

# GERMANTOWN ACADEMY



## *UPPER SCHOOL COURSE DESCRIPTIONS*

2025-26

Updated 7/8/25

## UPPER SCHOOL CURRICULUM OVERVIEW

Germantown Academy offers a rigorous, college-preparatory curriculum geared toward allowing each student to pursue their own path to individual excellence. Our Upper School curriculum consists of a wide array of challenging liberal arts classes that engage students in each discipline while also affording them opportunities to pursue their strengths and interests intensively. All our sequential academic programs offer students both regular college preparatory and honors or Advanced Placement preparation classes. In our math, science, and some Modern Language courses we offer three levels of study for each core course, allowing students to progress at their own pace - be it highly advanced, standard college preparatory, accelerated, or between the three.

GA students will typically take 5 or 6 courses per year, gaining knowledge and skills in their core academic classes (English, History, Math, Science, Modern Language or Classics, and Arts) while supplementing these with participation in Physical Education, Wellness, 9<sup>th</sup> Grade Seminar, Junior College Seminar, and a rich array of electives. As students grow over the course of their years in the Upper School and begin to flourish academically, many will begin to specialize in an area of interest. All GA students surpass the minimum distribution criteria expected by competitive colleges and universities.

Students are guided through the curriculum by a broad support network consisting of Advisors, House Heads, Department Heads, College Counselors and the Upper School Head. We help all students select the courses that best match their interests and talents while making sure they are well poised to present their best selves in the college admission process.

### *Academic Graduation Requirements:*

Arts (Performing and/or Visual)	1 credit (must be completed by end of 10 <sup>th</sup> grade)
English	4.25 credits
Health/Wellness	.5 credits
History	3 credits (including WHI, WHII, and Modern America)
Math	3 credits (including at least Algebra 1, Algebra 2, and Geometry)
Modern or Classical Language	3 credits (through Level III in any language)
Physical Education	1.5 credits (9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> Grades)
Science	3 credits (including at least Physics, Chemistry, and Biology)

### *Other Graduation Requirements:*

- Minimum 20 total credits
- Annual Summer Reading
- Senior Project
- Students must pass all courses in senior year
- Seniors must carry at least five credits each semester (typically 5 major courses meeting 5/7 days per rotation)
- Fulfillment of the annual activity and community service requirements

### *Notes:*

- Please refer to the specific sections below for departmental policies and to the Upper School Handbook for details about other academic policies, deadlines, and requirements.
- Graduation requirements may be waived only with the approval of the Head of School and the Head of Upper School.

- If a course is failed and the Academy does not require or permit the student to repeat the course, the student may pass the course at an approved summer school or pass the course by pre-approved independent work or approved tutoring. In the latter case, the Academy may require a re-examination in the subject.

## UPPER SCHOOL COURSE DISTRIBUTION

### **9<sup>TH</sup> GRADE**

Ninth graders generally take 6.5 courses:

- English 9
- World History I
- Math
- Physics
- Modern or Classical Language
- Arts
- PE (3x/rotation for whole year)
- 9<sup>th</sup> Grade Wellness (1x/rotation for whole year)

### **10<sup>TH</sup> GRADE**

Tenth graders generally take 6 courses, but some take up to 7:

- English 10
- History
- Math
- Chemistry
- Modern or Classical Language
- Wellness/PE (1 semester of each; Wellness 3x/rotation and PE 3x/rotation)
- (Arts or Computer Science)

### **11<sup>TH</sup> GRADE**

Eleventh graders take a minimum of 5.5 credits, but some take up to 7 courses:

- English (two semesters) & Personal Essay Writing (May)
- History
- Math
- Biology
- (Modern or Classical Language)
- (Arts or Computer Science)
- PE (3x/rotation for whole year)
- Junior College Seminar (1x/rotation for the second semester)

### **12<sup>TH</sup> GRADE**

Twelfth graders generally take 5 courses, but some take up to 7:

- English (two semesters)
- (History)
- (Math)
- (Science)
- (Modern or Classical Language)
- (Arts or Computer Science)

*Notes:*

1. Typically, students pursue a minimum of five major academic courses each year throughout Upper School. Colleges define the major academic disciplines as English, Mathematics, History/Social Science, Science, and Modern Language. Occasionally, seniors may pursue courses in only four of these areas if they desire to pursue two courses in one discipline.

2. Juniors need to be especially thoughtful about scheduling their senior year courses; seniors who drop a class after transcripts have been submitted must notify colleges of this change in schedule. If a student has already been admitted, the student must write to the college to gain permission for the schedule change and must share this written communication with the college counselor.

## Upper School Co-Curricular Offerings

### **Junior College Seminar**

*All juniors are automatically enrolled in Junior College Seminar. Junior College Seminar meets in the spring semester.*

#### **Class Meetings: 1/7**

In Junior College Seminar, students learn how to develop a college list, research colleges, and complete an effective college application. This Seminar, combined with the English department's Personal Essay Writing course, will equip juniors with a first draft of the Common Application, an application used by over 900 colleges and universities throughout the United States.

### **Senior Project**

*All seniors must complete a Senior Project to graduate.*

Seniors complete their Senior Projects during the last weeks of the second semester as an alternative to classes. The Projects are an off-campus educational program co-sponsored by Germantown Academy and an individual in the business or professional world who is involved in the field of the student's choice and who oversees the program. Students must submit their proposals by mid-February. Any senior taking an AP course must commit when signing up in the spring of junior year to stay at home during senior project until their last AP is completed. Taking the AP exam at GA is required to get academic credit. At the conclusion of their project, each student makes a presentation about their work at Senior Project Presentation Night.

### **Independent Study Program (ISP)**

It goes without saying that students are free and encouraged to pursue independently any topic of interest without academic credit. Students seeking academic credit that will show on their transcripts must prepare in detail the following:

1. A description of the goal of the study;
2. The means by which they intend to reach that goal; those means must include at least two full-period meetings per rotation with their study leader as well as six hours independent work per rotation on their study;
3. The means by which they, their study leader, and we will assess the quality of their progress quarterly. These means must be clear and detailed.

**ISP courses earn .5 credits per year, are not eligible for honors/AP credit, and do not count as 'major courses' when honors/high honors are determined. ISP courses do count in your grade point average.**

All the normal school regulations will apply to such studies: they remain on the transcript whether they are completed successfully or not unless they are dropped during approved drop/add periods. The study leader will grade and comment on the study; late work will suffer the normal penalties, etc.

All ISP proposals must be particular to each student involved, typewritten, double-spaced, and signed by the student, the student's parents, the student's advisor, the student's college counselor, the study leader, the House Head, and the department head of the area of study involved.

ISP proposals may be submitted to the Upper School Head at any time for their approval or disapproval, as the case may be, though after the first few weeks of the term it may be difficult to invest enough time to meet the criteria for credit for that term. The Upper School Head will consult with House and Department Heads before approving or disapproving the proposal.

Students should consider whether a transcript record is the best way to reflect their work before applying.

## Upper School Academy Scholars Program

The Academy Scholars program is not a formal course defined by the school; it is an opportunity for students to design a program of research, learning, and productive work in a field of study not offered by the school. Within the program, students apply their research and learning to a project that creates new knowledge, addresses a problem in an original way that contributes to solutions, or produces an original creative work that has value and meaning. Students must secure a faculty mentor to provide feedback on their work.

The program is open to 10<sup>th</sup> Graders who gain the approval of the Advisors of the program. Besides having demonstrated pronounced intellectual and creative vitality, those permitted to join will also have exhibited the ability to do exceptional work in the relevant discipline with a high degree of independence and perseverance. Examples of past Academy Scholars projects include:

- Writing a full-length novel, a memoir or a collection of stories exploring a theme.
- Composing, performing, and recording original works of music.
- Conducting and publishing original research into a compelling question.
- Producing an advanced portfolio of visual art that explores a theme.
- Developing and implementing an advocacy campaign.
- Creating a new device or form of technology for practical use.

Academy Scholars candidates may take their work as far as they wish. Some will complete the projects they first envisioned; others will set aside their work altogether as the demands of junior and senior year escalate. The criteria for completion of specific levels of the program are summarized below. In addition to fulfilling other requirements, students must find a faculty mentor from the school department most closely affiliated with their project. That mentor will serve as a consultant, but not as a project director. Academy Scholars projects are student-initiated, planned, and conducted. The following courses will appear retroactively on the transcript as credit courses graded “P” for “pass” if the Advisor(s) decides that the work completed merits doing so.

### **Academy Scholars Research**

**Credit:** 1/2

This credit is awarded to Academy Scholars candidates who have completed a formal project proposal and who have been accepted into the program. Students will explore their proposed essential questions through significant research using a variety of sources and culminating in a research portfolio and report. In addition, students will develop a plan for applying their research to a project that creates new knowledge, addresses a problem in an original way that contributes to solutions, or produces original creative work that has value and meaning.

Students are also required to participate in workshops, keep a journal, and hold regular meetings with a project mentor. Students should be prepared to demonstrate an investment of time commensurate with what would be normal for a semester’s worth of classes and homework in a course (averaging 1.5 hours per week). Students who receive credit for Academy Scholars Research are eligible to pursue the Academy Scholars Project Development course.

### **Academy Scholars Project Development**

**Credit:** 1/2

In this year, students build on their research to develop a project that addresses a problem in an original way that contributes to solutions, creates new knowledge, or produces original work that has value and meaning. Students will work with a mentor to carry out their project but will take primary responsibility for directing and managing their own work. Students will design and keep to a schedule for completing work needed to move the project forward toward completion. At the conclusion of this year, students will have completed a substantial portion of their proposed project.

Students are also required to participate in workshops, keep a journal, and hold regular meetings with a project mentor. Students should be prepared to demonstrate an investment of time commensurate with what would be normal for a semester's worth of classes and homework in a course (averaging 1.5 hours per week). Students who receive credit for Academy Scholars Project Development are eligible to pursue the Academy Scholars Leadership Honors course.

### **Academy Scholars Leadership**

**Credit:** 1/2

Students enter the year with a project that is completed or nearly completed and meets program objectives. They will focus on sharing their work within the GA community and beyond and acting as mentors to younger students pursuing projects.

As leaders, students must be able to showcase work that demonstrates a high level of achievement within the program. In addition, they must take their project out into the world in some way (work with mentors and professionals outside the school, publication of a text, production of a musical recording or a live publicly advertised performance, etc.) to prepare for the formal GA public presentation of their work no later than April of their senior year. Students again must demonstrate an investment of time commensurate with what would be normal for a semester's worth of classes and homework in an honors course (averaging 1.5 hours per week over the course of the school year).

An Evaluating Committee of the Academy Scholars Advisor(s), including the student's project mentor and another faculty member of the student's choice, is set up specially to review the project. Projects that effectively meet objectives and are presented at the culmination of Academy Scholars Leadership will receive transcript recognition and graduation honors.

## Sequence of Courses

This is the typical sequence of courses for a student enrolled in the specified course in 9<sup>th</sup> Grade. Movement between levels is possible.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Latin 1</b>  Typically for students from outside or those from GA's MS who wish to begin a new language	<b>Latin 2</b>	<b>Latin 3</b>	<b>Latin 4</b>
<b>Latin 2</b>  For students from GA's MS or those from the outside who test well	<b>Latin 3</b>	<b>Latin 4</b>	N/A
<b>Latin 2H</b>  For students from GA's MS or from the outside who test exceptionally well	<b>Latin 3H</b>	<b>Latin 4H</b>	<b>Latin 5H</b>

*Notes:*

1. Completion of a single language through Level 3 is required for graduation.
2. Students who wish to move from Regular into the Honors track must:
  - a) have a minimum of an A- average in their current course
  - b) have permission of the Department Chair
  - c) complete prescribed summer work and pass (with a B+ or above) a placement test in late July
3. **In order to continue in the Honors Program**, a student must have a minimum average of B.
4. Note that Latin 3/4 and/or Latin 4H/5H may be combined in certain years depending on enrollment and staffing.

## **Departmental Overview**

The study of the Latin language provides students with an insight into the structure of an inflected language and encourages them to make instructive comparisons with their own language. Students also discover that many English words are derived from Latin, thus further bolstering their command of their own language. In addition, students develop a sound basis for the study of Romance languages, and a clear understanding of how these languages are related through their origins in Latin. And, while the study of Latin may have intrinsic value as a vehicle to hone one's analytical and critical thinking skills, the study of Classics—through history, art, literature, philosophy, and religion—combines with the study of language into a uniquely powerful force as one understands the importance that ancient Roman and Greek cultures have had in shaping the heritage of Western civilization. As such, classical studies are not presented as an abstract linguistic system, nor merely as an exercise for developing mental discipline, but as a medium of great culture and literature.

The student who completes the full sequence of Latin at GA will have had wide exposure to the language, history, and culture of the ancient Romans and Greeks, and will be well prepared to pursue classical studies at the university level.

### **Upper School Classics Course Placement Policy**

- Students who are new to Germantown Academy but who have taken Latin in another school and wish to take Latin in the Upper School must take a placement test.
- Students coming to the Upper School from GA's Middle School Latin program will be placed by their 8<sup>th</sup> Grade Latin teacher.
- Students who are interested in and qualified for work beyond the regular scope and sequence of Classics Department offerings, e.g., Latin 6 Honors, must meet before the full department to discuss and create an appropriate academic plan.

## Course Offerings

### Latin 1

#### **Credit: 1**

Students with little or no past experience in Latin are introduced to the language, history, and culture of the ancient Roman world via Unit 1 of *Suburani*. Set in Rome and Roman Britain in the first century A.D., Unit 1 explores various facets of daily life in the early empire through the lens of a family living and working in the densely populated district of the city inhabited by many citizens. Throughout the course, emphasis is placed both on reading Latin and on using the knowledge of Latin roots to build English vocabulary. Students completing Latin 1 will acquire a sound foundation of grammar and syntax, in both Latin in English, and an increased awareness of the Roman contribution to western civilization.

*Note:* This course is not open to Seniors.

### Latin 2

#### **Credit: 1**

The primary purpose of Latin 2 is to complete the grammatical sequence after Latin 1 (or Latin C in the middle school), and to strengthen the reading skills and cultural/historical understanding of the ancient world via Unit 2 of *Suburani*, which guides the students throughout the Roman Empire, from Pompeii to Greece to Turkey to Rome, culminating with the end of Nero's reign in 68 A.D. The study of Latin vocabulary and its influence on English words and meaning continues to be a regular commitment in Latin 2. Research papers and projects may be required throughout the year. Films or documentaries, where applicable, are used to illustrate the historical, cultural, and social themes of the readings and class discussions.

### Latin 2 Honors

#### **Credit: 1**

**Placement:** A final grade of A- or higher in Latin 1 for Upper School students. For students new to GA, and for those entering the Upper School from GA's Middle School, departmental permission is required.

Latin 2 Honors is similar to the Latin 2 course but will cover material faster with a greater number of readings of more sophistication and complexity.

### Latin 3/4 or 4/5 (depending on enrollments)

#### **Credit: 1**

This course will delve into ancient Roman authors in the original Latin and, where appropriate, in translation, to deepen the students' understanding of Roman culture and literature. The development of reading skills in the language will be emphasized at first through extended textbook readings and further work in vocabulary and grammar. Students will transition from reading textbook-created Latin to modified and/or annotated Latin authors when appropriate. An intense year-long review and consolidation of the fundamentals of grammar will prepare the students for the rigors of advanced Latin.

### **Latin 3 Honors**

**Credit: 1**

**Placement:** A final grade of B or higher in Latin 2 Honors or departmental permission with summer work required.

Latin 3 Honors is similar to the Latin 3/4 course but will cover material faster with a greater number of readings of more sophistication and complexity.

### **Latin 4 Honors/5 Honors**

**Credit: 1**

**Placement:** A final grade of B or higher Latin 3 Honors/4 Honors or departmental permission with summer work required.

This course is meant to expose students to the sustained and analytical reading of ancient literature in its original form. The primary emphasis in doing so will be to create a greater depth of understanding of the Latin language along with a richer appreciation of the genius and nuance of Latin literature, particularly its legacy in Western thought and institutions. Complementary goals include instilling a deeper understanding and recognition of the Latin lexicon, especially as it applies to the acquisition of English vocabulary, and the ability to connect ancient perspectives meaningfully to the modern world in politics, history, art, and social mores.

## Upper School Computer Science Sequence of Courses

Grades 10-12	Computers in Our World
Grades 10-12	Digital Business Development
Grades 10-12	Python Programming
Grades 10-12	AP Computer Science Principles*
Grades 11-12	AP Computer Science A*

\*\*Check Course Placement Policy for requirements. Students are required to take the AP Computer Science exam in May.

### Departmental Overview

At Germantown Academy, the Computer Science Department offers a robust selection of courses designed to equip students with foundational and advanced skills in technology and its applications. Starting with *Computers in Our World*, students gain an understanding of technology's impact on society and delve into topics like artificial intelligence and digital citizenship. For those interested in the intersection of technology and entrepreneurship, *Digital Business Development* provides insights into starting a digital business, culminating in a pitch session to mock investors. The programming curriculum includes *Python Programming* for beginners, which teaches essential coding skills, and progresses to advanced courses like *AP Computer Science Principles* and *AP Computer Science A*, which explore computing concepts through hands-on projects and problem-solving in Python and Java respectively. These offerings aim to prepare students not just for academic success but for future careers in a rapidly evolving digital landscape.

### Course Placement Policy

Any student may enroll in *Computers in Our World*, *Digital Business Development*, *Python Programming*, or *AP Computer Science Principles*. These courses have no prerequisite requirements.

For *AP Computer Science Principles*, to continue enrollment in the second semester, students must maintain at least a B- average in the first semester.

Any student who has earned an A in *Python Programming* or *AP Computer Science Principles* at GA may enroll in *AP Computer Science A*. All other students must obtain the approval of the Department Chair.

## Upper School Computer Science Course Offerings

### **Computers in Our World**

**Credit: 0.5**

**Semester(s): Fall, Spring**

Computers in Our World is a one-semester course designed to introduce students to the fundamentals and broad impacts of technology in society. The curriculum covers essential topics from basic computer hardware and software to advanced concepts like cybersecurity, data management, and digital citizenship. Students will explore how technology influences fields such as healthcare, education, and business, and will discuss the environmental and ethical considerations of tech use. Additionally, the course delves into emerging technologies, including artificial intelligence, the Internet of Things, and quantum computing, preparing students to understand and navigate the evolving digital landscape.

### **Digital Business Development**

**Credit: 0.5**

**Semester(s): Spring**

Digital Business Development is an immersive, one-semester course designed to guide students through the entrepreneurial process of launching a digital business from concept to pitch. Throughout the semester, students will learn how to identify and evaluate viable business ideas, develop innovative digital business models, and create strategic plans to effectively reach their target markets. The course offers practical insights into digital marketing, e-commerce, and the use of data analytics to enhance business decisions. A significant component of the course involves hands-on project work where students apply their learning to create their own digital business proposals. The program culminates in a dynamic pitch session where students present their business plans to a panel of mock investors, simulating real-world funding scenarios. Students enrolled in this course will also be required to participate in the Entrepreneurship Symposium.

### **Python Programming**

**Credit: 0.5**

**Semester(s): Fall, Spring**

Introduction to Python Programming is a one-semester course designed for students who are new to programming. This course focuses on the basics of Python, one of the most popular and accessible programming languages today. Students will learn about key programming concepts including variables, data types, conditional statements, loops, and lists. Through practical examples and hands-on projects, students will develop skills to write and troubleshoot Python code effectively. The course aims to build a strong foundation in programming that students can apply in more advanced computer science courses. This engaging and interactive class is ideal for students interested in gaining valuable coding skills and understanding computational thinking.

## **AP Computer Science Principles**

**Credit: 1**

**Semester(s): Full Year**

**Prerequisites:** There is no prerequisite requirement for this course, but to maintain AP enrollment in the second semester, students must earn at least a B- average in the first semester.

AP Computer Science Principles offers a multidisciplinary approach to understanding the underlying principles of computing and how technology influences the world around us. This course encourages students to explore the impact of computing on society while learning about fundamental concepts such as data analysis, algorithms, and programming. Using a variety of tools and languages, students will develop computational artifacts and engage in hands-on activities that demonstrate how digital technology works and evolves. This course is designed for students of all backgrounds and interests and aims to broaden participation in computer science by emphasizing creative problem solving and real-world applications. AP Computer Science Principles is an excellent entry point for students looking to start a pathway in computer science or other STEM fields.

## **AP Computer Science A**

**Credit: 1**

**Semester(s): Full Year**

**Prerequisite:** Any student who has earned an A in *Python Programming* or *AP Computer Science Principles* at GA may enroll in *AP Computer Science A*. All other students must obtain the approval of the Department Chair.

AP Computer Science A is a rigorous course designed to introduce students to the fundamentals of computer science through the exploration of programming and problem-solving. Utilizing the Java programming language, the course emphasizes object-oriented programming methodology with a focus on problem solving and algorithm development. It covers topics such as data structures, control structures, and algorithms, providing a solid foundation for further study in computer science. This course is intended for students who are interested in computing or pursuing a career in a technology-driven field. Successful completion of this course can lead to college credit and provide students with a competitive advantage in the technology landscape.

## Upper School English Sequence of Courses

This is the typical sequence of courses for a student enrolled in the specified course in 9<sup>th</sup> Grade.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>English 9</b>	<b>English 10</b>	<b>First Semester Seminar; Second Semester Seminar; Personal Essay Writing (5 weeks)</b>	<b>First Semester Seminar; Second Semester Seminar</b>
<b>English 9</b>	<b>English 10</b>	<b>*First Semester Honors English Seminar Second Semester Honors English Seminar; Personal Essay Writing (5 weeks)</b>	<b>*First Semester Honors English Seminar; Second Semester Honors Seminar</b>
<b>English 9</b>	<b>English 10</b>	<b>First Semester Seminar; Second Semester Seminar; Personal Essay Writing (5 weeks)</b>	<b>*First Semester Honors English Seminar; Second Semester Honors English Seminar</b>

\* Students must qualify for Honors English Seminars. See qualification criteria in the Course Placement Policy for details.

*Notes:*

1. In order to graduate, students must complete four credits (four full years) of English, as well as Personal Essay Writing.
2. Students who are admitted and choose to take Honors English are required to take Honors English for both semesters; Honors credit will not apply if a student takes only one semester at the Honors level.
3. Students must maintain at least a B- average in Honors English their junior year to continue in Honors for their senior year.
4. The English Department no longer offers AP English courses; however, 11<sup>th</sup> and 12<sup>th</sup> Grade students in any level may elect to take either the AP English Language Exam or the AP English Literature Exam. Students are responsible for enrolling for these exams with the Director of Testing.

## Upper School English Departmental Overview

The Upper School English Department uses the critical examination of literary texts to help students learn to read the world around them. We cultivate critical and creative thought and confidence and clarity in written and verbal expression, preparing students with skills that will serve them throughout their lives. Our foundation courses, English 9 and English 10, explore the many factors that influence and shape human identity, from culture and religion to race, gender, and sexuality. These courses also teach fundamental reading and writing skills that will serve students throughout their Upper School English career and beyond. The seminars for juniors and seniors offer students the chance to explore a particular theme, genre, or time period for a full semester, and the variety of course offerings and topics anticipates the kinds of courses students are likely to encounter in college. Honors level seminars offer similar opportunities while challenging students to delve into more rigorous texts and produce more complex and nuanced interpretations both verbally and in writing. We expect all students to grapple intellectually, to engage actively in their own learning, and to hone their skills as writers, speakers, and thinkers throughout their Upper School English careers.

### Upper School English Course Placement Policy

- All 9th Graders take English 9.
- All 10th Graders take English 10.
- 11th Graders take two semester-long seminars and Personal Essay Writing, a five-week mini-course in May.
- 11th Graders who qualify may take two semester-long Honors seminars, plus the five-week Personal Essay Writing.
- 12th Graders take two semester-long seminars.
- 12th Graders who qualify may take two semester-long Honors seminars.
- Requirements for Honors courses—open to both 11th and 12th Graders:
  1. Minimum B+ for Semester 1 English grade. Expectation that this grade will be maintained through the Semester 2 Interim.
  2. Successful completion of qualifying essay, blind-graded by two Honors English teachers.

**Note:** The English Department makes placement decisions based on students demonstrated skills both in class and on the qualifying essay.

#### *Notes:*

1. 11th and 12th Graders may not enroll in more than one course taught by a particular teacher in a given year unless there is no other option available in the schedule.
2. All juniors and seniors must be enrolled in a first and second semester seminar before students can petition to add a second upper-level seminar for either semester.
3. Honors English requires a full-year commitment. Students who enroll in Honors for only one semester will not qualify for Honors designation on their transcripts. Students who are not admitted to Honors English at the end of tenth grade may re-apply during the spring of eleventh grade, so long as they continue to meet the criteria.

## Upper School English Course Offerings

### English 9

**Credit:** 1

### English 10

**Credit:** 1

English 9 and English 10 are our foundational courses, intended to provide students with a strong knowledge and skills base to prepare them for success in junior and senior year and beyond. Over the course of two years, students will engage in an in-depth exploration of human identity development, using literature to explore how factors such as family, culture, race, religion, gender, sexuality, and class shape who we are and how we see the world. Through the exploration of a range of texts, students will develop critical thinking and literary analysis skills as they work to become more mature readers and thinkers. Students will also hone their skills as analytical writers, learning to develop and support persuasive arguments based on text. As students progress through the curriculum, they will develop increasingly complex arguments and express those arguments in increasingly sophisticated ways. To support students' development as readers and writers, both courses emphasize the development of vocabulary and grammatical concepts. These courses seek to develop competencies in students that will serve them both at the Harkness table and in the world beyond the classroom.

### Personal Essay Writing

The goal of this course is to teach juniors an important skill: how to write a personal essay. This skill will prove especially useful as juniors prepare to write essays for college applications. In the process of teaching students how to write a good personal essay, teachers particularly emphasize description, reflection, tone, and voice. Over the course of the five-week class, students work to develop and refine a personal essay.

\*Note: This course is pass/fail. In order to pass the course, students must engage in all activities and submit all assignments.

***Note that enrollment in all junior-senior seminar courses is capped at 16 students. Minimum enrollment is 12. Students will have the chance to rank courses in order of preference during course selection; however, preference is only one of many factors that go into scheduling, and we cannot guarantee students the classes of their choice. The following courses are anticipated offerings and may be subject to change.***

**Upper School English Seminars  
FIRST SEMESTER**

**English Seminar: Creative Nonfiction**

**Credit:** 1/2

**Instructor:** Dr. Barwise

**Semester(s):** First

Get ready to forget everything you thought you knew about essays. Creative nonfiction is a genre that uses literary techniques (such as imagery, figurative language, and dialogue) to bring the real world, and your experience of it, to life. No subject is too big or too small, from your second-grade birthday party to the Big Bang. By reading extensively across different genres of creative non-fiction—from lyric essays to satires to graphic novels—we will learn to recognize the techniques authors use to achieve their goals and then try those techniques ourselves. In addition to daily readings, informal writing assignments, and regular workshops, you will complete several major essays in different nonfiction genres. Authors may include Ta-Nehisi Coates, Margaret Atwood, Amy Tan, Claudia Rankine, Ross Gay, and more.

**English Seminar: Creative Writing: Short Stories**

**Credit:** 1/2

**Instructor:** Mr. Wetherell

**Semester(s):** First

This course will help you not only learn to "read like a writer" but also to *be* a writer. We will study short stories as a form and prepare students to write their own stories. There will be an emphasis on the many elements of storytelling, including character, plot, point of view, setting, and theme. Through peer workshops, in-class exercises, and daily discussions, students will learn the tricks of the trade when it comes to effective, moving, and memorable storytelling. Ultimately, a finished body of polished work will be collected in the form of a final portfolio. The ultimate goal of the class is to serve as a foundation for your continued exploration of creative writing and storytelling in prose and across other mediums.

**English Seminar: The Dark Side: Gothic Literature**

**Credit:** 1/2

**Instructor:** Ms. Vutz

**Semester(s):** First

Why are we so drawn to stories that horrify us? Gothic fiction defines a writing style that taps into elements of fear, terror, and death, and braids them with the romantic aspects of nature, human emotion, and individuality. What these tales reveal is, perhaps, what is most interesting about the human mind. This course will explore some of the most

common tropes of Gothic literature: darkness, isolation, madness, superstition, and disease, and place their relevance as open-ended lessons about conformity and deviance from social norms. What does the dark side of literature tell us about ourselves and our traditions? The reading list may include Mary Shelley's *Frankenstein*, Ira Levin's *The Stepford Wives*, the films *Get Out* and *Crimson Peak*, and an array of short stories and poetry. Students will lead class discussions, write analytically, and provide a research presentation on an example of Gothic fiction in pop culture.

### **English Seminar: Jewish American Literature**

**Credit:** 1/2

**Instructor:** Dr. Friedman

**Semester(s):** First

This course will introduce some of the central themes and concerns of Jewish American literature. Given the complex history of Jewish culture in America, a history marked by immigration and displacement, antisemitism and assimilation, the authors of these texts must wrestle with what it means to be both Jewish and American and how, at times, these identities can seem in conflict with one another. By reading short stories, poetry, drama, and fiction produced over the last century, we will consider how Jewish American writers address this conflict and how they explore the meaning of identity and culture, family and community, immigration, and exile. Texts will include a selection of short stories and poetry from the late 19th century through today, as well as Neil Simon's play *Brighton Beach Memoirs* and Art Spiegelman's Pulitzer Prize winning graphic novel *Maus*.

### **English Seminar: Language, Identity, and Power**

**Credit:** 1/2

**Instructor:** Ms. McPhillips

**Semester(s):** Second

Why does a slang word lose all its cool the moment it comes out of your mom's mouth? Why is a woman "bossy" and a man's just a "boss"? Is the SAT racist? In this course, constructed in three units, we will read, discuss, and write about the following topics: language and generational identity, language and gender identity, and language and racialized identity. To do so, we will read, discuss, and write about a collection of short non-fiction texts, such as memoir excerpts, essays, and poems. The way we use language is part of who we are, and how we are seen in the world. In this class, we will be linguistic detectives, examining how language assigns power to some, and takes it away from others.

### **English Seminar: Magical Realism**

**Credit:** 1/2

**Instructor:** Ms. Evans

**Semester(s):** First

Magical realism: where the real is as magical as the magical is real. A glimpse: old men with wings wander into chicken coops; whimsical waves walk out of oceans; giants, drowned, decompose on distant shores. In this seminar, we will explore how the literary genre of magical realism, which emerged out of Latin America, reshapes reality, reflects social truths, and challenges political atmospheres. Through a study of literature and cinema, we will analyze, challenge, and be creatively inspired by the masterworks of magical realism, both domestic and international.

### **English Seminar: Reading Greek: Ancient Myths with Modern Twists**

**Credit:** 1/2

**Instructor:** Ms. Burnett

**Semester(s):** First

Have you ever wondered what it means to be seduced by a “siren song”? To complete a “Herculean” feat? Why that spot on the back of your ankle is called your “Achilles’ heel”? All these common words and phrases originate with Ancient Greek myths. The myths and legends of the Ancient Greeks continue to capture our modern imagination, and references, allusions, and reinventions of these myths abound in literature, film, and popular culture. In this class, we will learn to “read Greek”—familiarizing ourselves with some of the original stories and looking at how they have been reinvented and adapted overtime. Our readings will focus on the tale of Achilles and *Song of Achilles* by Madeline Miller, a classicist who has reimagined the ancient story for a modern audience, as well as Sophocles’ *Antigone* and Kamila Shamsie’s *Home Fire*, a retelling of that story with a modern setting. Students will have the opportunity to explore the backstories behind some of their own favorite allusions to Greek mythology and explore how pop culture plays with and adapts these classic tales.

### **English Seminar: Signs, Secrets, and Symbols: Allegory from Past to Present**

**Credit:** 1/2

**Instructor:** Dr. Cruz

**Semester(s):** First

"In the distant past, people believed the real world was filled with signs, symbols, and secrets just as books are – natural phenomena, historical events, even dreams and nightmares concealed deeper, hidden truths about the way the world *really* works. “Allegory” describes a book or poem written in this attitude, and authors across centuries have used it to hide meaning in plain sight. In this dynamic seminar, students will explore the rich tradition of allegory, from the mystical visions of the Middle Ages to the layered narratives of modern drama, graphic novels, and comic books. Through close reading, discussion, and creative projects, students will uncover how writers—from Chaucer and Shakespeare to Toni Morrison, Alan Moore, Jeremy Love, and beyond—use allegory to comment on morality, identity, the nature of reality, and the human condition. Along the way, we’ll decode ancient texts, modern dystopias,

and even contemporary pop culture, revealing how allegorical storytelling continues to shape the way we see the world. Whether you're a fan of fantasy, mystery, or historical drama, join us to unlock the secrets behind the symbols—and discover the timeless truths hidden within every tale."

**Upper School English Seminars  
SECOND SEMESTER**

**English Seminar: African American Lyric Poetry**

**Credit:** 1/2

**Instructor:** Dr. Cruz

**Semester(s):** Second

In this seminar, students will explore the artistic complexity and political force of the personal voice in African American lyric poetry—from the blues-infused rhythms of the Harlem Renaissance to bold and experimental contemporary works. Through the words of poets like Langston Hughes, Gwendolyn Brooks, Maya Angelou, Audre Lorde, Jericho Brown, and Claudia Rankine, we'll examine how Black poets have used the lyric poetry to express identity, community, desire, anger, and hope. Students will dive into the richness of the tradition and reflect on how voice, tone, and point of view serve both personal and political purposes. Along the way, they'll be encouraged to develop their own critical thinking and creative expression through discussion and informal writing exercises. Together, we'll trace how the African American lyric tradition has evolved across generations, responding to history while reshaping the English language and American culture more broadly.

**English Seminar: Good and Evil Revisited**

**Credit:** 1/2

**Instructor:** Mr. Wetherell

**Semester(s):** Second

This course will examine the origins and purposes of our conceptions of good and evil. We throw the terms around, but how do we even define them? Where do those definitions come from? Are the concepts really as opposite as we think? After an introduction to the philosophies of utilitarianism and categorical imperatives, students will end the course by considering an ethical dilemma and justifying their own moral choices. Some texts may include excerpts from the Book of Genesis, short fiction by various authors, Toni Morrison's *Sula*, and Claire Keegan's *Small Things Like These*.

**English Seminar: Literature of 9/11**

**Credit:** 1/2

**Instructor:** Ms. Vutz

**Semester(s):** Second

A.M. Homes, a New Yorker and witness to the horrors of 9/11/2001, wrote, "There is no place to put this experience, no folder in the mental hard drive that says, 'catastrophe.' It is not something that you want to remember, not something that you want to forget." 9/11, of course, was a tragic day that showed humanity at its worst. But it also proved to be a day that revealed humanity at its most courageous and compassionate. From the attacks on the World Trade Center and the Pentagon as well as the heroic actions of the passengers on Flight 93, powerful literature has

emerged which tracks an evolving understanding of American identity. In this course, we will read a sampling of the literature of 9/11, including Amy Waldman's *The Submission*, David Halberstam's *Firehouse*, and a selection of shorter works, including the film *United 93*. Students will lead class discussions, make research presentations, and write reflectively and analytically.

### **English Seminar: Power Trips**

**Credit:** 1/2

**Instructor:** Dr. Torrey

**Semester(s):** Second

Human relationships frequently, if not always, involve some element of power. In this course, we will study literary texts that examine the issue of power, both in personal relationships and in political contexts. Along the way, we will ask such questions as, from where do those who have power derive it? Does it always corrupt those who have it? In what ways can it be creative rather than destructive? Under what circumstances, if any, can a power struggle lead to harmony and equality rather than a continual contest for dominance and superiority? Readings may include Margaret Atwood's *The Handmaid's Tale*, Tim O'Brien's *In the Lake of the Woods*, Shakespeare's *Macbeth*, and Edwidge Danticat's *The Dew Breaker*.

### **English Seminar: Pulp Fiction: The Literature of Pop Culture**

**Credit:** 1/2

**Instructor:** Mr. Keefe

**Semester(s):** Second

In this course, we will explore literary genres designed to appeal to a mass audience. The work of Edgar Allan Poe and the "penny dreadfuls" paved the way for post-war explosion of sensational "pulp fiction" marketed to the masses that defied the standards imposed on the novel by the cultural elite. The term "pulp fiction" originally referred to cheap paperback books that served as a blue-collar escape from the rigidity of the Victorian age. Essentially, these texts played a similar role to modern television series and popular films, providing consumers with an escape from reality. Just as people often dismiss modern television and film as escapism, so people used to dismiss "pulp fiction"; however, these novels have cultural value, as they reflect the social changes and tensions of their eras. In this class, we will explore the societal forces that shaped these novels and how the novel's readership reflected the values of the books, which had cultural consequences for future generations. Texts will include a selection of novels from the "pulp" tradition: a detective noir, a James Bond novel, and a work of modern horror. We will consider their historical context, their narrative techniques, and the question of their literary merit, all while enjoying fiction that is meant to be an escape from the rigors of everyday life.

### **English Seminar: Shakespeare in Performance**

**Credit:** 1/2

**Instructor:** Ms. Burnett

**Semester(s):** Second

What if Shakespeare could be *fun*? In this class, we will experience Shakespeare's work as it was meant to be experienced: through performance. After a brief survey of his plays and some close work with Shakespeare's language, students will select, cast, and put on a production of a play of their choice. Students will be responsible for researching relevant background on the show, cutting lines as needed, making directorial choices, costuming, and staging the production, as well as learning their lines and performing the show. Writing assignments will include dramaturgy research, close readings of scenes, in-depth character profiles, and reflective journaling, all designed to support the quality of the final production. In the mood for something different from a traditional English class? This is the class for you! All are welcome, whether you love Shakespeare or hate him, whether you are an experienced actor or have never acted before. This class promises a chance to play around with Shakespeare and become comfortable with his work in a way that is active, engaging, in-depth, and fun.

\*Note: Students may be required to participate in rehearsals outside of class at the group's discretion. All students are required to take part in the final performance, which will take place during lunch/flex.

### **English Seminar: The Watchful Eye: Studies in Literary Surveillance**

**Credit:** 1/2

**Instructor:** Mr. Ferrier

**Semester(s):** Second

This course will explore the complex role that surveillance has played in shaping modern society. We will examine the effect that surveillance has on monitoring, protecting, and in many ways, controlling our lives. In grappling with these issues, we will bring into conversation a series of dystopian novels and films that examine themes of power and control, fear and paranoia, personal privacy and autonomy, and resistance and counter-surveillance. Our course texts may include Franz Kafka's *The Trial*, George Orwell's *1984*, and Arthur Miller's *The Crucible*, and films such as Alfred Hitchcock's *Rear Window*, Andrew Niccol's *Gattaca*, and Peter Weir's *The Truman Show*.

### **English Seminar: The Upside Down: Exploring the Weird World of Postmodernism**

**Credit:** 1/2

**Instructor:** Ms. Evans

**Semester(s):** Second

The fairy godmother gone bad. The wicked witch turned savior. The trustworthy unreliable narrator. The teen movie that acts like a video game while referencing classics. The love story that looks like a documentary with a sprinkle of a tragedy. Before it became a genre of its own, postmodern literature challenged the passive consumption of all pre-

existing genres. Looking closely at repeated patterns (often by breaking them), we will discuss how postmodern literature asks us to recognize our passive receptions of canonical texts. Papers will explore analyzing postmodern works, and projects will be centered on postmodern practices. Possible texts include the film *Deadpool*, Alan Moore's *The Watchmen*, Mark Z. Danielewski's *The House of Leaves*, and Mark Leyner's *Toothprints on a Corndog*.

**Upper School English  
Honors Seminars  
FIRST SEMESTER**

**English Honors Seminar: Hamlet in Three Part Harmony**

**Credit:** 1/2

**Instructor:** Mr. Keefe

**Semester(s):** First

When you listen to a remix, you are appreciating how artists reinvent classics in new ways. Those reinventions tell a story: perhaps the sonic traces of the remix's evolution can be drawn from the reggaeton dancehalls to the New York disco scene to the hip hop sample to the EDM drop artists. In literature, stories have long been subject to the literary equivalent of the remix – the adaptation. In this course we will explore how shifts in narrative focus transform William Shakespeare's masterwork, *Hamlet*. After a deep dive into the original play, students will consider adaptations, which may include works by Tom Stoppard and James Ijames. Stoppard reimagines the play as an existential crisis told by Hamlet's petard-hoisted friends in *Rosencrantz and Guildenstern are Dead*. Ijames shifts the focus of the play from the castle of Elsinore to a Southern backyard BBQ in his Pulitzer Prize-winning 2020 delight, *Fat Ham*. Our class will examine how shifts in perspective might change the way we view ourselves and the works of art that reflect our world.

\*Summer work is required for this course.

**English Honors Seminar: The Monsters We Make**

**Credit:** 1/2

**Instructor:** Mr. Ferrier

**Semester(s):** First

There's one under your bed, hiding in the closet, lurking in the backseat of your car. Monsters – they're everywhere! Why do creatures that terrify us also captivate us? What do monsters show us about the societies in which they were created? This semester we will examine a variety of texts and explore monsters as a literary and cultural trope. Our course texts may include Julianna Baggott's *Pure*, Franz Kafka's *The Metamorphosis*, Mary Shelley's *Frankenstein*, Richard Matheson's *I Am Legend*, Shirley Jackson's *We Have Always Lived in the Castle*, and Alfred Hitchcock's *Psycho*.

\*Summer work is required for this course.

**English Honors Seminar: Sympathy for the Devil: The Literature of Lucifer**

**Credit:** 1/2

**Instructor:** Dr. Torrey

**Semester(s):** First

Who or what is Satan? Where did he come from? What purposes do stories about him serve? Must one believe in him in order to be a good person? Can he ever be viewed sympathetically, or even as a hero? This course will explore such questions by reading a variety of authors from different historical periods, all of whom take the idea of the Devil (or at least of Hell) very seriously. We will consider both what each author imagines the Devil to be and how the historical period in which that author lived helps shape her or his portrait of this most famous character. Readings may include the following: excerpts from the Old and New Testaments; Dante's *Inferno*, John Milton's *Paradise Lost*, Jean Paul Sartre's *No Exit*, C.S. Lewis's *The Screwtape Letters*, Glen Duncan's *I, Lucifer*, and Terry Pratchett and Neil Gaiman's *Good Omens*.

\*Summer work is required for this course.

**Upper School English  
Honors Seminars  
SECOND SEMESTER**

**Honors English Seminar: Poetry and the Art of Possibility**

**Credit:** 1/2

**Instructor:** Dr. Barwise

**Semester(s):** Second

Poetry has a unique ability to help us see—and imagine—the world anew. It can take something as abstract as hope and make it as tactile as a sparrow or elevate something as ordinary as a flea to the realm of the metaphysical. In this way, poetry both honors its rich literary tradition and continually evolves as a dynamic art form. This advanced course offers an exploration of poetry from both perspectives. Through close reading and critical analysis of poetry—from classical sonnets to contemporary free verse and spoken word—students will develop a sophisticated understanding of poetic form, language, and meaning. Complementing their analytical work, students will engage frequently in creative writing, experimenting with a variety of styles and structures in order to refine their own poetic voices and apply such techniques as metaphor, symbolism, meter, word choice, and enjambment. Workshops will provide a collaborative space for critique and revision, fostering both artistic growth and intellectual inquiry.

**Honors English Seminar: Ghostly Matters**

**Credit:** 1/2

**Instructor:** Dr. Friedman

**Semester(s):** Second

The word “ghost” tends to conjure up images of haunted houses and of small children in white bedsheets ringing doorbells and demanding treats. Literary ghosts, however, have nothing to do with Halloween and everything to do with how the past continues to impact us in the present. In this course, we will examine some of these literary ghosts. We will explore how they represent the ways in which history and trauma continue to reverberate in the present, considering how the phantoms of memory demand our attention and consideration. Texts will include Maxine Hong Kingston’s *The Woman Warrior*, Tommy Orange’s *There There*, and August Wilson’s *The Piano Lesson*.

**Honors English Seminar: Face the Music: Musicians in Literature**

**Credit:** 1/2

**Instructor:** Ms. McPhillips

**Semester(s):** Second

Birds do it. Whales do it. But perhaps we humans do it best: making music. Music has the power to transform our mood and stir our memory. We turn to it in turmoil -- when the right song on repeat gets us through a heart-wrenching breakup, and we turn to it in times of joy -- as we step onto the dance floor for the first time with our new spouse. In

this course, we will examine archetypes of musicians in literature -- the unstoppable diva, the washed-up rocker, the virtuoso. What can real and imagined musicians in literature show us about human nature and the world? Course texts may include Ann Patchett's *Bel Canto*, Jennifer Egan's *A Visit From the Goon Squad*, Kazuo Ishiguro's *Nocturnes*, and Patti Smith's *Just Kids*, alongside lyrical poetry and essays composed by and about notable musicians such as Bob Dylan and Tupac Shakur.

## Upper School History Sequence of Courses

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>World History I (Atlantic World History)</b>	<b>World History II (Modern Global Interactions)</b>  <b>World History II Honors</b>	<b>Modern America</b>  <b>U.S. History Honors</b>  <b>Electives*</b>	<b>Electives*</b>

**\*Notes:**

- **History is not required in 12<sup>th</sup> grade.**
- **Each year there are a few non-honors electives available to Juniors.**
- **Senior electives are semester-long courses.**
- **Honors Electives will be offered each semester, and they require minimum grades in current history courses and teacher recommendations.**

### Upper School History Departmental Overview

History classrooms at GA foster the skills and habits essential for citizenship: empathy, critical thinking, and clear communication. Through the study of History and related disciplines, you will learn to approach problems using historical thinking, global perspectives, and an awareness of diverse experiences. You will engage with multiple viewpoints, listen actively to others, evaluate sources of information, conduct research, and practice constructing your own evidence-based arguments. Graduates will possess the skills needed to engage in the world with compassion and confidence.

The course of study in Upper School History starts off with two years of modern world history, followed by a year of American history, and culminates in senior electives on such focused and varied topics as African American Studies, Art History, Modern China, Economics, Indigenous America, Military History, and Women and Gender in American History. Advanced and regular level courses are offered each year. Three years of history are required, but most students opt to take history in all four years.

### Course Placement Policy

All Honors courses in the History Department have prerequisites, but they vary depending on the course.

**10<sup>th</sup> Grade—World History II Honors:**

In order for 9<sup>th</sup> Grade students to be considered for admission into this course, the following requirements must be met:

- minimum grade of A- in 9<sup>th</sup> Grade World History I
- excellent performance on the competitive qualifying exam

All of these factors are weighed together to determine appropriate placement for 10<sup>th</sup> Grade world history.

### **11<sup>th</sup> Grade— U.S. History Honors**

A 10<sup>th</sup> Grader in World History II Honors may choose to continue in U.S. History Honors if they have performed acceptably in their current honors course.

In order for 10<sup>th</sup> Graders in World History II to be considered for admission into this course, the following requirements must be met:

- minimum grade of A- in 10<sup>th</sup> Grade World History II course
- 10<sup>th</sup> Grade WHII teacher's recommendation
- excellent performance on the competitive qualifying exam

All these factors are weighed together to determine appropriate placement for 11<sup>th</sup> Grade U.S. History.

### **Senior Electives**

Some Electives are open to juniors, depending on space and Department Head approval.

### **Honors Senior Electives** (course will be specified on the sign-up sheet)

In order for juniors to be considered for admission into these courses, the following requirements must be met:

- minimum grade of B+ in Modern America or good standing in Honors U.S. History.

## Upper School History Course Offerings

### World History I

#### **Credit: 1**

The history program in the Upper School begins with a modern World History course that examines the rise of the Modern Atlantic World. The course begins with the first encounters between Europe, Africa, and the Americas, and examines how the interaction between these three areas transformed the Atlantic World between 1492 and 1900, asking students to grapple with essential questions about how the modern world they now inhabit came into being. A significant amount of time will be devoted to developing the reading, writing, and thinking skills needed for all subsequent history courses. To that end, students will read primary and secondary sources, take notes on those sources, discuss their ideas about those sources in class, construct historical arguments, and write analytical essays as well as research papers.

### World History II

#### **Credit: 1**

Students in 10<sup>th</sup> Grade continue taking the history department's modern World History curriculum. This course examines how global interactions have changed during the twentieth century and highlights the importance of analyzing varied global perspectives on events and issues. As we study these larger patterns, we will focus our attention on four regions of the world that dominate our global news today: East Asia, Europe, Africa, and the Middle East. In particular, we will examine how these regions developed differently in the twentieth century, confronted distinct challenges, and interacted in unique ways with the rest of the world. Research assignments will give students the opportunity to follow their own interests by researching current events as well as historical phenomena. By the conclusion of this course, students will use their new knowledge and skills to critically analyze, through writing and discussion, news coverage of current events, in addition to primary and secondary historical sources.

### World History II Honors

#### **Credit: 1**

**Placement:** Admission to this course is by permission only. The criteria for selection include at least an A-average in 9<sup>th</sup> Grade World History I, a recommendation from that teacher, and a placement test administered in the spring of 9<sup>th</sup> Grade.

Major themes of the World History II Honors curriculum include interaction among societies (through trade, war, and diplomacy), continuity and change across all time periods of human history, the impact of technology and demography, social and gender structures, cultural and intellectual developments, and the evolution of states and political identities. Particular emphasis is devoted to the study of Africa, Asia, and Latin America. Students will work frequently with primary sources, complete a major research paper, and read college-level text as well as monographs.

*\* Note that summer work/reading is required for this course.*

## **Modern America**

### **Credit: 1**

This course is a history department requirement taken by students in their junior year. It focuses on the emergence and development of Modern America, from the late nineteenth century to the recent past. Course materials and assignments will emphasize critical reading, analysis of primary sources, note-taking, and research skills. Students will practice constructing historical arguments through discussing the material and writing essays.

## **U.S. History Honors**

**Credit:** 1

**Placement:** Admission to this course is by permission only. The criteria for selection include at least an A-average in 10<sup>th</sup> Grade World History II, a recommendation from current teacher, and a placement test administered in the spring of 10<sup>th</sup> Grade. Tenth graders in World History II Honors, if they have performed acceptably, may expect to be asked to continue in U.S. History Honors without taking the qualifying test; if that is not the case, they should expect to be asked to give the spot to someone else.

This honors course is for students in 11<sup>th</sup> Grade who have demonstrated the necessary skills and interest in studying history at the college level. The course is organized around ten inquiry units driven by a compelling question that connects the past and present. Each unit will include a mix of readings from a textbook, academic sources, primary sources, and journalism. At the conclusion of each unit, students will demonstrate their ability to develop and support their own answers to the inquiry question, communicating their ideas in discussion, presentations, in-class essays, and formal writing assignments. In addition, students will conduct original research using primary sources to complete a research paper demonstrating their own ability to “do history.”

*\* Note that summer work/reading is required for this course.*

## Upper School History Senior Year Electives: Honors Courses

### Art and the Self Honors

Credit: 1/2

Instructor: Ms. Lloyd

Semester: Second

Placement: A grade of B+ or better in 11<sup>th</sup> Grade Modern America, a B in US History Honors, or an A in an Honors Art Course

How is identity produced? Is it given to us or chosen by us? What is the role of artists and architects in shaping identities? Who has power and agency to construct identity? This course will provide students with tools to analyze the ways in which identities have been produced, contested, and understood in different historical contexts. Students will examine how the work of artists and architects responds to and informs ideologies, social contexts, gender, race, and religion. In addition, students will explore the complexity of identity, learning about concepts of fluidity and intersectionality. Students read from the work of art historians and cultural critics and will also develop their own arguments about art in writing, in discussion, and through creative projects.

### China from Mao to Now Honors

**Credit:** 1/2

**Instructor:** Mr. Moyer

**Semester(s):** Second

**Placement:** A grade of B+ or better in 11<sup>th</sup> Grade Modern America or a B in US History Honors is required.

Seniors in this elective will closely examine the economic, political, social, cultural, and environmental state of China today through primary sources, historical works, contemporary journalism on the internet and social media, and Chinese films. We will cover many events and issues from the broader history of China to provide the necessary context for better understanding the changes that have taken place over the past century in China and in the world. Students will complete an original research paper investigating a contemporary issue in China.

### **Economics Honors**

**Credit:** 1/2

**Instructor:** Dr. Wilsman

**Semester(s):** First or Second

**Placement:** A grade of B+ or better in 11<sup>th</sup> grade Modern America course or a B in US History Honors is required

Basic economic theory is the foundation of this course as students learn how fundamental economic principles shape decisions and outcomes in government policy, business, and our everyday lives. Course content includes macroeconomic and microeconomic concepts. Students in this course learn the basic principles of macroeconomics, including economic systems, monetary policy, fiscal policy, and poverty and inequality. Key microeconomic topics covered are the law of supply and demand, ten principles of economics, and the role of private and government sectors. Throughout the course, students will learn to use graphs, charts, and quantitative data to analyze, describe, and explain economic concepts verbally and in writing. The course is taught as a fast-paced introductory economics course.

### **Power and Politics Honors**

**Credit:** 1/2

**Instructor:** Mr. Moyer

**Semester(s):** First

**Placement:** A minimum grade of B+ or better in 11<sup>th</sup> Grade Modern America or a B in US History Honors is required.

Seniors in this elective will closely examine the rise of authoritarian political systems currently taking place throughout the world. Students will examine the history of tyranny through case studies and try to construct a better understanding of why these systems persist throughout history. Students will share their learning with the school community by developing a workshop to help the community understand how the contest between democratic and authoritarian forms of government shapes current events. Finally, students will develop and pursue their own inquiry question, culminating in an original research paper.

### **Topics in Philosophy Honors**

**Credit:** 1/2

**Instructor:** Dr. Kimmel

**Semester(s):** Fall, Spring

**Prerequisite:** A minimum grade of B+ in 11<sup>th</sup> Grade Modern America or a B in US History Honors is required.

What does it mean to live a good life? In this course, students will explore how philosophers in different times and places have grappled with both the meaning of life and the question of how to live a good life. Students will engage in close reading of core philosophical texts and will also explore how contemporary writers (including writers for TV and film) have used insights from philosophy to explore questions that plague humans in our world today. Students will also construct their own understanding through written reflection, formal writing, and at least one creative project applying a chosen philosophy to a contemporary question about life and how to live well.

### **Topics in Psychology Honors**

**Credit:** 1/2

**Instructor:** Ms. May

**Semester(s):** Fall

**Prerequisite:** A minimum grade of B+ in 11<sup>th</sup> Grade Modern America or a B in US History Honors is required.

**Note:** This elective is open to seniors and juniors. Seniors will have priority.

Psychology is the scientific study of behavior and mental processes. This course is modeled after an introductory-level college course and is structured to lead students to begin to answer the question, "Why do people think and behave as they do?" Beginning with an overview of the history and science of psychology, followed by a look into psychological research and ethics, we will broadly cover several topics within the field as they pertain to human cognition, emotion, and behavior. Throughout the course, students will be encouraged to think about how research in psychology can shed light on events going on around the world and in our own lives and how psychology can help us to be better humans. Students will produce an APA-style final research paper that asks them to reflect upon how we can use the lessons of psychology for positive change.

## **Women and Gender in American History Honors**

**Credit:** 1/2

**Instructor:** Ms. Lloyd

**Semester(s):** First

**Placement:** A minimum grade of B+ in 11<sup>th</sup> Grade Modern America or a B in US History Honors is required.

Traditional U.S. History courses often spend little time addressing the role of women in the development of this country. This honors elective, in contrast, explores the contributions of both the extraordinary and ordinary women of America. Using a variety of textual sources, films, and special projects, we will examine concepts from “Republican Motherhood” to the “feminine mystique” to understand better the issues facing both men and women in today's complicated world. Students should expect extensive reading assignments from some of the leading scholars in the field of women's history, daily discussions that will require engagement and participation of all students, and to write several papers throughout the semester. Students enrolled in this course will complete reading and writing assignments similar to those of a typical college-level seminar course.

## Upper School History Electives Semester Courses

### African American Studies

- Credit:** 1/2
- Instructor:** Ms. Mora
- Semester(s):** Fall, Spring
- Note:** This elective is open to Juniors and Seniors

African American history is an integral part of the broader story of the United States of America, and in this course, students will seek to better understand the African American experience and its impact on the broader society. Course materials will help students deepen their knowledge of African American history, beginning with the emergence of the Atlantic slave trade and continuing through and beyond the Civil Rights Movement. Students will explore the impact of this history on current American political, social, cultural and economic realities by engaging with a wide range of sources, including academic articles, popular media, news media, and the arts.

### American Democracy and Government

- Credit:** 1/2
- Instructor:** Ms. May
- Semester:** Fall
- Note:** This elective is open to Juniors and Seniors

A recent Harvard study revealed that “nearly two-thirds of young Americans express more fear than hope about the future of democracy in America,” with only 7% choosing the word “healthy” to describe the state of our nation’s democracy. However, experts highlight that fundamental civic knowledge can serve as an antidote to this disillusionment. This elective, open to juniors and seniors, is crafted to offer a comprehensive understanding of American democracy and the vital role individuals play in sustaining it. The course will explore the principles of civic responsibility and engagement. Through a blend of readings, discussions, and activities, students will explore the foundations of American democracy, the government's structure, and the significance of active participation. Special emphasis will be placed on the value of staying informed and involved, along with practical strategies for engaging in civil discourse with empathy and an open mind.

## **Personal Finance and Entrepreneurship**

**Credit:** 1/2

**Instructor:** Mr. Murray

**Semester(s):** First, Second

**Placement:** This course is open to juniors and seniors

This course is focused on financial literacy and is designed to equip students with essential knowledge and skills to make informed and responsible financial decisions as young adults. Students will be introduced to the fundamentals of banking, credit, saving, insurance, investing, budgeting, taxes, and entrepreneurship. Through a variety of problem-based activities including games, simulations, and group projects, students will begin to build their foundations in personal financial management.

## **Social Justice**

**Credit:** 1/2

**Instructor:** Dr. Kimmel

**Semester(s):** Spring

**Placement:** This course is open to juniors and seniors

What does social justice mean, and how can individuals in a complex society pursue social justice? In this project-oriented course, students will begin by exploring various and competing definitions of social justice, ultimately determining what social justice means to them. Students will also explore, through traditional research and experiential learning, a contemporary issue of their choosing. By the end of the course, students will complete a project that addresses a social justice issue in a meaningful way. For students already engaged in a club or volunteer activity connected to social justice, this course will allow them to dig deeper, and add academic rigor, to engagement with the issue. For students seeking to expand their engagement with contemporary issues, this class will provide a pathway for exploration. As part of the homework for this class, students will be required to engage with leaders or organizations working on a social justice issue beyond Germantown Academy.

## **Social Psychology**

**Credit:** 1/2

**Instructor:** Mr. Samson (Fall); Ms. May (Spring)

**Semester(s):** Fall, Spring

**Placement:** This course is open to juniors and seniors

The goal of this class is to explain how our thoughts, feelings, and behavior are influenced by the actual, imagined, or implied presence of other people. Examining landmark experiments in the field will allow us to discuss social thinking (social identity, judgments, and attitudes), social influence (culture, conformity, and obedience), and social relations (prejudice, aggression, attraction, helping, and conflict resolution). Throughout the course, students will be encouraged to think about how research in social psychology can shed light on events going on around the world and in our own lives and how psychology can help us to be better humans. Students will produce a final paper that asks them to reflect upon how we can use the lessons of social psychology for good.

### **U.S. Presidential Elections and Society**

**Credit:** 1/2

**Instructor:** Mr. Ginter

**Semester(s):** Second

**Placement:** This course is open to juniors and seniors

This course invites Seniors and Juniors to explore pivotal U.S. presidential elections and their impact on American society. Students will study the evolution of the electoral process, the role of political parties, and the influence of cultural, social, and economic factors on voter behavior. Through landmark elections, such as those in 1860, 1896, 1932, and 1968, the course will highlight how electoral outcomes have reshaped political institutions, public policy, and societal norms. Other key topics include the development and evolution of political parties, the effects of campaign finance, the emergence of voter coalitions, and how presidents come to major policy decisions. Finally, are the metrics we use to determine whether a President has done a good job the correct metrics to use?

## Upper School Mathematics Sequence of Courses

This is the typical sequence of courses for a student enrolled in the specified course in 9<sup>th</sup> Grade. A process is in place for students to move between levels. Students enrolled in an Honors-level mathematics course may not sign up without departmental permission.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Elective
Algebra B	Geometry	Algebra 2	Algebra 3/Trig	Statistics
		Algebra 2 Accelerated	Precalculus	Statistics Statistics Honors
Geometry	Algebra 2	Algebra 3/Trig	Statistics	
	Algebra 2 Accelerated	Precalculus	Calculus	Statistics Statistics Honors
Geometry Honors	Algebra 2 Honors	Precalculus Honors/Differential Calculus	AP Calculus AB	Statistics Honors
			AP Calculus BC	Statistics Honors

*Notes:*

1. Mathematics is required each year except in 12<sup>th</sup> Grade, but math is required in 12<sup>th</sup> Grade for students who have not passed Algebra 2.
2. Note that some colleges, notably Pennsylvania State University, require trigonometry for admission. Students who are not taking Precalculus should take Algebra 3/Trigonometry if they plan to apply to Penn State or other colleges requiring Trigonometry for admission.

### Upper School Mathematics Departmental Overview

The Upper School mathematics curriculum supports the school's mission statement of preparing students to be independent thinkers who are simultaneously collaborative in action. We emphasize process, critical thinking, and using mathematics as a way of making sense of the world around us. The mathematics department believes in presenting each student with a mathematics program which meets as many of their needs as possible, both as an individual and as a member of the class. In an ideal situation, each student would have a successful and positive mathematics experience, while simultaneously enjoying a challenging and thought-provoking mathematics curriculum.

We offer different levels of many of our courses in order to meet the various needs of our students (i.e., Geometry and Geometry Honors, or Algebra 2, Algebra 2 Accelerated, and Algebra 2 Honors). We offer AP Calculus AB and AP Calculus BC courses to prepare students for the requisite AP exams. Statistics, Statistics Honors, and Calculus classes are available to students who meet the prerequisites for enrollment (see specific course descriptions for details).

Our team of math teachers works closely together to ensure both the sequencing and consistency of our curriculum.

Students seeking additional mathematical challenges outside of the classroom may take part in Pennsylvania Mathematics League Competitions (a series of 6 contests during the academic year), and the American Mathematics Competition, a series of national contests designed to identify, recognize and reward excellence in mathematics.

The Upper School Math Department is a charter member of Mu Alpha Theta, the National Mathematics Honor Society. The following criteria must be met in order for a student to be considered for membership in Mu Alpha Theta:

- a. Candidates eligible for election to this chapter must be members of the senior class.
- b. To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period of two years (prior to their senior year) at Germantown Academy in the Upper School.
- c. Candidates eligible for selection to the chapter shall have a minimum overall cumulative GPA of 3.5 (out of 4.0). Candidates must also maintain an A- or above across all honors-level mathematics courses throughout their academic career (with at least two honors courses before or during the junior year). Students enrolled in a non-honors mathematics course in 9<sup>th</sup> Grade must have earned a minimum A- average; those enrolled in an honors mathematics course in 9<sup>th</sup> Grade must have earned a minimum B+ average. A student must also enroll in an honors-level or AP mathematics course in both their junior and senior years unless they have exhausted the Academy's honors/AP courses.
- d. Students may not have earned any honor strikes within 12 months of induction.
- e. Upon meeting the grade level, attendance, honor code, and GPA standard requirements, candidates shall then be considered.

### **Upper School Mathematics Course Placement Policy**

#### **Middle School Students Entering 9<sup>th</sup> Grade**

- Mathematics placement is handled by the Middle School Mathematics Department. All concerns regarding placement should be addressed with the student's Middle School mathematics teacher or the Middle School Math Department Chair.

#### **Students New to Germantown Academy Upper School**

- The scope and sequence of mathematics courses differ from school to school. To help with placement, most students new to GA take a placement exam in April prior to their first year at GA.
  - Students that have not yet studied Algebra 1 will be placed in GA's Algebra B course and will not need to take a placement exam.
  - Students who are taking Algebra 1 or Geometry at their current school will be given an initial placement recommendation for a GA math course based on the student's admissions file. A placement exam and/or a conversation with the Upper School Math Department Chair may be needed, depending upon a student's previous coursework.
  - Students studying courses at their current school beyond Algebra 1 and Geometry will have a conversation with the Upper School Math Department Chair to determine what placement makes sense for them. A placement exam may be required to help determine placement in a GA math course.

### **Current GA Upper School Students**

- The Upper and Middle School mathematics departments have placed students in their respective mathematics courses based upon the students' work in their previous mathematics courses. Although we believe that students are placed in the level that is appropriate for them, we recognize the fact that each student is a "work in progress" and for that reason offer a process for students to try to change their placement level for the subsequent academic year, as described below.

### **If you are currently taking Geometry, the criteria for placement in Algebra 2 Honors are below.**

- Students must meet ALL FOUR of these requirements in order to request to enroll in Algebra 2 Honors.
  1. Submitting an online form by February 21, 2025 (the form requires initials from a parent/guardian). The form is emailed to students in January and again in February.
  2. Earning a final exam grade of A- or above.
  3. Finishing the year with a final course grade of A or above after the final exam.
  4. Earning a passing score on the level-change exam (an assessment of algebra and problem-solving fluency), which is administered on Thursday, February 27, 2025 from 3:15 – 4:45pm.

### **If you are currently taking any course other than Geometry or Algebra B, the criteria for placement in a higher-level course are below.** Students must meet ALL FOUR of these requirements in order to request to enroll in a higher-level course.

1. Submitting an online form by February 21, 2025 (the form requires initials from a parent/guardian). The form is emailed to students in January and again in February.
  2. Earning a final exam grade of A- or above.
  3. Finishing the year with a final course grade of A or above after the final exam.
  4. Completing the required, substantial, summer assignment in a timely fashion.
- Students currently enrolled in Honors math are expected to finish the year with a grade of a B- or better on the final exam and have a B or better in the course after the final exam. Students who do not meet this expectation, after consultation with their teacher, advisor, House Head, and/or Department Chair, may be advised to drop down from the Honors level for the subsequent school year.

## Upper School Mathematics Course Offerings

### Algebra B

**Credit: 1**

**Prerequisite(s):** MS Algebra A or Pre-Algebra

This course is the second part of a two-year sequence in Algebra 1, emphasizing the fundamental ideas and processes of introductory Algebra. The axiomatic basis of Algebra is blended with the development of skills and the ability to apply those algebraic skills to problem solving situations. Topics include, but are not limited to operations with polynomial, rational, and radical expressions, systems of linear equations, and the properties, graphs, and applications of quadratic functions.

### Geometry

**Credit: 1**

**Prerequisite(s):** MS Algebra A 8, MS Algebra B, or Algebra 1

This course includes a thorough study of the main topics of plane geometry, with connections between algebra and geometry, emphasizing how they develop and how they coordinate with one another. The curriculum is problem based rather than chapter oriented. Problem-solving techniques and new concepts and theorems will become apparent as students work through the problems and discuss them as an entire class. Learning in an exclusively problem-based environment will likely be a very different kind of mathematical experience for most students. This approach to learning geometry can help students make stronger connections with and between concepts as they become more comfortable taking risks while solving problems and being challenged in new and interesting ways.

### Geometry Honors

**Credit: 1**

**Prerequisite(s):** MS Algebra B Honors or successful placement test, grades, and recommendations

This course includes a thorough study of the main topics of plane and solid geometry. A higher degree of rigor is expected in this course than in Geometry, and the course will proceed at a faster pace and in greater depth. This course will also be problem-based (see Geometry).

### Algebra 2

**Credit:** 1

**Prerequisite(s):** (1) Algebra B or Algebra 1 (2) Geometry

This course includes all the topics studied in Algebra 2 Accelerated, except that the pace is somewhat slower, and breadth and depth of study are not as great.

## **Algebra 2 Accelerated**

**Credit:** 1

**Prerequisite(s):** (1) Algebra B or Algebra 1 (2) Geometry

This course emphasizes the structure of algebra, basic algebraic procedures, and the concept of functions, all necessary to the study of advanced topics in mathematics. Topics include, but are not limited to the properties, graphs, transformations and applications of linear and quadratic functions, systems of equations and inequalities, linear programming, linear regression, counting principles and probability, and conic sections.

## **Algebra 2 Honors**

**Credit:** 1

**Prerequisite(s):** (1) Geometry Honors (2) MS Algebra B Honors or Algebra B or Algebra  
1

This course emphasizes the structure of algebra, basic algebraic procedures, and the concept of functions, all necessary for the study of advanced topics in mathematics. The topics covered are the same as those of the Algebra 2 Accelerated course, with additional topics including rational functions and sequences and series. The pace is faster than that of the Algebra 2 Accelerated and Algebra 2 sections, and the study is done in greater depth and with greater breadth.

## **Algebra 3/Trigonometry**

**Credit:** 1

**Prerequisite(s):** Algebra 2

This course includes most of the topics studied in Precalculus, except that the pace is somewhat slower and the depth and breadth of study are not as great. An emphasis on applications of the functions studied is made throughout the course through special problems and projects.

## **Precalculus**

**Credit:** 1

**Prerequisite(s):** Algebra 2 Accelerated

After a brief review of properties and characteristics of functions, students will spend the first semester completing a study of trigonometry. During the second semester, the topics include the properties, graphs, transformations and applications of polynomial, rational, exponential, and logarithmic functions; inequalities and sequences and series.

## **Precalculus/Differential Calculus Honors**

**Credit:** 1

**Prerequisite(s):** Algebra 2 Honors

The first semester will include an in-depth study of trigonometry and possibly polar or parametric graphs and equations. After a full study of the concept of a limit, the concepts of differentiation along with their techniques, applications, and supportive theory will be studied in detail. Students should be able to interpret problems graphically, numerically, algebraically, and verbally. This course will prepare students for either AP Calculus AB or AP Calculus BC.

## **Calculus**

**Credit:** 1

**Prerequisite(s):** Precalculus

Following a study of the concept of a limit, this course develops the general techniques of calculus. The basic concepts of differential and integral calculus are studied in some detail. While this course includes many of the topics of AP Calculus AB, the pace is slower, and the depth and breadth of study are not as great.

## **AP Calculus AB**

**Credit:** 1

**Prerequisite(s):** Precalculus Honors/Differential Calculus

After a review of the concept of a limit and the basics of differentiation, applications of differentiation will be explored in detail. This will be followed by a detailed study of integration, including applications, techniques and supportive theory. Students will be asked to interpret problems graphically, numerically, algebraically and verbally. Students enrolled in AP Calculus AB are required to take the AP Calculus AB exam.

\*A substantial summer assignment will be required for this course.

## **AP Calculus BC**

**Credit:** 1

**Prerequisite(s):** Precalculus Honors/Differential Calculus (minimum grade of A- and recommendation of teacher) or AP Calculus AB

After a review of the basics of limits and differentiation first addressed in Pre-Calculus /Differential Calculus Honors, applications of differentiation will be explored in detail. This will be followed by a detailed study of integration, including applications, techniques, and supportive theory. Students will be expected to interpret problems graphically, numerically, algebraically, and verbally. Students enrolled in AP Calculus AB/BC are required to take the AP Calculus BC exam.

\* A substantial summer assignment may be required for this course

## Statistics

**Credit:** 1

**Prerequisite(s):** Open to students who have taken Algebra 3/Trigonometry, or to students that have taken Precalculus and who do not already qualify for Statistics Honors.

This is a non-calculus based introductory statistics course. The course will introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is a hands-on course in which students will be actively involved in the collection and analysis of data.

## Statistics Honors

**Credit:** 1

**Prerequisite(s):** Open to students with a B+ or higher in their current Honors math course (Algebra 2 Honors, Precalculus Honors, or a higher-level course) or an A- in a non-Honors math course (Algebra 2 Accelerated, Precalculus/Trig, or higher). Students who do not meet the grade requirement may be admitted with departmental permission.

Note: In the event of over enrollment, spaces will be filled via lottery.

This course will be project-based with a community-learning component. Statistical research and analysis will be emphasized from the onset by utilizing computer-intensive methods that allow students to see the logic and scope of statistical inference from the very beginning of the course. Students will also complete a capstone project in which they will work with a non-profit to help solve a problem by formulating a research question and collecting and analyzing data to answer the question. Students who wish to take the AP Statistics exam will need to independently study some topics to prepare for the exam. This course **does not** cover all topics in the AP Statistics curriculum. This course is open to all students who meet the prerequisites, but priority will be given to seniors. Students enrolled in this course who wish to take the AP Statistics exam will need to do extra work independently to prepare for the exam because Statistics Honors does not cover all topics in the AP Statistics curriculum.

### Upper School Modern Language Sequence of Courses

This is the typical sequence of courses for a student enrolled in the specified course in 9<sup>th</sup> Grade. Movement between levels is possible.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Spanish 1</b>	<b>Spanish 2, Spanish 2 Accelerated, or Spanish 2 Honors</b>	<b>Spanish 3 or Spanish 3 Accelerated</b>	<b>Spanish 4 Accelerated</b>
<b>Spanish 2</b>	<b>Spanish 3</b>	<b>Spanish 4</b>	
<b>Spanish 2 Accelerated</b>	<b>Spanish 3 Accelerated</b>	<b>Spanish 4 or Spanish 4 Accelerated</b>	<b>Spanish 5 Accelerated</b>
<b>Spanish 2 Honors</b>	<b>Spanish 3 Honors</b>	<b>Spanish 4 Honors</b>	<b>Spanish 5 Accelerated or AP Spanish Literature and Culture or AP Spanish Language and Culture</b>
<b>French 1</b>	<b>French 2 Accelerated or French 2 Honors</b>	<b>French 3 Accelerated or French 3 Honors</b>	<b>French 4/5 Accelerated or French 4 Honors</b>
<b>French 2 Accelerated</b>	<b>French 3 Accelerated</b>	<b>French 4 Accelerated</b>	<b>French 5 Accelerated</b>
<b>French 2 Honors</b>	<b>French 3 Honors</b>	<b>French 4 Honors</b>	<b>French AP Language and Culture</b>
<b>Chinese 1</b>	<b>Chinese 2 Accelerated or Chinese 2 Honors</b>	<b>Chinese 3 Accelerated or Chinese 3 Honors</b>	<b>Chinese 4 Accelerated or Chinese 4 Honors</b>
<b>Chinese 2 Accelerated</b>	<b>Chinese 3 Accelerated or Chinese 3 Honors</b>	<b>Chinese 4 Accelerated or Chinese 4 Honors</b>	<b>Chinese 5 Accelerated</b>
<b>Chinese 2H</b>	<b>Chinese 3 Honors</b>	<b>Chinese 4 Honors</b>	<b>Chinese 5 Honors</b>
		<b>Conversational German</b>	<b>Conversational German</b>

## Upper School Modern Language Departmental Overview

GA provides the opportunity for students to learn the skills necessary to become global citizens and productive leaders in the world community. In a world of diminishing distances and increasing contact with people from other cultures and languages, proficiency in a modern language is important in the development of leadership skills and appreciation for cultural differences. Through the study of another language, students not only enjoy the experience of being able to communicate with others but also gain insights into cultural similarities and differences. We want our students to understand and share ideas in a language other than their own, because world languages are a bridge to understanding and opportunity. Our program encourages the use of contemporary, authentic multimedia sources for instruction and real-life interaction with speakers of the target language.

Our students are currently able to study Chinese (Mandarin), French, and Spanish throughout their Middle and Upper School years at Germantown Academy. In addition, one level of German is offered in the Upper School. Our students engage in an enriching and challenging curriculum that allows time to establish a firm foundation in the target language, complemented by cultural units, film studies, gastronomic feasts, music, interdisciplinary units, holiday celebrations, and in-depth literary and authentic readings. We encourage our students to develop relationships with speakers of the target language. The Modern Language Department provides additional opportunities to immerse students in the language with exchange programs and intensive summer study programs. Students also participate in language-related activities, which include writing and publishing *The Voyager* (the modern language magazine), local and national language competitions, and the Chinese, French and Spanish national honorary societies. Our Modern Language program has been honored with the Golden Globe Pennsylvania Exemplary Program Award.

### Upper School Modern Language Course Placement Policy

#### Germantown Academy's Modern Language Enrollment Policy

1. GA asks students to express a preference for the language they would like to study.
2. Whenever possible, GA gives students their first choice of language selection.
3. GA is committed to teaching Spanish and Chinese in the Lower School and Spanish, Chinese, and French in the Middle and Upper Schools.
4. To fulfill this commitment, we sometimes need to manage enrollment by limiting sections and numbers of students in a given language in order to create a more even distribution of students and to create consistent, highly qualified and experienced staffing.
5. If students do not receive their first-choice language, they will have an opportunity to switch before they enter 6<sup>th</sup> Grade, 9<sup>th</sup> Grade or 10<sup>th</sup> Grade.

**Honors Sections:** In Spanish, honors sections are offered from MS Level B through Level 5, providing there is sufficient enrollment. Honors sections are currently offered in French and Chinese levels 2 through 5. In the spring of each year, the department reviews a student's progress and makes recommendations for the following year. Students who have demonstrated outstanding ability in all areas of Modern Language study are placed in honors sections by department recommendation. The demands of these courses are more rigorous, with greater stress on in-depth language study, accuracy in speaking and writing, the reading of novels, plays and poetry, and literary interpretation. It is expected that students who enroll in the honors program will continue through the AP level. Students must be enrolled in advanced-level honors courses to be eligible for nomination to the Chinese (全中文美荣誉学会), French (Société Honoraire de Français) and Spanish (Sociedad Honoraria Hispánica) Honor Societies.

- **Department permission is required for all honors level courses.** Department recommendations are based on the following criteria:
  - 1) Achievement in prior courses.
  - 2) Effort.
  - 3) Enthusiasm for the subject.
  - 4) Willingness and ability to go beyond the minimum requirement.
  
- **In order to continue in the honors program, a student must have a minimum average of B.**
  
- **Students requesting to move from the accelerated to the honors program must:**
  - Have a grade in the A range in their current class, be highly motivated and engaged.
  - Have excellent speaking and writing skills.
  - Be recommended by his or her teacher.
  - Write an essay and be interviewed in the target language by the department head and/or small panel of teachers. In the case of Chinese, by the Chinese honors teacher.
  - Plan to do summer work to help them to be on par with their peers and to be prepared for the more challenging course.
  
- **Students who take Advanced Placement French or Spanish must take the AP language or literature examination as prescribed by the curriculum in May.**

#### **US Modern Language Policy for Heritage Speakers**

The Upper School Modern Language Department welcomes and celebrates all students from various cultural backgrounds, while striving to meet our students' individual needs. Our goal is to broaden each student's horizons and interests by challenging them to explore a new target language, different from their own native one. Heritage speakers who already communicate proficiently/fluent in their own language or who are bi-lingual should plan to take one of the other languages offered by our department.

## Upper School Modern Language Course Offerings

### Chinese 1

**Credit:** 1

Chinese 1 is an introduction to the basics of Chinese vocabulary, grammar and culture, with special emphasis on communicative competence via the four skills: listening, speaking, reading and writing. 9th and 10th Graders will be given placement preference.

### Chinese 2 Accelerated

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Chinese 1 or teacher recommendation.

Chinese 2 Accelerated is a continuation course that stresses aural/oral comprehension, correct pronunciation, the development of critical reading skills, and the ability to communicate in simple, idiomatic Chinese.

### Chinese 2 Honors

**Credit:** 1

**Prerequisite(s):** Placement by the Middle School Modern Language department, or teacher recommendation.

The basics of Chinese level 2 are covered in this course. However, the honors course moves at a faster pace and is enriched with additional readings and supplemental materials. Various projects and presentations are woven into the curriculum as well.

### Chinese 3 Accelerated

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Chinese 2 Accelerated or teacher recommendation.

Chinese 3 Accelerated is a sequential course with the goal of further developing the four basic skills of language acquisition - listening, speaking, reading and writing. The course is enriched with cultural activities, projects and additional reading material.

### Chinese 3 Honors

**Course Number:** 0540

**Credit:** 1

**Prerequisite(s):** Student must have earned a B+ or higher in Chinese 2 Accelerated and be recommended by their teacher.

Chinese 3 Honors is a rigorous course whose goal is to further develop the four basic skills of language acquisition - listening, speaking, reading and writing. The course is enriched with cultural activities, projects and additional reading materials.

### **Chinese 4 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Chinese 3 Accelerated or teacher recommendation.

Chinese 4 Accelerated is designed to enhance the language skills of interested, highly motivated students who have met the language requirement and wish to continue their study of Chinese at the advanced.

### **Chinese 4 Honors**

**Credit:** 1

**Prerequisite(s):** A minimum of grade B in Chinese 3 Honors

The Chinese 4 H course is designed to enhance the language skills of talented, motivated students who have met the language requirement and wish to continue their study of Chinese at the advanced level. This course refines grammatical skills, augments vocabulary and introduces critical analysis of literature and film. Emphasis is placed on oral and written expression.

### **Chinese 5 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Chinese 4 Accelerated.

Chinese 5 Accelerated is designed for students who have completed the Chinese 4 Accelerated course, and have fulfilled the language requirement, and would like to further develop their proficiency in interpretive, interpersonal, presentational skills, and use these skills in handling everyday situations in Chinese. The course will review, reinforce and expand on the grammar concepts and the four language skills, speaking, listening, reading and writing, that were introduced in the previous course.

### **Chinese 5 Honors**

**Credit:** 1

**Prerequisite(s):** A minimum grade of B in Chinese 4 Honors.

This course is a continuation of Chinese 4 Honors and is for students who have already fulfilled the language requirement, and are motivated to work towards fluency in oral comprehension and in reading and character-writing skills of Mandarin Chinese. It prepares students for further study at the advanced level and places more emphasis on reading and writing Chinese characters, expanding vocabulary, practicing more sophisticated conversation and short speeches, and understanding Chinese culture.

## **French 1**

**Credit:** 1

French 1 is an introduction to the basics of French vocabulary, grammar and Francophone culture, with special emphasis on communicative competence via the four skills: listening, speaking, reading and writing.

## **French 2 Accelerated**

**Credit:** 1

**Prerequisite(s):** Placement by the Middle School Modern Language department, a minimum grade of C in French 1 Accelerated or department recommendation.

French 2 Accelerated is a continuation course that stresses aural/oral comprehension, correct pronunciation, the development of critical reading skills and the ability to communicate in simple, idiomatic French.

## **French 2 Honors**

**Credit:** 1

**Prerequisite(s):** Placement by the Middle School Modern Language department, or teacher recommendation.

The basics of French 2 are covered in this course. However, the honors course moves at a faster pace and is enriched with additional readings and supplemental materials. Various projects and presentations are woven into the curriculum as well. Students will participate in the National French Contest in the spring.

## **French 3 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in French 2 Accelerated.

French 3 Accelerated is a sequential course whose goal is to further develop the four basic skills of language acquisition - listening, speaking, reading and writing. The course is enriched with cultural activities, projects and additional reading material.

## **French 3 Honors**

**Credit:** 1

**Prerequisite(s):** A minimum grade of B in French 2 Honors and teacher recommendation.

French 3 Honors continues the rigorous study of grammar and francophone culture along with the introduction of literary works, cultural projects and films/videos. Students will participate in the National French Contest in the spring.

### **French 4 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in French 3 Accelerated.

French 4 Accelerated is designed to enhance the language skills of interested, motivated students who have met the language requirement and wish to continue their study of French at the advanced level.

### **French 4 Honors**

**Credit:** 1

**Prerequisite(s):** A minimum grade of B in French 3 Honors and teacher recommendation.

The French 4 Honors course is designed to enhance the language skills of talented, motivated students who have met the language requirement and wish to continue their study of French at the advanced level. This course refines grammatical skills, augments vocabulary and introduces critical analysis of literature and film. Emphasis is placed on oral and written expression. SAT Subject Test preparation is an integral part of the curriculum. Students will participate in the National French Contest in the spring.

### **French 5 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in French 4 Accelerated.

French 5 Accelerated offers a thorough review of all major grammatical concepts. Culture is explored through literary readings, contemporary films and the study of current events. Composition work and daily discussions provide ample practice for oral and written communication.

### **AP French Language and Culture**

**Credit:** 1

**Prerequisite(s):** Completion of French 4 Honors

**Requirement:** Students must take the AP French Language and Culture exam in May.

This course prepares students for the Advanced Placement French Language and Culture examination in May. It emphasizes communication by applying interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. All activities are structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. This course engages students in an exploration of culture in both contemporary and historical contexts as well as developing students' awareness and appreciation of cultural products; practices; and perspectives. The AP French Language and Culture course strives to promote both fluency and accuracy in language use.

## Spanish 1

**Credit:** 1

Spanish 1 is an introduction to the basics of Spanish grammar, geography, and culture, with special emphasis on communicative competence via the four skills: listening, speaking, reading and writing.

## Spanish 2

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Spanish 1 Accelerated and teacher recommendation.

This fundamental course is similar in content to the Spanish 2 Accelerated curriculum. However, the pace is slower, and the breadth and depth of study are not as great. The emphasis is on the acquisition of useful vocabulary and practical grammatical structures in order to facilitate functional communication.

## Spanish 2 Accelerated

**Credit:** 1

**Prerequisite(s):** Placement by the Middle School Modern Language department, a minimum grade of C in Spanish 1 Accelerated and teacher recommendation.

Spanish 2 Accelerated is a continuation course that stresses aural/oral comprehension, correct pronunciation, the development of critical reading skills and the ability to communicate in simple, idiomatic Spanish.

## Spanish 2 Honors

**Credit:** 1

**Prerequisite(s):** Placement by the Middle School Modern Language department, or teacher recommendation.

Spanish 2 Honors continues the rigorous study of grammar and Hispanic culture along with the introduction of literary works, cultural projects and films/videos. Students will participate in the National Spanish Contest in the spring.

## Spanish 3

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Spanish 2 and teacher recommendation.

**Note:** **This is a terminal course. Students may not continue on to Spanish 4 Accelerated.**

This fundamental course is similar in content to the Spanish 3 Accelerated curriculum. However, the pace is slower, and the breadth and depth of study are not as great. The emphasis is on the acquisition of useful vocabulary and practical grammatical structures in order to facilitate functional communication. Successful completion of this course fulfills our language requirement.

### **Spanish 3 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Spanish 2 Accelerated.

Spanish 3 Accelerated is a sequential course with the goal of further developing the four basic skills of language acquisition: listening, speaking, reading and writing. The course is enriched with cultural activities, projects and additional reading material.

### **Spanish 3 Honors**

**Credit:** 1

**Prerequisite(s):** A minimum grade of B in Spanish 2 Honors and/or teacher recommendation.

Spanish 3 Honors continues the rigorous study of grammar and the culture of Spanish-speaking countries while exploring authentic literary works, cultural projects and films/videos. Students will participate in the National Spanish Contest in the spring.

### **Spanish 4**

**Credit:** 1

**Prerequisite(s):** Spanish 3 Acc or Regular and/or teacher recommendation.

This course will provide the opportunity for students who have completed Spanish 3 or Spanish 3 Accelerated and who have been recommended by their teacher to continue their study of Spanish. The course, which minimally emphasizes grammar, but mostly emphasizes oral communication, will be divided into two semesters. The first semester will focus on contemporary Hispanic cinema and related literature from the 1980's until present day. This will offer students the opportunity to explore how cinema can be a source of learning more about Hispanic history, politics, culture, and society. The second semester will continue with the study of selected readings, films, games, current events, presentations, and other cultural activities. Participation in Spanish will be required.

### **Spanish 4 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Spanish 3 Accelerated.

Spanish 4 Accelerated is designed to enhance the language skills of interested, motivated students who have met the language requirement and wish to continue their study of Spanish at the advanced level.

## **Spanish 4 Honors**

**Credit:** 1

**Prerequisite(s):** A minimum grade of B in Spanish 3 Honors and teacher recommendation.

The Spanish 4 Honors course is designed to enhance the language skills of talented, motivated students who have met the language requirement and wish to continue their study of Spanish at an advanced level. This course refines grammatical skills, augments vocabulary and introduces critical analysis of authentic literature. Emphasis is placed on oral and written expression. In addition, students will prepare for the SAT Subject Test. In addition, students who successfully finish Spanish 4 H generally proceed to the AP level the following year. Students will participate in the National Spanish Contest in the spring.

## **Spanish 5 Accelerated**

**Credit:** 1

**Prerequisite(s):** A minimum grade of C in Spanish 4 Accelerated.

Spanish 5 Accelerated offers a thorough review of all major grammatical concepts. Culture is explored through literary readings, contemporary films and the study of current events. Composition work and daily discussions provide ample practice for oral and written communication.

## **AP Spanish Language and Culture**

**Credit:** 1

**Prerequisite:** Completion of Spanish 4 Honors or AP Spanish Literature and Culture.

**Requirement:** Students must take AP Literature and Culture Exam in May.

**Note:** This course will be offered pending enrollment.

This course prepares students for the Advanced Placement Spanish Language and Culture examination in May. It emphasizes communication by applying interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. All activities are structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. This course engages students in an exploration of culture in both contemporary and historical contexts as well as developing students' awareness and appreciation of cultural products, practices, and perspectives. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use.

*\* Note that summer work/reading may be required for this course.*

## Conversational German

Credit: 1

**Notes: This is a one-year course. There will be no second or intermediate level offered. This course does not fulfill the language requirement. Students who have already completed the language requirement or who want to add a second language to their schedule may enroll. The course will be offered pending enrollment. Must be a junior or senior to enroll.**

Conversational German is an accelerated beginning course for students who have proven successful in the study of another foreign language. The course is designed to give students a solid background in the four skills: speaking, listening, reading, and writing, as well as a cultural awareness about areas of the world where German is spoken. The course emphasizes learning how to speak the language and culminates in a final class meal which the students conduct entirely in German.

## Upper School Performing Arts Sequence of Courses

This is the typical sequence of courses for a student enrolled in the specified artistic area in 9<sup>th</sup> Grade. Movement between levels is possible at any point.

MUSIC	THEATRE	TECHNICAL THEATRE
Singing Patriots * 1759 Singers Honors *	Acting: The Foundations *	Foundations of Technical Theatre *
	BFA Actor's Studio (seniors only)	Technical Theatre Production Honors
Academy String Orchestra * Academy String Orchestra Honors *	Musical Theatre	Theatrical Design & Production (seniors only)
Academy Symphonic Band * Academy Symphonic Band Honors *	Acting Honors	
	Acting for Film, TV, and Commercial	
Guitar I * Guitar II *		
Music Theory Honors (seniors only)		

\*9<sup>th</sup> Graders interested in the Performing Arts may enroll in one of the courses marked with an asterisk

*Notes:*

1. The Honors sequence begins in 9<sup>th</sup> Grade for Music and 10<sup>th</sup> Grade for Theatre. Admission requirements by discipline are listed in the *Course Placement Policy*.
2. One Arts Credit (performing or visual) must be completed by the end of 10<sup>th</sup> Grade and is required for graduation.

### Upper School Performing Arts Departmental Overview

Germantown Academy offers students a wide range of opportunities in the Performing Arts. Students interested in choral music participate in the Singing Patriots, while students with a pronounced interest and talent in voice may audition to join the 1759 Singers. String instrument performance is offered through membership in the Academy String Orchestra as well as the Honors String Orchestra. The Academy Symphonic Band, including Honors

Symphonic Band offers students an opportunity to play from the modern wind ensemble and band repertoire. The GA Jazz Ensemble, consisting of interested students from all performing ensembles, is an extracurricular group that meets before school, allowing full expansion of musical offerings while providing an authentic jazz experience to as many students as possible. GA music ensembles perform regularly on campus in addition to frequent performances in local Philadelphia venues. The choral program undertakes performance tours regularly, including tours to east coast cities and Europe. Additional extracurricular opportunities include the GA/PC Day Pump Up the Jam Band, A Cappella Club, and spring Pop Music-Themed Assembly.

The theatre component of GA Performing Arts includes annual courses in acting, improvisation, musical theatre, theatre production, and technical theatre. All courses in 10<sup>th</sup> through 12<sup>th</sup> Grade may be taken at the regular or honors-level. GA's Audition and Performance courses provide students with a serious interest in pursuing theatre at the college level, a chance to prepare thoroughly for this rigorous process. Naturally, most students taking theatre classes perform or participate in one or more of our Belfry Club productions, which include musicals, comedies, and dramas offered as extracurricular activities. The Belfry Club was cited as the best high school theatre program in the Philadelphia area a few years ago by *Philadelphia Magazine*.

### **Upper School Performing Arts Course Placement Policy**

The Performing Arts Department welcomes students with varying ranges of ability levels in its courses.

Students may apply to be part of the Honors program in Performing Arts. Below are the criteria for admission by discipline where honors designation is possible:

**Instrumental Music** *Academy Symphonic Band Honors (brass, woodwind, and percussion), Academy Strings, and Orchestra Honors:*

1. Grades in subject (A- or better).
2. Commitment to regular practice outside of school hours.
3. Growth Mindset for subject.
4. Successful audition: includes playing, scales, repertoire excerpt – see respective ensemble director for audition packet or email department chair and/or instructor.
5. **Regular private lessons.**
6. Goals-based approach towards musicianship and technique, with an emphasis on leadership.
7. Participate in all scheduled performances.
8. Engagement with PMEA and local Youth Orchestras, Bands, and Community Groups encouraged.

**Acting (Music Theatre, Acting Honors):**

1. Successful Interview with Mr. Gibbons (Acting)
2. Earning at least an A- in subject area.
3. Consistent engagement in area of study.
4. Participation in at least two Belfry Shows outside of class sessions.

**Choral/Vocal Music**

1. Successful Audition with Mr. Timmons
2. Earning at least an A- in subject area.
3. Consistent engagement in area of study.
4. Engagement in at least two enrichment opportunities outside of class sessions.

**Technical Theatre** (*Technical Theatre Production Honors; Technical Theatre Design Honors*):

1. Grades in subject (A- or better).
2. Consistent Effort.
3. Growth Mindset for subject.
4. Participation in at least one term of stage crew per year (fall, winter, or spring).
5. Referral of Technical Theatre Director: set up meeting- [Paul.Moffitt@germantownacademy.org](mailto:Paul.Moffitt@germantownacademy.org).

Students who do not maintain a high level of achievement and commitment to their programs in the Performing Arts will first be placed on probation and then removed from the honors program should there be insufficient improvement. This includes all aspects of membership, including performance, work ethic, collaboration, and rehearsal/audition/performance attendance.

## Upper School Performing Arts Music Course Offerings

### Singing Patriots

**Credit:** 1/2

**Class Sessions:** 3/7

**Requirements:** **Participation in all Singing Patriots activities, including trips and off-campus performances.**

**Note:** Singing Patriots meets three times per rotation during the same block, but different days from other musical performance ensembles. This creates an opportunity for students to participate in other courses in the Performing Arts Department.

Singing Patriots is a choral ensemble and is open to any student who wishes to participate. Students in this ensemble work to establish and develop vocal technique, aural skills, and sight-reading abilities. Singers focus on both chamber and large chorale works in this ensemble, culminating with concert exhibitions, primarily the Fall and Spring Concerts. Singing Patriots is a non-auditioned ensemble that is open to all students in the Upper School. Although most rehearsals occur during the academic day, occasional after-school commitments are required.

### 1759 Singers Honors

**Credit:** 1

**Class Sessions:** 5/7

**Requirements:** Interested students should contact Mr. Timmons to schedule an audition.

1759 Singers is an honors level choral ensemble that is comprised of GA's most dedicated and versatile singers. Members of this ensemble should not only represent GA with pride and dignity, but show respect for themselves, each other, and pursue musical excellence in every rehearsal and performance.

Members of the 1759 Singers are expected to perform at all festivals, concerts, and other school related events. In addition, beginning with the 2025-2026 school year, members must audition for PMEA District 11 Choir. The audition takes place the Saturday before Thanksgiving from 9am to 12pm at Upper Merion High School. The festival takes place over 2-3 days in January/February. The festival is only open to 10th-12th Grade students. All 1759 members will learn the audition music and the top four singers from each voice part will audition for the festival. ***This is required to earn honors credit. No exceptions.*** Students will receive the music in May and be tested on it at the beginning of the next school year. Rehearsals will be held in class and during flex.

1759 Singers will be GA's premier vocal ensemble performing challenging, diverse, and exciting repertoire appropriate for an advanced ensemble. Members should possess the following qualities OR have the promise to improve upon the following qualities:

- Matching pitch.
- Appropriate range for voice part.
- Full bodied, healthy choral sound.
- The ability to read or learn music quickly.

- The ability to learn music independently with tracks.
- A desire to be a part of a team/ensemble.
- Take music, singing, and class seriously.
- Enjoy the rehearsal process.
- Commit to all performances throughout the year.
- Embody kindness, respect, authenticity, and courage.

### **Academy Strings Orchestra**

**Credit:** 1/2

**Class Sessions:** 3/7

**Placement:** All interested string students new to Germantown Academy are required to schedule a placement meeting with Mr. Horner.

**Note:** Academy Strings Orchestra meets three times per rotation, during different days from Singing Patriots. This creates an opportunity for students to participate in Singing Patriots in addition to being members of Academy Strings Orchestra.

Students in this ensemble are eligible to participate in co-curricular Jazz Band

This course develops musical skills such as intonation, rhythmic accuracy, articulation, and expressive playing through the rehearsal and performance of music from the standard string orchestra repertoire. Special emphasis is placed on developing students' abilities to work cooperatively with each other and with instructors toward common artistic goals. The Academy String Orchestra performs in concerts, assemblies, and special events both at GA and beyond the school community. Participation in the Fall and Spring concerts is required. Regular practice at home is required. Private lessons are strongly recommended. Students in this ensemble are eligible to participate in co-curricular Jazz Band.

### **Academy Strings Orchestra Honors**

**Credit:** 1

**Class Sessions:** 5/7

**Prerequisite:** All interested string students are required to audition with Mr. Horner

**Requirements:** Students must take weekly private lessons. Students in Honors Strings must participate in a significant out of school experience. This may include participation in a local youth orchestra, participation in the Montgomery County Honors String Orchestra, participation in the GA Jazz Band, or auditioning for PMEA District 11 Orchestra.

Student work in Academy Strings Honors will focus on the study of advanced string orchestra repertoire. Students will gain experience in making artistic decisions and in collaborating with their fellow musicians to develop authentic, artistic, and convincing musical performances. Special emphasis is placed on preparing for and presenting performance opportunities on campus, as well as at a variety of venues off-campus, including service performances. Participation in

the Fall and Spring concerts is required. Honors Strings students are expected to show leadership in the Academy String Orchestra. Students in this ensemble are eligible to participate in co-curricular Jazz Band.

### **Academy Symphonic Band**

**Credit:** 1/2

**Class Sessions:** 3/7

**Placement:** All interested Instrumental-Band students will schedule a placement meeting with Mr. Correnti.

**Note:** Academy Symphonic Band meets three times per rotation, during different days from Singing Patriots. This creates an opportunity for students to participate in Singing Patriots in addition to being members of Academy Symphonic Band. Limited availability in the Percussion Section. All interested students must audition. Please arrange an interview with Mr. Leighton.

**Requirements:** Participation in all Academy Symphonic Band activities, including announced required trips/off-campus performances.

This course develops musical skills such as exemplary tone, intonation, rhythmic accuracy, articulation, and expressive playing through rehearsal and performance of music from the standard concert band repertoire. Special emphasis is placed on developing students' abilities to work cooperatively with each other and with instructors toward common artistic goals. The Academy Symphonic Band performs in concerts, assemblies, and special events both at GA and beyond the school community. Private lessons and daily practices outside of rehearsals are strongly recommended.

Note: Students in this ensemble are eligible to participate in co-curricular Jazz Band

### **Academy Symphonic Band Honors**

**Credit:** 1

**Class Sessions:** 5/7

**Prerequisite:** Students must audition for initial admittance. Students returning to the program after their first year are not required to re-audition.

**Requirements:** Students must be members of Academy Symphonic Band. Students must take weekly private lessons. Participation in all Academy Symphonic Band activities, including announced required/off-campus performances. Students earning honors credit for ASB must audition for PMEA District 11 Band  
Note: Limited availability in the Percussion Section. All interested students must audition. Please arrange an interview with Mr. Leighton.

Note: Students in this ensemble are eligible to participate in co-curricular Jazz Band

Student work in Honors Band will focus on 1) reading modern and traditional band repertoire, 2) enhancing instrumental technique through a goals-based approach to instrument-specific repertoire and 3) increasing personal confidence via the auditioning process. Students will gain experience in making artistic decisions and in collaborating with their fellow musicians to develop authentic, artistic, and convincing musical performances. Students will also work on developing the skills and mindset necessary for performing successfully in auditions, including the PMEA District Band and Orchestra audition on the second Saturday of December. Students enrolled in ASB will receive one full honors credit.

### **Guitar I**

**Credit:** 1/2

**Class Sessions:** 3/7

**Enrollment:** Limited to 12 students

**Requirements:** Students must have their own guitar at home for practice.

This course is designed to build a foundation of guitar playing skills for students with little or no guitar experience. Students will gain experience in skills such as melodic playing, open position chords, and finger picking. Students will study music from a variety of traditions. Consistent practice at home, effort, collaboration, energy, and willingness to experience various styles of guitar are required

### **Guitar II**

**Credit:** 1/2

**Class Sessions:** 3/7

**Enrollment:** Limited to 12 students

**Requirements:** Students must have their own guitar at home for practice.

This course is designed for students who have achieved a level of proficiency on the guitar that includes the ability to play common open position chords and melodic material in first and second positions. Students will build on these skills to advance their technique by learning power chords, barre chords, and melodic material in higher positions. Special emphasis is placed on developing a mastery of the guitar that will allow students to unlock their creative potential. Students will study music from a variety of traditions. Consistent practice at home, effort, collaboration, energy, and willingness to experience various styles of guitar are required.

### **Music Theory Honors**

**Credit:** 1

**Class Sessions:** 5/7

Music Theory Honors is a yearlong course that develops core structural understanding, pursuing advanced levels of music theory and composition. Materials to be covered will include, but may not be limited to: scales, modes,

intervals, keys, tonality, melodic construction, harmonic construction, style periods, score analyses, advanced chord spelling, advanced part writing, advanced melodic and harmonic structure, and advanced aural training. The course is designed in a sequential, cyclic order to emphasize the processes that make a musical work coherent, meaningful, and expressive through intensive analysis, repeated hearings, and concentrated work on ear skills and musical memory. The class format will include composition, aural dictation, and sight singing.

*Note:* Music Theory is best experienced in the context of active music performance and practice. Therefore, participation in vocal and/or instrumental music ensembles throughout Upper School years is strongly recommended for students to gain a concrete correlation to music theory ideals. Music Theory is highly recommended to those students who are interested in understanding the essence of music principles and foundation, as well as students who are interested in songwriting, composition, and overall music appreciation. Additionally, Music Theory is strongly recommended for students who anticipate pursuing music at the collegiate level.

## Upper School Performing Arts Acting Offerings

### Foundations of Acting

**Credit:** 1/2

**Class Meetings:** 3/7

**Enrollment:** Limited to 25 students per section

In this course, the young artist practices the basic acting techniques and disciplines that round out the foundations of acting training; the goal of which is to become comfortable finding truth through text. This includes working with physical actions, breaking down monologues and or scenes through script analysis, engaging in expression through environment and atmosphere, and participating in Stanislavski's Method. Students will also engage in the fundamentals of improvisation, learning the importance of listening and responding fully. You will discover how to create compelling and informed choices on text, while living moment to moment through emotional recall which helps define a character's lived experience. This course will include readings on acting, observation and exploration, monologue and scene work, script analysis, and the reading of various contemporary plays from various contemporary playwrights including Lynn Nottage, Stephen Karam, Paula Vogel, Dominique Morisseau, Tony Kushner, amongst others.

### Acting Honors

**Credit:** 1

**Class Meetings:** 5/7

**Prerequisite:** Foundations of Acting

**Placement:** For enrollment criteria in honors courses, see above

**Requirement Honors:** Acting Honors students are also expected to develop a performance piece. Students are encouraged to use this opportunity to explore additional theatrical interests, either by themselves or with other students.

**Enrollment:** Limited to 12 students

This course is a progression of *Acting: The Foundations*. In this honors course, the young artist will have the opportunity to explore other techniques or "ways in" from various theatre practitioners across the globe through the study of theory and genre including Meisner, Michael Chekhov, Hagen, and Adler. Students will engage in both monologue and scene study by working through the genres of both realism and anti-realism studying playwrights such as Anton Chekov, Henrik Ibsen, August Strindberg, Annie Baker, Eugene Ionesco, Samuel Beckett, amongst others, ultimately ending with classical theatre and the study of William Shakespeare. This course will end with a public performance expo of the work studied.

## **BFA Actor's Studio**

<b>Credit:</b>	1/2
<b>Class Meetings:</b>	5/7
<b>Semester(s):</b>	First
<b>Prerequisites:</b>	Permission of instructor
<b>Enrollment:</b>	Limited to seniors planning to audition for BFA Acting/MT Programs

*Note: This course will start asynchronously in July of the summer before the student's senior year. There will be a meeting with parents, students, and a member of the college guidance office at the end of their junior year to review expectations and approach to this demanding and rigorous process.*

This course is designed for the young artist who plans on pursuing a BFA in either Acting or Musical Theatre at the college level. Students will learn the essential skills of preparing monologues and or song selections for BFA college auditions. By applying the skills of character, actor choice, objective, and relationship, students will apply these skills to 6 different monologues representing various genres. Students will also learn and practice audition skills for professional theatre including professional habits, "in-the-room" communication skills, etc. Students will also develop their online portfolio for their pre-screens to be submitted to their desired BFA conservatory or non-conservatory program.

## **Acting for TV, Film, and Commercial**

<b>Credit:</b>	1/2
<b>Class Meetings:</b>	5/7 (ONLY 2 <sup>nd</sup> Semester)
<b>Prerequisite:</b>	none
<b>Enrollment:</b>	Limited to 10 students.

This course is designed for students to explore the unique techniques and skills required for on-camera performance and production. With an emphasis on authentic performance skills, students will learn to mark, work within frames, and build truthful and honest characters from real world TV and film scripts. Students will also practice audition technique including self-taping, and real "in-the-room" feedback from myself, working TV and Film actors, and casting directors in the business. Emphasis will be placed on understanding the industry, building versatility, coming up with a "brand", and marketing both self and others on social media and beyond.

## **Dance Technique & Composition**

**Credit:** 1/2

**Prerequisite(s):** None

**Course Requirement(s):** None

**Class Meetings:** 5/7 One semester

**Semester(s) offered if not a full-year course:** Fall and Spring

**Maximum enrollment:** 12

This introductory dance class is designed for high school students to explore and develop foundational skills in ballet, jazz, and modern dance techniques. Students will learn the principles of each dance style, focusing on body alignment, coordination, rhythm, and expressiveness. Through structured exercises and creative activities, students will gain a deeper understanding of movement vocabulary while working to integrate the body and grow spatial awareness. Students will also explore the basic concepts of dance composition, create their own movement sequences, and develop a personal connection to dance as an art form. Students will engage in improvisation, group collaborations, and individual choreography projects to enhance their creativity and confidence in performing.

## **Musical Theatre**

**Credit:** 1/2

**Class Meetings:** 3/7

**Requirement Honors:** Music Theatre students are also expected to develop a performance piece. Students are encouraged to use this opportunity to explore additional theatrical interests, either by themselves or with other students.

**Enrollment:** Limited to 8 students per section

This course is built upon the principles and techniques of musical theatre, music, acting, and movement/dance. Students will explore storytelling through the use of vocal and movement techniques. Students will learn to fully connect to song performance and interpretation skills to build an understanding of musical theatre techniques and ensemble. In surveying and performing various musical theatre contemporary vocal styles, students will be able to craft an approach for dissecting, analyzing, and breaking down a musical theatre piece using both their voice, body, and acting techniques. Students will develop a versatile, flexible vocal instrument, an open and curious mind, a generous collaborative spirit when working with other artists from various disciplines further enhancing the idea and importance of interdisciplinary study. Confidence will grow with repeated rehearsal, ultimately allowing for the understanding of repetition as the growing power. This course will culminate in an MT expo where students will get to perform the piece(s) they have been exploring in class.

## Upper School Performing Arts Technical Theatre Course Offerings

### Foundations of Technical Theatre

- Credit:** 1
- Class Meetings:** 5/7
- Enrollment:** Limited to 8 students.

This course is a hands-on study of carpentry, lighting, welding, design, sound, and painting for the theatre. The course is split up between projects where we learn new skills and practical application as we work on the current productions in the Arts Center. We will also work on Belfry and MS Musicals. There will be an opportunity to get activities credits for working on crew for a show after school. A love for working with your hands is a necessity for this course.

### Technical Theatre Production Honors

- Credit:** 1
- Class Meetings:** 5/7
- Placement:** For enrollment criteria in honors level, see above criteria.
- Prerequisite:** Foundations of Technical Theatre
- Enrollment:** Limited to 8 students. Two sections.
- Requirements:** Work on crew for one of the Belfry or MS Shows.  
Senior year students are expected to complete a capstone project by designing or managing a Belfry Production or MS Production.

This course is a hands-on study of carpentry, lighting, welding, design, sound, and painting for the theatre. The course is split up between projects where we learn new skills and practical application as we work on the current productions in the Arts Center. We will also work on Belfry and MS Musicals. Students will be required to get at least one activity credit for working with crew on a show. A love for working with your hands is a necessity for this course.

## **Theatrical Design & Production**

**Credit:** 1/2

**Class Meetings:** 3/7

**Prerequisite:** Currently enrolled in Foundations of Technical Theatre, Two Years of Technical Theatre Honors, and permission of instructor - Please contact Paul Moffitt for interview:  
[Paul.Moffitt@germantownacademy.org](mailto:Paul.Moffitt@germantownacademy.org)

**Enrollment:** Limited to 1 student, with multiple sections as needed. Seniors only.

This class is taken in conjunction with Advanced Technical Theatre. In this yearlong class advanced students will focus on how to design in a specific area of interest. Students will already have taken one year of Foundations and two years of Advanced Technical theatre. The students will learn how to design a show, how to implement that design, and how to lead other students. The areas of focus available to the students will be Lighting Design, Set Design, Technical Direction, or Sound Design. The students will design all the shows in the Arts Center and Honickman for their given area. This is meant to be a class for Seniors. Approval for taking this class must be given by Paul Moffitt before enrolling.

## Upper School Physical Education Sequence of Courses

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
<b>Semester 1</b>	<b>PE</b>	<b>PE or Lessons in Wellness</b>	<b>PE</b>
<b>Semester 2</b>	<b>PE</b>	<b>PE or Lessons in Wellness</b>	<b>PE</b>

## Upper School Physical Education Course Offerings

### Physical Education

**Credit:** 1/2

**Class Meetings:** 3/7

**Requirement:** PE is required for 5 semesters in grades 9-11.

The Germantown Academy Physical Education program is designed to develop healthy, responsible, and physical fit students through a variety of activities. We encourage our students to develop a healthy attitude towards competition, sportsmanship, collaboration, self-discipline, and leadership. The program utilizes all available spaces on our campus. Each grade focuses on a different theme to foster lifelong fitness. All activities encourage different forms of movement. Students learn to use their hand-eye coordination, foot-eye coordination as well as their perceptual/motor skills. There is continued emphasized are basic manipulative skills including throwing, catching, bouncing and dribbling using both hands and feet. Throughout the curriculum, all activities are designed to promote cooperation, creativity, innovation, critical thinking, and problem solving in the context of class challenges.

#### *Sample Units in the Upper School:*

9<sup>th</sup> & 10<sup>th</sup> Grades: Disc Golf – Field Hockey – Pickle Ball – Personal Fitness – Basketball – Lacrosse – Yoga – Self Defense – Softball – Speedball – Floor Hockey – Field Games - Sockey

11<sup>th</sup> Grade: Tennis – Game Creation/Aerobic Activities - Badminton - Volleyball - Archery- Golf

## **9<sup>th</sup> Grade Wellness**

*All 9<sup>th</sup> graders are automatically enrolled in 9<sup>th</sup> Grade Wellness. It is a year-long ungraded course that students are required to take if they are in the 9<sup>th</sup> Grade at GA.*

**Class Meetings:** 1/7

Ninth Grade Wellness is a two-semester course that provides students with the opportunity to build community and 21<sup>st</sup> century skills as they transition into the Upper School. It is an ungraded class where students learn about and discuss subjects related to the health and well-being of adolescents while developing literacy surrounding technology. Topics in semester 1 include GA rules and procedures, decision making, anxiety and depression, consent and healthy relationships, gender and sexuality, justice and fairness, race and identity, and substance use. Topics in semester 2 include integrating SEL awareness and strategies into students' digital lives, understanding persuasive technologies and the privacy issues they raise through computational thinking and data awareness, and building student capacity for online activism through project-based design.

### **Lessons in Wellness**

**Credit:** 1/2

**Class Meetings:** 3/7

**Requirement:** Lessons in Wellness is required for 1 semester in 10<sup>th</sup> grade.

Lessons in Wellness supports students' physical, mental, and emotional wellness by providing information that promotes healthy decision-making now and in the future. This discussion-based, interactive course uses various modalities to advance students' understanding of mental health, nutrition, substance use and abuse, and human sexuality. Through its focus on rights, responsibility, and agency, the course encourages students' growth as independent thinking, compassionate individuals and community members. Students will be equipped with resources to support their continuing, evolving learning.

### **Lifesaving**

**Credit:** 1/4

**Class Meetings:** 3/7

**Note:** Enrollment is limited to 10 students.

This course is designed to prepare students to become a Red Cross certified lifeguard. In addition, students passing this course will be certified in First Aid, CPR and AED. Students taking this course in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grade will have the option of using it as their Physical Education class during the 4<sup>th</sup> quarter of the year. Students in 12<sup>th</sup> Grade may take this as an elective class.

## Upper School Science Sequence of Courses

This is the typical sequence of courses for a student enrolled in the specified course in the 9<sup>th</sup> Grade. Movement between levels is possible.

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>Electives</b>
<b>Physics</b>	<b>Chemistry</b>	<b>Biology Accelerated</b>	-Anatomy & Physiology -Astronomy -Environmental Science & Natural History -Marine Biology -Robotics
<b>Physics Accelerated</b>	<b>Chemistry Accelerated</b>	<b>Biology Accelerated</b>	-Anatomy & Physiology -Astronomy -Environmental Science & Natural History -Marine Biology -Robotics -Engineering Honors -Organic Chemistry Honors -AP Biology -AP Chemistry -AP Environmental
<b>Physics Honors</b>	<b>Chemistry Honors</b>	<b>Biology Honors</b>	-Anatomy & Physiology -Environmental Science & Natural History -Marine Biology -Robotics -Engineering Honors -Organic Chemistry Honors -Advanced Applied Math Honors -AP Biology -AP Chemistry -AP Environmental -AP Physics C
<b>9<sup>th</sup> Grade Electives</b>  -Independent Science Research	<b>10<sup>th</sup> Grade Electives</b>  -Independent Science Research OR ISR Honors  -Robotics	<b>11<sup>th</sup> Grade Electives</b>  -Independent Science Research OR ISR Honors  -Robotics -Engineering Honors -Organic Chemistry Honors -AP Chemistry	-Independent Science Research OR ISR Honors  See above for additional electives

## Departmental Overview

Germantown Academy's Science Department features an engaging curriculum that exposes students to fundamental scientific principles as well as problem-solving techniques both in the classroom and experientially in the laboratory. The program offers an outstanding and sequential curricular framework set in a modern lab facility, which fosters a student's ability to think critically and apply scientific methods to topical challenges. Students practice advanced lab techniques and engage in both traditional lab investigations as well as design-thinking projects.

In addition, GA's campus includes extensive outdoor facilities that allow students to make real-life observations and collect data from nature to apply classroom theory. The Wissahickon Creek, GA's Preserve, the expansive woods and a natural courtyard are seamless extensions of our science classrooms. In particular, the "outdoor classrooms" focus on environmental science and ecology, plant and animal science, and a healthy appreciation for the natural sciences overall. These lab facilities, both indoors and out, provide students with a more hands-on, problem-based, and real-world approach that we hope will produce meaning in their lives.

GA incorporates this lab program into a carefully organized curriculum through an assortment of numerous courses. GA follows a physics-first approach, building on the logical development of concepts that make sense of the physical world around us. Moving sequentially to chemistry and then biology, this rounds out a student's understanding of their world, focusing on the molecular nature of matter and the natural world, respectively.

To support students through this sequence, the program offers three placement levels for physics and chemistry and two placement levels for biology. This allows instructors to cater to individual learning styles through differentiation, that is, to "meet students where they are." To complement this solid three-science requirement, GA offers a diverse set of interdisciplinary courses. These include Engineering, Environmental Science & Natural History, Organic Chemistry, Anatomy and Physiology, and Marine Biology, to name a few. This curriculum is not static. Additionally, students can opt to participate in Independent Science Research. After these students compete in the Montgomery County Science Research Competition and Pennsylvania Junior Academy of Sciences local science fair, their work is displayed for the community during Parent Conference week in April.

## Course Placement Policy

### *9th Grade Physics*

- Coming into Upper School from GA Middle School – US Science Department will decide placement in consultation with the MS Science Department and the MS Math Department (due to the mathematical nature and abstract thinking of Physics).
- Coming into Upper School from outside the GA community – US Science Department will decide placement using a placement test along with the student's transcripts and other information collected during the admission process.
- We realize that placement is not a perfect system; students mature at different rates and at different times. The Department Head will consider placement appeals but will adhere to the original placement decision unless conversations with previous teachers and closer examination of placement testing indicate that a change may be warranted.

### *10th Grade Chemistry*

- Unless contraindicated by effort and teacher recommendation, students from Physics will move into Chemistry and students from Physics Accelerated will move into Chemistry Accelerated.

Students interested in moving from Physics to Chemistry Accelerated must obtain the approval from their Physics teacher and the science department head and complete the level change form. Any student approved to move into the accelerated level must meet the following requirements at the end of Physics:

- Minimum final grade: A-
- Minimum exam score: B
- *Students who do not satisfy this requirement will be registered for Chemistry.*

- Students interested in moving from Physics Accelerated into Chemistry Honors must obtain the approval of their Physics Accelerated teacher and the science department head and complete the level change form. Any student approved to move into the honors level must meet the following requirements at the end of Physics Accelerated:
  - Minimum final grade: A
  - Minimum final exam score: B

Students who do not satisfy these requirements will be registered for Chemistry Accelerated.

- Students enrolled in Physics Honors who have demonstrated the effort and scientific curiosity expected of an honors-level student may elect to continue at the honors level when registering for Chemistry by meeting the following requirements:
  - Minimum final grade: B-
  - Minimum final exam score: C-

Students who do not satisfy these requirements will be registered for Chemistry Accelerated.

### ***11th Grade Biology***

- Students from Chemistry and Chemistry Accelerated will move into Biology Accelerated.
- Students interested in moving into Biology Honors must obtain the approval of their current Chemistry Accelerated teacher and the science department head. Any student approved to move into the honors level must meet the following requirements at the end of Chemistry Accelerated.
  - Minimum final grade: A
  - Minimum final exam score: B

Students who do not satisfy these requirements will be registered for Biology Accelerated.

- Students enrolled in Chemistry Honors who have demonstrated the effort and scientific curiosity expected of an honors-level student may elect to continue at the honors level when registering for Biology by following requirements:
  - Minimum final grade: B-
  - Minimum final exam score: C-

Students who do not satisfy these requirements will be registered for Biology Accelerated.

### ***11<sup>th</sup> and 12<sup>th</sup> Grade Electives***

- Entry into AP Chemistry will be predicated on a qualifying test given in February.
- Entry into honors-level electives will be determined by evaluation of science transcripts and the recommendation of science faculty.

- Non-AP/Honors courses are open to all and regulated by class size. Placement in highly popular electives will be determined by lottery.

### ***12th Grade Electives***

- Entry into AP Biology, AP Chemistry, and AP Environmental Science will be predicated on a qualifying test given in February.
- Entry into AP Physics C is self-regulated but substantiated by teacher recommendation.
- Entry into honors-level electives will be determined by evaluation of science transcripts and the recommendation of science faculty.
- Non-AP/Honors courses are open to all and regulated by class size. Placement in highly popular electives will be determined by lottery.

\*Advisors must recommend a 6<sup>th</sup> major course if a non-honors science student elects an honors senior science elective, in case the student has to drop the class.

## Upper School Science

### Course Offerings

#### Physics

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single periods and one double period per seven-day rotation)

This course introduces students to the fundamental concepts and laws that govern the physical world in which they live. Each physics concept is thoroughly explained and developed in class through demonstrations, discussions, and practice. Laboratory work promotes skills in taking and analyzing data, while reinforcing the current concepts. All math needed for the course is developed in the class and is used as a guide for thinking. Mathematics is not used quite as extensively in problem-solving as it is in the Physics Accelerated course.

Topics such as mechanics, waves (sound and light), and electricity are covered. By focusing on measurable quantities and how they relate to each other, the students will come to appreciate the simplicity and power of the modern description of the physical world.

#### Physics Accelerated

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single periods and one double period per seven-day rotation)

This course introduces students to the fundamental principles that describe all actions in our universe and to the kind of thinking that physicists use to develop and refine those descriptions. The topics covered in this first-year physics course include mechanics, waves, and electricity. Frequent classroom demonstrations and laboratory experiments are designed to help students recognize how the “laws” of physics relate to real world processes. Discussions and a wide variety of concept development activities give students the opportunity to slowly develop a conceptual understanding of the way the world works. Basic algebraic and geometric principles and skills are introduced and developed as needed to illuminate and clarify physics principles.

#### Physics Honors

**Credit:** 1

**Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)

**Placement:** Recommendation by the Middle School Science and Math departments. If new to GA, a placement test will determine eligibility.

The process of discovering and describing how the universe works is called physics. Topics covered in this introductory course include motion, forces, gravitation, mechanical energy, waves, optics, electrostatics, direct-current circuits, and atomic and nuclear physics. Group discussion and problem solving lead the students to a working understanding of how mathematics can be used to describe the way the world works.

Computers are used extensively in the analysis of experimental data obtained in hands-on activities. Algebra is used extensively throughout the course, and geometric and trigonometric principles are introduced and reinforced as needed. Both Canvas and OneNote are used regularly for communication and electronic handouts, and WebAssign is used for homework assignments and for grade keeping. Students in Honors Physics must be motivated to spend significantly more time on Physics than students in the other levels of Physics.

## Chemistry

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single periods and one double period per seven-day rotation)

**Prerequisite:** Physics

This Chemistry course uses the text *An Introduction to Chemistry, Chemistry First*. This program teaches chemistry ‘in the context of real life’ with the concepts being grouped together in need-to-know sequencing to enhance problem solving and mimic how scientists learn and apply knowledge outside of a classroom. Topics covered in this course include the structure of matter, naming compounds, chemical reactions, counting particles, modern atomic theory, structure of molecules, behavior of gases and solution dynamics. Each unit provides students with opportunities for direct and indirect student-regulated learning, with inquiry-based labs and projects being a cornerstone of the program. Assessments include regular quizzes and opportunities for students to reassess their understanding. The structure of this course shifts the focus of learning away from what the student does not understand toward meaningful comprehension and authentic assessments.

## Chemistry Accelerated

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single and one double period per seven-day rotation)

**Prerequisite:** Physics

**Placement:** Recommendation of Physics teacher required.

This course covers the fundamental concepts of chemistry: matter and its changes. Topics include dimensional analysis, atomic theory, nomenclature, reaction types, stoichiometry, gas laws, molecular structure and geometry, thermodynamics, phases of matter, and solutions. The class emphasizes problem solving and the development of models that explain chemical behavior. Investigations include differentiating physical and chemical changes, the determination of empirical formulas, exploring mole relationships in chemical reactions, building of simple molecular models, and calculating the molar volume of a gas. The use of basic laboratory techniques and technology are stressed throughout the curriculum.

## **Chemistry Honors**

**Credit:** 1

**Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)

**Prerequisite:** Physics Honors or Physics Accelerated

**Placement:** Teacher recommendation and grade requirement. See Course Placement Policy.

This course, more rigorous than Chemistry Accelerated, emphasizes the theoretical and conceptual aspects of chemistry based on atomic-molecular theory and related principles of physics. Topics include atomic structure through basic quantum mechanics, molecular bonding and shapes, stoichiometry and the gas laws, energy and entropy relationships in reactions, and equilibrium in acid-bases and oxidation-reduction reactions. The laboratory program is essential and closely integrated with the curriculum. Laboratory work will include synthesis and analysis of compounds, reactions in aqueous solution, titrations, and molecular modeling. An independent project is required of all students taking this course. The work for this project will be completed outside of regular class meetings.

## **Biology Accelerated**

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single and one double period per seven-day rotation)

**Prerequisites:** Physics and Chemistry

This course in biology features a wide range of topics that have been selected with concern for biological issues that have value and interest for students. The course is designed to resonate with students in a practical and authentic way such that students leave with a good sense of how the natural world works. Topics include environmental science, cells and cancer, disease, nutrition, digestion and other human systems, plants, animals and biodiversity, genetics and DNA, behavior and evolution. The course includes internet research projects and cooperative activities such that students can relate what they are learning to 21st century science issues. There will be several project-based learning experiences. Laboratory sessions are designed to acquaint students with lab techniques, exercise the lab report-writing process, and discover, illustrate and support the principles discussed in class. This course encourages students to think critically about biological concepts.

## **Biology Honors**

**Credit:** 1

**Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)

**Prerequisites:** Chemistry Honors or Chemistry Accelerated

**Placement:** Teacher recommendation and grade requirement. See Course Placement Policy.

This course is an introduction to the theoretical framework of modern biology. Topics of cell structure and function, Mendelian and molecular genetics, DNA technology, evolution, botany and human anatomy and physiology will form the basis of the course. The lab program is an important component of the course. Laboratory experiments are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to clarify

those principles. An independent project is required from students in the course, and will be completed during class time in the first semester.

## Upper School Science Electives

### Grades 9 – 12

#### Independent Science Research Project: 1<sup>st</sup> year

**Credit:** 1/2

**Class Meetings:** 2/7

In this course, students in grades 9-12 elect to spend time designing and carrying out a scientific investigation in an area of interest. Students will spend the fall semester researching background information, creating a hypothesis, designing an experiment, and collecting data. Students will spend the spring semester collecting and analyzing data, writing a scientific manuscript, preparing a PowerPoint with presentation, and a poster board with presentation. Students will first compete in the regional Pennsylvania Junior Academy of Science (PJAS) science fair and then the Montgomery County Science Research Competition, which could place them at the Delaware Valley Science Fair. Seniors can enter the Regeneron Science Talent Search.

Students choosing this elective must demonstrate curiosity, personal initiative, and independence. Research can be carried out at school during class time and after school, and at home or in an outside laboratory after school, over the weekend, or possibly during the summer. Students wishing to work in an outside laboratory must take the initiative in the spring or early summer to find a professional scientist to mentor them for the following school year. Grades for the course will consist of a series of small assignments that will eventually culminate with the more comprehensive manuscript and presentations. Therefore, the ability to meet deadlines is of utmost importance. Students who are unable to meet the deadlines might have to drop the course and re-enroll the following year. Students are responsible for fees to register for the science fairs and costs for supplies and materials.

### Grades 10 – 12

#### Independent Science Research Project Honors: 2<sup>nd</sup>, 3<sup>rd</sup>, and/or 4<sup>th</sup> year

**Credit:** 1/2

**Class Meetings:** 2/7

**Prerequisites:** Independent Science Research Project: 1<sup>st</sup> year  
and recommendation from instructor

In this course, students in grades 9-12 elect to spend time designing and carrying out a scientific investigation in an area of interest. Students will spend the fall semester researching background information, creating a hypothesis, designing an experiment, and collecting data. Students will spend the spring semester collecting and analyzing data, writing a scientific manuscript, preparing a PowerPoint with presentation, and a poster board with presentation. Students will first compete in the regional Pennsylvania Junior Academy of Science (PJAS) science fair and then the Montgomery County Science Research Competition, which could place them at the Delaware Valley Science Fair. Seniors can enter the Regeneron Science Talent Search.

Students will engage in substantive reflection in the prior year's work. Students will delve in deeper research to expand on the previous year's work or pivot to a more relevant or challenging project. Students choosing this elective must demonstrate curiosity, personal initiative, and independence. Research can be carried out at school during class time

and after school, and at home or in an outside laboratory after school, over the weekend, or possibly during the summer. Students wishing to work in an outside laboratory must take the initiative in the spring or early summer to find a professional scientist to mentor them for the following school year. Grades for the course will consist of a series of small assignments that will eventually culminate with the more comprehensive manuscript and presentations. Therefore, the ability to meet deadlines is of utmost importance. Students who are unable to meet the deadlines might have to drop the course and re-enroll the following year. Students are responsible for fees to register for the science fairs and costs for supplies and materials.

### **Robotics**

**Credit:** 1/2

**Class Meetings:** 5/7 (fall semester)

**Prerequisites:** Physics and recommendation from current science teacher

**Max. Enrollment:** 10

Robotics is designed to introduce students to the process of designing, building, and programming a robot using the Lego Education SPIKE Prime robotics system.

Robotics is intended for students with no prior experience, but students must have a desire to learn to program, a drive to build, and the ability to work independently. Students will need to manage time wisely to complete the many projects required.

The class is structured around the Carnegie Mellon University On-line Curriculum. This curriculum provides a structured sequence of programming activities modeled from real-world problems. The projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving more generally.

### **Grades 11 – 12**

#### **AP Chemistry**

**Credit:** 1

**Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)

**Prerequisites:** Chemistry Honors or Chemistry Accelerated and departmental approval

**Placement:** Qualifying test, teacher recommendation, grades in science courses

AP Chemistry is a college level course designed for those students who want to take a second year of chemistry and take the Advanced Placement Exam in May. The course expands on the material of Chemistry Honors, and introduces new concepts such as molecular orbitals, rate law expressions and determinations, and entropy in equilibrium reactions. Mathematical and theoretical concepts are stressed while the laboratory work pursues concepts in depth and introduces topics of qualitative and quantitative analysis.

## Engineering Honors

<b>Credit:</b>	1
<b>Class Meetings:</b>	5/7 + one lab (four single periods and one double period per seven-day rotation)
<b>Prerequisites:</b>	Chemistry Accelerated or Chemistry Honors
<b>Placement:</b>	Students must be active, engaged members of the science lab program. The criteria for selection include a <b>B+</b> in current math course, <b>B</b> in physics, <b>B+</b> in chemistry, recommendation of current science teacher and a brief interview with the course instructor. Students who do not meet grade requirements may only be admitted with permission from Science Dept. Head, House Head, and course instructor.
<b>Max. Enrollment:</b>	12

This project-based course will introduce the students to the many different types and applications of engineering by focusing on the engineering design process. Long-term projects and extended lab activities will be the basis of this course, with most of the class time devoted to collaborative work and investigations put together by groups. Students will compete (as part of a group) in several in-house engineering competitions and possibly one outside of school competition. The topics covered are flexible, but will incorporate major themes such as mechanical engineering, structural/civil engineering, aerospace engineering, and electrical engineering. Discussions will be interspersed frequently within the major projects to provide the necessary understanding of the design process and the basic science underlying each project. Much of the course grade will be based on group work, which requires thoroughly documented engineering notebooks, reports, and presentations. Several individual assessments each interim (essays and tests) make up the remainder of the student's cumulative grade.

## Organic Chemistry Honors

<b>Credit:</b>	1
<b>Class Meetings:</b>	5/7 + one lab (four single periods and one double period per seven-day rotation)
<b>Prerequisites:</b>	Chemistry Accelerated or Chemistry Honors; Approval of Chemistry Accelerated Teacher; See instructor or Organic Chemistry Honors sign up request sheet
<b>Placement:</b>	<b>Minimum Requirements:</b> <b>A</b> in Chemistry Accelerated/ <b>B</b> in Chemistry Honors. Preferred co-curricular with Biology Honors if a junior.
<b>Max. Enrollment:</b>	14

This course will introduce students to the properties and reactions of organic compounds. The first semester will begin with a brief review of general chemistry concepts that are critical to organic chemistry: Electron Configurations, Atomic theory, Lewis Structures, Bonding, Orbital hybridization, and Polarity. The class will then move into material that includes how to draw organic structures (Kekule, skeletal structures, and structural formulas), functional groups of organic compounds, and organic IUPAC nomenclature. Nomenclature will span from simple alkanes to alkenes, alkynes, cyclic hydrocarbons and aromatic substances. Additionally, each unit of nomenclature will include an examination of the properties of these compounds. Once we learn how to name specific kinds of molecules, we will learn about stereochemistry, isomerism, and chemical properties of compounds during the second semester. Students will also learn about NMR Spectra interpretation and interpret these spectra to infer chemical structure. Laboratory experiments will be conducted to introduce and reinforce concepts from class. More importantly, the focus of the labs

will be on techniques of common labs in college courses. As a result, students will be familiar with the laboratory equipment and techniques before they take this class in college. Some of these experiments will extend beyond the standard lab period. Lab groups must be flexible with using time during free periods and before and after school to prepare and carry out laboratory investigations.

## **Grade 12**

### **Anatomy and Physiology**

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single periods and one double period per seven-day rotation)

**Prerequisites:** One physics, one chemistry, and one biology course (any level)

Through the use of technology, direct instruction, project-based learning, and case-study analysis, students will develop an understanding of the human body and its systems. This course will delve into the organization of each system to study how structure and function maintains homeostasis within the body. Working individually or in small groups, students will participate in inquiry-based laboratory experiences that engage them to ask valid scientific questions. Students will be required to draw, sketch, color, generate graphic organizers, and build models to further enhance their learning. Students will also choose and explore different medical careers and give presentations on their findings. Material learned in this course can be applied to medical, health & fitness, and biological research careers.

### **Astronomy**

**Credit:** 1

**Class Meetings:** 5/7 (no lab periods)

**Prerequisites:** Successful completion of Algebra 2 and Physics.

This course is intended to introduce students to the wonders of the universe and to help them understand the fundamentals of the current scientific thinking explaining the past, present, and future of the universe. Course topics include: astronomical coordinates, mechanics of the solar system and Kepler's laws, planets and the structure of the solar system, stars and stellar evolution, galaxies, and the structure and origin of the universe. Both Canvas and OneNote are used regularly for communication, grade keeping, and for electronic handouts.

### **Environmental Science and Natural History**

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single periods and one double period per seven-day rotation)

**Prerequisites:** One physics, one chemistry, and one biology course (any level)

This course will focus on important environmental issues that impact all of us. Some of these issues are human population growth and agricultural demands, water, soil and air pollution, climate change, invasive species impact, biodiversity decline and concern over energy. Each topic will be explored, addressing the problems and the possible solutions. In short, the course will compare the impact humans have had on the balanced ecological world and changes

we should make to continue this homeostasis. Understanding human impact on nature requires a sense of the plants and animals and hence an understanding of our natural history is an important part of the course.

The course will use the project/problem-based approach as much as possible. Students will also craft artifacts and perform lab work that will help to elucidate many of the issues being taught. Simply put, this is a hands-on approach guided by discussion and will make use of the outdoor areas available on GA's campus.

### **Marine Biology**

**Credit:** 1

**Class Meetings:** 5/7 + one lab (four single periods and one double period per seven-day rotation)

**Prerequisites:** One physics, one chemistry, and one biology course (any level)

This program applies several scientific disciplines to the study of the world's oceans. Included in the course are water chemistry, the geology of coastlines and ocean floors, the classification and physiology of marine organisms, as well as the study of the diversity of marine ecosystems. All of the course topics utilize concepts from chemistry, biology, and physics. An active laboratory and field program complements the course. In the fall a field trip is taken to study barrier-island and marsh ecology of the New Jersey shore. The lab program is an important component of the course and may include monitoring a saltwater aquarium, sea urchin embryology, mollusk dissections, construction and observation of a Winogradsky column, plankton identification and vertebrate morphology.

### **AP Biology**

**Credit:** 1

**Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)

**Prerequisites:** Biology and Chemistry

**Placement:** Qualifying test, teacher recommendation, grades in science courses

AP Biology is intended for students who have a strong interest in the sciences and builds upon previous introductory courses in physics, chemistry, and biology. Students must be committed to completing the daily reading and written assignments and to working independently and cooperatively in and outside of class. Students will develop advanced inquiry and reasoning skills, such as designing experiments for collecting and analyzing data and connecting concepts in and across foundational concepts. Emphasis is placed on the 'Four Big Ideas': the process of evolution drives the unity and diversity of life; biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; living systems store, receive, transmit and respond to information essential to life processes; and lastly, biological systems interact, and these systems and their interactions possess complex processes.

Laboratory activities are completed which emphasize the underlying concepts within each of the Four Big Ideas including: Aquatic Primary Productivity, Animal Behavior, Bioinformatics using PCR, Bacterial Transformation, Enzyme Linked Immunosorbant Assay, and Osmoregulation in Marine Worms.

A summer reading and written assignment (collected on the first day) are required as preparation for the initial work in the fall. Students must take the AP Exam.

*\* Note that summer work/reading is required for this course.*

### AP Environmental Science

- Credit:** 1
- Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)
- Prerequisites:** Biology and Chemistry
- Placement:** Qualifying test, teacher recommendation, grades in science courses

Advanced Placement Environmental Science is designed to be the equivalent of an introductory college course in environmental science. It is an interdisciplinary study of how natural and human systems work. In the class, students will use basic scientific principles from biology, chemistry, earth sciences, and physics, as well as from economics, sociology, politics, and ethics, to analyze ecosystems and to explore some of the most challenging problems facing humanity. Students will also evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. It is expected that students will keep up with the daily reading all year and that students will monitor local and national media for news related to environmental issues. Units of study in the course include ecosystems and how they function; renewable resources; human population; energy, and pollution and its prevention. Field trips will be taken off campus, and GA's outdoor environment is used for lab activities. Students must take the AP exam. Finally, a summer reading and writing assignment will prepare students for the ecology unit at the start of the year. It will be due on the first day of class.

*\* Note that summer work/reading is required for this course.*

### AP Physics C

- Credit:** 1
- Class Meetings:** 5/7 + two labs (three single and two double periods per seven-day rotation)
- Prerequisites:** Successful completion of Physics Honors and concurrent enrollment in or prior completion of AP Calculus BC. Students who did not take Physics Honors may enroll with permission of the course instructor.

This course is intended to expand the student's understanding of the basic concepts learned in introductory physics and to introduce the student to advanced topics such as rotational dynamics, angular momentum, oscillations, and the fundamentals of computer modeling. The analytical sophistication and course expectations are those of a university course for students majoring in physics, chemistry, engineering, and mathematics. Solving problems of increasing sophistication and mathematical complexity helps students refine their conceptual understanding and mathematical fluency. This refinement is accomplished within the context of a modern approach to the discipline, including relativistic discussions of momentum and energy. Laboratory activities are designed to deepen the student's understanding of the material and to practice the mathematical modeling of a physical system within the context of data analysis. The classes are centered on problem solving, group work, and laboratory activities. Both Canvas and OneNote are used regularly for communication and electronic handouts, and WebAssign is used for homework assignments and for grade keeping. Students taking this course should plan on spending a significant amount of time each week keeping up with the course material. Students enrolled in this one-year course are required to take the Advanced Placement Physics C-level examination covering mechanics.

## Advanced Applied Math Honors

**Credit:** 1

**Prerequisite(s):** Minimum grade of A in AP Calculus BC, minimum score of 5 on the AP Calculus BC exam, minimum grade of A in Physics Honors, and completion of, or simultaneous enrollment in, AP Physics C. (Students not meeting these minimum criteria may enroll with permission of the course instructor.)

This course is intended to introduce the motivated and well-prepared student to topics in mathematics well beyond the first-year calculus sequence, with a strong emphasis on application (physics and some physical chemistry). Students taking this course must be passionate about mathematics and science and be willing to put a significant amount of time into their work for this course. This course picks up where AP Calculus BC leaves off: with a discussion of infinite series and their application. It then quickly moves on to functions of a complex variable, followed by topics in linear algebra, differential equations, multivariable calculus, vector analysis, Fourier series, and partial differential equations. Additional topics may include the calculus of variations, integral functions, the eigenvalue problem, special sets of orthogonal functions (Legendre polynomials, spherical harmonics, and Bessel functions), and Fourier and Laplace transforms. This course will well serve those students with strong backgrounds in science and mathematics interested in pursuing careers in Physics, Engineering, Theoretical Chemistry, and Applied Mathematics. Both Canvas and OneNote are used regularly for communication, grade keeping, and electronic handouts.

## Upper School Visual Arts Sequence of Courses

Foundation and Foundation II courses are ½ credit and semester-based classes. Honors Art courses are one full credit, year-long classes.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>2D Foundations*</b>	<b>Any Foundations II Course or 2D Foundations II</b>	<b>Any Foundations II Course or 2D/Drawing/Painting Honors I</b>	<b>Any Foundations II Course or 2D/Drawing/Painting Honors II</b>
<b>Digital Media Foundations*</b>	<b>Any Foundations II Course or Digital Media Foundations II</b>	<b>Any Foundations II Course or Digital Media Honors I</b>	<b>Any Foundations II Course or Digital Media Honors II</b>
<b>3D Foundations*</b>	<b>Any Foundations II Course or 3D Foundations II</b>	<b>Any Foundations II Course or 3D/Sculpture Honors I</b>	<b>Any Foundations II Course or 3D/Sculpture Honors II</b>
<b>Photography Foundations*</b>	<b>Any Foundations II Course or Photography Foundations II</b>	<b>Any Foundations II Course or Photography Honors I</b>	<b>Any Foundations II Course or Photography Honors II</b>
	<b>Digital Audio Production/Music Recording Foundations</b>	<b>Any Foundations II Course or Digital Audio Production/Music Recording Honors I</b>	<b>Any Foundations II Course or Digital Audio Production/Music Recording Honors II</b>

\*9<sup>th</sup> Graders are encouraged to fulfill their Arts requirement by enrolling in two different, semester courses. On the course request form, students will rank their choices in order of preference, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>. The registrar will do their best to give students their requested classes.

## Upper School Visual Arts Departmental Overview

The Visual Art Department at Germantown Academy is committed to providing a comprehensive education in the arts within the context of a liberal arts education. Our foundation and advanced curriculum is a well-rounded and versatile approach to the study and application of art. It is designed to provide a creatively stimulating education in a studio environment. While these courses extend excellent opportunities for the general study of art and life-long arts advocacy, they are also designed to cultivate serious talents in the visual arts. Many of our students have gone on to prominent careers in commercial, fine, and applied arts.

The visual arts program as a whole, and the honors program in particular, are designed as an opportunity to explore imagination while working to master craft. Additionally, students have sustained practice at key skills that educators and corporate leaders have identified as most critical to success in the 21<sup>st</sup> century – creative and innovative thinking, complex communication and collaboration, problem solving and critical thinking, and the ability to self-regulate progress and productivity.

Our program offers introductory, intermediate, and honors courses in painting, drawing, sculpture, silver and digital photography, digital design, filmmaking, and studio recording. In addition, students have the opportunity to exhibit in a variety of arenas in and outside of school, train at area universities in their weekend programming for art students and participate in open studios and art club at the Academy.

The study of art teaches students how to solve old problems in new ways, to think differently, progressively, and with great confidence in their ideas while cultivating original thinking. Increasingly, the most successful people will combine training in creative thinking with excellence in other fields. We see the study of art throughout the duration of a student's high school career as an opportunity to train students for careers in the arts and a necessary component of their success in any future field of study.

### Upper School Visual Arts Course Placement Policy

Class enrollment in the Visual Arts is determined by studio and facility space. Enrollment caps indicate the upper most number a studio can accommodate due to access to facilities and space.

*Semester-based, ½ credit Foundations Courses (2D/Digital Media and 3D/Photography):*

Course designed for freshman and new students, but 10-12 grade students may also enroll. Freshmen are encouraged to fulfill their required Arts credit\* by enrolling in two different, Visual Art Foundation semester courses. Students will rank their choices in order of preference, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>. The registrar fills the classes from the course selection forms submitted to House Heads and will do their best to give students their selected classes. Note- These classes fulfill the pre-requisites to apply to the Honors Art Program.

\* All GA students must fulfill one full credit of art (music, theater, visual art) by the end of 10<sup>th</sup> grade, but it is recommended that they do so in 9<sup>th</sup> Grade to give them the full range of curricular options.

*Semester, ½ credit, Foundations II classes (3D, 2D, Digital Media, Photography)*

- Open to all students in 10<sup>th</sup> – 12<sup>th</sup> Grade.
- Provides an excellent opportunity for students to explore new art making processes which might inform future Honors Art decisions. Note – These classes fulfill the pre-requisites to apply to the Honors Art Program.

- Will be enrolled by lottery. Students may be asked to rank their top choices. Students can choose between 2D, 3D, Digital Media and Photography
- The Department recommends students explore as many different art disciplines as possible (3D, 2D, Photo, Dig. Med), but students may retake a Foundation discipline already taken in a previous year (ex.- if you have already taken 3D/Photo Foundations, you may take 3D Found. II or Photo Found. II)
- Foundation II courses are semester length courses and students may sign up for more than one course. Registrar will place student in the appropriate class/term
- Non-honors.
- No prerequisite.

*Year-long, full credit Honors Courses in All Media:*

- To apply to the Honors Art Program, interested 10<sup>th</sup> or 11<sup>th</sup> graders should plan on attending the Honors Art Presentation which occurs in late February each year. To qualify for honors, art students must have completed the foundations art course in the discipline they are applying to; earned a B+ or better in their art course; and exhibit the potential for further growth. With prior approval, students may complete the pre-req course at a regional art school weekend/summer program. The arts faculty selects students for honors based on a departmental evaluation of a take-home creative project, an optional portfolio, a short essay and an evaluation of student's academic performance and level of commitment. Note that due to space limitations final decisions are frequently based on the quality of the project, portfolios, essays and grades in the current art class. All honors arts students must mount a professional Honors Exhibit, maintain a portfolio, attend critiques and visiting artist lectures, and provide leadership in their art classes. Juniors currently enrolled in the Honors program at Level I and in good standing, do not need to re-apply for Senior Year Level II, but they should re-evaluate their commitment to the program and discuss any changes with their instructor.

## Upper School Visual Arts Introductory Courses

### 2D Foundations

- Credit:** ½ credit
- Placement:** To fulfill arts requirement, Freshman are encouraged to enroll in two Foundation classes. 9<sup>th</sup> Graders receive priority, but others are also permitted to enroll.
- Enrollment:** Limited to 14 students

This dynamic studio course is an introduction to the principles, materials, and techniques of two-dimensional art making, which includes design, drawing, painting and printmaking. The course explores concepts universal to all disciplines and is structured to nurture a dialogue between art forms. Class work will explore basic elements and principles of design through creative, hands-on problem solving in the 2D studio. Students will experiment with a broad range of traditional and non-traditional art making materials focusing on observation and imagination, the real and the invented. Class incorporates studio work, demonstrations, research, and critiques. This foundation level class is perfectly suited for students with all levels of experience, but as it provides an excellent set of introductory skills for creative study, it fulfills the prerequisite for Drawing/Painting Honors.

### 3D Foundations

- Credit:** ½ credit
- Placement:** To fulfill arts requirement, Freshman are encouraged to enroll in two Foundation classes. 9<sup>th</sup> Graders receive priority, but others are also permitted to enroll.
- Enrollment:** Limited to 12 students

In this exciting introductory course, students will dive into the world of sculpture/three-dimensional design, where they will explore the relationship between form, space, and materials. Through hands-on projects, students will experiment with different mediums such as clay, wood, metal, and other tools to create sculptures, objects, and environments. This course emphasizes creative thinking, problem-solving, and design principles, encouraging students to push the boundaries of their imagination while developing technical skills. Whether you're interested in sculpture, architecture, fashion, design, or any creative pursuit, this class provides a strong foundation for future creative exploration in the world of Sculpture, 3D art and design, and beyond. This course is well suited for students of all levels of experience, and it fulfills the prerequisite for the Sculpture and 3D Design Honors.

### Digital Media Foundations

- Credit:** ½ credit
- Placement:** To fulfill arts requirement, Freshman are encouraged to enroll in two Foundation classes. 9<sup>th</sup> Graders receive priority, but others are also permitted to enroll.
- Enrollment:** Limited to 14 students

This dynamic studio course is an introduction to the principles, materials, and techniques of digital media art making, which includes video editing, graphic design, sound design, and multimedia storytelling. The course explores concepts universal to all disciplines and is structured to nurture a dialogue between art forms. Class work will explore basic elements and principles of design through creative, hands-on problem solving in the digital media lab. Students will explore a diverse range of techniques, emphasizing observation, imaginative expression, and digital storytelling. Class incorporates studio work, demonstrations,

research, and critiques. This foundation level class is perfectly suited for students with all levels of experience, but as it provides an excellent set of introductory skills for creative study, it fulfills the prerequisite for Digital Media Honors classes.

### **Photography Foundations**

**Credit:** ½ credit

**Placement:** To fulfill arts requirement, Freshman are encouraged to enroll in two Foundation classes. 9<sup>th</sup> graders receive priority, but others are also permitted to enroll.

**Enrollment:** Limited to 12 students

This dynamic studio course is an introduction to the principles, materials, and techniques of traditional photography and photography-based art making. The course explores concepts universal to all disciplines and is structured to nurture a dialogue between art forms. Class work will explore basic elements and principles of design through creative, hands-on problem solving in the photography lab. Students will experiment with a broad range of traditional and non-traditional art making materials focusing on observation, the imagination, and storytelling techniques. This foundation level class is perfectly suited for students with all levels of experience, and it fulfills the pre-requisite for Photography Honors courses. Film cameras are supplied by the school for student use during the term. Class incorporates studio work, demonstrations, research, and critiques. An additional material cost of approximately \$75 is required and the materials can be purchased at the School Store.

## Upper School Visual Arts Introductory/Intermediate Courses

### 3D Foundations II

**Credit:** 1/2

**Placement:** Open to 10<sup>th</sup>-12<sup>th</sup> Graders. Students that previously took 3D/Photo Foundations are encouraged to explore other arts courses, but they are allowed to take this course as the course content will change.

**Enrollment:** Limited to 14 students per section

This semester class operates with the philosophy that human beings inherently want to build, create, and express themselves by making and building things. This class gives students the tools, design principles, information, time and space to do just that. 3D Design is a dynamic studio course that serves as an introduction to the concepts, materials and techniques of three-dimensional art making. The course explores concepts universal to all artistic disciplines and is structured to nurture a dialogue between art forms. Class work will explore basic elements and principles of design through creative problem solving and will employ scale studies, material exploration, abstraction, and the student's imagination. This foundation level class provides an excellent set of introductory skills for creative study and is perfectly suited for students with all levels of experience. This course and/or 3D/Photo Foundations fulfills the prerequisite to apply to 3D/Sculpture Honors.

### 2D Foundations II

**Credit:** 1/2

**Placement:** Open to 10<sup>th</sup>-11<sup>th</sup> Graders. Students that previously took 2D/Dig Med Foundations are encouraged to explore other arts courses, but they are allowed to take this course as the course content will change.

**Enrollment:** Limited to 14 students per section

This dynamic semester studio course is an introduction to the principles, materials, and processes of two-dimensional art making (drawing, painting, design, and printmaking). The course explores concepts, universal to all disciplines and is structured to nurture a dialogue between art forms. Class work will explore basic elements and principles of art/design through creative problem solving and will employ observational studies, abstraction, and the student's imagination. Considerable emphasis will be placed on nurturing and an embrace of the process of art making and the development of sound practices. This foundation level class provides an excellent set of introductory skills for creative study and is perfectly suited for students with all levels of experience. This course and/or 2D/Dig. Media Foundations fulfill the prerequisite to apply to 2D/Drawing/Painting Honors.

## **Digital Media Foundations II**

**Credit:** 1/2

**Placement:** Open to 10<sup>th</sup>-12<sup>th</sup> Graders. Students that previously took 2D/Digital Media Foundations are encouraged to explore other arts courses, but they are allowed to take this course as the course content will change.

**Enrollment:** Limited to 14 students per section

This semester class is an introduction to and exploration of the use of the computer as a medium for artistic expression and graphic communication. Beginning with simple motion graphic exercises that explore the elements and principles of design, followed using editing and sound, students will gain a basic understanding of digital media. They will look at how to manipulate, edit, and combine graphics, photographs, and digital video in order to make creative art works. Students will learn about and explore traditional forms of animation, and computer animation, along with the use of titles and text, and will create their own digital video works through hands on experience with the digital camera. This studio-lab course studies the problems and aesthetics of film and video production in theory and practice while exploring movement, image, montage, point of view, and narrative structure in masterworks. This foundation level class provides an excellent set of introductory skills for creative study and is perfectly suited for students with all levels of experience. This course and/or 2D/Digital Media Foundations fulfills the prerequisite to apply to Digital Media Honors.

## **Photography Foundations II**

**Credit:** 1/2

**Placement:** Open to 10<sup>th</sup>-12<sup>th</sup> Graders. Students that previously took 3D/Photo Foundations are encouraged to explore other arts courses, but they are allowed to take this course as the course content will change.

**Enrollment:** Limited to 12 students per section

This semester's studio-laboratory course introduces students to the techniques and aesthetics used in black and white photography and photo-based artwork. Students will learn the basics of camera operation, exposure control, film developing, printing and will be introduced to digital photography and Photoshop. In both the silver and digital, students will acquire a knowledge and understanding of the history and language of photography as a fine art and the commercial applications of photography and design. At the end of the semester, students will be required to submit a portfolio that demonstrates inventive thinking, imagination, and craftsmanship. Film cameras are supplied by the school for student use during the term. Class incorporates studio work, demonstrations, research, and critiques. **An additional material cost of approximately \$75 is required and the materials can be purchased at the school store.** This foundation level class provides an excellent set of introductory skills for creative study and is perfectly suited for students with all levels of experience. This class and/or 3D/Photo Foundations fulfill the prerequisite to apply to Photography Honors.

## **Digital Audio Production/Music Recording Foundations**

<b>Credit:</b>	1
<b>Placement:</b>	After a successful interview, accepted students may enroll in this course for 10 <sup>th</sup> -12 <sup>th</sup> Grade. Unless approved by the instructor, all students must enroll in the regular class for their first year. In subsequent years, and based on the instructor's approval, advanced students may enroll in the Honors Level I and II classes.
<b>Prerequisite:</b>	Prior music experience required. Acceptance based on successful interview with course instructor.
<b>Enrollment:</b>	Limited to 10 students Open only to 10 <sup>th</sup> -12 <sup>th</sup> Graders

This full year, 1 credit studio-lab course introduces students to a highly collaborative environment for experimenting with the songwriting/recording process and instrumental/vocal music design. Students will learn the foundational elements of song structure, including melody, chords, lyrics, backgrounds, and related elements. Through deep immersion in listening and analysis, students will gain understanding to best guide their own music productions. Working in both independent and group settings, students will construct songs in multiple styles and genres. Students will have the opportunity to share ongoing progress in a masterclass environment.

On the technical side, students will be introduced to the theory and operation of essential audio tools ranging from microphones to mixers, as well as receive hands-on instruction and practical experience with computer-based recording systems (DAW's or Digital Audio Workstations) typically found in modern recording studios. The use of programs like Ableton, Logic, and GarageBand will be emphasized. As a follow-up, students will be encouraged to share their compositions and recorded works during class critiques and live performances.

Since this is a studio-oriented class, students are expected to work independently and collaboratively, in a positive and constructive manner.

## Upper School Visual Arts Honors Courses

### Digital Media Honors I/II

<b>Credit:</b>	1
<b>Placement:</b>	Enrollment in Digital Media Honors is limited to students who have been accepted to the honors art program according to the criteria above.
<b>Prerequisite:</b>	Any Digital Media Foundations Course
<b>Enrollment:</b>	Limited to 15 students

This class continues the exploration into the use of the computer as a medium for artistic expression and graphic communication. It is designed for students who have completed one of the Digital Media Foundations courses and wish to pursue their interests in digital video at the advanced honors level. This class will focus on the communication of ideas through visual images. Comprised of junior and senior honors students, this advanced course provides students with the most sophisticated opportunities to explore and develop a variety of production techniques applied to narrative, commercial, and experimental forms of digital video. The class emphasizes independent small group productions and emphasizes an intense exploration of the skills the students have acquired so far in the previous levels. Media project concepts will be developed in collaboration with faculty, visiting artists, and occasionally with students from other disciplines. Several long-term projects will be produced during the year. This course is recommended for students preparing video portfolios for festivals and college applications.

### 2D Drawing/Painting Honors I/II

<b>Credit:</b>	1
<b>Placement:</b>	Enrollment in Drawing and Painting Honors is limited to students who have been accepted to the honors art program according to the criteria above.
<b>Prerequisite:</b>	Any 2D Foundations Course
<b>Enrollment:</b>	Limited to 28 students

These full year advanced studio courses are designed for students who have completed one of the 2D Foundations courses and wish to go deeper into their concepts and processes. Courses are comprised of a junior and senior level and are designed to further understanding of foundational skills, while developing each individual's own unique aesthetic. Courses will develop sequentially, moving through observational and spatial studies, which expand into areas of organic form, color systems, scale and point of view, while embracing imagined and invented works. Studies culminate with open-ended thematic projects encouraged to nurture students' own personal and individualistic approach to image making, all geared towards the creation of a portfolio of works that may be used for college admission. Additional projects include The Senior Print Folio and work inspired by the collaborative process, the written word, and contemporary artists.

### **3D Sculpture Honors I/II**

<b>Credit:</b>	1
<b>Placement:</b>	Enrollment in Sculpture & 3D Design H is limited to students who have been accepted to the honors art program according to the criteria above.
<b>Prerequisite:</b>	Any 3D/Sculpture Foundations Course
<b>Enrollment:</b>	Limited to 28 students

The study of Sculpture builds on the foundation established in the 3D Foundation courses, one of which is a prerequisite to enroll in this course. This course, comprised of juniors and seniors, operates with the philosophy that human beings inherently want to build, create, and express themselves by making things. This class gives students the tools, information, time and space to become more sophisticated at that critical work. Students explore the creative, communicative, and structural possibilities of materials and the poetic/expressive qualities of form in space. The course covers the fundamentals of building and casting three-dimensional forms and techniques using a variety of materials, along with the use of hand and power tools. Students work with paper, wire, wash, foam, clay, wood, aluminum, plaster and more in the application of principles of balance, sequence, weight, and structural dynamics in Sculpture. This course of study exposes the content and context of past and present art forms, including the application of the three scales of sculpture: (i) the intimate, which relates to the hand or head; (ii) the human, to which the body relates; and (iii) the architecture, into which the body fits.

### **Photography Honors I/II**

<b>Credit:</b>	1
<b>Placement:</b>	Enrollment in Photography Honors is limited to students who have been accepted to the honors arts program according to the criteria above.
<b>Prerequisite:</b>	Any Photography Foundations Course
<b>Enrollment:</b>	Limited to 24 students

This full year advanced studio laboratory course is designed for students who have completed one of the Photography Foundations courses and wish to pursue their interest in fine art photography, photo-based artmaking and storytelling. This course is comprised of a junior and senior level and is designed as an exploration to further deepen understanding of the medium and to develop skill with the camera and the ability to think critically about photography. Students focus on the following: genre studies, conceptual art, studio lighting, storytelling and independent projects. At the close of each semester, students will assemble a portfolio of photographs that demonstrate imagination, skill, and craftsmanship. Students are required to purchase Lightroom software for their personal computer and are strongly encouraged to use their own digital camera, but school equipment is available and purchasing a camera is not necessary. The total cost of materials is approximately \$75.