



# St. Paul's

## EPISCOPAL SCHOOL

### Curriculum Guide

This curriculum guide is a statement of curriculum content and sequence designed to acquaint members of the school community with the academic mission of the school. The following guide summarizes curriculum content and sequence beginning with Pre-Kindergarten through Grade 12.

St. Paul's believes that careful course selection is an essential part of a student's preparation for the future. The Upper School required curriculum provides opportunities for each student to develop skills and knowledge based on the major academic areas. In addition, St. Paul's offers elective courses to allow the student to broaden his or her perspective and deepen his or her understanding in various subject areas. The final selection of a program of study is a joint effort of the student, his or her parents, the school faculty and the administration.

### Table of Contents: [\(Click on a menu item to jump to that section of the document.\)](#)

- [Grades PreK-4: Philosophy & Curriculum](#)
- [Grades 9-12: Credit Requirements](#)
- [Grades 9-12: General Information](#)
- [Grades 5-12: English](#)
- [Grades 5-12: Math](#)
- [Grades 5-12: Social Studies](#)
- [Grades 5-12: Science](#)
- [Grades 5-12: World Language](#)
- [Grades 5-12: Fine and Performing Arts](#)
- [Grades 9-12: Journalism & Yearbook](#)
- [Grades 5-12: Other Electives](#)
- [Grades PK-12: Physical Education](#)

# Philosophy & Curriculum: Grades PreK-4: [\(Table of Contents\)](#)

## PRE-KINDERGARTEN

**PHILOSOPHY:** St. Paul's Pre-Kindergarten is often the first formal school experience for many children. The philosophy of the program is to form positive attitudes and habits to insure a smooth transition from a home or preschool environment to a school and classroom environment. This goal is accomplished through a developmentally appropriate curriculum that integrates a variety of subjects and skills necessary for the academic, social, physical and emotional growth and development of the four and five year old.

**CURRICULUM:** In Pre-Kindergarten formative concepts of language, pre-reading, reading and math are introduced. Lessons and projects are activity based, enabling children to learn through exploration and discovery while also developing fine and gross motor skills. Skills are acquired through hands-on experiences and social interactions with peers. Manipulative tools as well as digital tools are an integral component of daily lessons. Learning games are integrated daily through a variety of experiences and enrichment activities.

## KINDERGARTEN

**PHILOSOPHY:** St. Paul's Kindergarten program is committed to teaching the whole child. The philosophy is to provide intellectual, social, emotional and physical growth experiences so that a child can develop a positive self-concept and enjoy learning. This program builds on the foundation established in students' Pre-Kindergarten, preschool and home experiences. The program goal is to build a strong foundation for further learning by developing increased responsibility and independent decision-making, basic work habits, and proper social interactions.

**CURRICULUM:** The goal of the kindergarten curriculum is to meet a spectrum of student needs from pre-reading to reading, pre-writing to writing, number sense and basic math computation, as well as listening skills and following directions. Skills are reinforced through hands-on experiences, strengthening academic skills as well as fine and gross motor skills. The curriculum is enhanced through social studies and science units, foreign language, fine arts, library, computer usage, media experience, as well as social and physical opportunities. A variety of approaches are used to make learning engaging and fun.

## FIRST GRADE

**PHILOSOPHY:** The philosophy of the St. Paul's First Grade classroom is to provide an environment that generates a desire to learn and motivates students to be productive by providing a wide variety of activities that enhance instruction. In a nurturing and encouraging classroom environment, teachers strive to stimulate each child to reach an individual mastery level of first grade skills.

### READING

The goal of St. Paul's first grade reading curriculum is to teach the elemental reading skills of phonemic awareness, phonics and fluency, while also acquainting students with beginning comprehension skills. Visual tools, specifically designed to correlate with particular comprehension strategies, are used to organize and represent patterns of thinking.

### WRITING AND GRAMMAR

Grammar and writing conventions are taught and modeled, and then integrated across the curriculum. Writer's Stylus is implemented with research-supported instructional methods that develop students as writers through active thinking and communication. An interactive teaching method is implemented appropriate to this grade level.

### MATH

Everyday Math provides a basic understanding of the number line, the number grid, computation, math facts, time, and money. Students apply these skills through daily routines and basic problem solving activities. A variety of manipulatives, physical and digital, are used to work through and solve problems. Through continued and repeated exposure and application in students' work and play, these concepts become a part of students' overall understanding.

## SCIENCE

Students are introduced to physical science through the study of Solids and Liquids. This unit introduces students to properties and laws of the physical world. The life sciences are taught through the Plants and Insects units. These units provide opportunities for investigation, problem solving and exploration through the use of hands on activities.

## SECOND GRADE

**PHILOSOPHY:** Second graders are encouraged to work to their maximum potential and are actively involved in the learning process. Second grade begins a year of increased independence and responsibility. Confidence in these life-long skills encourages students to become engaged in a number of learning opportunities. In a classroom environment that is both challenging and nurturing, students are met with a year of growth, change and academic rigor as they prepare for the transition to third grade.

### READING

The goal of St. Paul's second grade reading curriculum is to further accuracy, fluency, comprehension and independence in reading. Reading and thinking skills are explicitly taught and modeled whole and small group. Second grade students concentrate on several areas of reading comprehension: sequence of events, retelling, character, story structure, summarization, cause & effect, main idea, and plot. Visual tools, specifically designed to correlate with particular comprehension strategies, are used to organize and represent patterns of thinking.

### WRITING AND GRAMMAR

Grammar and writing conventions are taught and modeled, and then integrated across the curriculum. Writer's Stylus is implemented with research-supported instructional methods that develop students as writers through active thinking and communication. An interactive teaching method is implemented appropriate to this grade level.

### MATH

Students will review and extend mathematical concepts that were developed in early grades. These concepts include computation, comparing numbers and renaming numbers, working with fractions, and using money to develop place value and decimal concepts. Students will explore fact families, and collect, organize and interpret data using tables, charts, and graphs. Students apply these skills through daily routines and problem solving activities. A variety of manipulatives, physical and digital, are used to work through and solve problems. Through continued and repeated exposure and application in students' work and play, these concepts become a part of students' overall understanding.

## SCIENCE

Students expand on their knowledge of the physical sciences by studying Balance and Motion. They learn that everything is in motion but not everything is moving the same way. Earth science begins with a study of Air and Water and provides opportunities for students to explore the natural world by using simple tools to observe and monitor change. The Pebbles, Sand, and Silt module provides experiences that heighten students' awareness of rocks as earth materials and natural resources. All modules are integrated to technology and simple science experiments that are age appropriate.

## THIRD GRADE

**PHILOSOPHY:** Third grade is a year of transition, growth, and maturation. Third graders are introduced to more complex concepts and are expected to meet higher academic expectations. Teachers use varied teaching methods to motivate positive learning experiences. These methods are designed to form a firm foundation to ensure skills of creativity, collaboration, and critical thinking.

### READING

Reading is a vital part of the third grade curriculum. The reading program emphasizes teaching necessary reading skills by creating strands of learning through experience, comprehension, application, and intention. Each unit culminates with cooperative project further ensuring skill retention.

## WRITING AND GRAMMAR

Writer's Stylus is implemented with research-supported instructional methods that develop students as writers through active thinking and communication. The success of this program allows students to recognize and use revision skills to create polished writing. Grammar is integrated through editing exercises creating transformative learning.

## MATH

Mastery of basic facts enables students to do higher level math and apply these skills in problem solving activities. To strengthen analytical skills, introductory measurement and fractions are incorporated. Group activities, games, and technology are used to develop interest and confidence in math. Students learn to use a variety of manipulatives to work and solve problems. The end result is a transfer of knowledge into everyday experiences.

## SCIENCE

The science program features an experimental hands-on approach. Students experience group work and learn to form hypotheses, solve problems, and utilize critical thinking skills using the steps of the scientific method. Units of study include structures of life, water and climate, motion and matter, wetlands, and recycling.

## SOCIAL STUDIES

The focus of Social Studies includes learning the history, geography, and humanities of North America. Implementing this knowledge through writing, study skills, and organizational habits creates relevance for students. Specific units of study will include map skills, ancient Rome, Vikings, early Americans.

## TECHNOLOGY

Class instruction presents basic operations of computers. Formal keyboard orientation begins in third grade using a computer tutorial. Students learn specific Microsoft office products such as Works, Power Point, and Movie Maker. Students also begin to learn how to use research skills for content area classes. Cyberbullying, internet safety, and proper usage are repeatedly integrated into lessons throughout the school year.

## FOURTH GRADE

**PHILOSOPHY:** Fourth grade is a year of responsibility, organization, and preparedness. Fourth graders begin to assume more responsibility for their learning, both at school and at home. Organizational study skills are emphasized through daily work, projects, and long term assignments. As students move toward assuming increased responsibility for their learning, they gain the confidence and preparedness necessary to succeed in middle school.

## READING

In fourth grade, reading is a large part of the language arts curriculum. Students are encouraged to read for enjoyment as well as for information. The reading program emphasizes teaching necessary reading skills by creating strands of learning through experience, comprehension, application, and intention. Each unit culminates with cooperative project further ensuring skill retention.

## WRITING AND GRAMMAR

Writer's Stylus is implemented with research-supported instructional methods that develop students as writers through active thinking and communication. Students will explore genres of writing, learn revision skills related to those genres, and then draft compositions. In one-on-one coaching sessions, the teacher and student collaborate using assessment rubrics. Grammar is integrated through editing exercises creating transformative learning.

## MATH

The Everyday Math curriculum continues in Fourth grade with estimation, consumer math, critical thinking, logic, problem solving and mental math. Students must demonstrate an understanding of place value and a mastery of addition, subtraction, multiplication and division skills. Accurate computation and the ability to solve multi-step story problems are secured. Cooperative group learning allows practical applications of fractions, measurement and graphing.

## SCIENCE

In science students engage in a more intensive study of the physical world by examining the properties of mixtures and solutions. The study of soil, rocks, and landforms help develop a better understand of the earth. In life sciences, students continue with a more in-depth study of the environment.

## SOCIAL STUDIES

Fourth grade Social Studies consists of Alabama history and geography from prehistoric Indians to the present culminating in a field trip to Montgomery. Study skills are coordinated with and taught throughout the Social Studies curriculum.

## TECHNOLOGY

Technology classes for fourth grade emphasize mastering speed and accuracy in keyboarding. Students continue to utilize productivity tools to create presentations using independent research as well as collaboration within groups. In addition to the tools learned in third grade, students will learn Office 365 and OneNote. Cyberbullying, internet safety, and proper usage are repeatedly integrated into lessons throughout the school year.

## Credit Requirements: Grades 9-12 (Table of Contents)

The normal course load for Upper School students is six subjects in a seven-period day, the seventh period being a study hall. Any deviation from the aforementioned program of study must have the approval of the grade level counselor.

Credits are granted by semester only. A minimum average of 65 must be maintained each semester in order to obtain credit. A student should complete six credits each year for the four high school years. Minimum requirements to attain status for the next year are: at the end of the freshman year - 6 credits; sophomore year - 12 credits; junior year - 18 credits; senior year - 24 credits.

A student must meet all core course requirements at the beginning of the senior year, along with the minimum credit requirements. A student must be eligible for senior class standing at the beginning of the senior year in order to participate in graduation ceremonies. Seniors with more than two failures at the end of first semester will not be allowed to participate in graduation exercises including Baccalaureate, senior breakfast, and commencement. Seniors with four semester failures for the academic year will not be eligible to participate in graduation ceremonies.

Students who make below a 65 in a semester may take the course in an approved summer school program. Only two semesters of St. Paul's required coursework may be made up per summer. Summer courses must meet the requirements set forth by the Southern Association of Colleges and Schools. Credits earned in St. Paul's Summer School courses are counted toward graduation and may be substituted as credits for courses in some departmental areas with administrative and departmental approval. Credits from schools other than St. Paul's may only be accepted for remediation credits. Students are required to take six credit-bearing hours per year regardless of any accrued summer credits.

## Graduation Requirements

| Subject        | REQUIRED UNITS |
|----------------|----------------|
| English        | 4              |
| Mathematics    | 4*             |
| History        | 4              |
| Science        | 4              |
| World Language | 2*             |
| Fine Arts      | 1              |
| Electives      | 5              |
| <b>TOTAL</b>   | <b>24</b>      |

\*Units while in the Upper School

In addition, there is a 60-hour Community Service requirement.

Please note: Not all academic courses are offered each academic year.

## **General Information: Grades 9-12** (Table of Contents)

### **HONORS PROGRAM**

Honors courses in English, mathematics, science and world languages are offered for students who choose an advanced curriculum. Students must qualify for placement in these courses and have the approval of the appropriate department and teacher. Grades earned in Honors courses are weighted by the numerical factor of 1.05 which represents a 3-to-5 point increase depending on the course grade. Only the cumulative grade point average uses weighted grades; individual course grades are NOT weighted.

### **ADVANCED PLACEMENT PROGRAM**

Through the Advanced Placement Program, St. Paul's offers courses in English, mathematics, history, science, world languages and visual arts. The AP program is an opportunity for students to earn college credit and/or advanced standing through examination. All students enrolled in an AP course are REQUIRED to take the AP exam. Students must qualify for placement in these courses and have the approval of the appropriate department and teacher. Grades earned in AP courses are weighted by the numerical factor of 1.06 which represents a 4-to-6 point increase depending on the course grade. Only the cumulative grade point average uses weighted grades; individual course grades are NOT weighted.

### **DUAL ENROLLMENT PROGRAM**

Through a Dual Enrollment Program with the University of South Alabama, students enrolled in **AP Calculus** have the opportunity to earn college credit while attending class on St. Paul's campus. A course grade of A or B will result in college credit hours from the University of South Alabama. Students must meet the regular admissions requirements of the University of South Alabama.

### **ACCELERATED COLLEGE ENROLLMENT PROGRAM (ACEP)**

St. Paul's seniors are eligible to participate in the Accelerated College Enrollment Program at the University of South Alabama. Students must request a recommendation from their counselor and consideration is given to current academic standing, GPA and ACT. Application information is available at <http://www.southalabama.edu> or see the College Counselor or the Senior Counselor.

### **ALTERNATIVE INSTRUCTION PROGRAM**

Alternative instruction courses are available with approval of the AIP Director, Admissions Committee and Division Director. Courses with ♦ in front of title indicate an AIP section is offered.

### **COLLEGE ADVISING AND COURSE SELECTION**

The college options and educational goals of a student should be considered when selecting courses. In order to keep options open, students are encouraged to challenge themselves both in the core curriculum - English, mathematics, history, science and world languages- while also choosing elective options that fit genuine interests. Although the Advanced Placement Program advises students take no more than two AP courses at a time, with special permission, a student may take more. Students and parents who are concerned about balancing their course selection should consult with their college advisor, grade level counselor, or department chair.

### **COMMUNITY SERVICE**

Community Service is an integral part of the St. Paul's experience and a graduation requirement. Our commitment to service involves providing opportunities to serve others both within and beyond our school community. Students are required to complete 15 community service hours each year in grades 9-12. Any student who fails to complete the required community service hours will have a hold placed on their transcript until the hours are completed. Furthermore, incomplete service hours will prevent a student from progressing to the next grade. For Seniors, transcripts will be held until all service hours have been completed.

Students may only receive credit for community service work performed for an agency recognized as a 501(c)3 non-profit organization by the state of Alabama. All community service work must be submitted on the approved Community Service Hours Form within 30 days of completing the service. Summer hours are credited to the next year.

#### REQUIRED COMMUNITY SERVICE HOURS:

Grade 9: 15 accumulated hours of service are required to become a Sophomore. Hours are due by April 1.

Grade 10: 30 accumulated hours of service are required to become a Junior. Hours are due by April 1.

Grade 11: 45 accumulated hours of service are required to become a Senior. Hours are due by April 1.

Grade 12: 60 accumulated hours of service are required to graduate. Hours are due by January 15.

## English: Grades 5-12 (Table of Contents)

**PHILOSOPHY:** The English department believes that our students must be prepared to read comprehensively, think analytically, and write effectively by the time they finish St. Paul's. Furthermore, the English faculty fosters the enjoyment and appreciation of quality literature and the cultural heritage that binds the generations together. The curriculum has been designed to challenge the most capable students and to nurture those who have difficulty with unfamiliar reading and writing tasks. We believe a variety of reading and writing experiences will engage students, broaden their horizons, and give them the tools necessary to succeed in higher education and in later life. We further believe that these educational experiences will enable them to become more effective communicators, more disciplined thinkers, and informed problem-solvers. Through Prestwick House's *Vocabulary Power Plus* program, students expand their own vocabulary and prepare for standardized testing. To enhance the curriculum and provide even greater comprehension, St. Paul's implements an innovative approach/method to writing called Writer's Stylus.

### WRITER'S STYLUS

The St. Paul's Writer's Stylus program provides a cohesive writing curriculum for grades K-12. The curriculum focuses on both Writing Concepts and Revision (Grammar) Skills. With Writer's Stylus, students engage in the process of writing in over ten genres and in every content area. They are taught to develop their ideas with visual tools and graphic organizers, and to construct detailed Vision Statements. The curriculum takes a unique approach to traditional grammar instruction, which is taught as a means to revise and improve writing. The Revision (Grammar) Skills are applied to student writing in one on one teacher/student coaching sessions. Writer's Stylus equips St. Paul's students with the tools they need to communicate their thoughts, feelings and knowledge through the written word.

### ◆ ENGLISH 5

In English 5 grammar is taught within the context of revision skills, using the Writer's Stylus program. This grammar-to-revision approach ensures that neither grammar nor writing is taught in isolation. Students gain understanding as specific grammar skills apply to their writing and revisions. Vocabulary development and study is integrated within the course for enrichment. The required summer reading selection is used as basis for a written report during the first quarter.

### ◆ READING 5

The fifth grade reading program focuses on recreational, functional and textual reading. Literature appreciation and comprehension are taught through the use of anthologies, poems, and books. Self-selected reading, in-depth study of novels, and books read aloud by the teacher form a strong component of the fifth grade reading program. Students are encouraged to interact with the text and respond to it via group discussions, author studies, individual and small group projects, journaling and artistic media. Vocabulary, spelling, word attack methods, reading strategies and comprehension skills are taught within the context of literature. The Accelerated Reader program promotes individual reading choices and develops a love for reading. Evaluation methods include tests, quizzes, projects and presentations. Reading 5 uses Foundations & Frameworks, an instructional reading program with the goal of independent comprehension. Foundations & Frameworks addresses the following elements: phonemic awareness, phonics, fluency, and reading comprehension. Evaluations include daily work, quizzes, tests, homework and monthly book reports. Required summer reading selections reflect themes of overcoming adversity, inclusion and exclusion, as well as ways to resolve prejudices.

### ◆ ENGLISH 6

Students in English 6 are encouraged to develop an appreciation for the beauty and power of words. Sixth graders master basic grammar skills including knowledge of parts of speech, prepositional phrases, correct pronoun usage, and basic punctuation. Vocabulary development and study are also important components of the class. As our students mature throughout the year, we encourage them to communicate who they are through the written word, implementing grammar and style in essay questions and our Writer's Stylus program. SSR (sustained silent reading) allows students to choose recreational novels throughout the year. Sixth graders create projects and assignments with their chosen books, focusing on vocabulary, setting, and character study. Furthermore, students are required to write thoughtful responses to the literary works studied in class. *The Outsiders* and *The Giver* are well-respected works that students enjoy reading and discussing. These novels stimulate them to expand their horizons and appreciate cultures, rituals, and beliefs that are, perhaps, different from their own.



## READING TECHNOLOGY

Reading/Tech incorporates real world robotic study, collaborative analysis of literature, and application of both areas of learning. In the tech phase of the class, students program Lego's EV3 Mindstorm robots and code through JavaScripting and Python. Students also learn the nine themes related to digital citizenship and apply this knowledge to every day lessons. Incorporating what they've learned in our Tech phase, students move on to applying social networking skills as they develop their own reading skills. Students collaborate with applications such as Word, PowerPoint, Excel, and Office365, presenting material as they read, discuss, and understand the following: literary terms, main idea, cause and effect, comparison and contrast, and sequencing. Overall, students learn to use the technology available to them both to solve real problems and to analyze information, whether in a textbook or a novel.

### ◆ENGLISH 7

Students in English 7 broaden their ability to combine prior knowledge with new information. They are given frequent opportunities to enhance skills in reading, writing, discussing, and giving oral reports. Students become more proficient in revising and editing as they master grammar and usage concepts. They also continue to develop the necessary self-confidence for meeting the expectations of high school. This course focuses on the study of grammar, literature, and vocabulary. *Using Elements of Language: Grammar, Usage, and Mechanic Skills Practice Workbook*, combined with the Writer's Stylus instructional format, students receive a comprehensive overview of grammar including, parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Literature study consists of short stories, *The Adventures of Tom Sawyer* by Mark Twain, *The Call of the Wild* by Jack London, and *The Devil's Arithmetic* by Jane Yolen. Our study concerns themes of decisions, actions, and consequences. Students will be exposed to new vocabulary using *Vocabulary Power Plus for the New SAT Book H*. Evaluation methods include homework, tests, projects, and written and oral assignments.

### ◆ENGLISH 8

English 8 is a transitional course linking the middle and the upper school curriculum. This curriculum combines literature, grammar, and vocabulary and maintains a strong emphasis on writing incorporating the Writer's Stylus instructional format. In keeping with the theme of social justice, the novels *Night* by Elie Wiesel and *To Kill a Mockingbird* by Harper Lee are studied as well as a variety of short stories. Students are also introduced to Shakespeare through the study of *Romeo and Juliet*. Students will be exposed to new vocabulary using the *Vocabulary Power Plus for College and Career Readiness Level 1*. Emphasis is placed on formal writing with an understanding and application of a thesis. In addition, emphasis is placed on formal writing by answering specific prompts, developing essays with thesis statements. Students are introduced to MLA Style using *A Pocket Style Manual* as they research and write different papers in all genres during the year. Computer technology is used daily for assignments, research, communication, and collaborative work. Student evaluation is based on homework, tests, scheduled quizzes, daily pop-quizzes, and written/oral assignments. Please note that in English 8 all assignments will be graded for accuracy.

### ◆ENGLISH 9

This course is designed to develop the student's interpretive understanding of literature and ability to write. Studies include an examination of short stories, poetry, and drama, including *Julius Caesar* and *Antigone*. A survey of classical mythology is included. Novels include *The Old Man and the Sea*, *A Tale of Two Cities*, and *The Pearl*. Writing assignments are integrated into each unit of study, with emphasis on content, organization, mechanics, and focus. The technological emphasis of this course is word processing. Major projects include analytical writing assignments and oral presentations focusing on, but not limited to, poetry and mythology. Student evaluation is based on major test scores, quiz grades, homework, oral presentations, writing assignments, journal entries, and memory work.

### ◆ENGLISH 10

This course, a survey of world literature, emphasizes critical reading, the mechanics and correct usage involved in effective expository writing, and organization of ideas. Major works include *The Tempest*, *All Quiet on the Western Front*, *The Count of Monte Cristo*, *Kafka's novelette The Metamorphosis*, *The Epic of Gilgamesh*, and *The Inferno*. The basic elements of research writing are introduced, especially the organizational component. Both literary and contextual vocabulary are taught through assigned readings. Evaluations are based on test results, quiz grades, essays, projects, homework, journal entries, and the research paper.

## ◆ ENGLISH 11

This course includes a survey of American literature, beginning with the works of the early settlers, their history and journals, and continuing through the late twentieth century authors. The course provides students with an understanding of the cultural heritage of the United States and focuses on the ability to read and write critically about the themes and values that reflect this heritage. The major text for this course is Holt's *Elements of Literature: Essentials of American Literature*. Students also read selected American novels, including *The Scarlet Letter* and *The Great Gatsby*.

## AP ENGLISH 11

The AP course in Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading make students aware of the writer's purpose, audience expectations, and subjects. Activities and assignments enhance the student's understanding of how language resources contribute to effectiveness in writing. In addition to the predominance of non-fiction, four American novels are read during the year. Reading assignments also include American literary history and other selections from American authors. Evaluation is primarily on essays, but vocabulary work, group participation and engaging class activities are included in the course grade. All students are required to take the Advanced Placement exam, for which there is an additional fee.

## ◆ ENGLISH 12

This course challenges students to read comprehensively the major works from British literary history, either wholly or in abridged form. The reading begins with the works of the Anglo-Saxon period and continues into the twentieth century, with major emphasis on *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Hamlet*, *Dr. Faustus*, *Lord of the Flies*, and numerous essays, poems, and stories from the fifteen-hundred year history of that culture. Both literary and contextual vocabulary are taught.

Writing is heavily emphasized through reaction papers, literary analysis, the college application essay, and research work. The main research project is an argument paper which allows students to refine research skills.

Evaluations come primarily from unit tests and essays, but homework and quizzes count as well. The major text is Glencoe's *British Literature*.

## AP ENGLISH 12

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students may expect to read at least twelve major works—novels and plays—and a large body of poetry. All students enrolled in the Advanced Placement course will be required to take the Advanced Placement exam, for which there is an additional fee.

## Math: Grades 5-12 [\(Table of Contents\)](#)

**PHILOSOPHY:** The Math Department strives to instill mastery of the math fundamentals students need to process abstract problem solving and to give students sufficient experiences with abstractions to enable them to advance to higher order operations. The department encourages varying levels of achievement to ensure personal success in higher level mathematics.

## ◆ MATH 5

The fifth grade math program is a continuation of the Everyday Math Program used in fourth grade. The course focuses on operations with whole numbers, decimals, and fractions, and concepts are learned through real-life examples, manipulative, and visual models. Additional topics include percents, probability, geometry, measurement, introductory pre-algebra concepts, and data collection/graphing. A heavy emphasis is placed on problem solving and estimation strategies throughout each unit. The program provides a hands-on approach where student interaction and discussion is encouraged.

## ◆MATH 6

Math 6 will continue the Everyday Math Program used in fifth grade. The emphasis is a hands on and interactive approach that focuses on basic operations with whole numbers, decimals, fractions, and percents. Students will use these skills in exploring other topics such as geometry, graphing, data interpretation, and basic algebra. Students will spend time on cooperative learning activities, games, puzzles, making connections to the real world through word problems, while reinforcing basic math skills.

## ADVANCED MATH 6

Advanced Math 6 is open to selected students. The course is designed for students that have a mastery of basic operations using whole numbers, fractions, and decimals. Students will advance through the Everyday Math Program at an accelerated pace with more emphasis on enrichment of major concepts. Students will concentrate on data interpretation, percents, fractions, decimals, probability, geometry, and algebra concepts.

## ◆MATH 7

Math 7 is designed to be the bridge between basic math and algebra. The concentration is on solving equations including order of operations, integers, fractions, proportions, percents, exponents, formulas, and slope. Heavy emphasis is placed on the process and showing your work in an algebraic format. The goal of this course is to begin the algebraic foundation for next year's Math 8, Algebra I -8, or Honor's Algebra I-8.

## ADVANCED MATH 7

Advanced Math 7 is open to selected students. The course is designed for those students who have mastered basic math skills and are ready to move at an accelerated pace. The concentration is on solving algebraic equations including order of operations, integers, and exponents. In this course students begin to graph and write linear equations in slope–intercept form as well as identify, compute, and factor polynomials. The goal of this course is to establish algebraic foundations.

## ◆MATH 8

Math 8 is designed to pave the way for mastery of more difficult skills and concepts enabling students to move on to the study of Algebra I. Throughout the year, students will deal with increasingly abstract concepts. Basic algebraic concepts will be introduced, explored, and some of the skills mastered. Thinking skills, problem solving, and basic math concepts (fractions, decimals, percents, etc.) are continually reinforced throughout the year. The emphasis will be to provide a strong background for Algebra I and future math courses.

## ALGEBRA I-8

Algebra I-8 is open to select students and covers the basic principles of algebra topics: a brief review of pre-algebra, the language of algebra, integers, polynomial expressions, equations and inequalities, factoring, algebraic fractions, graphing linear and quadratic equations, radicals, systems of linear equations, some statistics, basic geometry review, and word problems. The main goal of this class is to provide the students with the math skills and background, critical thinking skills, and confidence needed to succeed in subsequent math and science courses.

## HONORS ALGEBRA I

This accelerated version of Algebra I-8 is open to selected students and is a rigorous study of the principles of algebra.

Important topics include: the language of algebra, polynomial expressions, equations and inequalities, factoring, algebraic fractions, graphing linear and quadratic equations, radicals, systems of linear equations, some statistics, basic geometry review, and word problems. The main goal of this class is to provide students with the confidence, math skills, and critical thinking skills needed to succeed in subsequent math and science courses.

## ◆ALGEBRA I

This course covers the basic principles of algebra topics: a brief review of pre-algebra, the language of algebra, integers, equations and inequalities, factoring, algebraic fractions, graphing linear and quadratic equations, radicals, polynomial expressions, systems of linear equations, some statistics, basic geometry review, and word problems. The main goal of this class is to provide students with the confidence, math skills, and critical thinking skills needed to succeed in other math and science courses. Evaluation is based on homework completion, quizzes and tests.

## ◆GEOMETRY

Algebra I is the prerequisite. This course is designed to enable students to learn to reason inductively in a mathematical system, through formal proof. In addition, students practice problem-solving skills by applying algebra to plane and solid geometry concepts. The basic topics are definitions, theorems, postulates, congruence, similarity, measurement, coordinate geometry, transformations, constructions, trigonometry and space. Graphing calculators with Cabri geometry software and computer software Geometer Sketchpad can be used to enhance visualization. Cooperative learning groups, special class projects, and SAT/ACT preparation are periodically used. Students are evaluated on quizzes, tests, homework completion and group work.

## HONORS GEOMETRY

Algebra I is the prerequisite. This accelerated version of the standard geometry course is open to selected students. This course is designed to enable students to learn to reason inductively and deductively in a mathematical system, through formal proof. It includes advanced work in standard geometry topics and additional work in logic, vectors, circular trigonometry, inductive proofs, networks, non-Euclidean geometry, three-dimensional coordinate geometry, analytic geometry, and geometric probability. Instruction is enhanced with computer and graphing calculator activities. SAT/ACT preparation is periodically used. Students are evaluated on tests, quizzes, homework completion and group work.

## A-APPLIED MATH

Algebra I and Geometry are the prerequisites. This is the second-year course in algebra, designed for students who need to build a stronger background in the fundamentals of Algebra I and Geometry before entering Algebra II. Concepts from Algebra I and Geometry are reviewed for reinforcement. Algebra II topics covered include: simplifying algebraic expressions; solving word problems; linear equations; determinants; radicals; and solving quadratic systems, and probability. Emphasis is on the mastery and application of basic skills rather than theory. SAT/ACT preparation is periodically used. Students are evaluated on quizzes, tests, graphing calculator proficiency, and homework completion. A-Algebra II is required following this course.

## ◆ALGEBRA II

This traditional second-year algebra course connects algebra principles to other areas of mathematics as well as to real-life applications. It begins with a review and extension of topics from Algebra I. Emphasis is on simplifying various types of algebraic expressions as well as equation solving and application with word problems. Additional topics include algebraic proofs, linear equations, determinants, complex numbers, logarithms, solving quadratic systems, operations with radicals, solving polynomial functions, rational equations, and statistics. Students are evaluated on tests, quizzes, and homework completion.

## HONORS ALGEBRA II/TRIGONOMETRY

This is an accelerated version of the Algebra II course and is open to selected students. This second-year algebra course strives to connect algebra principles to other areas of mathematics as well as to real-life applications. In addition to the areas of study addressed in Algebra II, this course content includes analytical geometry, logarithms, circular and trigonometric functions and their identities, matrices. All topics emphasize both theory and application. Students are evaluated on quizzes, tests and homework completion.

## ALGEBRA III/TRIGONOMETRY

The prerequisites for this course are Geometry and Algebra II. Algebra III/Trig is an extension of Algebra II designed to study new and additional topics not covered in Algebra I or Algebra II. This course has been developed in order to bridge the instruction between Algebra II and Pre-Calculus. After working with advanced graphing topics such as polynomial inequalities, polynomial functions and relations, and conics, this course concentrates on extensive study of trigonometric functions from both circular and right triangle perspectives. Topics also include sequences and logarithms. Students will be evaluated on quizzes, tests, and homework completion.

## PRE-CALCULUS

The prerequisite for Pre-Calculus is Honors Algebra II/Trig or Algebra III. In this course topics coinciding with the study of economics cover discrete mathematics, statistics, curve fitting and models, logarithms, probability, combinatorics, matrices and their applications, sequences and series, counting principles and probabilities, limits and an introduction to derivatives. Other topics involve advanced graphing, such as families of functions including

trigonometric and discontinuous functions and applications, analytic geometric applications, polar and parametric equations, and vectors. Students are evaluated through tests, quizzes, homework completion, group work, MATHXL and special projects. Visualization is enhanced through use of graphing calculators and computer activities.

## HONORS PRE-CALCULUS

This course is an accelerated version of Pre-Calculus with Honors Algebra II/Trigonometry as a prerequisite. This course covers the same topics as Pre-Calculus but at an advanced level, stressing both theory and application. It emphasizes problem-solving skills through additional topics, some of which are mathematical induction, an introduction to calculus with the derivative, limits, continuity, finding maximums and minimums of functions and velocity and accelerations. SAT/ACT preparation is periodically used. Students are evaluated on tests, quizzes, homework completion, graphing calculator mastery, group work, computer activities, MATHXL and special projects.

## CALCULUS

The prerequisite for this course is Pre-Calculus or Honors Pre-Calculus. This course provides in-depth study of functions, slopes, equalities, inequalities and absolute values. The concept of limit is introduced and developed with applications of the various limit theorems. The concept of limit is also used in the development of the derivative and the integral. Numerous techniques and formulas of differentiation and integration are studied as well as word problem applications and interpretations involving the derivative and integral. Students are evaluated on tests, quizzes and homework completion.

## AP CALCULUS AB

The prerequisite for this course is Honors Pre-Calculus. This accelerated version of Calculus is open to selected students. This course provides review of functions, slopes, equations, inequalities, absolute value and limits. The various types of limits and their applications are used in the development of the theory and application of the derivative and the integral. The focus will be both application and theory with preparation geared to the Advanced Placement test. Students in this course have the opportunity to earn college credit through the dual enrollment program with U.S.A. Additionally, Advanced Placement courses provide the opportunity for students to receive college credit through the advanced placement process. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## Social Studies: Grades 5-12 [\(Table of Contents\)](#)

**PHILOSOPHY:** The philosophy of the social studies department is consistent with that of the entire St. Paul's School: that is, to develop the whole child within a Christian framework. Specifically, we feel it is our mission to help develop the student's awareness of his/her heritage by understanding the historical, cultural, social, political and economic systems that have shaped his/her heritage. The social studies curriculum has been designed to develop a student's knowledge of historical events and concepts within a chronological and topical framework. Teachers also help students develop the skills necessary for inquiry, critical thinking, investigative writing and presentations in a variety of modes. Special emphasis is placed on developing tolerance for all cultures through continued study of the past and its relationship to current events. As we prepare students for the rigors of college, we strive to prepare the students to be good citizens and learn the benefits of contributing to society.

## HISTORY - WRITER'S STYLUS

Beginning in 5th grade, Writer's Stylus begins direct instruction within the History content areas. Students go through the entire writing process, from sketching to forming a vision statement, a thesis, and an outline to revising after one on one instruction. Students develop complex historical thinking skills including compare and contrast, periodization, and cause and effect. Focus is on using class content as well as research to support a well formed thesis. The paper argues a point, and expresses the complexity of historical thinking as well as the student's ability to analyze, describe and evaluate historical events.

## ◆ AMERICAN HISTORY 5

This course examines United States history from Native Americans to the Civil War. Special emphasis is on a cultural interpretation of America's history by examining the people, events, stories, and way of life of each era. The emphasis in Geography is placed on locating the states east of the Mississippi River and the knowledge of those states' capitals. This information will continuously be tested throughout the year. Writing, critical thinking, study skills and test-taking strategies are integrated in the curriculum throughout the year. A project (or projects) is completed each

quarter providing an opportunity for students to have a hands-on experience with an event from our history or geography. Evaluation measures include tests, quizzes, writing assignments, and projects.

### ◆ AMERICAN HISTORY 6

This course will focus on the time period from Reconstruction to the Present. Special emphasis will be placed on geography, current events and states west of the Mississippi River. History of religion is taught and discussed throughout the year. Map skills, independent reading and comprehension, and short essay writing are incorporated into the sixth grade instruction. In addition, students complete several projects throughout the year using research materials, computers and crafts. Students are evaluated by means of tests, projects, quizzes, essays, and homework.

### ◆ WORLD HISTORY 7

This course examines how geography has shaped world history. Emphasis is placed on the six essential elements of geography: (1) the world in special terms, (2) places and regions, (3) physical systems, (4) human systems, (5) environment and society, and (6) the uses of geography. Projects will be assigned which provide opportunities for students to have hands-on experiences in geography and history. Writing skills, critical thinking skills, study skills and test taking strategies are integrated throughout the year.

### ◆ CIVICS/ECONOMICS 8

This course is divided into two sections. The primary focus of the course will be the U.S. constitution. Students examine the Constitution as both an historical and a living document. Special attention is also given to the U.S. legal system. Opportunities and responsibilities for effective citizenship, both now and in the future, are emphasized. One quarter of the course will be devoted to the introduction of basic economic concepts and principles. A highlight of the 8th grade study is the class trip to Washington, D.C. where students directly experience our government in action and see historical sites.

### ◆ WORLD HISTORY I: THE ANCIENT AND MEDIEVAL WORLD

This ninth grade level course is a survey of world civilizations from prehistory through the medieval period, approximately to 1500. Coverage will include both western and non-western cultures. Special emphasis will be given to both current and historical geography and map skills. The course will begin with a unit on contemporary world issues and current events will be an important component of the course throughout the year. Development of writing skills, critical analysis, and reading comprehension, analysis of primary documents, organizational skills and note taking will be emphasized. Evaluations will include unit tests, quizzes, homework and a variety of in-class activities and out-of-class assignments. This course is a foundation for World History II: The Modern World or AP European History.

### ◆ WORLD HISTORY II: THE MODERN WORLD

This tenth grade level course is a survey of world history from 1500 to the present. Coverage will include both western and non-western cultures. Geography and current events will be year-long areas of focus. Special emphasis will be given to writing both standard essays and document-based questions. Skills developed in World History I will be refined and expanded. Evaluations will include unit tests, quizzes, homework and a variety of in-class activities and out-of-class assignments.

### ◆ UNITED STATES HISTORY

This course is a thematic survey of United States history. It begins with the study of the nation's formative years with heavy concentration on the Constitution. Recognizing that students will one day bear a portion of the democracy on their shoulders, the course continues with thematic units centered on the question: "What historical perspective do you need to understand a particular citizen issue?" Both United States and World Geography as well as current events are incorporated into each unit. Critical reading and thinking and historical writing are emphasized. Evaluations include unit tests, historical thinking skill essays, multimedia projects, homework, and interaction with outside speakers and historical events.

### AP UNITED STATES HISTORY

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by

full-year introductory college courses. This is a survey course that includes units ranging from exploration and colonization to the present. College level textbook and supplemental readings are utilized. Evaluations are designed to prepare students for the questions on the College Board APUSH exam. Unit tests include both stimulus based and conventional questions as well as primary document analysis. Writing is emphasized with short answer questions, long essay questions and document based questions. Video projects, debates, and interactive class presentations enhance mastery of content. The second semester grade will be an average of third and fourth quarter grades. All students enrolled in the Advanced Placement courses will be required to take the AP exam in the Spring, for which there is an additional fee.

## ◆ GOVERNMENT/ECONOMICS 12

Senior Government/Economics is actually two separate one-semester courses. Senior government is a general survey course designed to expand a student's knowledge of U.S. political and governmental systems. Five units, ranging from Political Parties and Interest Groups to one each for the three branches, are utilized to help prepare the student for an introductory political science course in college. Skills emphasized are reading comprehension and critical analysis of opposing viewpoints. Senior economics is a general survey course created to expose the student to the discipline. The course consists of five units - three covering microeconomics, and two macroeconomics. Skills emphasized are graph design using Excel and interpretation, analysis of economic models and critical reading. The major project for the course is a stock project, in which students "purchase" stocks and research their performance over time. In both courses a primary text is utilized. Evaluations consist of tests, quizzes, essays and homework assignments.

## AP GOVERNMENT/ECONOMICS 12

AP Government and AP Economics are two separate single semester courses. AP Government is designed around the curriculum established by the Advanced Placement Board for the U.S. Politics and Government course. This curriculum consists of seven units ranging from the Constitutional underpinnings of our system to the rights guaranteed by the Constitution. The course seeks to prepare the student for the AP exam in the spring. Skills emphasized are critical reading and writing, analysis of primary documents and comparative analysis of theory versus practice in our governmental system. A primary text and reading supplement of contemporary essays are utilized. St. Paul's offers AP Microeconomics designed to prepare the student for the AP exam in the spring. The course consists of five units ranging from supply and demand to the theory of the firm. In addition to the primary text, students utilize additional applications and problems to enhance understanding of the material. The major project for the course is a stock project, in which students "purchase" stocks and research their performance over time resulting in a paper utilizing Excel and other computer applications. In both courses evaluation is primarily through tests and essays, although quizzes are used for diagnostic purposes. Advanced Placement courses provide the opportunity for students to receive college credit through the Advanced Placement examination process. All students enrolled in Advanced Placement Government and Economics will be required to take one of the two examinations available, for which there is an additional fee.

## AP EUROPEAN HISTORY

Advanced Placement European History provides a study of political, diplomatic, social, economic, and cultural history of Europe from the Renaissance to the present. The demands of the class are equivalent to those made by an introductory college course. This survey course utilizes a college level textbook and primary source outside readings. Emphasis is on the development of analytical thinking, reading comprehension, organizational techniques, note taking and essay writing. Particular emphasis is given to the DBQ (document-based question). Evaluation is based on unit tests, chapter quizzes, homework, and a variety of in-class and out-of-class assignments. The second semester grade will be an average of second and third quarter and no St. Paul's second semester exam will be given for the course. All students enrolled in the Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## Science: Grades 5-12 (Table of Contents)

**PHILOSOPHY:** Science at St. Paul's is aimed at helping the student understand the world and to find out how the world works, to seek what regularities there may be, and to penetrate the connection of all things. The science faculty wants science students to learn and appreciate scientific facts, logic, and methods, while experiencing high levels of expectation, motivation, and involvement into inquiry learning, critical thinking and problem solving. This is accomplished by utilizing the best technological tools available to prepare our students for university and informed career choices. The promotion of science literacy and appreciation, the integration of all sciences, and the integration of science with other academic disciplines is this department's goal.

## SCIENCE - WRITER'S STYLUS

Beginning in 5th grade, Writer's Stylus begins direct instruction within the Science content areas. Students go through the process of organizing ideas about science, forming a vision statement, a thesis, an outline, and a draft. Focus is on clarity, precision of language and logic, as well as correct citation of source materials. Students use class content as well as research to support a well formed thesis. The paper argues a point, and sharpens the student's ability to analyze, describe and evaluate scientific concepts.

### ◆ SCIENCE 5

The 5th grade science course of study is an integrated program based on Next Generation Science Standards. Students will investigate life processes, interaction among living things, Earth systems, the atmosphere and solar system, kinds of matter and forms of energy. This program hopes to engage students in posing problems and questions and guiding them in the exploration of scientific data. In addition, this program will expand on concepts learned and help the student apply this understanding to the real world.

### ◆ SCIENCE 6

The 6th grade science curriculum incorporates three core ideas for engineering, technology, and the application of science as they are integrated with the life, Earth, and physical sciences and address the Next Generation Science Standards for Middle School. Performance expectations focus on learning through inquiry. Students create questions and define problems; construct explanations and design solutions; engage in arguments from evidence; and obtain, evaluate, and communicate information. The life science strand focuses on organisms' structures, functions, processing of information, and the role of matter and energy. The dynamics of the ocean basins and effects of human activities on them as a system and habitat will be the emphasis of the Earth science component. Physical science studies will concentrate on the structure, properties, and interactions of matter.

### ◆ SCIENCE 7

The 7th grade science curriculum incorporates three core ideas for engineering, technology, and the application of science. These are integrated in life, Earth, and physical science and address the Next Generation Science Standards for Middle School. Scientific inquiry is woven throughout, with an emphasis on forming questions, performing investigations, and communicating results. In Earth science, students explore Earth, its place in the solar system and the universe. During the life science component, students study the complexity and interactions of body systems, as well as the interaction of living things on Earth in an ecology strand. Chemical reactions, the electromagnetic spectrum, and sound are the focus of the 7th grade physical sciences.

### ◆ SCIENCE 8

The 8th grade science curriculum incorporates three core ideas for engineering, technology, and the application of science. These are integrated in life, Earth, and physical science and address the Next Generation Science Standards for Middle School. A stress on scientific inquiry continues with increased emphasis on data analysis and experimental design. In Earth science, students will explore the history of Earth, Earth's systems, weather and climate, and human impacts. Life science studies will include a focus on the study of genetics, biological evolutions, and adaptations including the importance of energy and necessary resources. The physical science component encompasses the exploration of forces and interactions, motion, simple machines, and energy. The curriculum will be explored with hands-on labs and a creative use of project based learning.

### ◆ BIOLOGY 9

Biology 9 is an investigation into the amazing biotic world. It explores biochemistry, ecology, genetic principles, the basic unit of all living things – cells, human body systems and the diversity and unity of the ever-changing species of the biosphere. The labs outline key science skills while providing understanding for biological concepts. The analytical activities build problem-solving skills including interpretation of data and formulation of conclusions which give birth to new ideas enhanced by innovative technological tools.

## AP BIOLOGY

AP Biology, a university level biology course, is an in-depth study and research into biochemistry, genetics, taxonomy and systematics, cellular biology, physiology, botany, and an introductory study of vertebrates and invertebrates. Labs are College Board required and include dissolved oxygen testing, enzymes, genetic engineering (transformation of E. coli), cell respiration, transpiration, diffusion and osmosis, physiology of the circulatory system, etc. This course is



preparation for the advanced placement biology exam, where college credit is possible. Advanced Placement courses provide the opportunity for students to receive college credit through the Advanced Placement examination process. All students enrolled in the Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## ◆PHYSICS

Physics explores the areas of Newtonian mechanics (kinematics, dynamics, Newtonian gravitation, angular motion, momentum, and the work energy theorem), the laws of thermodynamics, simple harmonic motion, sound, light and optics, electrical charge, Ohm's law and DC circuits. Also included is a brief overview of modern physics covering quantum theory, nuclear physics, and Einstein's relativistic physics. Physics or AP Physics 1 is a required course for graduation.

### AP PHYSICS 1

AP Physics 1 is a non-calculus based physics course that covers in detail Newtonian mechanics (linear and projectile motion, forces in one and two dimensions, gravitation, circular and angular motion, momentum, and energy), Electricity (static electricity, electric fields, DC electricity, series and parallel circuits), and including Simple Harmonic Motion and Waves (springs, pendulums, strings, interference and diffraction, vibrations and waves). This class has extensive lab requirements. Completion of Algebra II with an approved average is a prerequisite. Advanced Placement courses provide the opportunity for students to receive college credit through the Advanced Placement examination process. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## ◆CHEMISTRY

Chemistry is a survey course with emphasis on measurement, problem solving, energy concepts, atomic structure, periodic trends, chemical bonding, chemical reactions, the gas laws, and solution chemistry. Numerous labs are performed to illustrate the lecture material.

### HONORS CHEMISTRY

Honors Chemistry is an advanced survey course in chemistry. The course emphasis includes: measurement, problem solving, energy concepts, atomic structure, periodic trends, chemical bonding and reactions, gas laws, solution chemistry, basic organic chemistry, acid based chemistry, basics of rate laws, and basics of equilibrium. Numerous labs are performed to illustrate the lecture material. Students must be pre-approved to take this course.

### AP CHEMISTRY

This class is the equivalent of a general chemistry course given in the first year of college. As a quantitative chemistry review, some topics like the structure and states of matter, reactions, and stoichiometry will be presented in much greater detail than the first year of general chemistry. Other topics, such as reactions in equilibrium, kinetics of reactions and thermodynamics, will be offered for the first time. Laboratory work will be a critical part of the class with some experiments occurring over multiple days. Chemistry is a prerequisite to this course. Advanced Placement courses provide the opportunity for students to receive college credit through the Advanced Placement examination process. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## MARINE BIOLOGY

Marine Biology presents the fascinating world of the ocean - its physical, chemical and biological interactions are explored using computer programs, cooperative learning activities, field trips, laboratory investigations and research projects. The topography, the stratification of the watery environment, and the biodiversity of marine habitats are investigated. The unique features of the water are the basis for learning survival skills and for discovering the importance of the marine world including its flora and fauna. This course delves into the mysterious depths of the hydrosphere, dispelling myths and establishing facts pertinent to mankind's quest for understanding all biomes within the biosphere.

## HUMAN ANATOMY AND PHYSIOLOGY

Human Anatomy and Physiology is a course designed for juniors and seniors interested in exploring the wonders of the incredible human body. The course utilizes a systems approach to the study of the human body. Both structure

and physiological function are emphasized as well as regulatory mechanisms and interactions between systems. Lab experiences including dissection of the cat and the use of analytical devices and techniques are incorporated.

## AP ENVIRONMENTAL SCIENCE

AP environmental science is a college level interdisciplinary science course that is devoted to integrating our understanding of biological, physical and social sciences through the study of environmental interactions. It seeks to find solutions to environmental issues by understanding biological, chemical, and physical interactions within the local and global habitats as well as incorporating the economic, political, and ethical issues of mankind. It is an applied science that examines human intervention in the natural world using basic scientific principles, mathematical calculations, and understandings of society. Problem solving, using data collections from the field, critical thinking skills, and observations, are critical to the study of the Biosphere. Advanced Placement courses provide the opportunity for students to receive college credit through the Advanced Placement examination process. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## World Language: Grades 5-12 [\(Table of Contents\)](#)

**PHILOSOPHY:** The World Language Department emphasizes proficiency in the four communicative skills of listening, speaking, reading, and writing, as well as awareness of the differences between native and target cultures. Students in grades 3-7 receive exposure to cultural distinctions and learn models for basic communication. Students in grades 8-12 expand their communicative skills to include reading comprehension of literary texts and writing exercises designed to encourage individual expression. Aspects of contemporary life in the target culture provide a thematic schema for this process.

In the seventh grade Latin class students learn basics of the language and apply knowledge of vocabulary and grammar for enhancing English mastery and as preparation for the study of French or Spanish. Elements of Roman history and culture offer enrichment.

Students in grades eight begin Spanish 1 or French 1 and are required to take two additional years of a modern language in grades 9-12.

### SPANISH 5

The curriculum for Spanish 5 introduces the student to the particulars of the Spanish language. By looking at principles of sentence structure, verb conjugations, and parts of speech, students gain valuable skills for success in modern language study at more advanced levels. This success-oriented course will include age- and skill-appropriate activities designed to enhance students' understanding of Spanish culture and the importance of global communication skills. The text used for the course is *Spanish Is Fun* by Amsco.

### FOREIN LANGUAGE FRENCH 6 (QTR)

In the sixth grade, the students will start their exposure to the French language and culture. Using a variety of media, they will study the alphabet, the numbers, greetings, and some foods in French. They will also learn some basic vocabulary words and grammar rules.

### FOREIGN LANGUAGE FRENCH 7 (SEM)

Foreign language students in the middle school learn beginning skills for successful second language acquisition at the high school level and gain insights for becoming better citizens in a multicultural world. This success-oriented course includes age- and skill-appropriate activities that focus on process rather than memorization of content. The curriculum is organized around meaningful themes related to student life. Teaching strategies are student-centered and include vocabulary games, technology activities, role-play, cooking, art, and music. The text used for this course is *Discovering French Bleu, Première Partie*.

### ◆ SPANISH I

This course introduces the student to the concept of studying a foreign language and to basic Spanish grammar. Vocabulary drawn from everyday life is enhanced through idiomatic study in an effort to highlight cultural differences. All four communicative skills—listening, speaking, reading, and writing—receive equal attention.

## ◆ SPANISH II

This course continues the examination of the structure of the language begun in Spanish I. Emphasis is placed on the mastery of grammatical patterns, while continuing the emphasis on oral communication and cultural enrichment.

## ◆ SPANISH III

Conducted primarily in the target language, this course focuses on the mastery of the structure of the Spanish language. Proficiency skills in reading, writing, and speaking are developed through exposure to cultural and literary themes.

## HONORS SPANISH IV

Conducted primarily in the target language, Honors Spanish IV is designed to further student progress in the development of the four language skills. The course offers insight into various aspects of the cultures of Spain and other Hispanic countries through readings which focus on historical events, biographies, artistic expressions and topics of human interest. Evaluation includes assessment of listening and reading comprehension, oral proficiency, writing, and grammar mastery.

## AP SPANISH

This course will be an immersion experience, requiring the exclusive use of Spanish, which will be reflected in class participation grades. Students will draw comparisons between languages and cultures and explore interdisciplinary topics through the six unit themes (Beauty & Aesthetics, Global Challenges, Contemporary Life, Personal & Public Identities, Science & Technology, and Families & Communities). This course will focus on students' cognitive, analytical and communicative skills through the three essential modes of communication: interpersonal, interpretive, and presentational. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## FRENCH I

This course provides students with the fundamentals for learning a second language. It introduces students to various aspects of the French language and culture through reading, writing, listening and speaking. Students in this course will learn useful vocabulary and understand how to formulate sentences, commands, and questions. Students will also be introduced to cultural concepts, such as French holidays, foods, films, and traditions. Weekly vocabulary quizzes and dictations in addition to chapter tests will assess reading, writing, listening, and speaking skills.

## FRENCH II

This course continues to build upon the four essential components of foreign languages that were introduced in French I: reading, writing, speaking, and listening. Students will expand their vocabulary and understanding of verb tenses, syntax, and different grammatical concepts. Increased emphasis is placed on oral proficiency and reading comprehension at the intermediate level. Cultural topics feature important aspects of daily life in France and in other French-speaking countries. Weekly vocabulary quizzes and dictations in addition to chapter tests will assess reading, writing, listening, and speaking skills.

## FRENCH III

Conducted primarily in the target language, this course prepares the student for advanced-level communicative proficiency, with a focus on conversational skills, readings from literature, and advanced French grammar. The cultural focus extends to French literary and political history, the arts, and trends in contemporary French life. Weekly vocabulary quizzes and dictations in addition to chapter tests will assess reading, writing, listening, and speaking skills.

## HONORS FRENCH IV

Conducted primarily in the target language, Honors French IV offers students an opportunity to synthesize all previous study for communicative proficiency. It is an honors-level course in which there are high expectations of students' preparedness and effort. Students in this course will engage in written discourse and conversations about various topics pertaining to French history, literature, and art. In addition to chapter tests, evaluations include proficiency checks in listening, reading, writing, and speaking.

## ADVANCED PLACEMENT FRENCH

This course will be an immersion experience, requiring the exclusive use of French, which will be reflected in class participation grades. Students will draw comparisons between languages cultures and explore interdisciplinary topics through the six unit themes (Beauty & Aesthetics, The Global Challenges, Contemporary Life, Personal & Public Identities, Science & Technology, and Families & Communities). This course will focus on students' cognitive, analytical and communication skills through the three essential modes of communication: interpersonal, interpretive, and presentational. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## LATIN

Required for all seventh graders, this year-long course includes the study of basic vocabulary and grammar, conjugation of verbs, declension of nouns and adjectives, and the reading and translation of passages in Latin. The purpose of the class is twofold: as an enhancer of English grammar and vocabulary development and as a preparation for the study of French or Spanish. Emphasis is placed on modern English derivatives from Latin roots, prefixes, and suffixes as well as grammatical constructions and understanding that fosters an environment of critical thinking. A study of Roman history and culture enhances student appreciation for the importance of the Latin language and the Roman society in any liberal arts education.

## Fine and Performing Arts: Grades 5-12 [\(Table of Contents\)](#)

**PHILOSOPHY:** The Fine Arts Department seeks to develop aesthetic potential, self-awareness, and cultural awareness in students through a variety of experiences. These include technical and performing opportunities that allow for individual differences and expressions and which take place in a positive supportive environment which encourages learning and creativity and exposes students to a wide range of fine arts.

### MUSIC 5

Fifth grade music gives students an opportunity to participate in a performing group comprised of the entire fifth grade. This once a week course concentrates on individual and group enrichment in choral music. Students study music theory, history, appreciation and composition.

### CHORUS 6

Sixth Grade Chorus is a quarter courses that gives students an opportunity to participate in a performing group that concentrates on individual and group enrichment in choral music. The group participates in required performance activities outside of the regular school day structure. Because this class is performance-based, with no homework, participation at performances is mandatory. Evaluation is based on participation in class and attendance at required performances.

### MIDDLE SCHOOL CHORUS (SEM OR YEAR)

Seventh/Eighth Grade Combined Chorus is an elective semester or full year course that gives students an opportunity to participate in a performing group that concentrates on individual and group enrichment in choral music. The group participates in required performance activities outside of the regular school day structure. Because this class is performance-based, with no homework, participation at performances is mandatory. Evaluation is based on participation in class and attendance at required performances. Students who take other semester electives may take Chorus during an additional semester.

### WOMEN'S CHORUS

Women's Chorus gives students an opportunity to participate in a performing group that concentrates on individual and group choral enrichment. The group participates in required outside performance activities with the St. Paul's Singers and separately.

Because this class is performance based, with no homework, participation at performances is mandatory. Evaluation is based on participation in class and attendance at required performances.

## MEN'S CHORUS

Men's Chorus gives students an opportunity to participate in a performing group that concentrates on individual and group choral enrichment. The group participates in required outside performance activities with the St. Paul's Singers and separately.

Because this class is performance based, with no homework, participation at performances is mandatory. Evaluation is based on participation in class and attendance at required performances.

## CHAMBER CHOIR

Chamber Choir gives advanced chorus students opportunities to participate in a performing group that concentrates on individual and group choral enrichment in a small ensemble setting. The group participates in required outside performance activities with the St. Paul's Singers and separately. Because this class is performance based, with no homework, participation at performances is mandatory. Evaluation is based on participation in class and attendance at required performances. Students must qualify by audition.

## SHOWCHOIR

Show Choir gives qualified students an opportunity to participate in a class that combines the toughest demands of athletics, including team spirit, with the finest forms of contemporary vocal music and closely choreographed dance routines. The group participates in required outside performance activities with the St. Paul's Singers and separately. Because this class is performance based, with no homework, participation at performances is mandatory. Evaluation is based on participation in class and attendance at required performances. Students must qualify by both vocal and dance audition.

## BEGINNING STRINGS

Beginning Strings is a full year course that teaches the fundamentals of ensemble performance on violin, viola, cello, and double bass. Music theory and music history are included in the curriculum. Students are required to perform outside the regular school day at fall and spring performances. No prior experience is required.

## INTERMEDIATE STRINGS

Intermediate Strings is a full year course that offers a more extensive exposure to String Ensemble performance. Focus is primarily on classical music, but other styles are introduced and learned. Music theory and music history are included in the curriculum. Students are required to perform outside the regular school day at fall and spring performances, church services, and performances within the community. Prior experience is required.

## CHAMBER STRINGS

Chamber Strings refines the higher points of orchestral ensemble playing through the study of music history, theory, and pedagogy. Students are required to attend numerous performances outside of the school day, as well as all church and school performances. Chamber Strings prepares students to compete at a collegiate level. Students are expected to maintain performance skills and demonstrate behavior required to participate in the Chamber Strings. Chamber Strings is a full year course. Students must qualify by audition.

## MIDDLE SCHOOL BEGINNING BAND - GRADE 5

This is a class for the beginning band student. Instruction on the appropriate band instrument includes basic skills: care and maintenance, introduction to technique, rhythm, and ensemble playing.

## MIDDLE SCHOOL INTERMEDIATE BAND I - GRADE 6

## MIDDLE SCHOOL INTERMEDIATE BAND II - GRADE 7

This is a class for the developing band student with a strong emphasis on fundamentals of technique, rhythm, and ensemble playing. Students do not need to audition but are expected to have at least one year of previous experience. The ensemble performs at least two concerts during the school year, and members have the opportunity to participate in Middle School pep rallies and Junior High All-State. Intermediate Band 8 meets with the Advanced Band.

## MIDDLE SCHOOL INTERMEDIATE BAND - GRADE 8

### ADVANCED BAND - GRADES 9-12

During marching season, the band performs at football games, marching contests, and parades. During symphonic season, the ensemble will perform at least four concerts, district and state festivals. Individual students have opportunities to participate in All-State Festival and various Honor Bands throughout the southeast. All students are expected to maintain basic playing skills and to maintain the discipline necessary to perform on their instrument.

### VISUAL ENSEMBLE - GRADES 9-12

Students in this course learn the use of a variety of equipment (flags, hoops, props, etc.) along with dance styles including lyrical, jazz, military, and modern to interpret musical selections. The Visual Ensemble performs during halftime at football games, pep rallies, and parades. Performances and extracurricular practices are scheduled throughout the year as required by the band director. The Visual Ensemble meets daily during the first semester to develop and improve all aspects of the field show. Students attend evening rehearsals in the summer (July) and a Band Camp during August to learn the music and field performance for the upcoming season. Students will receive .5 elective credits for the class (first semester, only).

### THEATER: PERFORMANCE AND PRODUCTION

This course provides an avenue of creative expression, growth in self-confidence, an outlet for creative energy, and makes students a more discerning audience. Using Theatre: Art in Action as a text, the course will focus on acting, production and technical theater. This elective will benefit the students taking any college course in the arts, public speaking, humanities, and/or survey of literature.

### ART 5

This course meets once a week for fifty minutes. Students are exposed to three-dimensional art forms through a variety of different media such as Paper Mache' sculptures and ceramic projects. Students also are exposed to two-dimensional art by using pencil, color pencil, tempera paint, and mixed media techniques. Students are evaluated by an informal critique from the teacher and other students in the class.

### ART 6

This quarter course is designed to introduce the students to a variety of art concepts, elements, media, and techniques. Art history and major art movements will relate to the appropriate studio project while students explore a wide variety of media. Specific media include painting, collage, torn tissue, and drawing with pencil and marker. Composition and color theory play an important role in each project, as well as critiques done as a group at the end of each project. At the end of the course, students take home their portfolios.

### MIDDLE SCHOOL ART (SEM OR YEAR)

Middle School Art is an elective semester course designed to expose seventh and eighth grade students to a variety of artistic elements and principles, through which they learn techniques to achieve creative solutions. Art movements and art history are explored to expose students to a wide range of styles and techniques, which they can then incorporate into their compositions. Students will create an art journal to document their creative journey.

### PHOTOGRAPHY I

The photography program enables students to study photography as an art form. The Photography I course introduces basic digital photography with an emphasis on controlling the photographic variables. Specific areas of study include: mastery of basic shooting, elements and principles of design, composition and the life and work of selected photographers. All photography classes require a course fee per semester.

### PHOTOGRAPHY II

In the Photography II course, after a review of basic skills, students are encouraged to begin exploring their own subject interests while learning alternative photographic processes. While refining fundamental skills learned from Photography I, students will continue to advance digitally but also engage in proper use and control of a manual 35 mm camera, and experimental processes such as cyanotypes, pinholes, and mixed media. The main focus of the course is creative expression; fine art photography emphasizes the use of the camera as a means of expression and discovery. All photography classes require a course fee per semester. Photography I is a prerequisite.

## PHOTOGRAPHY III

This is an advanced course similar to an independent study and designed for the seriously motivated student interested in continuing the learning of fine art photography. Photography III students will focus on their main interest in subject matter and improving their visual perception using the various techniques learned in Photography I and II. All photography classes require a course fee per semester. Photography I and II are prerequisites and teacher approval is required.

## AP ART 2D PHOTOGRAPHY

This is a course for Advanced Photography students who would like to submit an AP Portfolio in 2D Design, Studio Art. Students would be working ONLY in photography. All photography classes require a course fee. AP 2D Photo requires teacher approval. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## FOUNDATIONS IN ART

This studio course introduces students to the elements and principles of design through experimental work with a variety of media. Drawing skills are emphasized during first quarter, followed by painting, relief and stencil printmaking processes. A broad overview of Art Movements and Art history is incorporated into the studio portion of the course. A sketchbook is created during this course that contains terminology, studio worksheets and Biography pages. Class critiques reinforce these objectives and allow the students to learn from one another and become articulate when discussing art. Teacher evaluation, based on individual abilities and skill levels, is integral to the course.

## MIXED MEDIA

This art elective affords students the opportunity to continue the study of two-dimensional concepts. Students will develop a deeper understanding of design from a more creative process of aesthetic problem solving by experimentation of a variety of mediums. Project inspiration is often gathered from current artists: their styles, media, and various themes / concepts. Students will enhance drawing, painting and printmaking skills and develop basic skills in digital imaging. Students will have the opportunity to enhance digital images with various elements and mediums allowing for engagement innovative and creative methods and techniques. Elements and principles of design, composition and subject matter will be addressed as students search for personal forms of expression. Class critiques, discussions and evaluations are an integral part of the course. Foundations in Art is a prerequisite and teacher approval is required.

## ADVANCED 2D DESIGN

This is an upper level course required for the student planning on submitting a 2D Design or 2D Drawing portfolio. This course is for the visual artist who wishes to develop a deeper understanding of the elements and principles of design through more rigorous and sophisticated aesthetic problem solving. Life drawing and figure drawing constitute the point of departure for the exploration of a variety of media. Graphite, pen/ ink and, oil and chalk pastels, Prismacolor, watercolor, acrylic, tempera, gouache, and encaustics will be used to develop each student's individual artistic voice in order to better prepare them for their submission for a 2D Advanced placement portfolio. Altered books are created and developed as homework assignments to foster experimentation to further hone their abilities. Class critiques and teacher evaluation are integral to the learning process. Foundations in Art is a prerequisite and teacher approval is required.

## ART 3D DESIGN

3D Design is an upper level art elective. It is assumed students have an interest in art since they chose to take this course. 3D Design is an art studio course introducing the systems and elements of visual organization through three-dimensional design principles and theories using a variety of media. Projects in additive and subtractive sculpture, construction, assemblage, molding and casting will be studied. Students will have the opportunity to work with clay completing hand built and wheel thrown pottery. This course is designed to nurture and prepare the student toward their development of their sculpture skills and also prepare a student to further their studies with an AP 3D Design Studio Art Submission.

## AP ART 2D DESIGN

All students will develop mastery in concept, composition, and execution of drawing or 2-D design. Through studio practice, 2D Design students will assemble a body of work that shows a high level of quality and commitment, and awareness of the effective use of the elements and principles of design in their compositions. Drawing students will focus on the development of technical versatility and mark making with a variety of media and processes as they utilize the elements and principles of design. All students are required to work in an altered book. Most students have started this book as a requirement in Advanced 2D Design. Summer assignments, sketches, and monthly assignments are included in this book. This book becomes a valuable resource for future larger works and possible concentration concepts. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## AP ART 3D DESIGN

This is an advanced level course that is designed for students who want to further develop mastery in their sculptural art making skills. The course is developed as a college level course completed at the high school level. Students will be executing works that utilize skills acquired in 3D Design and be introduced to processes that require advanced discipline. Requirements for the final portfolio are developed by the College Board Advanced Placement Program, including a Quality, Concentration, and Breadth Section that consists of approximately 24 different advanced level artworks. Prerequisites: Successful completion of Foundations of Art, 3D Design and other electives that support the student artistically. All students enrolled in Advanced Placement courses will be required to take the Advanced Placement exam, for which there is an additional fee.

## Journalism & Yearbook: Grades 10-12: [\(Table of Contents\)](#)

**PHILOSOPHY:** The goal of journalism classes is to produce a quality yearbook, student newsmagazine and web site. Instruction in layout, copy writing, caption-writing, headline writing, page layout and design and photography facilitates the production of these school print and electronic publications. Time management is an important concept for students to master. Meeting publication deadlines is absolutely essential, and students develop a strong appreciation for meeting preliminary deadlines as they produce their pages. They understand the financial responsibility that is theirs in developing the publications. In addition, students are encouraged to understand and appreciate the advantages of working as a team. Although students are required to produce pages for which they are totally responsible, they are allowed to "job share" on others. Some are better at ad sales, while others are more creative with caption writing. They appreciate the skills and strengths of each other and can work together to produce the best pages possible for their respective publications.

### JOURNALISM I

Students in this class are responsible for publishing the school newspaper and maintaining the Epistle website. Emphasis is on writing skills, editing, layout, web site design, and photojournalism.

### JOURNALISM II/III

This course is a continuation of the level-I course. The editors for the publication will be in the second/third year course where emphasis will be placed on student leadership, meeting deadlines and organizational skills.

### YEARBOOK I

Students in this class form the core of the yearbook staff. They plan the publication of the yearbook, including the basic layouts, the planning and positioning of photos, and the writing of copy and captions as well as the computer entry of the materials. They will also be responsible for maintaining the Halo's website.

### YEARBOOK II

This course is a continuation of the level-I course. The editors for the publication will be in the second year course where emphasis will be placed on student leadership, meeting deadlines and organizational skills.



## Other Electives: Grades 5-12: [\(Table of Contents\)](#)

### COMMUNITY INNOVATIONS

Community Innovations is a course focused on posing and solving real world, authentic problems and positively impacting the community while developing future leaders. In this course, students will partner with non-profits to find innovative solutions to the pressing issues our community faces. This course will implement design thinking strategies to further the teams' goals.

#### ◆DIRECTED STUDY 6, DIRECTED STUDY 7, DIRECTED STUDY 8

Directed study is a guided study period that offers one on one study support for students. This study support may also be provided in a group instruction process as in a mini lesson or note taking or listening skills or other study techniques. Directed study teachers provide monitoring and shaping of independent learning behaviors and give feedback to students and parents.

#### ◆DIRECTED STUDY 9, DIRECTED STUDY 10, DIRECTED STUDY 11

Please note that Directed Study 9, 10, & 11 is required for full-time AIP students. (Full time AIP is 2 or more AIP classes.) Full time AIP students in 12th grade will be required to work with an academic coach who will provide support services. The academic coach will have regularly scheduled meetings with full-time AIP students during their study hall or common room periods. (No academic credit is earned in Directed Study or meeting with the academic coach.

### PSYCHOLOGY

This course provides a study of how people generally behave, function, and react to certain stimuli. The students will develop a solid foundation in the basic principles and theories of psychology through class discussions, audio-visual presentations, group work with student teach meets, case studies, reading from psychological texts, and lectures. This course will also explore the history of psychology and its research methods, the cultural and social dimensions of behavior, including psychological disorders and treatment. The topics will include: the physiology of the brain, memory, learning, language, perception, life span changes, normality, abnormality, social interactions, group influence on individuals, and various therapies.

### SPEECH I

The speech course is designed to enhance students' overall communication skills; specifically, speech delivery, critical thinking, writing, organizing and outlining. Outlines and speeches carry equal weight in evaluation. In addition to speechmaking, students will also study nonverbal communication, interview skills and debate. Speech students will discuss current events regularly. Speech I is open to sophomores, juniors and seniors.

### MASS COMMUNICATIONS

Mass Communication students will explore the following areas of communication: advertising, public relations, sales, video and print journalism, writing, interview skills, publication design and public speaking. All student work in the course will be published or performed for a broad and public audience, affording students the opportunity to learn in a real-world setting. The Mass Communications course is open to all juniors and seniors and there is no prerequisite.

### SERVICE LEADERSHIP

This course provides 11<sup>th</sup> and 12<sup>th</sup> grade students a hands-on, project based experience of philanthropy that helps them develop the skills and awareness to make a positive difference in their communities. Students will participate in several regular activities such as weekly tutoring at Prichard Preparatory School, Kate Shepard, and Regional School in addition to scouting at Augusta Evans School. The class also follows a Youth Leadership curriculum to develop skills in public speaking, organizing and leading programs, and attaining the self-confidence and ability to work with a variety of populations. Service Leadership is a highly interactive course – you will learn by DOING. Some of the benefits of this course include: building meaningful relationships, communicating effectively, accepting person responsibility, and understanding the importance of helping others.

## Physical Education: PK-12 (Table of Contents)

**PHILOSOPHY:** The Physical Education curriculum is based on the Alabama Course of Study used statewide. The curriculum is both sequential and progressive. In skills development, students progress from fundamental motor skills and concepts in the early elementary grades to refining and combining these skills in the upper elementary and intermediate grades. The middle school program follows a similar sequence but also emphasizes participation in a variety of activities and introduces competitive opportunities when appropriate. In high school students continue with games and lifetime sports. The department wants students to develop and maintain individual levels of fitness that will enable them to maintain a physically healthy adult life.

**CURRICULUM:** In grades Pre-K to 2, emphasis is placed on motor skill development. This age is the foundation for the entire Physical Education program. Teachers take time in developing fine motor skills. Physically, the students develop slowly but steadily with bones still somewhat soft and muscle strength limited as are lung and heart capacity. Special emphasis is placed on developing basic skills such as running, skipping, galloping, catching, and throwing which leads to team games incorporated in the second grade. The main objective is for the students to have fun and exercise at the same time.

In the third through fifth grades, students continue to exercise developing basic motor skills, with equal emphasis placed on health-enhancing physical activity and interactive behavior. At this age, girls develop more rapidly than boys do, so emphasis is placed on fine-tuning balance body control and gross motor skills. Focus is also placed on interactive behavior where students work cooperatively with teachers and peers. It is also important for students to continue to develop positive attitudes about physical activities that may challenge them.

By sixth through eighth grades, students should have developed their fundamental skills with the exception of some specialized skills. At this level, emphasis is placed on combining manipulative skills with previously learned locomotor skills in order to participate successfully in a variety of physical activities. Physically, students are growing more rapidly, with spurts that give the adolescent the appearance of being awkward. Over time, their coordination and balance improve as does lung and heart endurance. Boys' skill levels increase more rapidly than girls do, and differences between sexes in skills and interests also change. Participation in health enhancing physical activity also receives equal emphasis. Students begin to participate in more sports activities. Skills testing and rules evaluation complete the middle school program.

In the upper school, the focus is on health-enhancing physical activity, with emphasis on learning how and why to live healthily for a lifetime. Students learn how to make physical activity a part of their everyday lives beyond high school, with such activities as aerobics, body toning and recreational games. Cardiovascular efficiency, muscular endurance, flexibility, and muscular strength are emphasized at this level. Upper school weight room classes are available to students in the ninth through twelfth grades. Due to limited space, the coaching staff selects all participants. The classes are segregated by gender and are taught by members of the coaching staff. Weight, speed, and power training are taught to the inexperienced and experienced athlete. Programs specific to each sport, whether in-season or out-of-season, are developed by each coach and administered by the weight room teachers. Progress is measured up to three times a year in the strength, speed, and power categories.