method:* Our program builds research skills that are age appropriate, and our graduates are prepared for the research expectations of their college courses.
- *An exposure to technology:* Our students frequently use a range of (ever changing) learning and communication technologies.
- *Public speaking:* Many informal and low stakes opportunities are provided for students to practice public speaking, and such opportunities help students succeed in formal public speaking situations.
- *Writing:* Our courses tend to be writing intensive; we teach various types of writing (from essay to research writing), and we push students to write clearly and cogently.
- *Communication and assessment:* We want students to learn a variety of ways to communicate what they’ve learned, and we use a variety of methods to assess their understanding of material, including the following: in-class discussion; public speaking and various types of presentations; group projects; research writing; essay writing; various types of tests and quizzes; debate; journal writing; interviews; postings on web interfaces; and various types of audio-visual productions.

Twelve credits in Social Studies are required. Six credits must be in United States History. The remaining six credits may come from any other full-year course or combination of trimester courses. Virtually every

student elects to take at least 18 credits (3 full years), and many students take more than 24 credits (4 full years).

FULL YEAR COURSES

ICC History: Local and Global Perspectives: The goal of the ICC History class is to encourage students to think critically about increasingly complex material in a fun and creative environment. We will look at the key questions raised in the ICC program through historical and literary lenses (the English and History will offer complementary content), and there will be an emphasis on critical reading to understand perspective and bias. In the 2018-19 school year, ICC will focus on the role that immigration has played in the development of the North American continent and the United States. Through the lens of immigration, resistance, and tyranny, students will examine the values, structures, and conflicts that have shaped this continent and nation. Students will engage in the process of interviewing, evaluating resources, and writing research papers, and they will explore geography and cartography. Due to ICC's integrated curriculum, students will benefit from interdisciplinary experiences and complete projects drawing from work in their English, history, and science courses. There is a mandatory summer reading assignment and skills work. **Required.** *ICC History is intended for 8th graders. 6 credits.*

World History 9: How We Got to Now: From the deep past to today, people have been forced to solve certain social problems, such as: food production and storage; protection against aggressors; provision of shelter from the elements; and the creation and maintenance of social, ideological, and spiritual orders. In meeting these challenges, people's responses depended, to varying degrees, on their environments and cultures (and sometimes luck!). They developed different civilizations over time, and, as those civilizations became more sophisticated, they began to interact more with other civilizations – through trade, war, conquest, technological and cultural borrowing, etc. In World History 9, we begin with the principal cultural hearths, as it were, and trace world history through time, from the cradles of civilization to the forces, conflicts, and co-operations that have led to the emergence of global interdependence in the modern era. In this course, students will learn to think openly and critically about what they read, to identify and express empathy with different historical perspectives, to mount a historical argument, and to develop a deeper understanding of themselves and their place in the world. *Recommended for ninth grade. Global 6 credits*

Ethics 10 and Honors Ethics 10: We are all endowed with the power to lead ourselves, to support our families, and to engage meaningfully in our social and political worlds. This fact is particularly relevant to sophomores, who stand on the threshold of forging a path in the upper school and beyond. In order for students to make positive contributions to all of their present and future communities, it is essential that they appreciate the ethical weight of their lives. Our intention is not to provide answers; rather, we encourage students to engage in deliberate inquiry and reflection—often the precursor to healthy decision making—that we hope becomes a lifelong habit. In creating this seminar style class, instructors draw content from world history, philosophy, and the social sciences; we introduce students to deep study in these fields and we hope to inspire further study in all of them. We believe that students benefit enormously from study in Ethics, so we designed this full year course to be taken by all sophomores; as such, it reinforces the habits of thought introduced in the 9th grade World History course and prepares students for the advanced work that they will undertake in their junior and senior years. *Recommended for tenth grade. Global 6 credits*

United States History: This course examines the social, economic, political, and cultural forces that have influenced the development of the United States. Particular attention is paid to historiographical questions about objectivity, reliability of evidence and sources, and the selection and interpretation of data. A further aim of the course is to build students' skills in research, argumentation, debate, and the presentation of information. *Intended for juniors, except for students in American Studies. Required, 6 credits*

American Studies (Honors United States History): This two-period course combines Honors American Literature with Honors U.S. History. By focusing on the economic, social, and political connections between the literature and the history, we seek to integrate the two disciplines. As an in-depth exploration of American history and the development of a distinct American literature, this course attempts to replicate an introductory college experience in terms of pace, volume, and complexity of the material. In the course, we embed the works of the major American writers (Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, Frost, and Ginsberg to name a few) in U.S. historical context, drawing connections between literary and historical developments. A variety of historical texts will be employed, including primary sources, statistical compilations, and secondary sources. Enrollment is limited. This course includes a mandatory summer reading assignment. *Prerequisite: Recommendation of teacher and a B+ or better in 10th grade English and History. Honors. 12 credits (6 for Social Studies, 6 for English)*

AP United States History: This year-long course explores U.S. history from the pre-Columbian period into the 21st century. It will follow the trajectories of both colonizer and colonized, and will examine the often messy process of nation building, and America's transformation from a colonial backwater spawned by European nation-states in the 16th and 17th centuries to a great world power by the early 20th century. In so doing, the difficult process by which the country's promise of freedom and equality was extended to more and more groups over time will also be detailed and analyzed. Students will be challenged to develop and employ historical reasoning and critical thinking skills, and to express themselves clearly and confidently both verbally and in writing. This course is discussion-based, and is designed to emulate the pace and academic rigor of a college-level course. Students enrolled in this course are required to take the AP exam in early May. *AP. 6 credits*

AP Government and Politics: This course gives students a comprehensive overview of all corners of the American political system. Students examine the constitutional underpinnings of our system, the official branches of government, and the "linkage institutions," such as political parties and interest groups, that connect the people to policy-makers. Students will be responsible for familiarizing themselves with topics such as federalism, selective incorporation, and budgetary procedure, and are required to take the Advanced Placement exam in May. *Prerequisites: completion of intensive summer assignment, a B+ or better in 11th grade history, and a demonstrated capacity for independent work. AP. 6 credits*

Character Leadership and Development Course: This research-based curriculum is designed to improve the character and leadership traits among high school, middle school and alternative school students. Examples of Character and Leadership serves as the textbook for the curriculum. We believe kids need positive role models to look up to and emulate. Unfortunately, many kids today report they do not have role models. Other times, the role model is, at best, a curious choice. The Role Models textbook highlights 18 individuals who exemplify the different character traits covered in the curriculum. Each of the 18 character and leadership traits have been paired with weekly topics and role models who are worthy of study, but with the material given, there is enough to create three complete trimesters. Although each week (or two weeks depending on the schedule) has a different topic, the format of the class remains the same. This format utilizes ethical dilemmas, lectures, character movies, core readings from the role models textbook, basic skills, leadership principles, current events, local community leaders & weekly writing assignments to provide a framework for consistent and stable learning. *2 credits per trimester—offered every term.*

Healthy Relationships: Mental health and healthy human sexuality begin with healthy relationships, and healthy relationships begin with communication. This course begins with the assumption that access to the information necessary to develop healthy intimate relationships and make informed decisions about one's body is a basic human right. The goal of this class is to provide students with accurate information, but also to help them respect and advocate for themselves while at the same time listening to and respecting others, whether peers, partners, or parents. In this trimester class, students will be provided with information about human sexuality, gender identities, sexually transmitted infections, birth control, and reproductive systems, but in discussions and activities, they will also be encouraged to communicate their own values and preferences. *This course fulfills the Health graduation requirement and is intended for students in 10th, 11th, or 12th grade. 1 credit per trimester—offered every term.*

FALL TRIMESTER COURSES

Creative Nonfiction: Some of the most powerful, thoughtful, and culturally significant writing is found in the essays of writers like Joan Didion, David Foster Wallace, and others who are published under the genre “creative nonfiction.” To engage with this historical, observational, and experimental writing form, students will read and analyze essays, produce original content, and give meaningful feedback to one another. The habits and skills developed in this course are useful for those interested in journalism, cultural studies, and creative writing. This class may also be taken for English credit. *2 credits.*

Cultural Anthropology: This course presents a comparative study of cultures and human societies and allows an opportunity to understand human diversity throughout the world. Students will explore how various peoples use socially learned traditions, religion, politics, kinship, language, gender roles, and much more to structure their lives. Throughout the class students will broaden their understanding of different cultures and will learn new analytical tools to better understand cultural difference, contemporary global change, and social organization. Students will be asked to demonstrate their understanding of the material through class participation, guided fieldwork projects, and individual and group assignments. This class fulfills a global studies program credit. *Global. 2 credits*

Fighting “Fake News”: The term “fake news” has come to mean everything from deliberately fabricated disinformation to stories that are merely uncomfortable for the subject in question. How did we get here? This elective attempts to answer this question, first by looking at the ways our own biases can color our judgements of the media we consume, and how certain media outlets exploit those biases. We then attempt to determine for ourselves what makes for authentic journalism, and examine how technology and corporate forces have made such journalism (particularly local and print journalism) struggle. With a deeper understanding of psychology and the media ecosystem, those who finish this course will be able spot, and defend against, all manner of media manipulation. This class may also be taken for English credit. *2 credits*

Honors Economics: Theory & Reality: The purpose of this class is for students to examine traditional economic theory and to compare that theory against real world outcomes. As they grapple with the material, students are encouraged to develop their critical awareness and deepen their understanding of the meaning of a “successful economy” from a variety of perspectives. The overt and covert, subtle and direct influence that the media wields in the economic decision making process is examined in depth. Particular attention will be paid to the issues of: the nature and extent of our freedom of choice; equity, efficiency and environment; and the interrelationship between the market and democracy. Students are evaluated in the following ways: on the quality and quantity of their participation in group and class discussions; on journal writing; on their individual and group presentations; and on a final extensive reflective essay and/or multiple intelligence project. *Honors, 2 credits*

Modern Psychology: The purpose of this class is for students to acquire the knowledge and skills to develop an understanding of themselves and the world around them through: an examination of the various schools of thought of some famous modern psychologists including Maslow, Rogers, Fritz Perls and Viktor Frankl; a selection of psychological topics including intra and interpersonal dynamics, emotional intelligence, neuroscience and the development of neural circuits and networks, mental dominion and the development of an intense self-reflective awareness. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on journal writing; on their individual and group presentations; and on a final reflective essay/multiple intelligence project. *2 credits*

Teach2Serve: Developing Capstone: Students planning to continue for a second year of Teach2Serve will need to complete a summer internship or volunteer experience and write up a project proposal in the fall. In the winter trimester, students will begin meeting twice a week as a cohort and one-on-one with an instructor to conceive, plan, develop and implement a capstone project, which is a proposed solution to a social or environmental problem identified by the student. Students start by listening to those in the affected community, educating themselves, educating others, and defining their goals. They will develop and practice an elevator pitch so they can succinctly communicate what they hope to accomplish with their project. Next, they will write a vision and mission statement; a project proposal in which they identify their goals, assets, logistics, marketing plan, recruiting plan, and governance; a preliminary budget; a fundraising proposal; and a self-evaluation. The focus of this student-directed program is on learning by doing. Open to students accepted from the Teach2Serve program only. *...2 credits*

WINTER TRIMESTER COURSES

Honors Thesis: This class will provide students with the experience of researching and writing an extended paper. The topic chosen can be anything from history, the social sciences, or the humanities, and should be a topic with which the student is already familiar. Students will be supported through the process of choosing a topic, researching, development of a thesis, writing, and the final oral interview.

Honors, 2 credits

Linguistic Anthropology: This course will introduce students to linguistic anthropology, which investigates the relationship between language and culture. Students will examine how language is shaped by everyday social and cultural traditions, how people utilize language in their daily lives, and how language informs identity. In addition to studying language diversity within cultural contexts, this class will explore the intersections between language and social categories like race, class, nationality, ethnicity, and gender. Integral to the course will be questioning assumed beliefs about language and appreciating linguistic diversity. Students will use anthropological research methods to investigate the linguistic trends they encounter everyday. Class participation, independent research projects, individual and group assignments, and regular readings will be used to evaluate progress. *Global. 2 credits*

Moral Conflicts: Throughout the trimester we will explore challenging moral issues around the globe that have a strong hold in the scientific community. There will be a mix of reading assignments, debates, research projects, and presentations. Some topics that will be covered include the death penalty, eugenics, and physician assisted suicide. This class is co-taught with a history teacher and a science teacher, and fulfills a global studies program credit. *Global. Moral Conflicts is intended for 11th and 12th graders. 2 credits*

Psychology: Theoretical Roots: The purpose of this class is for students to acquire the knowledge and skills to develop an understanding of themselves and the world around them through an examination of various schools of thought of some famous psychologists including Freud, Jung, Skinner, and Erikson. In addition, students will be introduced to a selection of psychological topics centered on the following: personality; relationship with self, others, and the world; mental health; and the development of an intense self-reflective awareness. Students are evaluated in the following ways: on the quality and quantity of their participation in group and class discussions; on journal writing; on their individual and group presentations; and on a final extensive reflective essay and/or multiple intelligence project. *2 credits*

Teach2Serve: Developing Capstone: Students planning to continue for a second year of Teach2Serve will need to complete a summer internship or volunteer experience and write up a project proposal in the fall. In the winter trimester, students will begin meeting twice a week as a cohort and one-on-one with an instructor to conceive, plan, develop and implement a capstone project, which is a proposed solution to a social or environmental problem identified by the student. Students start by listening to those in the affected community, educating themselves, educating others, and defining their goals. They will develop and practice an elevator pitch so they can succinctly communicate what they hope to accomplish with their project. Next, they will write a vision and mission statement; a project proposal in which they identify their goals, assets, logistics, marketing plan, recruiting plan, and governance; a preliminary budget; a fundraising proposal; and a self-evaluation. The focus of this student-directed program is on learning by doing. Open to students accepted from the Teach2Serve program only. *...2 credits*

Teach2Serve: Giving: In this two trimester honors course, which is a requirement of the Teach2Serve program, students will study the history of philanthropy and social service in the public, private, and non-profit sectors and identify the motivations, strengths and limitations of each. Students will become familiar with the actors in the process, the barriers that exist, the points of entry, and the pathways to change. Along the way, they will develop such skills as teambuilding, listening, conflict resolution,

negotiation, resource mobilization, and fundraising. Lessons will be communicated more concretely through an examination of articles, books, and case studies related to an area of need chosen by the class. This course will also include workshops and opportunities to meet with dynamic social entrepreneurs and professionals working in the non-profit world. Course requirements include readings, journal responses, group projects and presentations, and a grant proposal. Open to students in the Teach2Serve program only....4 credits. Winter and Spring trimester

The Search for Enlightenment & World Religions: The desire for a spiritual life has been a driving force in human history and a key component of human cultures. In this course (a study of history, sociology, and literature) we survey “major” and lesser known faiths and practices, and we examine texts that feature individuals and characters who search for enlightenment (by authors such as Basho, Hesse, Kerouac, Black Elk, Thoreau, Krakauer, Malcolm X, and others.) The hope is that students will examine their own lives and worlds as they examine the materials of the course. Students who are open to self-reflection or who are interested in the history of ideas should find this course particularly stimulating. This class may also be taken for English credit. Global. 2 credits

Writing for College: For many students research papers remain mystifying, unnatural (even painful), but the process can be a straightforward one if approached the right way. By acknowledging the presence of research in our own lives, and employing methodical guided practice, this course aims to turn the written research product from something agonizing and alien into a skill that can be confidently utilized at will. If this is a set of tools you want in your kit, and you are willing to commit some time to make that happen, then this course should help make you ripe for the task. This class may also be taken for English credit. 2 credits

SPRING TRIMESTER COURSES

Archaeology: Archaeology is the study of past cultures through their material remains. In this course, students will examine how the field of archaeology helps us to better understand the past using mostly unwritten sources and how it shapes the modern world around us. Class topics will include excavation methods, dating techniques, artifact analysis, conservation, and cultural history. This course will also include opportunities to visit an archaeological site and meet professionals working in the field. Students will be evaluated through class participation and discussion, presentations, readings, and writing assignments. *Global. 2 credits*

Identity and Diversity: The purpose of this team taught class is to prompt students to acknowledge, review and develop their preconceptions regarding the terms “identity” and “diversity” as they apply to themselves and others in our society. Students will be exposed to literature, non-fiction material, and audio/visual resources relating to identity and diversity, and they will engage in discussion and dialogue to assist in their reflective process. Students are evaluated in the following ways: on the quality and quantity of their participation in class discussions; on their written assignments, including journal writing; and on their individual and group presentations. *2 credits*

Into the Wild: Nature in Writing and Life: To be in the woods is a basic human desire that many great writers have used as their subject. There is healing there, as is captured in Cheryl Strayed's memoir, *Wild*. There is adventure, as is tragically recounted in John Krakauer's nonfiction book, *Into the Wild*. And there is enlightenment, reflected upon in the essays of Emerson and Thoreau. This class will use literature as its starting point, focusing on the writings mentioned above and more as well as film, and then will move beyond the classroom and into the subject itself, nature, with occasional outdoor excursions and journaling. This class may also be taken for English credit. *2 credits*

Public Speaking: The purpose of this class is to allow students to acquire the techniques and methods of formal speaking and presentations and to develop the ability to speak extemporaneously. The students experience a variety of practical applications and at least five different kinds of speeches including speaking to inspire, to inform, to persuade, to demonstrate and to entertain. Students are evaluated: on each of their formal prepared speeches; on their performance in improvisational speaking; and on their final speech in front of the whole school. This class may also be taken for English credit. *2 credits*

Teach2Serve: Giving: In this two trimester honors course, which is a requirement of the Teach2Serve program, students will study the history of philanthropy and social service in the public, private, and non-profit sectors and identify the motivations, strengths and limitations of each. Students will become familiar with the actors in the process, the barriers that exist, the points of entry, and the pathways to change. Along the way, they will develop such skills as teambuilding, listening, conflict resolution, negotiation, resource mobilization, and fundraising. Lessons will be communicated more concretely through an examination of articles, books, and case studies related to an area of need chosen by the class. This course will also include workshops and opportunities to meet with dynamic social entrepreneurs and professionals working in the non-profit world. Course requirements include readings, journal responses, group projects and presentations, and a grant proposal. Open to students in the Teach2Serve program only....*4 credits. Winter and Spring trimester*

Teach2Serve: Developing Capstone: (spring trimester, year 2): Students planning to continue for a second year of Teach2Serve will need to complete a summer internship or volunteer experience and write up a project proposal in the fall. In the winter trimester, students will begin meeting twice a week as a cohort and one-on-one with an instructor to conceive, plan, develop and implement a capstone project, which is a proposed solution to a social or environmental problem identified by the student. Students start by listening to those in the affected community, educating themselves, educating others, and defining their goals. They will develop and practice an elevator pitch so they can succinctly communicate what they hope to accomplish with their project. Next, they will write a vision and mission statement; a project proposal in which they identify their goals, assets, logistics, marketing plan, recruiting plan, and governance; a preliminary budget; a fundraising proposal; and a self-evaluation. The focus of this student-directed program is on learning by doing. Open to students accepted from the Teach2Serve program only. ...2 credits.

US Environmental History: This course surveys the 19th century roots and the 20th and 21st century history of the various strands of the American environmental movement. We will survey landmark events in the conservation, preservation, and "radical ecology" movements, and we will examine current controversies surrounding the state of local and global ecosystems. This course pushes students to grapple with contending positions about environmental policy and to engage with complicated questions about technology, human nature, and culture. *2 credits*

Weapons of Mass Destruction: With Kim Jong Un testing long range missiles and Bashar Al Assad releasing chlorine gas, the international use of weapons of mass destruction is no longer merely hypothetical. This course will look at the technological and historical origins of such threats, study their role in geopolitics, and highlight all the attempts to curb and forestall their use. By using the issue as "a lens on the world" in this way, we will arrive at a better understanding of how diplomacy and international relations function on today's world stage. *Global. 2 credits*

VISUAL AND PERFORMING ARTS

Art should challenge the intellectual, creative, and expressive powers of each student. The Arts program teaches a variety of creative skills to develop self-esteem through the successful completion and exhibition or performance of works of art. Six Art credits are required for graduation. Studio Art, Chorus, and Theatre courses earn one credit each trimester. Art History courses earn two credits each trimester. Unless otherwise noted, courses can be repeated for credit. *Please note that there will be a \$25 fee per trimester for all visual arts courses (except as noted), to cover materials*

Private Music Lessons: As a service to students, the music department can arrange to provide private lessons to students. These lessons are at the students' expense and are scheduled during the students' free periods and after school. At the moment, we offer lessons in guitar, bass guitar, string bass, flute, violin, piano, viola, saxophone, and drums. We can also provide names of music teachers.

If you have any questions about Solebury School's Arts Department, please contact the appropriate department chair

Visual Arts:	Erika Fairchild	email: efairchild@solebury.org
Film:	Brian Pearson	email: bpearson@solebury.org
Theater:	Shawn Wright	email: swright@solebury.org
Music and Dance	Cathy Block	email: cblock@solebury.org

YEARLONG COURSES

Advanced Ceramics: This class is for students who are very serious about continuing in ceramics. The projects are similar to the assignments in the Ceramics class but the expectations are higher. Students are expected to push themselves harder and focus more on the development of their personal vision. Advanced students will continue to develop their hand-building skills through increasingly complex projects and will continue to develop creative concepts through working in series. Students will begin (or continue) throwing on the wheel. In addition, they will have the opportunity to work with different clay bodies (types of clay), and have their work fired in a wood-fired kiln and experience a Raku firing. Students are expected to participate in all aspects of the running of the Ceramic Studio. This is a yearlong course and cannot be taken on a trimester basis. Studio Materials Fee of \$75. *Prerequisite: Intermediate Ceramics. 3 credits*

Advanced Painting and Drawing: This class is open to more experienced students of painting and drawing. The students will continue to refine basic drawing techniques, such as contour, positive and negative space, composition, and value while working with more complex subjects. They will work with tempera, watercolor, gouache, and acrylic paint on both subjects from life and from their imagination. The class also will introduce oil painting. The students will work toward developing a more personal style and sense of creative expression and will be expected to participate in group critique. This is a yearlong course and cannot be taken on a trimester basis. Studio Materials Fee of \$75. *Prerequisite: Intermediate Painting and Drawing (taken twice) or permission of the instructor. 3 credits*

Advanced Photography: For this class students are expected to know how to fully operate a digital camera of their choice and produce stylized final images related to various projects. Students will be graded on how well they meet their deadlines and the depth of their creative exploration on each project. Students will be given the opportunity to explore the various procedures involved in Studio Photography and controlled lighting conditions when taking portraits or still lifes. We will also explore various genres

of photography like portraiture, landscape, documentary and photojournalism. All of our images will be edited using the newest version of Adobe Lightroom and Photoshop and we will be printing our final work using exhibition quality print paper on high quality inkjet printers. *Students may repeat this class. Prerequisites: Photography I and II, and Introduction to Digital Photography. 3 credits.*

AP Studio Art: For students planning to go to Art School, or for those for whom it's even a possibility, this course is a must. Students will develop their portfolios initially through teacher directed assignments and then through student-derived projects. This challenging course is designed with all of the expectations of a college level course and is open to qualified juniors and seniors only. In order to meet the minimum of six hours of studio time, this course will meet during one Arts block, one class in the rotating schedule, and Monday evening Life Drawing. It is expected that at least 50% of the students' work will be done outside of class, so independent initiative is a must to be successful in the class. There are two options for the AP Studio Art Portfolio: Drawing or 2-D Design. Early in the year, the Art Department will meet with students or parents to discuss the differences between the two. Because there are two portfolio options, students may take AP Studio Art twice; however they may not repeat the same portfolio category. Portfolios will be submitted in May and although we hope our students achieve high marks for their portfolios, we are more concerned with their personal development as artists. In order to be accepted into this competitive and rigorous course, students must a) submit an application/contract and a sample of their work for review, and b) successfully complete all of the summer assignments and submit them within the first week of school. **AP. 9 credits.** *Prerequisite: Advanced Painting and Drawing. There is a \$300 fee for materials for this course.*

Digital Filmmaking, Script to Screen: In this yearlong course, students will write, produce, and edit short films. This course will provide hands-on experience in production planning, writing, and acting for the camera, as well as lighting, digital cinematography, audio recording, and non-linear editing. The class will meet twice a week during an Arts block; however due to the nature of the assignments some time outside of regular class will be necessary. This course will emphasize the development of skills to use creative thinking for problem solving. A willingness to work as part of a team is a prerequisite, as all projects will be accomplished in groups. *3 credits*

Master Singers: Within the larger chorus there is a select group of 12-16 students called the Master Singers. Participation in the Masters Singers is by *invitation or audition only* and it requires a *full year commitment* from the students. The Master Singers will attend all regularly scheduled Chorus rehearsals/classes, in addition to the Master Singers' rehearsals. The Master Singers will have additional opportunities to perform and must audition for Bucks County Music Educators Chorus, and if selected, participate in all of the rehearsals and perform at the concert. The Master Singers must be available to perform for graduation. *Prerequisite: Advanced musicians by invitation and audition. 6 Credits*

The Solebury Elite Ensemble: As the title suggests, this is an ensemble designed for the musical student who plays at a very advanced level. Students are admitted by audition or at the discretion of the music director. Though preference will be given to those who are well grounded in the classical style and who can fluently read music notation, students will have the opportunity to study a mix of musical styles with all of their particular characteristics. Each student plays a role in choosing the ensemble's repertoire. Performances throughout the school year will include, but not be limited to, a school assembly, a school auction, the end of trimester concert and other off campus venues to be determined. Grading is based very simply on participation and attendance which includes both rehearsals and performances. *Prerequisite: Advanced musicians by invitation and audition. Honors, 3 Credits*

FALL TRIMESTER COURSES

Visual Arts

Please note that there will be a \$25 fee per trimester (unless a different fee is stated within course description) for all visual arts courses, to cover materials.

Art Foundations: This course introduces beginning students to the basics of painting and drawing with a focus on the Elements of Design. Students will learn to work in pencil, charcoal, gouache, pastel, acrylic, and oil paint. They will start with learning how to draw basic shapes, progress to learning how to use light and shadow to create space and form, and learn how to create engaging compositions. These concepts and techniques will be taught through the lens of the 2 dimensional design elements of line, shape, size, space, color, texture, and value. The class is intended to prepare students for the Intermediate class and is a prerequisite to that class. *No Prerequisite, 1 credit*

Art of the Book: The Art of book making has been experiencing a renaissance in the past few years as artists of all types have become interested in the tremendous creative potential book arts offers. Some book artists have created sculptural books that barely resemble what you would think of as a book. Other artists take old books and alter them into spectacular new objects. In this class we will be creating as many different types of books as we possibly can; from traditional sewn books to tab books, star books to altered books, sculptural books and pop up books, accordion books to folding books and the list goes on and on. There is no limit to what you can do with books. *Prerequisites: none... 1 credit*

Ancient Art History - From Cave Dwellers to Temple Builders: In this course, we will study prehistoric artworks in Europe, art of the ancient Near East, and ancient Egypt. Then we will cross the Mediterranean Sea and study Aegean art and finish with the art of ancient Greece. In addition, the students will learn the art of slide identification. Students will have weekly readings and quizzes, a term paper, and can look forward to a museum trip... *this course may be taken for Social Studies or Art credit and without regard to sequence. Global, 2 credits.*

Digital Design, Text, Print, & Web: This class will explore a range of layout and design styles throughout history, and show the differences and similarities between print and web publications. Some amount of time will be devoted to typography and a “best of” from Johannes Gutenberg to the present, showing changes in public preference in the look of type in print and advertising. The students will design and build an “advertising campaign” for the Solebury art department, both in print and on the web, using student and faculty art as content. *ADOBE INDESIGN, PHOTOSHOP, ILLUSTRATOR 1 credit*

Intermediate Painting & Drawing: This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal, gouache, pastel, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class. *Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 credit*

Intermediate Ceramics: This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. *Prerequisite: Intro to Ceramics. 1 credit*

Introduction to Ceramics: Students in this introductory course will explore two basic hand-building techniques: pinching (as in pinch pots) and coil construction. With these two techniques, an artist can create almost any object that can be imagined. Each skill helps to develop muscle memory and an understanding of the properties of the clay. Timing plays a big part in ceramic work; consequently, students will learn how to plan and prepare for every project. *No prerequisite 1 credit.*

Life Drawing: This class meets on Monday from 7-9 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit, studio fee \$60*

Photography I: In this course students will learn to use a 35mm film camera and the correct procedures for working in a darkroom. Assignments are generally designed to teach students to set shutter speeds manually and the creative use of apertures. There are no specific brief-based assignments at this level. The object is to get the student to fully understand the operation of a camera to achieve various artistic results. They are given the artistic freedom to capture any subjects they please and from this they will learn about depth of field with regards to aperture and the capturing of movement with various shutter speeds. They will learn how to process and develop film negatives, how to produce contact sheets, and how to create a unified catalogue of images. Ultimately students will produce hand-printed images in the darkroom. *No prerequisite 1 credit.*

Photography II: In this course students will expand on their knowledge gained during their Photo II class with more emphasis on project-based briefs and complete manual use of their 35mm camera. We will expand on the various genres initially encountered in Photo I like documentary, portraiture, landscape and photojournalism. They will show expertise in achieving various effects using depth of field, shutter speed, and the elements of composition and also be able to explore various techniques in the darkroom, using contrast filters and toning. Also in this class students will gain an understanding the work of professional photographers and how they shoot, compose and light their subjects. We will hold class discussions in which the student will be expected to translate their concepts for fulfilling the various briefs and how they achieved their final prints. *Students may repeat this class. Prerequisite: Photography I, 1 credit*

Video Editing: This course is an introduction to the fundamentals of nonlinear video editing. The student will gain an understanding of video formats and concepts of video and audio compression used in recording, editing, and for final display. Cutting techniques will be explored including concepts of continuity, frame matching, using varying angles effectively, editing multi camera footage, techniques to avoid jump cuts and the use of parallel action. An introduction to sound editing will include fundamentals of mixing for film, Foley effects and processing audio to enhance the audience experience. Students will use the following software in this course: Adobe Premiere Pro, Adobe After Effects, Adobe Audition, Adobe Photo Shop and Adobe Media Encoder. *1 credit*

Patent Process: In this class, we will write a sample patent of the student's invention. In the process, we will provide the required illustrative drawings with numbers and references and a descriptive write-up designed to guide an attorney in creating a list of claims for a patentable invention. We will discuss operation of the patent office and its procedures and the flow of the application process. Searches will be discussed so as to establish what is patentable and aspects of filing rights with the Patent Cooperation Treaty [PCT]. Differences will be clarified about types of patents and coverage issues. Various historic patents will be discussed with an emphasis on "claims" and claim structure. Attorney costs and filing and post issue fees will be reviewed. We may visit a patent attorney for professional appraisal of the student work. *1 credit*

Performing Arts

A Capella: This ensemble class covers the basics of singing without instrumental accompaniment across different musical styles, i. e. Classical, African Folk, Doo-wop, Spirituals, Pop and more. Students learn the joy of building vocal harmonies while maintaining the rhythmic dance that characterizes a given style. Students are involved in choosing the songs learned. Class meeting times are coordinated with Chorus to accommodate those who wish to participate in both groups. Grading is based on attendance, participation and a final concert. *Prerequisite: It's a class designed for experienced singers, and preference is given to those who have completed at least one year of Chorus. Others are admitted by audition. 1 credit*

Acting: In this course, students will develop their skills as actors, exploring historical movements in theater and creating their own performance style. Students will learn how to interpret and portray characters, working both individually and in groups to create high-quality artistic products. This course will focus on: Comparing and contrasting various theater movements and traditions from around with world as well as gaining an understanding of the origins of theater. Students will perform scenes based on various world and historical theater traditions. They will also work on developing monologues, both writing and performing an original work for the class. We will delve a bit into Shakespeare and work on interpreting the modern American play. *1 credit*

Ballet I - This beginning ballet class is for the student who would like to learn the basics of ballet and how it relates to other dance types. Students will work on technique and become familiar with dance terminology. It would also be an appropriate course for students who are beginning pointe technique. It is a performance based class and students will be performing at the fall concert. Studies will involve presentations on ballet performers and their influence on the world of dance. *1 credit*

Chorus: Chorus is a performance class using group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing, coordination, and rhythmic skills. The musical selections will be prepared for performances at concerts and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including, but not limited to music theory, listening and history. Self and group assessments will be used for reflection and grading. Please note that in addition to all regularly scheduled weekday rehearsals there will be some mandatory weekend and/or evening rehearsals. Dress rehearsals are mandatory for all performers. *No Prerequisite, 1 credit*

Diversity Music Ensemble: From Bach to Cold Play to African and Chinese Folk, this ensemble class is designed to celebrate musical diversity across different styles, eras and cultures. String players of bowed and plucked instruments, vocalists, keyboardists, percussionists and wind players are all welcomed. Also in the spirit of musical diversity, we often collaborate with students of other ensembles or other select musicians at Solebury. Students learn the art of building a strong musical team, being rhythmically in sync, and playing the supportive role as well as the solo with in a group. At the end of each trimester students perform in concert with Chorus and Dance. Grading is based very simply on class attendance, participation, and a final concert. *Enrollment preference for this ensemble is given to accomplished players and vocalists who read music notation. Others may be admitted at the director's discretion. 1 credit*

Film Analysis: Scene by Seen: This is a hands on introduction to producing and directing taught by an award winning producer and writer/director team. Students will learn multiple filmmaking techniques by staging and reshooting scenes from films like PEGGY SUE GOT MARRIED, THE MASK OF ZORRO, THE FAST AND THE FURIOUS, RUMBLE FISH and others while discussing the producing and directorial elements, the aesthetics, and philosophy of the individual director and/or producer during the making of the feature film. How, when, where and why the scenes were shot. This one trimester course may be taken more than once. Students may use the following software in this course: Adobe Premiere Pro. *1 credit (Instructors will pick scenes from ONE or more films per trimester)*

Scoring for Video/Film: In this course the student will explore and learn about writing music for video and film. We will learn about the use of music to express visual and emotional imagery. We will use and become familiar with pro-tools software, and its use in writing and recording. Students will work on a digital audio workstation (DAW) in class that uses pro tools software. Each student will have their own DAW. There will be various scoring projects, additionally, scoring class will collaborate with the video production class, and provide a music score to a video production class project. This class is ideal for all musicians and/or students who have an interest in electronic music, and the student who is interested in composing. *1 credit*

Intro to Screenplay Writing: Students will be introduced to the format and structure of a screenplay and learn how writing for film and television is different from other writing styles. How a full length screenplay differs from 30 and 60 minute broadcast series. Students will generate story ideas, write scenes in screenplay format, introduce interesting characters, write effective dialogue, set up intent and obstacle to the create friction and tension needed to create a strong screenplay, learn how to create a “visual” world by writing strong scene descriptions and action sequences, participate in group writing exercises, and gain a basic understanding of what it takes to actually produce a scene. By the end of this course, students will be ready for Advanced Screenplay Writing where participants will write a complete script. Prerequisites: none... *1 credit*

Intro to Theater Tech: In this Theater Tech Boot Camp you will develop the skills to become a backstage superstar! Throughout the trimester, you will learn about theater safety, stage management, props, construction and painting techniques, as well as lighting, sound and scenic design. While learning the ins and outs of technical theater through hands-on experience, you will be given a chance to earn Sole-certifications that will allow you to move into our after school Theater Tech Program as well as our SoleStage-Theater Tech class. *1 credit*

Jazz Roots Ensemble: This ensemble plays everything from mainstream jazz to be-bop and funk. It is a performance based group, and gives feature concerts. This class offers lots of improvisational opportunities. Learn improvisational techniques, and how to build a solo. Jazz Roots also encourages original composition. Learn how pieces can be arranged to create a more interesting composition, and how to rehearse a band. Vocalists and instrumentalists are welcome. Prior music training is needed for this class. *Prerequisite: Instrumental Proficiency or better, students must have approval of instructor. 1 credit*

Musical Theatre Dance: Come and study Broadway choreographers as you learn original steps to some of Broadway's best known songs. It's a perfect class for someone considering a career in theatre. Each year the dances change so the class can be taken more than once. *1 credit*

Rock Band: Rock Band plays contemporary and classic rock. Come get the experience of what it feels like to be in a band. Learn about rehearsing a band, and how to make an exciting arrangement for a band. Get into stage presence and performance skills. Rock Band is a performance based group, and gives feature concerts. Vocalists and instrumentalists are welcome. Prior music playing is expected for this class. *Prerequisite: Instrumental Proficiency or better. 1 credit*

SoleStage - Theater Tech: This class is designed to give you the experience of apprenticing in a real working scene shop. Lessons and projects will be designed in conjunction with our Main Stage production each trimester and will give you hands-on experience working on a show--from design to completion. Each trimester will consist of different challenges and new projects allowing you to hone your craft while creating spectacular scenic elements that can be added to your technical theater portfolio. Students enrolled in this class will also have priority placement in our after school Theater Tech Program. *Prerequisite: Successful completion of Intro to Theater Tech. 1 credit*

WINTER TRIMESTER COURSES

Visual Arts

Please note that there will be a \$25 fee per trimester (unless a different fee is stated within course description) for all visual arts courses, to cover materials.

Advanced Printmaking: This course is open to anyone who has taken the Printmaking course. We have found that just when things start to click in printmaking, the ideas start flowing and we are realizing the potential of the medium... the trimester ends. Often was heard in the studio “I don’t want to stop printing!” **Advanced printmaking is a two-trimester course.** Students will hone their skills with the techniques they learned in Printmaking and will be introduced to new techniques. The students will focus on developing a body of work, and research a printmaker. We will be visiting Printmaking studios in Philadelphia and New Jersey and meet with master printmakers. Students will be expected to participate in group and individual critiques and complete self-assessments. Advanced printmakers may also take Printmaking again, if they wish to print all year. *Prerequisite: Printmaking. 2 credits*

Art History: From Roman to Romanesque: Romanesque means “in the Roman Manner”; however, Romanesque also reflects influences from Byzantine, Islamic, and Early Medieval European art. The course will begin by studying Aegean and Roman art, and explore the transformations and artistic developments as different religions assert their influence and expand their territorial holdings. In addition, the students will learn the art of slide identification. There will be weekly readings and quizzes, a term paper, and students can look forward to a museum trip. *This course may be taken for Social Studies or Art credit and without regard to sequence. Global, 2 credits.*

Collage and Mixed Media: Collage is an art form that uses a wide variety of found materials combined in a single piece of artwork. In this class students will bring together pieces from magazines, natural objects, advertising, and many other sources to create original works of art. The class will also use paint and other traditional materials to go with the collage elements. This class is a wonderful opportunity for students to explore their creativity through a class where they don't have to be "good at art." *No prerequisite 1 credit.*

Computer Aided Drawing (AutoCAD): CAD drafting is the language that architects, planners, and other designers use to communicate with one another on collaborative projects and with builders or fabrication shops. The process allows the viewing of the idea you've had in a scaled relationship, to check that the rooms, moving parts, etc. will fit together and function properly. The drafting process aids in graphic thinking and suggests new avenues of design exploration. *No Prerequisite, 1 credit.*

Digital Design: Illustration, Manipulation & Animation: This class will develop students’ digital art skill-set by viewing the computer as a tool for augmenting handmade (pen & ink / pencil drawing, charcoal, watercolor, photography, videography) artwork. Digital manipulation of student and faculty artwork will be the vehicle for teaching the various specialized functions and specific uses of each software package. Some time will be spent stressing how the human element and inconsistent lines / brush strokes, small mistakes, and imperfections in medium can subconsciously differentiate our perception of digital art from “warm and real” to “cold and sterile.” The students will each conceptualize and complete a 30-second animation about art and technology for display on our website and blog. *ADOBE ILLUSTRATOR, PHOTOSHOP, AFTER EFFECTS. 1 credit*

Intermediate Ceramics: This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio.

Prerequisite: Intro to Ceramics. 1 credit

Intermediate Painting & Drawing: This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal, gouache, pastel, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class.

Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 Credit

Introduction to Ceramics: Students in this introductory course will explore two basic hand-building techniques: pinching (as in pinch pots) and coil construction. With these two techniques, an artist can create almost any object that can be imagined. Each skill helps to develop muscle memory and an understanding of the properties of the clay. Timing plays a big part in ceramic work; consequently, students will learn how to plan and prepare for every project. *No prerequisite 1 credit.*

Life Drawing: This class meets on Monday from 7-9 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit, studio fee \$60*

Photography I: In this course students will learn to use a 35mm film camera and the correct procedures for working in a darkroom. Assignments are generally designed to teach students to set shutter speeds manually and the creative use of apertures. There are no specific brief-based assignments at this level. The object is to get the student to fully understand the operation of a camera to achieve various artistic results. They are given the artistic freedom to capture any subjects they please and from this they will learn about depth of field with regards to aperture and the capturing of movement with various shutter speeds. They will learn how to process and develop film negatives, how to produce contact sheets, and how to create a unified catalogue of images. Ultimately students will produce hand-printed images in the darkroom. *No prerequisite 1 credit.*

Photography II: In this course students will expand on their knowledge gained during their Photo II class with more emphasis on project-based briefs and complete manual use of their 35mm camera. We will expand on the various genres initially encountered in Photo I like documentary, portraiture, landscape and photojournalism. They will show expertise in achieving various effects using depth of field, shutter speed, and the elements of composition and also be able to explore various techniques in the darkroom, using contrast filters and toning. Also in this class students will gain an understanding the work of professional photographers and how they shoot, compose and light their subjects. We will hold class discussions in which the student will be expected to translate their concepts for fulfilling the various briefs and how they achieved their final prints. *Students may repeat this class. Prerequisite: Photography I, 1 credit*

Printmaking: Printmaking is all about working with the printing process, particularly with monotype, masking, chine-collé and block print. Students are given a few techniques to work with in the beginning of class; as they print, they learn how to apply the inks, how to hand-print, how to use the press, and how to mix the inks to achieve the effects they desire. The students also learn how to layer colors to develop depth in their work. Once students have a fairly good grasp of the basics, they are given more techniques that they are then expected to experiment with and incorporate into what they have already learned. Students will be expected to participate in group and individual critiques, submit 10 finished prints and complete self-assessments. *Students may repeat this course, there is no prerequisite. 1 credit*

Performing Arts

A Capella: This ensemble class covers the basics of singing without instrumental accompaniment across different musical styles, i. e. Classical, African Folk, Doo-wop, Spirituals, Pop and more. Students learn the joy of building vocal harmonies while maintaining the rhythmic dance that characterizes a given style. Students are involved in choosing the songs learned. Class meeting times are coordinated with Chorus to accommodate those who wish to participate in both groups. Grading is based on attendance, participation and a final concert. *Prerequisite: It's a class designed for experienced singers, and preference is given to those who have completed at least one year of Chorus. Others are admitted by audition. 1 credit*

Ballet II: This course is a continuation of Ballet I. Students will continue to improve technical applications with emphasis on turns and jumps. There will be opportunities to share their own choreography with the class. This is a performance based class and students will be performing at the winter concert. *1 credit*

Chorus: Chorus is a performance class using group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing, coordination, and rhythmic skills. The musical selections will be prepared for performances at concerts and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including, but not limited to music theory, listening and history. Self and group assessments will be used for reflection and grading. Please note that in addition to all regularly scheduled weekday rehearsals there will be some mandatory weekend and/or evening rehearsals. Dress rehearsals are mandatory for all performers. *No Prerequisite, 1 credit*

Comedy Improvisation: Do you love SNL? Parks and Rec? Then this class is for you. This course is intended to teach students a basic overview of modern improvisation techniques as taught by Viola Spolin, The Second City, The Groundlings, and The Improv Olympic. These core skills are useful to the performer and the director, as well as the average human! Special emphasis will be placed on techniques used to build an actor's confidence and creativity. Additionally, this class offers an introduction of improvisation as it could be used in professional auditions and performances pertaining to commercials, mocumentary style pilots, as well as improv and sketch comedy troupes. *1 credit*

Diversity Music Ensemble: From Bach to Cold Play to African and Chinese Folk, this ensemble class is designed to celebrate musical diversity across different styles, eras and cultures. String players of bowed and plucked instruments, vocalists, keyboardists, percussionists and wind players are all welcomed. Also in the spirit of musical diversity, we often collaborate with students of other ensembles or other select musicians at Solebury. Students learn the art of building a strong musical team, being rhythmically in sync, and playing the supportive role as well as the solo with in a group. At the end of each trimester students perform in concert with Chorus and Dance. Grading is based very simply on class attendance, participation, and a final concert. *Enrollment preference for this ensemble is given to accomplished players and vocalists who read music notation. Others may be admitted at the director's discretion. 1 credit*

Advanced Screenplay Writing: This class builds on the introductory screenwriting skills and elements learned in "Intro to Screenplay Writing." During this one semester course students will learn how to generate effective stories for film and television. Students will pitch their story ideas to the class, keeping in mind the audience's role in a produced film or television show; develop and understanding of the relationships between structure, scene, dialogue, and action. Class sessions will consist primarily of group readings and open critiques, screenplay analysis, some writing exercises, screenings and readings of award winning films and screenplays. Students should come to the first class prepared to present story idea(s) of a screenplay writing project they plan to pursue. The goal of the class is to write a completed script. Prerequisites: Intro to Screenplay Writing or permission of the instructor... *1 credit*

Film Analysis: Scene by Seen: This is a hands on introduction to producing and directing taught by an award winning producer and writer/director team. Students will learn multiple filmmaking techniques by staging and reshooting scenes from films like PEGGY SUE GOT MARRIED, THE MASK OF ZORRO, THE FAST AND THE FURIOUS, RUMBLE FISH and others while discussing the producing and directorial elements, the aesthetics, and philosophy of the individual director and/or producer during the making of the feature film. How, when, where and why the scenes were shot. This one trimester course may be taken more than once. Students may use the following software in this course: Adobe Premiere Pro. *1 credit (Instructors will pick scenes from ONE or more films per trimester)*

Jazz Roots Ensemble: This ensemble plays everything from mainstream jazz to be-bop and funk. It is a performance based group, and gives feature concerts. This class offers lots of improvisational opportunities. Learn improvisational techniques, and how to build a solo. Jazz Roots also encourages original composition. Learn how pieces can be arranged to create a more interesting composition, and how to rehearse a band. Vocalists and instrumentalists are welcome. Prior music training is needed for this class. Please note this is a two trimester course. *Prerequisite: Instrumental Proficiency or better, students must have approval of instructor. 2 Credits*

Rock Band: Rock Band plays contemporary and classic rock. Come get the experience of what it feels like to be in a band. Learn about rehearsing a band, and how to make an exciting arrangement for a band. Get into stage presence and performance skills. Rock Band is a performance based group, and gives feature concerts. Vocalists and instrumentalists are welcome. Prior music playing is expected for this class. Please note this is a two trimester course. *Prerequisite: Instrumental Proficiency or better. 2 credit*

Ear Training And Music Theory will focus on improving the musician's ear and strengthening music theory knowledge. Students will practice and learn to identify major, minor and dominant 7 intervals, by ear, as well as chords with multiple tensions - such as 7's, 6's, b9, #9, b13, etc. Students will do rhythmic and melodic dictation. They will also learn how to build and sing chords. There will be some sight singing. Music Theory will be the companion in this course. Everything we do will be accompanied by breaking down and explaining the theory involved. Basic music reading skills are needed for this class. *1 credit*

SoleStage - Lighting Design: Examine Theater Tech in a new light! This course allows students to examine reasons to light a stage, differentiate between lighting instruments and when and how to safely use and maintain them. Acquire the skills to light a stage evenly, establish moods, create special effects, properly light musical numbers, and troubleshoot many common problems in lighting design. This hands-on course can turn any student into a lighting designer, allowing them to work with our new state of the art lighting system while designing the lights for our winter musical production! *1 credit*

SoleStage - Theater Tech: This class is designed to give you the experience of apprenticing in a real working scene shop. Lessons and projects will be designed in conjunction with our Main Stage production each trimester and will give you hands-on experience working on a show--from design to completion. Each trimester will consist of different challenges and new projects allowing you to hone your craft while creating spectacular scenic elements that can be added to your technical theater portfolio. Students enrolled in this class will also have priority placement in our after school Theater Tech Program. *Prerequisite: Successful completion of Intro to Theater Tech. 1 credit*

Stage Combat (Basics, Hand to Hand, Weapons): Students will be taught the basics of dynamic stage combat movement, starting with spatial awareness and safety, leading to falls and physical conflict with slaps, punches and grapples. Students will learn the basics and then will move on to armed techniques and choreography with the single sword, staff, and some exciting "found items". Students must display maturity and control throughout this course. *Prerequisite: Acting and/or Shakespearean Acting, 1 credit*

Swing Dance: Come on you hip cats. You know you want to join the group as we learn partner dancing from the 1920's, 30's and 40's. A partner is not required. You will be matched up in class. *1 Credit*

Anatomy of a Screenplay: The goal of this class is to analyze classic films in order to grasp how structure that supports narrative in order to help the writer create a disciplined, soundly constructed dramatic script. Emphasis will be on the relationship between character and plot, identifying significant story points that drive the narrative forward. In addition to class exercises, and students will apply what they learn to their own work in the following session. This course meets one night per week in the evening. *No Prerequisite, 1 credit*

SPRING TRIMESTER COURSES

Visual Arts

Please note that there will be a \$25 fee per trimester (unless a different fee is stated within course description) for all visual arts courses, to cover materials.

Art Foundations: This course introduces beginning students to the basics of painting and drawing with a focus on the Elements of Design. Students will learn to work in pencil, charcoal, gouache, pastel, acrylic, and oil paint. They will start with learning how to draw basic shapes, progress to learning how to use light and shadow to create space and form, and learn how to create engaging compositions. These concepts and techniques will be taught through the lens of the 2 dimensional design elements of line, shape, size, space, color, texture, and value. The class is intended to prepare students for the Intermediate class and is a prerequisite to that class. *No Prerequisite, 1 credit*

Art History: India, China and Japan: We will begin by studying the arts of India prior to 1200 and follow shared religious threads that weave through China and into Japan. Students will compare and contrast the various styles and interpretations of like themes and how they are reflected in the art and architecture from country to country. The art of Asia is rich with centuries of cultural history which continues to influence modern day Asian artists. In addition, the students will learn the art of slide identification. Students will have weekly readings and quizzes, a term paper, and can look forward to a museum trip. **Global, 2 credits**

Intermediate Ceramics: This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. *Prerequisite: Intro to Ceramics. 1 credit*

Sculpture: In this class we will explore three dimensional forms, using a wide variety of materials, both traditional and nontraditional. Students will have the opportunity to experiment and explore a new material before developing a concept for a sculpture. Students will develop designs through sketches and small models before committing to a design. We will study Alexander Calder, Pablo Picasso, Andy Goldsworthy, and many more sculptors throughout the trimester. *No prerequisite. 1 credit*

Intermediate Painting & Drawing: This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal, gouache, pastel, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class. *Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 Credit*

Life Drawing: This class meets on Monday from 7-9 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit , studio fee \$60*

Introduction to Digital Photography: Within this course we will be covering the basics of how to use a digital camera on a manual setting to achieve images of highest quality and strong composition. Students will be given class assigned briefs to complete in their own time and be expected to meet deadlines and discuss their ideas and concepts within class discussions and with written papers. Students will also receive an introduction to the newest version of Adobe Photoshop and Lightroom and understand the process of editing and manipulating our images to a high standard within these programs. *Students may repeat this class. Prerequisites: Photography I and II. 1 credit.*

Package Design: This course will introduce students to various forms of product packaging. In this course we will focus on visual and identity graphics including company logos, color themes and construction of 3-D prototypes. The culmination of this class will be a collaborative effort for students to design a package for an object designed by the engineering students. Additionally, there will be the option to collaborate with film and music to create a commercial and soundtrack. Students will be using various programs from Adobe Creative Suite. *1 credit*

Photography II: In this course students will expand on their knowledge gained during their Photo II class with more emphasis on project-based briefs and complete manual use of their 35mm camera. We will expand on the various genres initially encountered in Photo 1 like documentary, portraiture, landscape and photojournalism. They will show expertise in achieving various effects using depth of field, shutter speed, and the elements of composition and also be able to explore various techniques in the darkroom, using contrast filters and toning. Also in this class students will gain an understanding the work of professional photographers and how they shoot, compose and light their subjects. We will hold class discussions in which the student will be expected to translate their concepts for fulfilling the various briefs and how they achieved their final prints. *Students may repeat this class. Prerequisite: Photography I, 1 credit*

Video Editing: This course is an introduction to the fundamentals of nonlinear video editing. The student will gain an understanding of video formats and concepts of video and audio compression used in recording, editing, and for final display. Cutting techniques will be explored including concepts of continuity, frame matching, using varying angles effectively, editing multi camera footage, techniques to avoid jump cuts and the use of parallel action. An introduction to sound editing will include fundamentals of mixing for film, Foley effects and processing audio to enhance the audience experience. Students will use the following software in this course: Adobe Premiere Pro, Adobe Aftereffects, Adobe Audition, Adobe Photo Shop and Adobe Media Encoder. *1 credit*

Performing Arts

Chorus: Chorus is a performance class using group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing, coordination, and rhythmic skills. The musical selections will be prepared for performances at concerts and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including, but not limited to music theory, listening and history. Self and group assessments will be used for reflection and grading. Please note that in addition to all regularly scheduled weekday rehearsals there will be some mandatory weekend and/or evening rehearsals. Dress rehearsals are mandatory for all performers. *No Prerequisite, 1 credit*

Diversity Music Ensemble: From Bach to Cold Play to African and Chinese Folk, this ensemble class is designed to celebrate musical diversity across different styles, eras and cultures. String players of bowed and plucked instruments, vocalists, keyboardists, percussionists and wind players are all welcomed. Also in the spirit of musical diversity, we often collaborate with students of other ensembles or other select musicians at Solebury. Students learn the art of building a strong musical team, being rhythmically in sync, and playing the supportive role as well as the solo with in a group. At the end of each trimester students perform in concert with Chorus and Dance. Grading is based very simply on class attendance, participation, and a final concert. *Enrollment preference for this ensemble is given to accomplished players and vocalists who read music notation. Others may be admitted at the director's discretion. 1 credit*

Intro to Theater Tech: In this Theater Tech Boot Camp you will develop the skills to become a backstage superstar! Throughout the trimester, you will learn about theater safety, stage management, props, construction and painting techniques, as well as lighting, sound and scenic design. While learning the ins and outs of technical theater through hands-on experience, you will be given a chance to earn Sole-certifications that will allow you to move into our after school Theater Tech Program as well as our SoleStage-Theater Tech class. *1 credit*

Television and Film Acting: This course offers instruction and practice in the basics of acting for the camera and will assist students in making the transition from the theatre to the screen. It will introduce students to on-camera performance in various genres, and will address the technical requirements of TV and film acting such as playing to the camera, shooting out of sequence, blocking, and other production considerations. The course includes significant on-camera scene-work, character development, audition techniques, and script analysis. The assignments will include live tapings of selected materials. Through exercises and scene study, this course will familiarize students with on-camera acting techniques and expand each performer's range of emotional, intellectual, physical, and vocal expressiveness for the camera. In addition to learning basic on camera acting techniques and script analysis, students will explore the process of finding work from agent to audition, casting director to callback, to getting the gig and getting on camera. *1 credit*

Indie Music and How It's Reshaping The Music World: The music industry landscape changed forever with the arrival of the internet. For decades, there was only one true vehicle to get your music heard and one path to take. Now, there are many. That doesn't mean it's easier, it just means it's less of a straight line. The internet has made it possible for everyone to have a voice, and has allowed the artist to reach out directly to an audience. This occurrence has empowered the listener even more. This class will delve into and study the various strategies that the independent artist uses to build their career. We'll examine who some of the more successful indie artists are and what they did to get there. We'll Skype with some of the artists we cover. There will be ample opportunity for debate, and for students to introduce to the class, who they think the trend setters or significant indie artists are. No music training is required, just an interest in music. *1 credit*

Choreography: Choreography for advanced dancers will focus on finding your own voice in the world of dance and sharing your creativity. Dancers will perform many different types of media including nature sounds, spoken word, sound files and many different types of music. You will also gain experience on the path to teaching dance. Final projects will include a dance journal and a piece of choreography that you create. *1 credit*

Tap Dance: This American dance form allows performers to make percussion noises with their feet to rhythms. Students will learn basic tap steps and how to put them in combinations with one another. The class will research tap dancers from the beginning to now and also tap companies. This is a performance based class and the students will be dancing at the spring concert. *1 credit*

SoleStage - Theater Tech: This class is designed to give you the experience of apprenticing in a real working scene shop. Lessons and projects will be designed in conjunction with our Main Stage production each trimester and will give you hands-on experience working on a show--from design to completion. Each trimester will consist of different challenges and new projects allowing you to hone your craft while creating spectacular scenic elements that can be added to your technical theater portfolio. Students enrolled in this class will also have priority placement in our after school Theater Tech Program. *Prerequisite: Successful completion of Intro to Theater Tech. 1 credit*

Film Analysis: Scene by Seen: This is a hands on introduction to producing and directing taught by an award winning producer and writer/director team. Students will learn multiple filmmaking techniques by staging and reshooting scenes from films like PEGGY SUE GOT MARRIED, THE MASK OF ZORRO, THE FAST AND THE FURIOUS, RUMBLE FISH and others while discussing the producing and directorial elements, the aesthetics, and philosophy of the individual director and/or producer during the making of the feature film. How, when, where and why the scenes were shot. This one trimester course may be taken more than once. Students may use the following software in this course: Adobe Premiere Pro. *1 credit (Instructors will pick scenes from ONE or more films per trimester)*

Metalworking: Metalworking requires the student to provide one or more metal sculptures of their design using the tools and processes of cutting, sawing, drilling, welding, brazing, and soldering. Miscellaneous metal pieces are provided for the students to select or modify to their taste. For ironwork, stick welding and MIG welding are employed along with oxyacetylene cutting, use of the chop saw and portable band saw. For lighter metalwork, brazing and soldering are explained. Designs are encouraged to honor balance and interest while not being totally symmetrical. Two judges, at the end of the course, are invited to view the student work; one is an artist, for aesthetic achievement, the other an experienced metalworker from the area to judge excellence of welding and brazing technique and structural aspects. Students will be charged a \$100 fee for consumables oxygen, acetylene, CO2, gases and welding and brazing rod, flux and wear and tear on the equipment. Helmets, aprons brazing goggles and other safety equipment is provided and its use is required. *1 credit*

COMPUTERS

The Computer Department offers courses in the Arts as well as coding. More advanced work includes self-paced programming and web design.

FULL-YEAR COURSE

Digital Filmmaking, Script to Screen: In this yearlong course, students will write, produce, and edit short films. This course will provide hands-on experience in production planning, writing, and acting for the camera, as well as lighting, digital cinematography, audio recording, and non-linear editing. The class will meet twice a week during an Arts block; however due to the nature of the assignments some time outside of regular class will be necessary. This course will emphasize the development of skills to use creative thinking for problem solving. A willingness to work as part of a team is a prerequisite, as all projects will be accomplished in groups. *3 credits*

FALL TRIMESTER

Digital Design, Text, Print, & Web: This class will explore a range of layout and design styles throughout history, and show the differences and similarities between print and web publications. Some amount of time will be devoted to typography and a “best of” from Johannes Gutenberg to the present, showing changes in public preference in the look of type in print and advertising. The students will design and build an “advertising campaign” for the Solebury art department, both in print and on the web, using student and faculty art as content. ADOBE INDESIGN, PHOTOSHOP, ILLUSTRATOR *1 credit*

Computer Programming: This course provides a basic introduction to computer programming with a current programming language. Student may choose a language with teacher approval. No prior knowledge of programming required. Students will cover how to program input, output, and decisions, and learn to use current computer programming tools and methodologies. Additionally we will discuss current topics and trends in computing. There is no requirement for purchasing an additional computer as the work can be done online using applications such as the Jupyter notebook. (<http://jupyter.org>) Students who are able progress at a faster rate will have the option to do advanced work at their own pace with teacher approval. *1 credit*

Video Editing: This course is an introduction to the fundamentals of nonlinear video editing. The student will gain an understanding of video formats and concepts of video and audio compression used in recording, editing, and for final display. Cutting techniques will be explored including concepts of continuity, frame matching, using varying angles effectively, editing multi camera footage, techniques to avoid jump cuts and the use of parallel action. An introduction to sound editing will include fundamentals of mixing for film, Foley effects and processing audio to enhance the audience experience. Students will use the following software in this course: Adobe Premiere Pro, Adobe Aftereffects, Adobe Audition, Adobe Photo Shop and Adobe Media Encoder. *1 credit*

WINTER TRIMESTER

Computer Aided Drawing (AutoCAD): CAD drafting is the language that architects, planners, and other designers use to communicate with one another on collaborative projects and with builders or fabrication shops. The process allows the viewing of the idea you've had in a scaled relationship, to check that the rooms, moving parts, etc. will fit together and function properly. The drafting process aids in graphic thinking and suggests new avenues of design exploration. *No Prerequisite, 1 credit.*

Computer Programming: This course provides a basic introduction to computer programming with a current programming language. Student may choose a language with teacher approval. No prior knowledge of programming required. Students will cover how to program input, output, and decisions, and learn to use current computer programming tools and methodologies. Additionally we will discuss current topics and trends in computing. There is no requirement for purchasing an additional computer as the work can be done online using applications such as the Jupyter notebook. (<http://jupyter.org>) Students who are able progress at a faster rate will have the option to do advanced work at their own pace with teacher approval. *1 credit*

Digital Design: Illustration, Manipulation & Animation: This class will develop students' digital art skill-set by viewing the computer as a tool for augmenting handmade (pen & ink / pencil drawing, charcoal, watercolor, photography, videography) artwork. Digital manipulation of student and faculty artwork will be the vehicle for teaching the various specialized functions and specific uses of each software package. Some time will be spent stressing how the human element and inconsistent lines / brush strokes, small mistakes, and imperfections in medium can subconsciously differentiate our perception of digital art from "warm and real" to "cold and sterile." The students will each conceptualize and complete a 30-second animation about art and technology for display on our website and blog. ADOBE ILLUSTRATOR, PHOTOSHOP, AFTER EFFECTS. *1 credit*

SPRING TRIMESTER

Computer Programming: This course provides a basic introduction to computer programming with a current programming language. Student may choose a language with teacher approval. No prior knowledge of programming required. Students will cover how to program input, output, and decisions, and learn to use current computer programming tools and methodologies. Additionally we will discuss current topics and trends in computing. There is no requirement for purchasing an additional computer as the work can be done online using applications such as the Jupyter notebook. (<http://jupyter.org>) Students who are able progress at a faster rate will have the option to do advanced work at their own pace with teacher approval. *1 credit*

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English as a Second Language (ESL)

English as a Second Language (ESL) is a 3 year program built on content and skills courses in three interconnected levels:

- **Foundations:** designed to develop language skills and introduce American culture and educational expectations,
- **Intermediate:** designed to solidify language skills and begin the mainstream transition process,
- **Transitions:** designed to ensure students are fully prepared to succeed in the American system going forward.

TOEFL scores are only used for determining a student's entry level into the program. Once accepted, students commit to completing all required courses from the point at which they enter the program. Then they follow the established path until they are fully mainstreamed.

TOEFL scores are NOT used to exit the program before it has been completed. For example: a student who joins the program at the Intermediate level must complete all the required courses at the Intermediate and Transitions Levels before becoming fully "mainstreamed."

Foundations Level courses:

- Introduction to Listening and Speaking
- Introduction to Grammar and Writing
- Introduction to Reading
- American Culture through the Media
- **Mainstream** math (level determined by placement test)

At the Foundations Level students do not receive course grades at the end of the first trimester. This is to give students time to become comfortable with the American system of education and the challenges of learning a second language. We believe that if students do not have to worry about grades in their first trimester, they can focus on all aspects of Solebury life, and better adapt to their new environment. *This gives students more opportunities for success as they proceed forward.*

Intermediate Level courses:

- Listening and Speaking for Success
- Advanced Grammar and Reading
- Physical, Human, and Political Geography
- **Mainstream** Conceptual Physics
- **Mainstream** math (level determined by placement test)

The Intermediate Level is a crucial step in the program where essential content is learned and necessary skills are strengthened, even though very few outward signs of "English as a Second Language" remain.

Transitions Level courses:

- Writing Portfolio
- Reading Strategies
- Introduction to Western Civilization
- **Mainstream** Chemistry
- **Mainstream** math (according to level of placement)

By the time students enter the Transitions Level, all traces of traditional ESL are gone. No class has the “ESL” label, and all courses use mainstream textbooks.

For ALL LEVELS: students may take additional mainstream classes as long as they fit into their schedule of required courses.

Additionally students will be involved in sports, clubs, weekend adventures, community service, and dormitory activities. Students will receive instruction in how to develop independence and strong peer relationships. They will be encouraged to express their ideas and opinions openly, thereby instilling confidence in preparation for leadership positions in the future. The three level program is described below:

Foundations

Introduction to Grammar and Writing: This course provides students with a foundation in American English grammar and with the skills to improve their academic writing. Students are consistently tasked with writing on a variety of topics and themes. Using short stories and current news articles as prompts, students construct both objective and subjective written pieces. In order to improve student writing, this course addresses a wide variety of grammatical concepts. These include an introduction to: verb tenses – past, present, future, and perfect; verb aspects – simple and continuous; gerunds and infinitives; passive voice; modal auxiliary verbs; adjectives – simple, comparative, and superlative; conjunctions; punctuation; and capitalization. The topics supply students with a foundation on which they can build, working towards mastery in Advanced Grammar and Reading the following year. Students are frequently assessed in class, through creative projects, and through multi-draft take-home essays. *6 credits*

American Culture through the Media: Based on the premise that exposure to popular culture leads to accelerated English improvement, this course offers students a thorough experience of American culture, while providing them with a natural way to improve their language skills. Students not only become familiar with some classic American stories and characters, but also get a chance to learn about, and practice, classic American rituals and traditions. A student who completes this course should be able to comfortably interact with an American family, just as if they had been in the U.S. for years. *6 credits*

Introduction to Reading: This is a course designed to improve the written, spoken, listening, and reading skills of students, while at the same time providing them with a basic understanding of the elements and mechanics of narrative fiction. Using short stories and novels, students will first come to understand the basics of story structure such as setting, character, plot, and conflict as well as the application of literary techniques such as imagery, irony, and symbolism. Active reading and intensive writing practice will be augmented by numerous opportunities for class discussion. *6 credits*

Introduction to Listening and Speaking: This is a course designed for learners who are just developing language proficiency. The course begins with vowel and consonant sounds and their corresponding symbols, in addition to learning and practicing word stress and rhythm, as well as intonation. This is integrated into thematic units which target idioms and new vocabulary. Students also listen to audio

versions of novels in the language lab and then make recordings of their responses to questions. Another important element is listening to academic lectures and learning effective note-taking techniques. *6 credits*

Intermediate

Listening and Speaking for Success: The course begins with an intensive study of vowel and consonant sounds and their corresponding symbols in conjunction with rhythm, stress, intonation, and sentence patterns. This is accomplished through dictation, song, limericks, activities in the Sanako Language Lab, games, and pair practice. This is followed by techniques and practice in discussions and conversations through improvisation and role play. To hone listening skills, an audio novel is assigned each trimester and responses to discussion questions are recorded. Finally, by listening to cross-curricular lectures, a variety of note-taking strategies is developed. *6 credits*

Advanced Grammar and Reading: This course is a grammar-intensive workshop for intermediate ESL students. The year begins with a review of basic grammar skills learned in Foundations and then shifts to a comprehensive study of the verb tenses, modals, syntax, and much more. Students journal daily and often write ½ page responses to prompts generated in class and in response to other assignments on a nightly basis. Beyond grammar and writing, students spend a considerable amount of time reading and comprehending short stories. The class vocabulary is drawn from these texts. *6 credits*

Physical, Human, and Political Geography: This course will provide students with essential concepts, vocabulary, and skills necessary to understand humans' interactions with their environment. This begins with a comprehensive tour of the Earth and its landforms (in English), moves to study topics like economics and globalization, and finishes with a close-up look at North America and Europe. Traditional tests as well as projects are used to boost student written and spoken English skills, and provide them with an understanding of their role in the larger world. *6 credits*

Transitions

Reading Strategies: This is a thematic approach to literature focusing on a wide variety of genres. Each selection includes a particular literary element and reading skill to learn and apply. A list of vocabulary words is assigned from each story and discussed in context. Discussion of the selection then follows in which students must hone their critical thinking and analytical skills. In addition, a novel will be assigned each trimester for independent reading followed by a project, which focuses on writing and knowledge of grammar, usage, mechanics, and editing skills. This course will provide the basics for mainstream English courses. *6 credits*

Introduction to Western Civilization: This course will provide students with a thorough and detailed understanding of the various cultures and historical milestones that shaped our current idea of "The West." By reading 10th grade level texts, original sources, and supplemental articles, student will receive crucial study skills practice; and have numerous opportunities to demonstrate their understanding through written responses, projects, and one complete research paper. Having been immersed in some of Western Civilization's most famous characters and events will position students for further study of American history, as well as some college-level courses. *6 credits*

Writing Portfolio: In this class, students will learn to write in various genres. In the fall, the focus is on formal compositions, including informative; compare-and-contrast; biographical and autobiographical; cause-and-effect; persuasive; cause-and-effect; and how-to essays. In the winter, students learn how to conduct and write lengthy research papers. The spring trimester is spent focusing on creative and informal writing, including short stories; poetry; myths; narratives; and descriptive essays. There is significant emphasis placed on grammar, mechanics, and organization all year. *6 credits*

LEARNING SKILLS

The Learning Skills Program is limited to 24 students with learning differences. A one-on-one tutorial replaces the students' English class (counting for their six-credits of English each year). Students spend at least one 80-minute period per day in the Learning Skills building. Half of that period is for the study of English and the other forty minutes are for study time with their LS teacher. Although students in this program receive a waiver of the foreign language requirement, they otherwise take the same college-preparatory classes everyone else takes in mathematics, science, history, and the arts. This program requires an additional fee.

ACCOMMODATIONS FOR STUDENTS WITH LEARNING DIFFERENCES

Over the years, students with learning differences have often been honor students, outstanding artists, star athletes, and student leaders at Solebury School. We value these students and make reasonable accommodations to help them achieve in a challenging academic community. What follows is a summary of the kinds of help that are and are not available.

An important strength of Solebury's Learning Skills Program (LSP) is that it exists within a college-preparatory school. It is assumed that students have chosen Solebury's LSP program because it is a college-preparatory program, mainstream program. Their diploma is a regular Solebury diploma, not a special-program diploma. LSP students take pride in knowing that they have met the same standards other students meet. Because LSP students, as well as a number of other students at Solebury, have learning differences, Solebury will make whatever reasonable and appropriate accommodations it can to help students meet those standards. Accommodation, however, does not mean changing the standards themselves. LSP students, and other students with learning differences, should expect to read the same texts, attend the same classes (except as noted above), complete the same projects, write the same papers, and take the same tests as their classmates.

Because Solebury is a small independent school with an emphasis on creativity, innovation, and individuality, some features are commonly available to all students, whether or not they have learning differences. These include:

- Small class size
- A safe learning environment of mutual respect
- Regularly scheduled extra-help conferences
- Opportunities for peer tutoring or study groups
- Use of computers for word-processing or other tasks
- Creative, innovative teaching

Solebury teachers have a great deal of freedom in designing their courses and establishing classroom policies. Some teachers, for example, routinely allow extra time for tests, others only by special arrangement. Some teachers often give open-book tests; others never do. Although many non-LSP teachers are experienced at tailoring lessons to individual learning styles, not all non-LSP teachers have this expertise. Therefore, when accommodations are needed, the Learning Skills teacher is the primary advocate on campus. The LS teacher will make arrangements with the student's other teachers, who are not specially trained in teaching students with learning differences, so that the student has the maximum chance of acquiring the skills and knowledge taught in those classes.

Accommodations will vary on a case-by-case basis, and all accommodations need to be arranged in advance. Although LS teachers act as advocates, a key goal of the LSP is to teach students to advocate for themselves, as they will need to in college. Other students with diagnosed learning differences, or their parents, may request that the Director of Studies or the Director of the LSP serve as the student's advocate. Below is a list of the sorts of accommodations that can be made if appropriate for the individual and if arranged in advance (in some cases like extended time for tests, it's not possible to blanket arrange the accommodation and it must be set up for every test).

ACCOMMODATIONS THAT MAY BE GRANTED BY ARRANGEMENT

- Textbooks on tape
- Extended (but not unlimited) time for tests
- Permission to copy another student's class notes or, if available, the teacher's notes
- Note-taking accommodation to use a SmartPen
- Permission to use a laptop computer or other electronic aid in class
- Use of a word processor for tests and quizzes
- Test directions (or whole tests) read aloud
- Permission to take tests in a more distraction-free environment
- Limited oral testing to supplement written tests
- Alternate demonstrations of competence or extra-credit assignments, if deemed appropriate
- Homework assignment book checks
- Frequent reminders of deadlines
- Extra advance notice of written assignments
- Reasonable extensions of deadlines if requested in advance
- Preferential classroom seating
- Conferences with teachers as appropriate
- Regular telephone or e-mail reports to parents by advisors or LS teachers
- Duplicate texts (available for purchase in the bookstore)

However, it is important to let families know that some accommodations will not be possible, either because we are such a small school or because we feel they could not be implemented without compromising standards. Below is a partial list:

ACCOMMODATIONS THAT CANNOT BE GRANTED

- Texts of a reading-level or difficulty lower than those used by the class
- Shorter assignments than those for other students in the class
- Versions in writing of classroom activities
- Adaptive testing that avoids course requirements or skills taught in the course
- Use of electronic aids when test security would be compromised
(i.e., spell checker in spelling test)
- Grades based primarily on effort or improvement rather than achievement
- Exemption from major course requirements, including homework and class attendance
- Printed course syllabi
- Formal written reports to parents beyond those provided for all students

THE MIDDLE SCHOOL CURRICULUM

The Identity, Connection and Change (ICC) Program

Identity, Connection and Change (ICC) is our academic theme in the Middle School. Curriculum for English, History and Science is based on an interdisciplinary approach. Throughout the year, students will develop a sense of their strengths as they learn new material and master new intellectual, social, emotional and physical skills. The curriculum provides opportunities that promote the transition from concrete operations to a more complex thinking process in a supportive, academic environment of mutual respect. Students in ICC will consider diverse ideas, develop respect for their peers, engage in community service and cultivate sensitivity to the needs of the larger community. The Middle School experience builds upon the skills students developed in elementary school and eases the transition to Solebury's Upper School. Learning involves writing and speaking, exploring, collecting, sharing, questioning, analyzing, creating, editing, and presenting. To enhance the learning process, we will schedule field trips tied to the curriculum each trimester. Our curriculum is also enhanced by classes in the arts.

ICC English: Local and Global Voices: The goal of this class is to expose students to the ways in which expressions of identity can be transmitted through the written word, and to develop the skills necessary to both analyze and produce narrative. As part of the ICC program's integrated curriculum, this course will encourage students to explore the connections between literature and cultural identity. Students will learn how to engage in textual analysis in order to better understand and interpret both fictional and non-fictional works. The year is divided by trimester into three thematic units, focusing on the diversity of literature and experiences in our global community: Local Voices, Voices of the Americas, and Global Voices. Throughout the year, students will work on writing and grammar with a variety of self-reflective, creative, and expository writing assignments as well as pointed vocabulary lessons to deepen students' understanding of the course readings. **Required.** ICC English is intended for 8th graders. 6 credits.

ICC History: Local and Global Perspectives: The goal of the ICC History class is to encourage students to think critically about increasingly complex material in a fun and creative environment. We will look at the key questions raised in the ICC program through historical and literary lenses (the English and History will offer complementary content), and there will be an emphasis on critical reading to understand perspective and bias. In the 2018-19 school year, ICC will focus on the role that immigration has played in the development of the North American continent and the United States. Through the lens of immigration, resistance, and tyranny, students will examine the values, structures, and conflicts that have shaped this continent and nation. Students will engage in the process of interviewing, evaluating resources, and writing research papers, and they will explore geography and cartography. Due to ICC's integrated curriculum, students will benefit from interdisciplinary experiences and complete projects drawing from work in their English, history, and science courses. There is a mandatory summer reading assignment and skills work. **Required.** ICC History is intended for 8th graders. 6 credits.

Chemistry in the Community: "ChemComm" is a conceptual course that introduces students to the foundational topics and basic mathematical concepts of chemistry. It is structured around community and environmental issues related to chemistry, putting chemistry into the context of students' everyday lives. Students will gain skills in scientific inquiry, problem solving, and laboratory techniques, setting them up for success not only in future chemistry courses but also for any future science course they take. ChemComm is intended for 8th and 9th graders. 6 credits

Mathematics: Some middle school students may be ready to take more advanced mathematics courses for high school credit. Please refer to the Mathematics section of the Academic Bulletin for course offerings.

World Language: Some middle school students may be ready to take high school level Spanish or French. Please refer to the World Language section of the Academic Bulletin for course offerings.

Supporting Program for the Middle School:

The Middle School Introduction to the Arts program is designed to expose students to the various types of arts classes that they may take in Solebury's upper school. Each year of middle school, students will participate in several branches of the arts.

In the fall, students will take **Introduction to the Arts: Studio Arts**: this is a great way for young students new to Solebury to spend time working in the art studio. Projects will expose students to 2 and 3-dimensional design, color theory, and art appreciation, incorporating skills learned in drawing and painting along with other materials with room for the students to express their creativity. Prerequisite: None. **Required.** Introduction to the Arts: Studio Art is intended for 8th graders. 1 credit

In the winter, students will take **Introduction to the Arts: Music**: this is an introduction to Gamelan. This course will focus on the musical and artistic traditions, culture and history of Indonesia. Students will develop skills in listening, memorization, competent musical technique, concepts of orchestration/composition, and teamwork. As with all art, part of the process is sharing the product of one's work so this course will culminate with a musical performance by the students. Prerequisite: None. **Required.** Introduction to the Arts: Music is intended for 8th graders. 1 credit

In the spring, students will take **Introduction to the Arts: Film**: The Middle School Film Class is designed to give a hands on approach to learning digital filmmaking. Students will begin by working in small groups to generate a short story. The stories will be turned into script format using Celtx, a free online scripting software. Students will learn the different elements of a screenplay and how to describe what they imagine, creating a script for the movie. The next phase of pre-production is planning. Participants will generate an outline that includes a timeline, a list of equipment, crew, actors, props and sets. A storyboard is made to provide a visual representation of the script. A shot list is then created with details about each set up to help communicate how each scene will be produced. During production, students will first learn how to use a video camera, lights, sound recording equipment and other production tools. Two groups will be formed and one group will be the actors and the other group will serve as the crew. Footage will be reviewed and critiqued after each production day and once all the necessary shots are finished students will work in pairs to begin the post production process of editing. Films will be screened on the final class period. Prerequisite: None. **Required.** Introduction to the Arts: Film is intended for 8th graders. 1 credit

Middle school students may choose to take up to two art upper school electives each trimester. Please refer to the Art section of the academic bulletin for course offerings.

GLOBAL EDUCATION CONCENTRATION

Rising 9th and 10th grade students may choose to declare a focus in global education. This concentration aims to cultivate globally-minded young adults by providing a path for them to deeply engage in and reflect upon global academic courses, cultural events, service learning, travel immersion experiences, and an independent study. Students will meet with the Director of Global Education weekly during Open Advisory period. If you have any questions about Solebury School's Global Education Concentration, please contact Global Education Director Nicole Mount at nmount@solebury.org.

Academics

A course will be designated as an option for the Global Education Concentration if the curriculum requires students to critically examine various cultures and global issues through texts, films, discussions, assignments, and projects. *Specific courses will be outlined on course selection sheets with a "(G)".* For 2018-19, these courses are: **Art History, English 10, Honors English 10, World Religions, South African Stories, Shakespeare's "Other" Worlds, Weapons of Mass Destruction, Honors Environmental Science, Moral Conflicts, World History 9, Ethics, Honors Ethics, Cultural Anthropology, Linguistic Anthropology, Archaeology, and all Language classes.**

- 24 credits total; 12 credits in non-World Language coursework
- enrolled in at least one Global Education course each year (full-year or trimester elective)
- enrolled in an ESL or World Language course each year
- have a combined total of 12 credits in junior and senior year

Cultural Events

examples: film, museum, speaker, performance, workshop, summer program, festival

- attend a minimum of 4 Solebury School sponsored cultural events per academic year; written reflection submitted to the Global Education Director
- attend a minimum of 6 non-Solebury School sponsored cultural events per academic year; written reflection submitted to the Global Education Director
- assist in organizing one on-campus cultural event; written reflection submitted to the Global Education Director

Service Learning

- 16 hours of community engagement with a cultural/global focus each academic year (in addition to Solebury School requirement)
- may be completed as part of a travel immersion experience if approved by the Global Education Committee

Travel Immersion Experience

- minimum of five days spent in a non-native language area, planned through Solebury School or ones' own (approved by the global education committee)
- focus of the trip consists of more than strictly sightseeing
- detailed itinerary and written reflection submitted to the Global Education Director
- presentation to the student body and/or Global Education Committee

Independent Study

- independent study and/or project completed in junior or senior year; approved by the Global Education Committee (can be completed during senior project)
- study/project concludes in a presentation and/or paper