

# PARK



## **Upper School Curriculum Guide Grades 9 – 12**



## UPPER SCHOOL CURRICULUM

Upper School students are expected to take at least six courses each semester, thereby earning 6 credits each year. They must earn 24.5 credits, complete 1 semester of health, and 4 years of satisfactory performance in physical education in order to graduate, although most students earn more credits. Honors credit is offered for all core courses.

Students are expected to successfully complete 4 credits in each of the major subject areas, unless they apply for and are approved to pursue additional study in a particular academic area (see Student Handbook for information regarding this process).

A minimum number of students may be necessary for a course to be offered. Some courses have limited enrollments. Courses are subject to change by departmental decisions.

### ENGLISH (4 credits required)

Students are required to complete a combined literary analysis and composition class each semester. Courses include Literature & Composition, Advanced Placement English Literature & Composition.

### HISTORY (4 credits required)

Grade 9 students are required to complete World History I. A variety of world and US history elective courses are offered to students in Grades 10 through 12. AP courses include AP World History, AP US History, and AP US Gov't & Politics.

### MATHEMATICS (4 credits required)

Algebra/Algebraic Functions, Integrated I, Integrated II, Transcendental Functions II, Functions III, Calculus I, II, and III. Qualified students have the opportunity to accelerate their progression through the college preparatory courses in order to complete college-level, dual-enrollment courses.

### SCIENCE (4 credits required)

Students must complete the Park sequence: Environmental Science, Biology, Chemistry, Physics, or three of the four and two semesters of electives. Electives include but are not limited to Adv Science Explorations, AP Physics 1, AP Physics C, Electricity & Magnetism, Engineering, Forensics, Organic Chemistry I/II, PH 120 Env Science, Science Behind Food, Science Seminar, and Waves.

### WORLD LANGUAGE

#### (4 credits in a single language required)

French, Hebrew, and Spanish through Advanced Placement level (if available).

### VISUAL & PERFORMING ARTS

#### (1.5 credits required)

Studio Art I, Drama 10\*, and Music option, Studio Art electives, Applied Art electives, Advanced Placement Studio Art; Choral Music, Instrumental Music, Yearbook, Media. \*Drama 10 was not required for either the class of 2023 or 2024 because of COVID restrictions.

### PHYSICAL EDUCATION (4 years required)

Students must pass physical education each year with a minimum grade of 60.

### HEALTH (.5 credit required)

Students must take one semester of health during their freshman year.

### IMMERSION (1 credit required, .5 per year)

Offered every other year, Immersion engages students in a year-long academic study in a world outside their own, offering opportunities to learn, discover, and explore. For each immersion, students are engaged in a year-long, in-depth study of their destination's history, literature, science, culture, and practices. Immersion trips vary from historical and cultural tours of foreign lands like Greece and Brazil, to hands-on studies of skills like glassblowing and photojournalism to physically demanding excursions such as a week-long hike of the Appalachian Trail.

## **INDEPENDENT STUDIES**

Park students have the ability to design and work with faculty members on Independent Studies. Students propose these courses to their direct administrator and then work with a cooperating teacher to formally design the course parameters, content, assessments, etc. Once a formal course request is complete, students obtain teacher, advisor, and parent signatures, approval from the appropriate department (when applicable), and final approval from their direct administrator.

Independent studies gain final approval once they demonstrate a sound academic foundation and supplement the prescribed, required curriculum. They cannot be used to replace courses already offered in the Park curriculum, except in cases where scheduling conflicts require it.

## **ADDITIONAL GRADUATION REQUIREMENTS**

### **EXTRACURRICULAR POLICY**

Each upper school student must be involved in one season per year of an extracurricular activity with an after-school commitment. This commitment can be met through participation on a Park sports team (contract sports team may be valid), or through substantive participation in a Park play, musical, or club. Failure to complete the extracurricular requirement may require summer school attendance.

### **SENIOR THESIS**

Modern Language Association (MLA)-style evaluative research paper following formal criteria. Minimum length is 12 pages. Thesis topic is selected by the student and approved by the Senior Thesis Committee. A faculty member mentors each senior. A formal presentation is required.

### **SENIOR PROJECT**

A two-week independent study project on a topic approved by the Senior Project Committee. Students must submit a tangible result of their

efforts and verification from their project advisor as to successful completion of project objectives. A formal presentation is required.

### **COMMUNITY SERVICE**

A total of 20 hours of school/community service per year is required of all students in grades 9-12. Five hours each year must be done on campus.

## English Curriculum, Grades 9-12

The purposes and objectives of English instruction at The Park School begin with teaching students the fundamentals of effective written and oral communication. Teachers put a premium on helping students become critical thinkers who can apply what they learn about and through literature to other aspects of their lives; for example, students may “read” film, theatre, and popular culture analytically just as they do literature. We spark students’ interest in literature and help them to understand its importance. We teach students active reading skills, guide them in reading analytically, and help them to extract meaning from texts. We encourage students to become fearless readers and insist that they practice discussion and oral presentation skills, fostering self-confidence as well as sensitivity to others.

English 9 is the foundation course for high school English. In this course, students read a wide variety of fiction, poetry, and nonfiction; analyze the development of themes and characters in fiction and poetry; and focus on organization and style in the nonfiction they read.

After completing English 9, students in grades 10-12 enroll in the department’s upper school elective courses. Offered on a semester-long basis, they are worth .5 credits unless otherwise noted. These elective courses are organized by theme and essential questions, an approach that lends itself to the development of critical thinking skills. Students are asked to perform analysis within texts and synthesis across texts to trace the development of particular themes and questions across national, cultural, and temporal boundaries.

Through these elective courses, the English department is not only able to respect student voice, but it is also able to reinforce the school’s commitment to its students’ socio-emotional development by honoring diversity in its choices of texts, authors and course offerings. Multicultural literature selections expose students to a range of points of view and seek to eliminate the

marginalization or invisibility of certain perspectives. We seek to create safe atmospheres in our classrooms where students can capitalize on opportunities to discuss diverse points of view.

As a department, we also foster the safety that allows students to broaden their perspectives and to respond effectively to constructive criticism of their work. We offer themes that appeal to high school age students, encouraging them to think about the world and their place in it, including thinking about relationships, truth and deceit, power, blindness to the plight of “the other,” identity, and the quest for love.

The most important part of assessment of student progress in English is written work, chiefly essays. Evidence of tailoring to individuals may be seen in the department’s writing instruction, where, often in a one-on-one style, teachers outline for each student their strengths and areas of need, allowing for revision to correct, learn, and grow from their mistakes. Workshop style writing also fosters individual responsibility for drafts, editing, and creating personal goals. Students learn to think their way to a thesis that they can articulate clearly and support with evidence from primary and secondary texts. Students learn to evaluate secondary source validity and to evaluate and respond to their peers’ ideas and arguments.

Other forms of assessment include projects, journal writing, tests, quizzes, discussion, and oral presentation. While the department does not do a great deal of direct test preparation for national or state standardized tests, teachers are aware of the contents of the tests and work on all areas in the daily course of their classes.

In terms of special educational needs, students are assessed when they enter the school. International students begin in an ESL course, “Writing and Literature for International Students,” and are mainstreamed on the recommendation of the ESL instructor. Once matriculated, if any student encounters difficulties with the curriculum, teachers consult Park’s school psychologist and the parents

are alerted. The psychologist determines if accommodations or strategies are needed.

Upper school students read an average of five works of literature per semester, the equivalent of honors level courses in the local public schools. Honors students in English at The Park School are expected to do additional reading and writing, and AP students, of course, encounter a quick reading pace and an intensive writing program.

On the pages that follow, you will find a series of descriptions for courses offered by Park's English department. While the list is not exhaustive and the electives described are not offered every year, they provide insight into the work expected of our students. The descriptions include full-year courses like English 9, Writing and Literature for International Students, and AP Literature and Composition as well as a representative sample of the semester-long electives we offer to 10<sup>th</sup> through 12<sup>th</sup> grade students.

### **English 9**

This is a full-year course worth 1 credit.

Students acquire and apply the literacy skills necessary for success at the Upper School while studying cultural and literary content in fiction, mythology, poetry, drama and nonfiction from diverse cultures. Reading assignments help students build foundational comprehension and interpretive skills in annotation. Writing assignments, which include personal response and analytical modes, emphasize accuracy of interpretation based on validity of textual support and clarity of expression. Students use textual evidence to support claims, organize paragraphs around unified ideas, and develop clear and complete thesis statements. Grammar instruction highlights understanding functional components of the English language such as phrase and clause combination, apostrophes, pluralization, and subordination/coordination. A cross-curricular project focuses on research,

documentation, and public speaking skills and results in a research paper and a presentation.

Readings include: *The Count of Monte Cristo*, Dumas, *The Odyssey*, Homer; *Romeo and Juliet*, Shakespeare; short works by various authors.

### **College Preparatory Composition**

Prerequisites: Students in this course must have successfully completed English 9.

This is a full-year course worth 1 credit.

In the book *Outliers*, Malcolm Gladwell points out that 10,000 hours of practice makes a dramatic difference in how good one is at anything, from piano to soccer to computer coding. This writing and basic skill-building course is designed to provide students with the practice that will help them to achieve college readiness. We read short works that focus on the building blocks of the essay. They practice skills through exercises and drills, and through writing at the sentence level, the paragraph, and the essay. We write about a variety of topics including those they select for themselves. In the spring term, the course focuses on analytical writing based on literature.

Readings include: *Outliers*, Malcolm Gladwell; and *Models for Writers* / Edition 12, Alfred Rosa and Paul Eschholz, Eds. Reference: *Shortcuts for the Student Writer*, Silverman, Hughes, and Wienbroer, Eds. Novel: *Lord of the Flies*, William Golding.

### **Literature and Writing for Int'l Students A and B**

These classes are designed to enable international students to succeed in their endeavors as they study in a foreign language. The emphasis of this program is the development and refinement of academic skills, particularly reading and writing, to ensure that their English skills are commensurate with their age and grade level. International students will be

expected to meet the same demands and expectations as all Park School students.

Students read various types of fiction and non-fiction including historical fiction, dystopian literature, biography, and memoir. These readings provide opportunities to strengthen vocabulary with activities designed so that students move from passive understanding to active use of target vocabulary. They also provide ample opportunities for discussion and models for usage and styles of writing.

In addition to covering advanced grammar and syntax topics, students review punctuation and mechanics so that they are able to communicate their ideas clearly in writing. Over the course of the year, they engage in narrative, expository, and persuasive/argumentative writing assignments to prepare them for the demands of English electives and eventually university.

Readings for Literature and Writing A may include *Home of the Brave* (Applegate), *A Long Walk to Water* (Park), *Martin Luther King, Jr* (Pastan), *An Inconvenient Truth* (Gore)

Readings for Literature and Writing B may include *The Giver* (Lowry), *Hamlet* (No Fear Version), *The Book Thief* and excerpts from *Models for Writers* (Rosa)

## English Electives

### ***American Mystic: Ghost Stories and Spiritualism in American Culture and Literature***

American storytelling began with ghost stories as parables. What frightened us in our founding days still haunts us now in the 21st century. Dig through American literature to mine for gems of meaning in its novels, short stories, poems and fables. Learn to express these thoughts in writing, and consider how our thoughts and beliefs might change as we learn more about a subject.

- How do ghost stories inform our cultures and histories?

- How do historical, geographical, and cultural differences shape how we imagine the boundaries between life and death?
- Why might we choose to believe in something for which we have limited empirical evidence?

This course will allow students to be able to think and read critically across a variety of genres (fiction, film, drama, folklore, criticism, poetry). Students will become aware of how ghost stories inform our cultures and histories and respond to and take stock of the ethical dimensions of ghost stories, and what ghost stories might tell us about moral understanding in our cultures. Students will familiarize themselves with the tropes of American mysticism, its origins and its place in the American canon.

Possible Texts and authors: *The Haunting of Hill House*, Shirley Jackson, *The Crucible*, Arthur Miller, *Ghostwork: Native American Tales of the Spirit*, Gerald Hausman, *The Hunger*, Alma Katsu, *The Piano Lesson*, August Wilson, with supplemental texts by Edgar Allan Poe, Toni Morrison and Washington Irving.

## ***AP English Literature & Composition***

Prerequisites: Students must be in at least their junior year and secure departmental approval.

This is a full-year course worth 1 credit.

*AP Literature and Composition* is a course accredited by the College Board and seeks to prepare students for success on the AP exam given in May. Aside from exam preparation, the course's primary goal is to transform students into keen observers of the formalist aspects of a literary work and how they contribute to the work's overall meaning. Students also work exhaustively on their writing skills, honing their ability to communicate their observations about the literature they read in a cogent, organized, and insightful way.

We read both poetry and prose across national, cultural, and temporal boundaries. Book-length works include the following: Sophocles's *Antigone*, Shakespeare's *Hamlet*, Thomas C. Foster's *How to Read Literature Like a Professor*, Toni Morrison's *Beloved*, Mary Shelley's *Frankenstein*, Sandra Cisernos's *The House on Mango Street*, Kate Chopin's *The Awakening*, F. Scott Fitzgerald's *The Great Gatsby*, and Chinua Achebe's *Things Fall Apart*. Poetry will largely be drawn from Michael Meyer's *Poetry: An Introduction* and will include everything from the ancient Greeks to contemporary Anglophone verse.

### ***The Art of Public Speaking***

Success in today's world depends on two things: Selling oneself effectively and the use of technology. The Art of Public Speaking is a survey class that takes students through several types of speeches. In addition, we view and analyze famous persuasive speeches, looking at their context, purpose, and language. We read inaugural speeches by Barack Obama, John F. Kennedy, and Franklin D. Roosevelt; and rousing speeches by Dr. Martin Luther King Jr., Elizabeth I, Winston Churchill, Elie Wiesel, and many others. We write analyses of the language used in the speeches to determine the speech's overall effectiveness. Students write and deliver speeches of their own. In addition, students memorize persuasive monologues and soliloquies of Shakespeare, presenting them as speeches.

Readings include *Great Speeches of the 20<sup>th</sup> Century*, ed. Bob Blaisdell and *How to Write and Give a Speech*, Joan Dietz.

### ***The Dark Descent: Studies in Horror Literature***

It's no accident that Stephen King is one of the world's best-selling authors. He knows what scares us—it isn't just kids and clowns—and he knows how to use words to invoke that fear in the same way a horror movie director uses lighting and editing.

The literary genre known as "horror" has evolved since its beginnings. At the very core, the genre was

designed to instill fear into people, by whatever means were thought necessary. Horror masters of the past were generally inspired in their work as they used subtlety and psychology to maximum effect, though more modern horror works rely on more overt attempts to scare. Older horror classics relied on an understanding of human nature and psychology to instill fear. Critics from a variety of fields have recognized that horror provides a complicated but popular forum in which social tensions may be interrogated. The horror genre is more complex than it may initially seem to be; lurking beneath the bloody surface are unique insights and commentaries on the human anxieties related to common themes of fear.

Readings include: Roald Dahl's "Lamb to the Slaughter", "The Birds", Daphne du Maurier; *Monster Show*, David Skal; *Dracula*, Bram Stoker; *Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson; as well as short works and essays by various authors.

### ***The Future is Now: Predictive Texts on Technology and Humanity***

Prognostication of our future world has held fascination for human beings ever since the creation of language. Our curiosity about what is possible has led to books that inspired innovation and invention years after their publication. This course will study those texts that have predicted the future as a mirror to the world of the author and its current condition. From spaceships, to the internet, to augmented reality, we will dive into the past in order to understand our present and make our own predictions about the future.

Readings include: *From the Earth to the Moon*, Jules Verne, 1984, George Orwell, *Feed*, M.T. Anderson, 2001, *A Space Odyssey*, Stanley Kubrick, as well as short works and essays by various authors.



### ***Harlem: A Study in Collective Creativity in the Early 20th century***

This course will study the Harlem Renaissance, a period of incredible productivity and creativity among black artists and intellectuals between 1920-1940, centered in Harlem, New York. The course considers how concepts -- such as race; the New Negro movement; Jim Crow, segregation, and racism; so-called racial uplift and the Talented Tenth; the Great Migration; the Roaring Twenties, and Modernism were manifested in the works of art, literature, philosophy, film, and music of Harlem's artists and thinkers.

In addition to learning the specialized vocabulary and skills involved in the analysis of works from a variety of artistic genres, students will learn how Harlem's leading black intellectuals tied aesthetic theories to social and racialized principles of artistic production, inspiring some artists while prompting others to openly rebel. Given that the Harlem Renaissance is not characterized by any one style, technique, or manifesto, we will pay special attention to connections among the artists in an effort to determine how and whether the Harlem Renaissance is a coherent and unified movement across the arts. The semester will culminate in a multi-disciplinary art exhibition put on by the students.

Possible texts include: *Plum Bun*, by Jesse Fauset, *Banjo*, by Claude McKay, *Autobiography of an Ex-Coloured Man*, by James Weldon Johnson, *Passing*, by Nella Larsen, as well as additional texts by Langston Hughes, Zora Neale Hurston and Richard Wright.

### ***Hear My Voice: Native American Stories***

This course explores the diverse and exciting body of literature by Native peoples of North America, a literary tradition that spans 500+ tribes/Nations, numerous reservations and Territories, and international boundaries. We will emphasize contemporary fiction and poetry by Native American writers from the U.S. and Canada, and we

will occasionally fold in oral tradition and other genres to examine their thematic concerns and artistic value. Most importantly, we will think about how Native American writers imagine themselves; how they imagine identity, self, place, nature, and nation; and we'll look closely at and think about celebration, ceremony, living cultures, cosmologies, and encounters.

Readings include Charles Alexander Eastman's *The SOUL of the INDIAN* and Eric Gansworth's *Sovereign Bones: New Native American Writing Vol.II*, and others.

### ***I Will Survive: The Literature of Survival***

Human Beings show their true nature when put up against life threatening situations. Some go into the wild in order to have a transformational experience; others are thrown into survival mode after a tragedy occurs. This course will look at human fallibility and perseverance through short story, poetry, film and texts both fiction and nonfiction. We will explore what it means to be truly alive and what basic elements of survival means to those who have none.

This course will not only hone critical thinking and reading skills, but will also introduce students to basic survival skills like fire building and edible plant identification that may help them in the future. Students will keep a survival journal and write their own account of what they have learned.

Readings include: *Lord of the Flies*, William Golding, *Into the Wild*, Jon Krakauer, *The Hunger*, Alma Katsu; several short works by Steven King, Jack London, and others.

### ***Literary Forms: The Short Story***

In this course, we examine the building blocks of fiction – plot, setting, character, point of view, imagery, symbolism, theme, and structure – through careful readings of classic and contemporary short stories. This survey course is designed to introduce students to how stories *work* and how authors use

the elements of literature to create meaning in subtle and powerful ways. To begin, students will look at archetypes, and we will examine the short story as allegory. Through teacher-guided literary analysis, students will analyze stories for various literary elements—theme, symbol, and the use of language and connotation to create irony. Sprinkled through the course will be informal responses to selected short stories, and the students' literary journey will culminate in a student-written short story, which applies literary elements.

Reading selections are taken from *The Art of the Short Story*, Dana Gioia and R. S. Gwynn eds. Readings from masters of the form include: Poe, Hemingway, Cheever, Joyce, London, Munro, Walker, Baldwin, and Kafka, and others.

### ***Masterclass Your Writing Craft***

This class is about writing. It's a way of being committed and motivated enough to take yourself seriously as a writer. It is also about using writing as a routine, as a way to help you go through life and remain sane. Creative writing stimulates creativity, improves your writing skills, teaches how to give and take criticism, and helps relieve stress. The best writers do spend most of their time writing, but they also want to share their knowledge of writing too. Listening to the advice of these writers, along with reading, sharing, and feedback is the best way to improve your writing.

Readings Include: *Writing Down the Bones: Freeing the Writer Within*, Natalie Goldberg; *If You Want to Write: A Book about Art, Independence & Spirit*, Brenda Ueland; *Becoming a Writer*, Dorothea Brande; *On Writing*, Stephen King; and *The Forest for the Trees*, Betsy Lerner, and others.

### ***More Than a Game: Literature and Ethics Through Sports***

What is the role of sports in shaping identity while growing up? How can sports be a mechanism to improve issues in our culture? There is no single

reason why sports exist in American culture. For some, sports might be a mirror of society; for others, sports are an escape from the more mundane or uneventful aspects of your day.

The purpose of this course is to develop independent, critical proficiency in the study of sports literature and other non-fiction works; in addition, fostering a high level of achievement in writing, reading, listening, viewing, and speaking for both college and career opportunities. This course is a study of sport as portrayed through short stories, poems, essays, works of fiction and non-fiction, and other mediums whose central focus is sport. What are these stories saying about human nature, about life?

Sports literature tends to provide invaluable life lessons and is one of the central avenues of American culture with a rare mix of positive themes such as heroism, pride, and identity, as well as negative themes of cheating, scandal and disappointment. Sports can also shape the way in which we experience the world around us and reveal what American culture believes to be important.

Throughout the semester students will examine the way the ideas, thoughts, and emotions surrounding sports are expressed in writing, as well as various other mediums. In this class, we will aim to consider and analyze how sports took on such a large role in our society, and why we are all so drawn in. Reading in this course is selected to be pleasurable and thought provoking, covering a range of modern fiction, non-fiction, poetry, biographies and commentaries. Students will be required to attend and write about a sporting event here at school.

Possible Texts: *Seabiscuit: An American Legend*, Laura Hillenbrand; *Brian's Song*, William Blinn; *The Seven Habits of Highly Effective People*; *What I Talk About When I Talk About Running*, Haruki Murakami; and articles from *Sports Illustrated* and *ESPN* magazines.

### ***The Outcasts: Stories From the Outside***

History may be told by the victors, but great stories are often told by outsiders, whose perspective on society becomes a piercing truth to be explored safely through fiction. Travel the world through the eyes of outcasts to learn the truth of the cultures and societies that ostracized them. Students will read the text through the lens of the following essential questions: *What is more important, individuality or social acceptance? What makes up someone's identity? Is identity determined or created? How does society perpetuate the tension between social classes? What makes someone an outsider or an outcast? What does it mean to be an insider or an outsider? How do societies and individuals treat those who are considered outsiders or outcasts?* Students will study diverse literary voices as well as POV, tone and mood, character development, and the critical terminology for the kinds of figurative language that characterize literary writing in all genres.

Readings include: *The Stranger*, Albert Camus, *One Flew Over the Cuckoo's Nest*, Ken Kesey, *Me Talk Pretty One Day*, David Sedaris, *Interpreter of Maladies*, Jhumpa Lahiri

### ***Race Matters: Studies in Black Literature and Culture***

In this course, we explore the African-American and non-American black identity through literature. Our purpose is to explore race and blackness as cultural constructs and to try to understand how race affects our lived experience. As the class also has 'culture' as its focus, we often look away from the page and out into our world to examine the role race plays in our world, our politics, our standards of beauty, and the rest of our lives.

Readings include Frederick Douglass's *Narrative of the Slave of an American Slave*, Claudia Rankine's *Citizen: An American Lyric*, Ta-Nehisi Coates's *Between the World and Me*, James Baldwin's *The Fire Next Time*, and Alice Walker's *The Color Purple*.

Readings include stories by Edgar Allan Poe; Dashiell Hammett's *Red Harvest*; James M. Cain's

*Double Indemnity*; Rudolph Fisher's *The Conjure-Man Dies*; Raymond Chandler's *The Big Sleep*; Megan Abbott's *Queenpin*; and Paul Auster's *The New York Trilogy*.

### ***Writing and Wilderness***

Author Terry Tempest Williams demonstrates her faith in the American people, a people in whom she argues, "the country's wisdom still resides." Despite the damage we have done and continue to do to the natural world that surrounds us, Williams believes in the collective wisdom of those American citizens who know we must renew our commitment to natural engagement with each successive generation: a lofty ideal to live up to.

But we will attempt to do just that, to become part of Williams's wise American populace "who will forever hold the standard of the wild high." To that end, we will use this course to examine consistent threads in American nature writing and study the ways in which human beings have always examined their lives, their purposes, and their sense of meaning through the contemplation of the natural world.

Ultimately, we will ask ourselves these questions: What can we *do*? What *should* we do? And *how* do we do it?

Possible Texts: *The Hour of Land* Terry Tempest Williams; *The Monkey Wrench Gang*, Edward Abbey; *Walden*, Henry David Thoreau (excerpts); *The Way to Rainy Mountain*, N. Scott Momaday; *Wilderness Essays*, John Muir; *The World-Ending Fire: The Essential Wendell Berry*, Wendell Berry.

## History Curriculum, Grades 9-12

The purposes and objectives of history instruction at The Park School begin with teaching students to understand how history affects who we are today and what we will become, both nationally and on a global level. The study and understanding of history is critical, and one cannot understand what is happening in the world today without thoroughly understanding the past.

The school's history curriculum teaches all aspects of history: our successes and failures; our great accomplishments, such as the development of democratic traditions and individual freedoms; and the horrors we are capable of, such as slavery and the Holocaust. The study of history will help our students deal with the problems of our modern world, such as terrorism and genocide, and perhaps teach them how to better deal with those problems in the future. We also acknowledge the importance of globalization today and feel it is critical for students to be prepared in their future lives and careers to compete successfully in this global society.

An important task of the history department is to teach essential academic skills to enable students to learn about the major social, political, cultural, and economic developments in American and World History. These skills include those associated with developing higher level critical thinking, reading comprehension, historical analysis (close reading, corroboration, contextualization, and sourcing), claim/ evidence/reasoning, advanced research skills, the ability to research, develop and articulate complex ideas, and the skills to convey these ideas through academic writing or oral presentations.. Since we are a college preparatory school, our main goal in the history department is to prepare our students for the increased demands and challenges of college and to be successful in their future employment.

The history department is also committed to the Park School tradition of teaching our students to have a real sense of self-discipline, responsibility, and intellectual curiosity, and our instructional methods

encourage our students to become independent young adults. Regular assignments help reinforce the subject matter being taught and can include research papers, oral presentations, projects, and performance-based testing. Whenever possible, the assignments, projects, and research papers use methods of applied history to make the subject matter more relevant and interesting and to make the students realize that history is about real people, not just facts.

Another strength of the Park School is the emphasis on the elective model of instruction for students in grades 10 through 12. This model allows for semester long electives which are focused on one key theme, era, or issue. Classes can explore the interaction of history and other disciplines, focus on a wider range of important topics and cultures, and include relevant current events as they arise. Electives are semester-long classes worth .5 credits unless otherwise noted.

Aside from the elective classes, the history department also offers rotating AP courses, which are designed to prepare students for the increased reading, research, and writing demands of college history and political science courses, as well as to successfully complete the AP exam.

In order to graduate, students must complete credit hours in both world and US history. The department's diversity focus ensures that students take classes that expose them to other cultures and belief systems. The category each class falls under is marked in parentheses next to the course title.

### ***Intro to World History 1 (World History)***

This course is a required course for all freshmen at The Park School. This course examines major events throughout the ancient world, starting from the origins of agriculture and cities, up until the Middle Ages. Students will learn the various ways and mediums one can analyze, evaluate, and interpret history, and will be able to present their own historical evaluations of eras and events. They will

also focus on building research skills, developing critical thinking, interpreting primary documents, and effectively presenting their ideas. Specific attention will be given to understanding the GRAPES of civilizations: Geography, Religion, Achievements, Politics, Economics, and Social Structures, and how these civilizations relate to one another and the impacts they have had on the world we live in today.

### ***AP World History (World)***

This is a full year course worth 1 credit.

This course examines world history CE 1200 to the present. Students will study the cultural, economic, political, and social developments that shaped the world during that time. Students will be required to evaluate world history from multiple perspectives, compare and contrast societies, examine global trends and patterns, analyze change over time, and interpret primary and secondary source documents. Emphasis is placed on developing analytical skills as well as gaining factual knowledge. This is a writing and reading intensive course, which challenges students' organizational and time management skills and students will take the advanced placement exam in May for an opportunity to earn college credit.

### ***AP United States History (US)***

This is a full year course worth 1 credit

AP United States History will focus on the history of the United States from the Pre-Columbian era to the present. Students will acquire a broad perspective and understanding of American history and government, along with identifying economic, social, and political developments. This AP course is designed to prepare students for the greatly increased reading, research, and writing demands of college/ university history and political science courses, as well as to successfully complete the AP exam. It is imperative that the students understand

how our history affects who we are today and what we will become, both as a nation and a people.

AP United States History is modeled on college seminars and will be reading and writing intensive and students will be required to complete the advanced placement exam in May for an opportunity to earn college credit.

### ***AP United States Government and Politics (US)***

This is a full year course worth 1 credit.

This course will provide students with an intensive look at the background, structure, and operation of the United States government and political system. The objectives are twofold: to achieve success on the year-end AP exam and to better understand the role of the citizen in our government.

The required textbook is *American Government: Institutions and Policies* by Wilson, Dilulio, and Bose. There will also be numerous supplemental readings from a variety of sources.

## **History Electives**

### ***The American Century (US, World)***

Henry Luce called the 20<sup>th</sup> century the “American Century” because of America’s dominant role in world affairs. How did the United States come to occupy this position? How did it use its power in this era? What are the ramifications of U.S. influence today? This class will attempt to answer these questions with an in-depth look at the interaction between America and the world in the 20<sup>th</sup> century.

### ***Campaign Management 101 (US)***

This course will investigate a few key elections in U.S. history in an effort to determine how elections work, how they have changed over time, how to evaluate candidates, how to influence the political

process, and how you would run a campaign if given the opportunity.

### ***Frauds, Myths and Mysteries (World)***

This course will explore the idea of pseudoscience, famous hoaxes, historical myths, and “unexplained” mysteries that have existed in our world. Students will explore a variety of examples related to these topics, and will build on their close reading skills, critical thinking skills, and written and oral communication skills.

### ***From This Solemn Occasion a Better World Shall Emerge (World, Diversity)***

This course examines some of the darkest moments of the 20<sup>th</sup> century including the Holocaust, various cultural genocides, and other atrocities. Despite the subject matter, this is a course based on hope, as we look at the lives of those who stood for justice in these dark times, and how these events have impacted the world today.

### ***The History of Mass Media and Politics(US)***

In 2016 the Oxford Dictionaries named “post-truth” the international word of the year, and a majority of U.S. adults – 62% – got news on social media. How did we get to this point? This class seeks to examine the development of media politics in an effort to understand how to evaluate media and become effective citizens in our American democracy. We will examine the change from broadcasting to narrowcasting, the impact of the internet, the news and public opinion, and the media’s agenda setting function.

There is no required textbook for this class. Supplemental readings will be provided from a number of sources.

### ***Intro to Anthropology (World, Diversity)***

This course explores how human beings across the globe live and work according to their cultural values and beliefs. Students will develop tools for acquiring knowledge, awareness, and appreciation of cultural differences, related to identity, ethnicity, race, gender construction, social institutions (family organizations, descent groups, tribal organizations, marriage etc.), and religious institutions. The course accomplishes these aims by examining case studies and cultures from around the world.

### ***Intro to World History II (World)***

This is a full-year course, split into half-year sections. Each section is worth .5 credits.

This course examines major events starting with the Middle Ages and ages of Exploration, through the 20<sup>th</sup> century. The first section would focus on the Middle Ages, Enlightenment and Renaissance Age of Exploration, and European Colonialism. The second section would focus on major events of the 20th century, starting with WWI through the present. Students will learn the various ways and mediums one can use to analyze, evaluate, and interpret history, and will be able to present their own historical evaluations of eras and events. They will also focus on building research skills, developing critical thinking skills, interpreting primary documents, and effectively presenting their ideas. Specific attention will be given to understanding themes and patterns throughout history, cause and effect relationships, continuities and changes over time, and diverse interpretations.

### ***Perseverance: The History of African Americans (US, Diversity)***

This is a full-year course worth 1 credit.

This course will introduce students to the history of African Americans from the 16<sup>th</sup> century to our contemporary society. We will look into the social, political, economic, and cultural impact of Black

Americans on American history. We will study the experiences of African Americans through the various perspectives of men and women from diverse regions and classes throughout American history.

Prominent themes will include arrival in America, slavery, the initial promise of emancipation, segregation, the Great Migration to America's northern cities, the Civil Rights Movement, and the development of the Black middle and professional classes. The most important aspect of this course is to show that there is no "African American" history, the experience of Black Americans was, is, and will continue to be an integral part of all our country's history.

This course will be modeled on a college seminar format and will be reading and writing intensive. All students will be expected to participate in class discussions and will be required to make class presentations regularly throughout the course.

### ***Personal Economics (US)***

This course will study the real economic choices and issues students will have to face as adults. The course works like a semester-long simulation, where students imagine what their life will be like as adults and make all the important economic decisions of their simulated adulthood. Students will investigate their credit rating, the dangers and opportunities of credit cards, how to buy a home, how to evaluate purchases, etc.

### ***Presidential Character (US)***

As the presidential election nears, this course is designed to help the prospective voter evaluate candidates for the office. We will look at characteristics that have been important for past presidential success, different presidential character types and how these personality types lead, and use this information to try to establish clear criteria for presidential success and draw conclusions about the current candidates. This class will be part

psychology, part history, and part political science. As James David Barber said, "To understand what actual presidents do and what potential presidents might do, the first need is to see the man whole – not as some abstract embodiment of civic virtue, some scorecard of issue stands, or some reflection of a faction, but as a human being like the rest of us, a person trying to cope with a difficult environment." This course seeks to do just that.

### ***Principles of Economics(US)***

This course is designed to familiarize students with basic economic principles so they may better understand how the economy works and impacts them. Key topics include: the power of markets, incentives, the government and the economy, economics of information, productivity and human capital, financial markets, organized interests and the economy, the Federal Reserve, trade & globalization, and developing economies.

### ***Regional Studies Courses (World, Diversity)***

The subject matter of the course will rotate each semester. Covered topics could include:

- Native American History
- Latin American Archaeology and History
- Ancient Africa
- Asian Studies

Each course will be modeled on a college seminar, where students learn about various cultures and historical events related to whichever geographic area the course is focused on. Students will start with a basic geographic overview of each area, and will dive into some of the ancient historical highlights of the civilizations that lived there. As we travel forward through time, the same features for each culture will be discussed so students can compare groups across time and space.

### ***World Religions (World, Diversity)***

This course will explore various religious, political, and philosophical thoughts found in different parts of the world. Students will examine the belief systems of the world's major religions, as well as influential philosophies of the Eastern and Western hemispheres. Not only will we attempt to understand what people believe and why, but we will also discuss the value and relevance of the ideas we study. Philosophies, belief systems, and religions discussed during the course may vary based on student and teacher interest.



## Mathematics Curriculum, Grades 9–12

The mathematics program at Park School is thoughtfully aligned from grades 5 through 12, inclusive. The US sequencing is, therefore, a natural advancement of our MS program and works toward the following outcomes: students will communicate mathematically, reason analytically, think logically, and be aware of current trends in mathematics. Our math faculty ask leading questions, facilitate discussion-based learning, design curriculum, and generate enriching projects so our students explore many avenues of problem solving and are able to grasp the meaning of the subject being taught. The goals are to foster a love of mathematics and maintain a positive attitude towards the subject, to have each student retain a sufficient knowledge base for the self-confidence necessary to execute mathematical tasks and undertake problem-solving endeavors, and to collaborate effectively. We encourage students to become free thinkers inside the subject area, always questioning why things work.

In addition, students are expected to develop critical thinking skills including, but not limited to: analysis, confidence in reasoning, clarifying conclusions, generating and assessing solutions, distinguishing relevant from irrelevant facts, and recognizing contradictions.

During class time, a variety of techniques are implemented to assess students' progress. These assessments include, but are not limited to: active participation in class, written work, reading assignments, cooperative group work, quizzes, tests, project work and presentations, as well as final examinations. Students are recommended for, and placed in, appropriate courses based on individual achievement, prior course grades, teacher recommendations, and individual student interest.

Students are encouraged to meet with faculty outside of class time to develop their interests and skills, and faculty maintain office hours at least once per week to facilitate these sessions.

It is the department's expectation that students develop their mathematical abilities to their fullest

potential. Teachers work with students to enable them to develop their individual abilities at an appropriate level and the department expects college preparatory level work from each student. To that end, we find that learning is not a function of quantity of work, but rather quality of work, which is a much better indicator of student success. Within individual courses, hands-on projects and experiential learning tasks are designed to provide students with a real-world context. The department will continue to connect the abstract ideas of mathematics to the natural world, utilizing the campus to its fullest, while bringing technology in as a helpful, instructional tool.

The mathematics department's strengths lie in our diverse, unique styles of teaching; healthy, open communication; varied interests within the discipline; and creativity. The department has and will continue to take pride in its ability to foster a genuine love of mathematics in its students. Any student who wishes to focus on a specific area of study may generate a proposal for an Independent Study. After administrative and faculty approval, a member of the mathematics department takes on a mentoring role for that student.

The following list of courses is by no means a static, unchanging list. The department prides itself on remaining as progressive as possible. Should relevant and essential, new material emerge that we believe is crucial for a student's well-rounded education in our field, then we reserve the right to make these changes, effectively amending our curriculum at any point, introducing the material, as always, in the most responsible and effective way. What this also means is that the following list is not "cut in Cuneiform."

### ***Integrated II***

This is a full-year course worth 1 credit.

Prerequisite: Proficiency with concepts and skills relating to Integrated I.

Students will investigate properties of functions, which can be modeled by piecewise, absolute value, constant, polynomial (linear and quadratic), exponential, and logarithmic functions through experiences and activities. Properties will include, but not be limited to: domain, range, inverses, increasing/decreasing intervals, intercepts, critical points, extreme values, slope, and end behavior.

Students will understand relationships between the graph of a function and its corresponding equation.

Throughout the course, students will expand their critical thinking skills. These skills include, but are not limited to, analysis, confidence in reasoning, clarifying conclusions, generating and assessing solutions, distinguishing relevant from irrelevant facts, and recognizing contradictions.

### ***Integrated III***

This is a full-year course worth 1 credit.

Prerequisite: Proficiency with concepts and skills relating to Integrated II.

Students will continue to develop a sense of functions by exploring properties of trigonometric, cyclical, vector, and polar functions. Students will continue to investigate logarithmic and exponential functions. The course will emphasize the following properties of functions: even or oddness, rates of change, inverses, domain and range and their relevant restrictions, end behavior, asymptotic behavior, period and amplitude (where applicable), increasing and decreasing intervals, concavity, and limits. Throughout the course, students are expected to think critically, reason logically and develop the ability to communicate mathematics effectively, so there is a strong emphasis on vocabulary.

### ***PreCalculus***

This is a full-year course worth 1 credit.

Prerequisite: Proficiency with concepts and skills relating to Integrated III.

This course will provide opportunities for students to further investigate and analyze the properties and applications of higher degree polynomial functions in addition to ongoing work with rational functions as well as exponential, logarithmic, and trigonometric functions. Students will work more with word problems and also be re-introduced to recursive equations and functions, and introduced to parametric functions and conic sections. They will continue to develop their modeling skills by working with compositions and combinations as needed to address applications of students' interest. Students will also explore sequences and series and be introduced to the foundations of calculus work including, but not limited to, limits and derivatives of functions. With ongoing studies of the foundations of calculus the course provides a reasonable balance between theory and real-world modeling applications.

### ***Calculus I***

This is a full-year course worth 1 credit.

Prerequisites: PreCalculus or department approval.

This college-level course offers a rigorous introduction to Calculus. The pace of the course is structured such that students are exposed to all of the material emphasized on the AP Calculus AB exam. Topics include limits, continuity, the derivative and application problems involving derivatives, methods of integration, solving differential equations, and revolutions of solids. These skills will be applied to polynomial, piecewise, absolute-value, rational, exponential, logarithmic, and trigonometric functions.

Calculus I is a dual-enrollment course offered through the College Access Program (CAP) at

Buffalo State College. Students in this class can earn 4 SUNY credits at a reduced tuition rate.

### ***Calculus II***

This is a full-year course worth 1 credit.

Prerequisites: Successful completion of Calculus I and a strong intent on pursuing math, science, or engineering as a field of study in college.

This course is primarily a course in Real-valued multivariable calculus aimed to teach the student differentiation and integration techniques in spaces of 2 or more dimensions. In addition to these standard methods students will evaluate the progress of the foundations of Standard Calculus since its inception and attempt to cultivate a contemporary perspective on the current tools and applications of analysis. The course also covers introductory and intermediate work with series and sequences and introductory work with Vector Algebra and Vector Calculus, with other topics added as per student interest.

Calculus II is a dual-enrollment course offered through the College Access Program (CAP) at Buffalo State College. Students in this class can earn 4 SUNY credits at a reduced tuition rate.

### ***Calculus III***

This is a full-year course worth 1 credit.

Prerequisites: Successful completion of Calculus II and a strong intent on pursuing math, science, or engineering as a field of study in college.

This course is primarily a course in Real-valued multivariable calculus aimed to teach the student differentiation and integration techniques in spaces of 2 or more dimensions. In addition to these standard methods students will evaluate the progress of the foundations of Standard Calculus since its inception and attempt to cultivate a contemporary perspective on the current tools and applications of analysis. The course also covers introductory and

intermediate work with series and sequences and introductory work with Vector Algebra and Vector Calculus, with other topics added as per student interest.

Calculus III is a dual-enrollment course offered through the College Access Program (CAP) at Buffalo State College. Students in this class can earn 4 SUNY credits at a reduced tuition rate.

### ***Probability and Statistics***

These are separate, semester-long courses worth .5 credits each.

Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data, 2) sampling and experimentation, 3) anticipating patterns, and 4) statistical inference. Students then explore how probability and statistics combine to allow for deeper analysis of data. Project work involves hands-on gathering and analysis of real-world data, thereby allowing students to build interdisciplinary connections with other subjects and with their world outside school.

The use of computers and graphing calculators allows students to focus deeply on the concepts and applications of statistics.

## Science Curriculum, Grades 9–12

The purposes and objectives of science instruction at The Park School begin with teaching students the fundamentals of using the scientific method as a way of asking questions about the natural world and interpreting experiments for what they can tell us. Students are challenged to engage in this process, and they learn how to use scientific methodology as a means to understand the content.

As teachers at a progressive school, we strongly believe that inquiry is important to the learning process and that students need to learn to work both independently and as members of a group. As teachers in the science department, we believe that hands-on laboratory activities and the development of laboratory skills are important to the learning process. Given those principles, student progress is assessed not only by traditional methods (tests, quizzes, lab reports), but also by the assignment of projects to be completed either independently or in small groups. Projects are structured with the intention that students will develop critical thinking and problem solving skills while also learning to access and analyze information. Students also develop their skills in oral and/or written communication in the preparation and completion of projects. In order to be prepared for life after school, students must develop these very important real-world skills in addition to learning the factual information and concepts that are important for understanding the world in which we live.

The primary way in which we make our subjects as hands-on as possible is by making our courses laboratory-intensive. Lab experiments can be done either the same day or the next period after a concept has been taught, rather than waiting as long as a week for the scheduled lab period to come up. This flexibility gives us a clear connection between a classroom concept and practical applications of that concept in actual experiments. The lack of a distinction between class periods and lab periods also means that lab experiments are naturally integrated in the science courses.

Another way that the science department courses develop practical applications is that full use is made of the resources of the school. A pond, woods, wetlands, a greenhouse, and easy access to the outdoors means that many labs and teaching experiences can take place outside, connecting these resources with note taking and classroom experiences.

On the pages that follow, you will find a series of descriptions for courses offered by Park's Science department. Students entering Park as freshmen must successfully complete Environmental Science and a minimum of two of the following core courses: Biology, Chemistry, or Physics, completing in all 4 credits of science unless they have approval to take fewer. In their sophomore year, students can enroll in one or more additional science courses by taking an elective. Electives may also be substituted for one of the core courses with the exception of Environmental Science.

Student transfers may be exempt from Park School core courses if they have a 75% or above for both the equivalent Regents course and exam. This applies to Biology (Regents Living Environment), Chemistry (Regents Chemistry) and Physics (Regents Physics) only. Regents Earth Science does not exempt a student from Environmental Science. All other exemptions must be submitted and approved by the science department.

## Core Courses

### *Environmental Science (Grade 9)*

This is a full-year course worth 1 credit.

Environmental Science is an ecology-based science that focuses on humans and how they interact with their environment. This subject is an interdisciplinary study of all the sciences that help us to understand the natural processes, both physical and biological, which impact our lives.

In the real world, science searches for the truths about our universe. In the classroom, students will question, explore, experiment, observe, measure, draw conclusions, and communicate with one another as they search for truths in specific content areas. Instruction of this course is accomplished through informational reading, hands-on laboratory activities, research, student projects, and the integration of technology. The course will provide opportunities to study topics such as scientific inquiry, the Earth, ecological interactions, biomes, populations, biodiversity, pollution, climate change, and energy resources.

### ***Biology (Grade 10)***

This is a full-year course worth 1 credit.

As living organisms, humans share a common bond with more than two million other known kinds of living things. What makes us and other life forms alike or different from each other? What needs do we share? This course covers these important questions, focusing on the basic life functions that occur in all living organisms with particular emphasis on select groups. Students are encouraged to evaluate issues in biological science and make their own decisions about the impact of science and technology on society, the environment, and their own lives.

In the real world, science searches for the truths about our universe. In the classroom, students will question, explore, experiment, observe, measure, draw conclusions, and communicate with one another as they search for truths in specific content areas. Instruction of this course is accomplished through informational reading, hands-on laboratory activities, research student projects, and the integration of technology. The course will provide opportunities to study scientific inquiry, classification, chemistry of life, cells, reproduction, genetics, biotechnology, human biology, and evolution.

### ***Chemistry (Grade 11)***

This is a full-year course worth 1 credit.

This course is intended as an overview of general, organic and biological chemistry. Topics will include, but are not limited to, a study of matter, atomic structure, chemical reactions, gas laws, acids and bases, macromolecules and metabolism. There is a strong emphasis on experimental design using foundational concepts, execution with safe laboratory practices, and analysis of results with articulation of meaning.

### ***Physics (Grade 12)***

This is a full-year course worth 1 credit.

Physics is the study of the mathematical relationships that describe how the physical world behaves. A central component of physics instruction will involve measuring variables and analyzing the relationship between those variables to establish these mathematical relationships. Physics involves a wide range of topics, and this course will provide a survey of essential concepts in physics that will lay the foundation for advanced and specialized fields in physics. The following topics are included in this curriculum: constant velocity motion, constant acceleration, Newton's laws of motion, projectile motion, circular motion, gravitation, energy storage & transfer, and momentum.

## **Science Electives**

### ***Advanced Science Explorations***

This is a one semester course worth 0.5 credits.

Prerequisite: Open to juniors and seniors only.

Advanced Science Explorations is an interdisciplinary course that exposes students interested in science to a wide range of science topics, current research, and opportunities to improve their own research and experimental investigations. The general class structure is more

free form than a traditional class, therefore, students must be self-disciplined and self-motivated. More structured lessons and activities take place at the beginning of each unit as we explore topics together that the class has chosen. Student independent research and investigations follow for the remainder of each unit.

### ***AP Physics 1: Algebra-Based***

This is a full-year course worth 1 credit.

Prereq: Integrated II; Co-Req: Integrated III

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

This course requires that 25% of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational

physics principles and apply the science practices. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their notebooks, reports, and other materials.

This class is meant to be equivalent to a first-semester introductory college course in either algebra-based or conceptual physics, typically taken by students pursuing a bachelor of the arts in a field of science. Because this is a college-level course, the pace of the course will be fast, and students will be expected to complete considerable practice outside of class time. Students who successfully complete all coursework and all required laboratory activities and reports will be able to take the Advanced Placement Physics 1: Algebra-Based Exam in May, and the college or university you will attend may give you

college credit for this course depending on your performance and their criteria.

More information about Advanced Placement courses and exams is available at the College Board website: [apcentral.collegeboard.org](http://apcentral.collegeboard.org).

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

This is a full-year course worth 1 credit.

Co-Requisite: Calculus I

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

AP Physics C: Mechanics should include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 25% of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Each student should complete a lab notebook or portfolio of lab reports.

Because this is a college-level course, the pace of the course will be fast, and students will be expected to complete considerable practice outside of class time. Students who successfully complete all coursework and all required laboratory activities and reports will be able to take the Advanced Placement Physics 1: Algebra-Based Exam in May, and the college or university you will attend may give you college credit for this course depending on your performance and their criteria.

More information about Advanced Placement courses and exams is available at the College Board website: [apcentral.collegeboard.org](http://apcentral.collegeboard.org).

### ***Conservation Ecology***

This is a full-year course worth 1 credit.

Prerequisites: Environmental Science and Biology

Conservation Ecology introduces students to the major environmental challenges of our time, including, biodiversity, ecosystem services, habitat destruction, overharvesting, invasive species, climate change, extinction, conservation practice, restoration & conservation in human dominated habitats. Students will devise solutions to today's most pressing problems with hands-on experience in natural resource management.

### ***Electricity & Magnetism***

This is a semester-long course worth 0.5 credits.

Co-Requisite: Physics

This course investigates the two of the four fundamental forces that govern the physical world: the electric force and the magnetic force. A central component of physics instruction will involve measuring variables and analyzing the relationship between those variables to establish conceptual and mathematical relationships. This course will lay the foundation for the second semester of an introductory college-level physics course. The following topics are included in this curriculum: the property of charge, the electric field, electric potential, electric circuits, and magnetism including electromagnetism.

### ***Engineering***

This is a semester-long course worth 0.5 credits.

Engineering is the application of scientific principles and practices for large-scale use or mass production. Engineering is its own field of study with subdivisions of specialty but incorporates concepts and practices from all fields of science. This course is designed to be an introduction to the engineering profession and will provide an essential base of

understanding and skills that can be used in introductory engineering courses in college. This course will be project-based and may involve projects in the fields of civil, mechanical, environmental, and electrical engineering and will also introduce students to coding. The primary focus of each project will be the **engineering process**, which is an iterative process of designing, building, testing, and redesigning in an attempt to find the most optimal solution for a problem.

### ***Forensics***

This is a semester-long course worth 0.5 credits.

Forensics is the use of scientific principles and practices to investigate and establish facts in civil and criminal investigations. This is a course intended to give students interested in forensics an overview of the principles and practices used in the varied subfields within the profession.. Scheduled topics are flexible but may include: professions in forensics, eyewitnesses, types of evidence, the crime scene, fingerprinting, blood and blood spatter, DNA analysis, human remains, time-of-death estimates, and ballistics.

### ***Greenhouse Genetics***

This is a semester-long course worth 0.5 credits.

Prerequisite: Biology

This course is a series of activities and inquiry-based experiments with familiar foods to teach genetics while helping students make connections to ecology, evolution, plant biology, and even social science. What makes Greenhouse Genetics unique is its emphasis on modern food-plant-based situations. For example, to learn about Punnett squares, students taste variations in bitterness in cucumber seedlings and then design experiments investigating the surprising role that bitterness plays in protecting plants from insects. To learn about plant breeding, students reenact a trial in which farmers sued seed

companies to compensate for \$1 billion in U.S. corn crop losses caused by genetic uniformity.

More specifically this course will provide opportunities for students to study topics such as traits, genes, crosses, mutations, survival strategies, domestication, the importance of genetic diversity, biochemical pathways, centers of diversity, and quantitative traits.

### ***Organic Chemistry I***

This is a semester-long course worth .5 credits.

Prerequisite: Chemistry

Organic chemistry is the study of compounds containing carbon. This course integrates and elaborates on topics introduced in physics, chemistry, and biology. Emphasis is placed on reaction mechanisms, synthetic organic chemistry, and modern laboratory techniques. Concepts include resonance, as it pertains to acidity and reactivity, IUPAC naming, stereochemistry, and alkene reactions. Laboratories explore separation, synthesis, purification, and identification of organic compounds. Additionally, each student is expected to complete an in depth research study of a current complex problem. They will explore the problem from a multi-disciplinary approach and should they continue into the second semester, they will propose a solution to the complex problem utilizing a multi-faceted approach that demonstrates not only their scientific understanding of the problem, but also how the scientific basis is intertwined with other areas such as economics, geographics, etc.

In addition to understanding organic chemistry concepts, students will gain and enhance many skills throughout the year. These include conceptual molecular rotations, scientific literacy, scientific measurement and safe laboratory practices, critical thinking and problem solving, communication and collaboration, and creativity and innovation.

### ***Organic Chemistry II***

This is a semester-long course worth .5 credits.

Prerequisite: Organic Chemistry I

The second semester of Organic Chemistry will expand upon the mechanistic foundation built in the first semester. Concepts include alkyne reactions, substitution reactions, biomolecules, and structure elucidation. These topics will lead into a study of drug-target interactions and enzyme kinetics, and culminate with a medicinal chemistry perspective on drug design from discovery to approval. Laboratories explore separation, synthesis, purification, and identification of organic compounds. Furthermore, students will continue their complex problem research from the first semester with the goal of proposing a solution to the problem that addresses the scientific and multi-disciplinary factors underlying the problem. This course will prepare the student for advanced study in pre-professional sciences.

In addition to understanding organic chemistry concepts, students will gain and enhance many skills throughout the year. These include conceptual molecular rotations, scientific literacy, scientific measurement and safe laboratory practices, critical thinking and problem solving, communication and collaboration, and creativity and innovation.

### ***PH 120 Environmental Science***

This is a full-year course worth 1 credit.

Prerequisites: Environmental Science and Biology

PH 120 Environmental Science is a college level introductory course designed to provide an overview of the basic concepts of environmental science and an opportunity to put these ideas into practice in community related activities. It reviews and expands on the concepts covered in The Park School's



Environmental Science 1 course as well as introduces a variety of new topics.

PH 120 is part of the SUNY advanced studies program. This program gives high school students an opportunity to become part-time non-matriculated students at SUNY Erie Community College. Students in this class can earn 3 SUNY credits at a reduced tuition rate.

### ***Science Seminar***

This is a semester-long course worth 0.5 credits.

Prerequisite: Open to juniors and seniors only.

The purpose of this course is to provide students with an opportunity to spend part of their junior or senior year of high school developing expertise on a science topic of their choice. This is a student-directed class which combines features of independent study, class discussion, and presentations. Students enrolled in this course will select topics and problems in science and research them. In class they will complete a project(s), present their project(s), lead discussions on the topic(s), and exchange ideas with others.

### ***The Science Behind Food***

This is a semester-long course worth 0.5 credits.

Prerequisite: Biology; Co-Requisite: Chemistry

Are you hungry for science? NSTA's Gourmet Lab: The Science Behind Your Favorite Foods takes that phrase to a whole new level as students have the opportunity to discover science concepts and learn experimental design skills through interactions with everyday foods. The course is completely lab based with hands-on experiments that challenge students' take on the role of both scientist and chef, as students boil, bake, and toast their way into a better understanding of science concepts from chemistry, biology, and physics.

Based on cooking edible food items such as pancakes and cinnamon rolls, students have the opportunity to learn about physical changes, states of matter, acids, bases, biochemistry, molecular structure and many more topics. Rather than recipes, students are presented with laboratory explorations that use lab equipment such as hot plates, beakers, and tongs and work with chemicals such as sodium chloride and sucrose to experience science through food and cooking.

### ***Waves***

This is a semester-long course worth 0.5 credits.

Co-Requisite: Physics

This course investigates wave phenomena. Waves are oscillating systems that transfer energy and are how sound and electromagnetic radiation, which includes visible light, operate. A central component of instruction in this physics course will involve measuring variables and analyzing the relationship between those variables to establish conceptual and mathematical relationships. This course will lay the foundation for the topics addressed throughout both semesters of an introductory college-level physics course. The following topics are included in this curriculum: simple harmonic motion, mechanical wave properties and behaviors, sound, electromagnetic wave properties and behavior, light, and optics.

## **World Languages Curriculum, Grades 9–12**

The objective of world language instruction at The Park School is to promote global cultural awareness and skills in the areas of reading, writing, speaking, and listening in the target language. The overall goal is to develop competency toward attaining mastery in a second language.

The World Languages Department focuses its instruction on the development of global citizens by fostering verbal communication skills and cross-cultural understandings. This is accomplished through the development of effective oral and written communication, building a curiosity regarding the world outside of one's own community, and promoting critical thinking through investigation and project-based experiences.

Another goal of the World Language Department is to encourage students to work cooperatively with others, both in class and cross-curricularly, to improve interpersonal skills in an effort to imitate real-life work settings.

The department is mindful of students requiring greater time to progress through language study. The autonomy to evaluate the effectiveness of the program and to evaluate student progress is given to the department. Individual student progress is assessed through class participation, daily assignments, and more formal assessments that are used to evaluate skill development, such as projects, speaking and listening activities, and tests and quizzes.

The language department engages students in the study of cognitive and language acquisition skills through a variety of age-appropriate activities in class, through daily work outside of class and in some cases, student exchange programs with schools in France. The purpose of all work is to reinforce the materials presented in class. Projects are often used to foster creative and open-ended thought and promote cooperative work skills and hands-on learning experiences. Students are encouraged to

reflect upon and revise their own work to deepen their understanding and maximize their learning.

The department makes use of technology in many ways. The school's intranet system is used to maintain contact with students and parents. Use of online material provides authentic resources in the target language and culture. Virtual tours, audio of native speakers, as well as written material from news sources and cultural websites enrich the classroom experience. Students are encouraged to use the computers for creating individual and group projects and games, and for researching online resources and cultural aspects of regions of the target language.

A student entering Park with no language background will be placed at the Novice Level in the Upper School language program. Students in Upper School who wish to challenge themselves at the honors level will meet with individual course instructors to set up an honors plan. This plan will include curricular expectations beyond the required coursework and types of assessments that will be used to determine if honors distinction is merited.

Courses in the guide below are presented in the order in which students will typically take them. Except for Novice, and unless otherwise noted, successful completion of the previous language level is a prerequisite for each course.

Information about Upper School Hebrew classes can be found in the Kadimah Scholars Program section of this guide.

## **French Course Descriptions**

### ***Novice Level French***

This is a full-year course worth 1 credit.

Novice Level French emphasizes the fundamentals of oral and written communication. Vocabulary development and grammar usage are strengthened through daily reading and writing assignments, as well as through listening and speaking activities. At the completion of Novice Level studies, students will

be able to express themselves in both written and oral forms with comparative ease in structured situations. Culture and geography are interwoven into the curriculum to enhance the acquisition and development of language skills. Students are expected to actively participate in class discussion, and to take advantage of the classroom opportunities to strengthen their speaking skills in the language.

Reading skills are developed using context, cognates, and other decoding skills. Writing in journals helps to develop greater understanding of basic grammatical concepts and syntax. Listening skills are assessed through deciphering oral language and appropriate responses to questions, both orally and in written form. Speaking tasks will move toward proficient communication in the areas of socializing, providing and obtaining information, persuasion, and expressing personal feelings.

### ***Intermediate French A***

This is a full-year course worth 1 credit.

Intermediate French A is a course that addresses students who have successfully completed the Novice Level. Topics, which were introduced in the Novice Level, are looked at in more depth. The goal at this level is to further develop the skills necessary for more authentic speaking and a greater comprehension of the various areas of the French-speaking world. Grammar skills will be given a greater role at this level. Students will continue to learn new verb tenses and advanced grammatical concepts throughout the year. We will continue to develop a broader vocabulary base, and learn to give more detailed descriptions. The writing process focuses on how tenses and moods of verbs work together, as well as learning to use transitioning and organizers for more mature, in-depth writing.

Reading of authentic French literary selections will be used to promote reading and interpretive skills, expand vocabulary, and improve knowledge of sentence syntax. Students will continue to develop speaking skills through class discussions, oral project

presentations, storytelling, and circumlocution. French films and music will be used to promote listening skills through authentic speech.

### ***Intermediate French B***

This is a full-year course worth 1 credit.

Students at this level of French have had the basic foundations of advanced grammar and will spend the year refining usage, and learning to use the language in authentic tasks. The grammar and vocabulary units will be interspersed with thematic survey units. Students entering this level of language will each choose a francophone country at the beginning of the year and will study all thematic units through the lens of his or her individual country. These units may include the following topics which are incorporated into the curriculum along with expansion of previously introduced vocabulary and grammatical topics of study: France-geography and general economy, daily life, technology and the future, and the media.

Students will continue to develop necessary communication skills in written and spoken French. In order to develop speaking skills, students will discuss and debate topics of interest to them and teens in the French-speaking world, as well as the literature read, and the oral reports based on the thematic units. Students will write informational reports and creative stories in French. Students will work on refining grammatical skills pertaining to use of verb tenses, idioms, and common speech patterns.

### ***Advanced French A***

This is a full-year course worth 1 credit.

Advanced French A is designed to challenge students who have completed a minimum level of Intermediate French B. This course is developed around a series of thematic units that include film, literature and authentic resources in the target language. The focus of Advanced French A is on the development of speaking and listening

comprehension skills. Film, literature, global issues, and authentic resources in the target language are used as a springboard for thematic vocabulary development and cultural awareness.

Students once again choose a francophone country at the beginning of the year through which to examine, discuss, compare, and contrast cultures of the francophone world and the United States. Students use journals to record impressions and points of interest throughout the unit and must complete a short essay at the end of each unit, as well as an oral presentation. Additional grammar topics are derived from the strengths and weaknesses that appear in the students' written and oral work, and grammar lessons are individualized to address those needs.

### ***Advanced French B***

This is a full-year course worth 1 credit.

Advanced French B is designed to challenge students who have completed a minimum level of Advanced French A. This course is developed around themes such as history, art, government and politics, and social justice issues. This course may be taken as a prerequisite or in place of AP French. The focus of Advanced French B is still on the development of speaking and listening, and reading comprehension skills, with a renewed focus on presentational writing and speaking.

Students once again choose a francophone country through which to examine these themes. Film, literature, and authentic resources in the target language are used as a springboard for thematic vocabulary development and cultural awareness. Cultures and themes are discussed, compared, and contrasted in both informal class discussions, oral debates, and formal oral presentations. Students use journals to record impressions and points of interest throughout the unit and must complete a written, visual, and oral presentation at the end of each unit, as well as hosting a question and answer period on the individual presentation. Grammar topics are

derived from the strengths and weaknesses that appear in the students' written and oral work, and grammar lessons are individualized to address those needs.

### ***AP French***

This is a full-year course worth 1 credit.

Prerequisite: Advanced French A and/or Advanced French B

Advanced French AP French is a college level French Course designed to prepare students for the AP French Language and Culture Examination. The course will be conducted similarly to the Advanced French A and B and will be taught through the lens of the 6 AP Themes: Contemporary Life, Beauty & Aesthetics, Global Challenges, Personal & Public Identities, Family & Community, Science & Technology. Students will decide whether or not they will be taking this course for AP credit by the end of the first quarter of the academic year. *If a student chooses to take the course for AP credit the AP Exam must be taken by the student.*

AP French is a rigorous course and students should be ready to give sufficient time and focus to preparing for the AP French Language examination which is given each year in May. The addition of an AP language lab into the schedule allows for extended time to practice skills needed to fulfill the requirements for a rigorous AP course.

## **Spanish Course Descriptions**

### ***Novice Level Spanish***

This is a full-year course worth 1 credit.

Novice Level Spanish emphasizes the fundamentals of oral and written communication. Vocabulary development and grammar usage are strengthened through daily reading and writing assignments, as well as through listening and speaking activities. At the completion of Novice Level studies, students will be able to express themselves in both written and

oral forms with comparative ease in structured situations. Culture and geography are interwoven into the curriculum to enhance the acquisition and development of language skills. Students are expected to actively participate in class discussion, and to take advantage of the classroom opportunities to strengthen their speaking skills in the language.

Reading skills are developed using context, cognates, and other decoding skills. Writing in journals helps to develop greater understanding of basic grammatical concepts and syntax. Listening skills are assessed through deciphering oral language and appropriate responses to questions, both orally and in written form. Speaking tasks will move toward proficient communication in the areas of socializing, providing and obtaining information, persuasion, and expressing personal feelings.

### ***Intermediate Spanish A***

This is a full-year course worth 1 credit.

Intermediate Spanish A is a course that addresses students who have successfully completed Novice Level. Topics, which were introduced in the novice levels, are looked at in more depth. The goal at this level is to further develop the skills necessary for more authentic speaking and a greater comprehension of the various areas of the Spanish-speaking world. Grammar skills will be given a greater role at this level. Students will continue to learn new verb tenses and advanced grammatical concepts throughout the year. We will continue to develop a broader vocabulary base, and learn to give more detailed descriptions. The writing process focuses on how tenses and moods of verbs work together, as well as learning to use transitioners and organizers for more mature, in-depth writing.

Reading of authentic Spanish literary selections will be used to promote reading and interpretive skills, expand vocabulary, and improve knowledge of sentence syntax. Students will continue to develop speaking skills through class discussions, oral project presentations, storytelling, and circumlocution.

Spanish films and music will be used to promote listening skills through authentic speech. Students choose a Spanish-speaking country at the beginning of the year through which to examine, discuss, compare, and contrast cultures of the hispanic world and the United States.

### ***Intermediate Spanish B***

This is a full-year course worth 1 credit.

Students at this level of Spanish have had the basic foundations of advanced grammar and will spend the year refining usage, and learning to use the language in authentic tasks. The grammar and vocabulary units will be interspersed with thematic survey units. These units include the following topics which are incorporated into the curriculum along with expansion of previously introduced vocabulary and grammatical topics of study: food, parts of the body, trips and excursions, and everyday life.

Students choose a Spanish-speaking country at the beginning of the year through which to examine, discuss, compare, and contrast cultures of the hispanic world and the United States.

Students will continue to develop necessary communication skills in written and spoken Spanish. In order to develop speaking skills, students will discuss and debate topics of interest to them and teens in the Spanish-speaking world, as well as the literature read, and the oral reports based on the thematic units. Students will write informational reports and creative stories in Spanish. Students will work on refining grammatical skills pertaining to use of verb tenses, idioms, and common speech patterns.

### ***Advanced Spanish A***

This is a full-year course worth 1 credit.

Advanced Spanish A is designed to challenge students to communicate almost exclusively in the target language. The focus at this level is to develop a student's higher-level communication skills in Spanish through the use of authentic audio visual,

literary and non-literary texts such as target language newspapers and magazines. Students once again choose a Spanish-speaking country at the beginning of the year through which to examine, discuss, compare, and contrast cultures of the hispanic world and the United States.

Students can talk about recent actions, express sentences in the past and express their feelings with the Subjunctive mood. They will express themselves in both formal and informal speaking and writing tasks. This will be demonstrated through letters/emails, essays, diaries, blogs, conversations, debates and presentations.

### ***Advanced Spanish B***

This is a full-year course worth 1 credit.

Advanced Spanish B is a continuation of advanced language study building upon grammar skills and vocabulary. It is designed to challenge students to communicate almost exclusively in the target language. The focus at this level is to develop a student's higher-level communication skills in Spanish through the use of authentic audio visual, literary and non-literary texts such as target language newspapers and magazines. Students once again choose a Spanish-speaking country at the beginning of the year through which to examine, discuss, compare, and contrast cultures of the hispanic world and the United States.

Students can express certainty and doubt, express opinions and probabilities. At this level students are very familiar with the subjunctive mood and their uses. They will express themselves in both formal and informal speaking and writing tasks. This will be demonstrated through letters/emails, essays, diaries, blogs, conversations, debates and presentations.

### ***AP Spanish***

This is a full-year course worth 1 credit.

Prerequisite: Advanced Spanish A and/or Advanced Spanish B

AP Spanish is a college level Spanish Course designed to prepare students for the AP Spanish Language and Culture Examination. Skills for the course will be taught through the lens of the 6 AP Themes: Contemporary Life, Beauty & Aesthetics, Global Challenges, Personal & Public Identities, Family & Community, Science & Technology. Students will

decide whether or not they will be taking this course for AP credit by the end of the first quarter of the academic year. *If a student chooses to take the course for AP credit the AP Exam must be taken by the student.*

AP Spanish is a rigorous course and students should be ready to give sufficient time and focus to preparing for the AP Spanish Language examination which is given each year in May. The addition of an AP language lab into the schedule allows for extended time to practice skills needed to fulfill the requirements for a rigorous AP course.

### **Kadimah Scholars Program, Grades 9-12**

The Kadimah Scholars Program launched in 2019 and represents a relationship that transitioned Kadimah Academy from being an independent school to an education program and scholarship fund with classes, students, and teachers integrated into our vibrant community.

Established for students in Kindergarten through Grade 12 and funded by the Buffalo Jewish Federation, the program also adds to Park's curriculum and programming. With classes in Hebrew and Judaic Studies, our students have more opportunities to learn about the wider world, encouraging a global perspective and enhancing our commitment to diversity.

The objective of Kadimah Scholars instruction at The Park School is to promote cultural awareness of the Jewish religion through Judaic Studies and communicative skills in the areas of reading, writing, speaking, and listening in the Hebrew language. The overall goal is to develop competency toward attaining mastery in language and historical knowledge of the Jewish culture.

As part of the World Languages Department, Hebrew classes focus their instruction on the development of global citizens by fostering verbal communication skills and cross-cultural understandings. This is accomplished through the development of effective oral and written communication, building a curiosity regarding the world outside of one's own community, and promoting critical thinking through investigation and project-based experiences.

Another goal of the is to encourage students to work cooperatively with others, both in class and cross-curricularly, to improve interpersonal skills in an effort to imitate real-life work settings.

### **Hebrew Language Curriculum, Intermediate/Advanced**

Language instruction at the Upper School level continues to spiral in content from both lower and middle school levels, while preparing students for the Hebrew language mastery final examination. At the end of this level students are expected to express themselves both verbally and in writing, as well as demonstrate reading and listening comprehension of Hebrew in a variety of contexts. Students are introduced to the other verb tenses and moods necessary for natural speech. Current events related to Israel and globally are used as springboards for conversation, vocabulary development, and writing.

### **Judaic Studies in Upper School**

The core curriculum concentrates on Jewish history through the ages starting from Abraham and the first monotheistic religion and continues into present days. Students learn about geography and customs of the Middle East region, and the influence on Jewish communities that lived there. Other topics covered are Jewish rabbis, philosophers, artists, scientists, and poets who left their mark on Jewish communities all over the world. Some skills learned in class are bible text analysis and interpretations and how to apply them to modern life.

## Visual Arts Curriculum, Grades 9 - 12

The visual arts department has a long established position at The Park School. It is a program of study that, by its very nature, is reflective of the principles of the School. Learning takes place in the process of making art as much as it does in all the other areas of education. To make art is a challenging goal, and the objective is to learn through the experience of making and creating.

In the visual arts program, students are encouraged to express their ideas both independently and collectively. They are guided through controlled exposure to a broad range of artistic styles and mediums. Art history is presented in terms of exposure to different artists and their ideas. Cultural, social, philosophical, and political ideas are discussed and encouraged. We endeavor to reflect on the academic material covered in students' core subject areas (such as science, math, social studies, etc.) to promote art education as a holistic experience rather than a separate area of study.

Art is an area of study that requires a balance between the rational, analytical mind and the perceptive mind. We challenge the students to make statements that reflect their interests. We want them to enjoy the process of exploring, to exhibit curiosity, and to discover those personal strengths that will make them more effective communicators.

Students in the upper grades are evaluated by a variety of methods, including class participation and consistent effort, group critique, sketchbook/journal, self-assessment/response sheets, project evaluation, and final project/exams. The ten-question generic form is used for every project. It requires the students to reflect on the purpose, subject, concept or idea, visual content, and learning outcomes of their projects. The class sizes are small and allow for good individual and group review of the daily lesson. The self-assessment sheets encourage students to fully—and thoughtfully—critique their work in written form. Students do not grade themselves with these sheets, but they make statements regarding the effectiveness

of their work and the learning outcomes they have experienced.

We have a small number of upper school students with specialized interests not covered by the standard curriculum. In order to encourage those interests, we have designed a program of contractual advanced study to meet the special needs of individual students. The class structure of the advanced study periods resembles a small community of artists pursuing individual interests, thus providing a very rich experience for all students involved.

Grade 9 students experience the first real studio concentration for one semester. All other art courses are by election according to individual student schedules. Unless otherwise noted, all classes are semester-long and worth .5 credits.

We have some students who will go on to college to pursue art, and that is very satisfying to us as their teachers. Beyond those few, though, there are many students who come during free periods and after school to work on ideas they have conceived for projects in other classes. The art building is where students' ideas can come alive. We also have a very strong theater program that provides students the opportunity to design and paint sets along with making an assortment of very interesting props. Students are interested in doing things with art outside of the classroom because they are encouraged to seek out opportunities we have provided for them.

We have a comprehensive program that ranges from watercolors to woodshop to sculpture to ceramics. We are constantly evolving the program to involve more computer technology. Software programs have become economically accessible, and digital cameras have advanced to include more manual exposure options. Consequently, we have found that photography, as a fine arts medium, can be taught and experienced more effectively using digital technology. Teaching drawing and design concepts has also changed with the option of scanning and printing images. Students are now able to see



immediate variations of color-change possibilities without altering their original idea. The possibilities are limitless. Having immediate access to computers in the classroom has increased the wealth of reference material available, and the ability to research information has been astounding. The procedures for welding and cutting metal have also changed recently with inverter technology.

The current faculty is comprised of two art teachers who work with students individually and in groups to ensure that students receive the full benefit of individualized instruction that has been established here at Park.

### ***Studio Art I***

Required of all Grade 9 students.

This is a half-year foundation course designed to familiarize students with the basic elements of art: line, form, space, value, texture, and the principles of design: balance, rhythm, variety, unity and perspective. The goal of this course is to enable the students to incorporate those elements of art and principles of design into a working composition or statement. We will combine an understanding of Art History with many projects in this course. The Art History will provide an understanding of the ideas behind the work in relation to its time and allow for individual interpretation by the students.

Some course content requires written assignments, (research and comparison type). I will give written assignments with plenty of advance notification.

The first part of the course will deal with some formal instruction regarding drawing and design. Color problems will be presented to familiarize you with how and why colors work together. The students will design projects in as wide a variety of mediums (paints, pencils, charcoal, ceramics etc.) as time and budgetary allowances will support. This course is meant to stimulate individual interest in Art. The projects can be as simple or as complex as each of you would like. If you do simple projects, I

will expect many and encourage experimentation. If you choose a complex individual project, and have the capacity to complete it, that will also be encouraged.

### ***Advanced Studio Art***

Advanced Studio Art is offered to students as a mixed studio approach where students can explore specific areas of interest beyond the initial ninth grade experience. Advanced Studio in Art is designed as a program of study that meets the needs of a variety of student schedules, levels of interest and artistic abilities. Though many students meet at the same time schedule, they can be working on completely different projects. This makes for a variety of simultaneous studio experiences. Students' individual ideas may be stimulated by the projects of others, or they may be encouraged to try mediums that they never considered using before their exposure to so many different possibilities.

Examples of current projects are: Figurative sculpture. Working with clay, direct plaster and carving wax. Figure drawing. Students will be working from life studies and researching anatomy. Painting, Drawing and Design. Students will approach a variety of design concept in their work to explore the possibilities of developing a portfolio of work for college applications. Ceramics and Sculpture. Students will develop their wheel-throwing techniques or refine hand-building techniques for three-dimensional artwork.

### ***AP Studio Art***

This is a full-year course worth 1 credit.

The AP art program is designed for students who feel ready to accept the challenges and rigorous requirements of a college level art course. Students that are considering a concentration in art for college may elect to take this course as a structured resource for developing their individual portfolio. Students must select from three specific AP course descriptions, and must meet exacting requirements

to submit work for formal evaluation. This is a rigorous course. Students who elect to take this course must be prepared to devote a significant amount of time to the production of artwork. In excess of thirty artworks must be completed for a Drawing or Two-Dimensional Design portfolio review. A minimum of twenty-six artworks must be generated for the 3-D Design portfolio. There is an AP course fee that needs to be considered as a mandatory requirement of this course.

### ***The Basics and Beyond***

This upper school art class will touch upon many different ideas, materials, artists and their styles, and techniques for both two-dimensional and three-dimensional work. Some of the materials we will be using are paint, watercolors, pen and ink, collage, clay, charcoal, random found materials, oil pastels, etc. The class will involve bi-weekly required class exercises experimenting with these techniques and materials. After class exercises, students will have time to pursue their own interests and ideas. A journal will be required to log ideas, sketch, and collect references that inspire ideas. Finally, there will be group critiques to discuss projects, make observations, share ideas, and offer constructive criticism.

### ***Ceramics and Sculpture***

This class is an introduction to ceramics and working on the pottery wheel to create both functional and decorative pots and cylinders.

The class will also work with clay sculpture, both additive and subtractive forms, tiles, using molds, jewelry, and more. Some of the techniques that will be covered include hand building, slip and scoring, adding texture, and glaze application. Students will be given specific projects and challenges, as well as encouraged to go in an independent direction.

### ***Drawing and Painting***

Students who share an interest in painting and drawing have the opportunity to refine their talents and ideas throughout the semester with this course. Class assignments are structured to apply to a range of ideas. Experimentation with a variety of drawing and painting mediums will be assigned, and cross-curricular projects will be suggested to encourage a more holistic approach to student's educational experience.

### ***Metalworking and Sculpture***

Metalworking and sculpture is a course that offers students the opportunity to combine a number of sculptural ideas with an introduction to various metalworking processes. Rather than a task oriented approach, students learn about metal working techniques to realize their own designs.

The Metalworking course is offered in conjunction with other advanced studio options. The advanced studio art options remain a focus for some students who are interested in mixed media compositions. While some students concentrate on one specialized medium, other students are interested in sculptural processes, like carving and woodworking, in addition to working with metal. The combined studio atmosphere invites creativity and enriches the learning environment for all students.

Students will have been presented with a variety of approaches to working with metal and also will have experimented with several techniques. The course is more about realizing ideas than about making projects. Students will have developed an appreciation for how metalwork is designed and fabricated. They will also come away with the knowledge that they can design and make things with their own hands.

### ***Photography I***

This course is designed to familiarize students with the basic workings of the photographic process.

Visual composition, the history of photography and some advanced or experimental techniques will be presented, but the major emphasis will be practical applications of black and white techniques for the beginning photographer. Digital technology will also be covered as part of the course structure. In many cases, digital processes will supplement the introduction of using film cameras to understand process, composition and attention to detail.

This Photography course is designed to do more than just teach basic camera operation and darkroom developing fundamentals. The ideas behind taking and making photographs are often more interesting than the technical processes. Even if you never considered yourself an artist, you will learn to appreciate the applications of design principles and elements of art by finding they are more intuitive than contrived. You will take photographs both because you like to, and as a means of communicating your ideas.

To help you understand what you like about certain compositions, and how to make them more effective in communicating your own ideas, will be major goals of this course.

### ***Printmaking***

With the recent acquisition of a hand operated printmaking press we have the opportunity to introduce several printmaking techniques. Dry point etching in plastic plates will be an introduction to the printed image. Various methods of marking plates for reproducing images will be covered as well as the built up process of collagraphs. Students will experiment with a variety of printmaking techniques to produce repetitive images. Students will be encouraged to model their techniques after an artist of their choice.

Linoleum, Easy-Cut print material, Plexiglass engraving, copper engraving, copper etching. Monoprinting and Wood cut printing are all possibilities. Etching metal plates with acid might be the most common approach, but recent

developments with UV light sensitive plates offer interesting alternatives. Students with a specific interest in screen printing might also find this course interesting. The possibilities are only limited by the interests of the students involved.

### ***Woodworking***

This woodworking course is an opportunity for students to learn about the processes of working with wood as well as design considerations for a variety of projects. Safety issues are addressed first as a primary concern. Demonstrations of safe operating procedures for each piece of equipment are presented. The option to continue in the class depends on adherence to rules. A variety of joining methods will be demonstrated and discussed. All students learn to work from the design on paper to the completed assembled project. Past this point the students have the option to design their own projects. Some examples are carving wood, making frames and turning wood on the lathe. The complexity of the project depends on their enthusiasm to get it done and their ability to meet new challenges as they arise. Everyone makes mistakes occasionally. Learning how to work past them is a life skill.

### ***Visual Studies***

The design for this course follows a trend by several universities in the United States and Canada by offering a course where students study the cultural meaning and representation of visual images.

The goal is for this course to develop into a study of how students can effectively communicate their own ideas about culture represented through visual images.

Examples of projects to be explored are:

- Social or political commentary through cartoons
- Wearable art, clothing design or redesign

- Research of cultures through stories and illustration
- Design studies influenced by a series of different cultures
- Mixed media compositions reflecting the influence of a culture or cultures
- Students will produce artwork that reflects their own sense of cultural awareness

## **Performing Arts Curriculum, Grades 9-12**

### ***Drama 10***

This is a semester-long course worth .5 credits.

This Drama course is designed to give an introductory experience in theater arts and public speaking. Throughout the semester, there are many projects given to open students' minds to different aspects of the theater. Students also participate in many activities to get themselves more comfortable and confident on stage and in front of an audience.

The projects and assignments include some of the following: writing and performing short skits, writing and presenting various speeches, designing and building a model set, memorizing and presenting a monologue, and all aspects of developing and presenting a class play.

### ***Exploring Music***

This is a semester-long course worth .5 credits.

This course is a sampling of music history, music theory, and performance. Music history will include a survey of music including Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century. Music theory will include a review of the elements of music and music reading. The performance section of the course will combine the principles addressed in music theory and allow students to explore music in a hands-on way. This course is designed to give a sampling of all types of music, allowing students to make informed decisions regarding their choice of music. This course will also allow students to converse about the different genres in an intelligent manner and give them an understanding of how music is the universal language.

Exploring music will require students to demonstrate rudimentary music concepts, such as note value recognition and staff reading. Students will identify different meters and musical forms, and develop

critical listening skills. They will demonstrate proper playing technique on pitched and unpitched percussion, including drums, xylophones, and ukuleles. This course includes projects that delve into the topics of music in film and electronic music composition.

### ***US Band (The Jazz Pioneers)***

This is a full-year course worth 1 credit.

Band is designed to be a performance-based course. The course will cover studying a variety of jazz artists, jazz repertoire, developing improvisation skills, music theory, sight reading and composition. Students will be required to perform as soloist and/or small group. This will give the student an opportunity to gain performance etiquette and allow assessment of the individuals learning of the music. Concert opportunities include school performances and may include off-campus events such as ECMEA and NYSSMA solo festivals.

### ***US Chorus***

This is a full-year course worth 1 credit.

Chorus is designed to be a performance-based course. This course will cover a variety of repertoire, along with basic music theory, history, aural training, and sight singing. Students will be required to sing as a soloist and/or small group. This will give the student an opportunity to gain performance etiquette and allow assessment of the individuals learning of the music. Concert opportunities include various school concerts, and may include off-campus events.

Chorus will require students to demonstrate basic vocal technique by displaying proper breathing, blend, tone, and posture. Students will perform in two, three, or four part harmonies depending on proficiency. They will sing on pitch, in small and large group settings, maintaining a steady beat in a variety of tempi. Students will learn how to read standard notation in a variety of standard meters

using solfege. They will identify, define, and interpret musical symbols and terms. Students will demonstrate an understanding of the function of music, roles of musicians, and connections to other disciplines. Depending on skill level, students may be invited to audition for NYSSMA and ECMEA solo contests or NYSSMA Majors ensemble evaluations.

## **Health and Physical Education, Grades 9-12**

### ***Health 9***

This is a semester-long course worth .5 credits.

This is a health survey course with the goal of encouraging students to take charge of their own health and wellness, learn to develop healthy habits and behaviors, and learn how to care for their personal health and safety. Students will be introduced to tools that they can use to track their own nutrition and fitness and they will be asked to think critically about their own health habits and demonstrate responsibility and independence both in and out of class.

This course also provides students with accurate information that they can utilize to develop healthy attitudes and behavior patterns. Critical thinking and decision making skills will be taught and practiced throughout the course as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. Prevention is the key to health and wellness. Practicing healthy habits will help to keep a person well and free from disease and other ailments.

Students will engage in group work and various activities/projects to enhance the learning process. Classes will include videos, presentations and possibly guest speakers.

### ***Upper School Physical Education***

Physical education in the Upper School is tailored to meet the needs, interests, strengths, and weaknesses

of the individual student. Choice of activity and a variety of course offerings is imperative in establishing a program that serves the needs of the entire student body. Competitive athletics, team sports, individual sports, and recreational/social sports are areas from which the student is allowed to choose.

The major objective of the upper school program is to help the student become physically educated in such a way that they will continue a physically active lifestyle. The student will receive a gradual understanding of how proper exercise through a variety of sports and leisure activities, good nutrition, and a commitment to health and safety can greatly improve their overall well-being and quality of life.

Students are graded numerically according to their participation and level of effort.

## **Upper School Seminars**

### ***Freshman Seminar***

Freshman seminar meets once a rotation to ease the transition from Middle School to Upper School. The focus of this seminar is to help students adjust to increased workloads, time management, and other skills necessary to be successful in Upper School.

### ***Sophomore Seminar***

Sophomore Seminar meets once a rotation to guide the students in the use of tools to explore career interests and possible majors for their college search, which will officially begin in the second semester of junior year. The students also learn about the standardized testing process for college admission.

### ***Junior Seminar***

Junior Seminar meets once per rotation. During the first semester, students continue learning strategies for standardized testing including essay writing for

the SAT and ACT. They begin learning about the criteria for the college search process. During the second semester, the kickoff to the college search process formally begins with an evening meeting with the juniors and their parents. Family meetings are scheduled to allow the college counselor the opportunity to learn about the student's and parents ideas about college. Also, the juniors will begin the senior thesis process, which will conclude in the first semester of senior year.

### ***Senior Seminar***

This is a full-year course worth .5 credits.

Senior Seminar meets once per rotation, allowing the college counselor and the thesis coordinator to guide seniors through their final year at Park. The first third of the year is primarily focused on the college application process. Our goal is to have all applications to college completed prior to winter break. The Senior Thesis process, culminating in a capstone research paper, begins in the second semester of junior year, and is completed by spring break of the senior year.

The senior project is introduced during second semester. Its completion will culminate in a group presentation right before commencement. Transition activities take place so students are prepared for making the final decision about college attendance and adjusting to life beyond Park.

This is a graded course that appears on student transcripts. The instructors calculate grades based on regular attendance in class, appropriate participation, and successful, timely completion of all required work, including college applications, community service, senior thesis, and senior project.