



THE GOVERNOR'S ACADEMY

**Curriculum Guide and  
Course Descriptions**

2015-2016

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## ACADEMIC REQUIREMENTS FOR DIPLOMA

### I. CREDITS

- Successful completion of 16 credits including required courses.
- Two-semester majors = 1.0 credit; minors = .25 credit & one-semester majors = 0.5 credit.
- Transfer credits require approval of the Academic Dean.
- Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

### II. DISTRIBUTION REQUIREMENTS

- **English:** Courses 11-12, 21-22, 31-32, 33-34 or AS 31-32, and one in each semester from the 40's series or 51-52.
- **Mathematics:** Courses 11-12, 21-22, and 31-32 or 35-36, or 29-30 and 39-40.
- **Social Studies:** U.S. History and a two-semester course prior to U.S. History.
- **Foreign Languages:** Courses in 11-12, 21-22 and a third year in any one language. ESL students are not required to complete the foreign language requirement with permission of the Academic Dean.
- **Science:** 3 years of science, two of which must be year-long courses, including at least one biological and one physical science; also SC10 Life Skills, if entering 9<sup>th</sup> or 10<sup>th</sup> grade.
- **Fine Arts:** Introduction to Fine Arts in 9<sup>th</sup> grade; thereafter, one full credit in art, which equals two semester electives in art or two full years of performing arts.

### III. MINIMAL CREDIT LOAD PER YEAR

- 9<sup>th</sup> grade: 5.5 credits
- 10<sup>th</sup> grade: 5.25 credits
- 11<sup>th</sup> grade: 5.0 credits
- 12<sup>th</sup> grade: 5.0 credits

### IV. OTHER REQUIREMENTS AND CONSTRAINTS

- Students must complete a minimum of 25 hours of community service per each year enrolled at the Academy. Additionally, students should participate in 1 Cor Unum (CU) or Food Bank experience per year. For each CU or Food Bank experience, 5 hours may be credited to the 25 per year. Students may earn more hours by volunteering for additional Food Bank or Cor Unum trips. Students may do community service as an afternoon program commitment or they may create a community service project and perform the service over vacations in order to complete their required hours. In the latter case students must provide adequate documentation of their work to the Director of Community Service. Students may also earn 10 hours for each year that they volunteer to help with the Special Olympics tournament, hosted by The Governor's Academy.
- Programs for grades 10, 11 and 12 must include at least four major courses in each semester. The 9<sup>th</sup>-grade program is fixed at five major courses and one minor course. Seniors must pass all two-semester courses regardless of total credits accumulated prior to the 12<sup>th</sup> grade, and may not fail a course in the second semester.
- In two-semester courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.
- Students may not drop-without-penalty, change or add courses after the semester drop-add deadline.
- Two-semester courses may not be discontinued at midyear, and no two-semester course may be changed beyond the 1<sup>st</sup> semester drop-add deadline. Requests for exceptions to this policy must be made in writing to the department head and Academic Dean. In all cases, the Academy reserves the right to determine appropriate placement.
- Any student not meeting minimal academic achievement standards as outlined in the student rule book is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

## COURSE OFFERINGS and EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. This listing includes changes in the curriculum as detailed in the school catalogue published last summer. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to students considering participation in the Senior Spring Projects Program. **ACADEMIC SUPPORT POLICY**

### Background

The Academy is entrusted with the dual roles of preparing students for selective colleges and furthering their growth as individuals in order to better enable them to lead purposeful and productive lives. The Academy believes that students should be committed to learning, have a significant responsibility for their learning, and master well-defined content and skill outcomes. To this end, teachers provide quality instruction and significant encouragement in a college preparatory curriculum.

## ACADEMIC SUPPORT POLICY

The Academy wishes to be clear with parents and students about the curriculum adjustments and curricular opportunities that are available to help students. The Academy is committed to ensuring that students with disabilities are provided with equal access to all of the Academy's programs and services. For students who need additional support or curricular adjustments, the Academy requires documentation indicating that the student's disability substantially limits a major life activity, including learning. Students who present the Academy with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student and the Academic Dean and faculty learning specialist. No waivers of academic graduation requirements will be granted to students.

The Academy offers the following academic support to all its students:

- Group and individual extra help sessions are made available during the school day and evening by the Academy's classroom teachers. All students are encouraged to attend these sessions when concepts are unclear. Additional time on examinations conducted in class may be offered by classroom teachers for students who have extended time documentation. A student must request additional time if the student wants additional time, and the student and teacher must negotiate an appropriate time period and venue.
- Students with documented learning differences may request preferred seating at semester and final examinations. Those arrangements must be made one week in advance of exam; students with documented learning differences that allow for extended time on semester and final examinations will be limited to the amount of time supported by the documentation provided by the student.
- Students may request individual adult tutors at an additional expense to the family. Tutors may be requested after students have availed themselves of extra help with appropriate classroom teachers.

- If a student is unable to pass a year of English during a school year, the student will be expected to enroll for an additional year at The Governor’s Academy to make up the year of English.
- The College Board and ACT offer nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests, ACT and Advanced Placement Examinations to qualified students. To qualify for such nonstandard administration, students must meet applicable guidelines, which are available at [www.ets.org](http://www.ets.org) or [www.act.org](http://www.act.org). Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests and/or Advanced Placement Examinations must submit written documentation with a clear and documented diagnosis. The evaluations or examinations underlying the written documentation must have been conducted within the previous three years of the request for extended time. The Academic Office provides extended time for the Academy’s testing to those students after it has received written documentation of the need for extended time. Approval for extended time on Academy’s test and examinations, however, does not guarantee extended time permission from the College Board and/or the ACT. The Academic Dean will assist students and their parents in submitting necessary forms to the College Board and/or ACT to request extended time.
- All students may avail themselves of study and reading skills seminars provided on campus by our learning specialist. While proper note-taking, study skills, and reading skills are discussed in the regular curriculum at the Academy, the reading and study skills seminars are intended for those students who need or desire more rigorous instruction in these important skills.
- The Academy has two computer laboratories, each offering individual work stations, Microsoft Word software, and printers for students to use in preparing writing assignments.
- The Academy provides a supervised evening study hall program limited to those students who are placed on Academic Probation, those students with a GPA below 1.7 and those students who elect placement in the supervised study hall. Any student may be recommended for an additional Saturday morning study hall by his or her teachers or advisor.
- Courses completed in the summer will not count toward the Academy’s graduation requirements or a student’s grade point average. The Academy may require a student to do academic work during the summer to master content or skills not completed during the school year. Exceptions must be approved by the academic dean.
- The Academy employs a specialist to help support the learning needs of our students. All students may avail themselves of services by contacting the learning specialist directly or by dropping in during office hours. In addition, the Academy offers a daily writing lab. During posted office hours, students may bring a paper to the writing lab proctor and receive constructive feedback for revision of that paper.
- Families in need of educational testing in the area of learning differences must arrange diagnostic testing, at their own expense, with qualified persons outside of the Academy.
- The Academy reserves the right to make all final determinations regarding support services for its student body.

## COURSE DESIGNATIONS

Course identifications consist of a course number and a descriptive title, such as **MA 21-22: Geometry**. An odd number is generally offered only in the FALL semester, even numbers in the SPRING semester. A course with a single number, such as **HS 45: Russian History**, is a complete course in one semester. A two-number course, such as **SC 21-22: Biology**, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are MAJOR courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as MINOR courses (0.25 credit per semester).

## Special Sectioning

The Academy's curriculum offers special sections in each field of study to present more challenging opportunities for students with outstanding strengths and high motivation.

**Honors sections** in upper-level mathematics, science, and languages signify more demanding sections of these courses. A completed full year of chemistry is a prerequisite to Honors sections of introductory biology. The “honors” or “accelerated” designation must be earned by selection.

**The Advanced Placement Program** of the College Board, designed to offer greater challenges to able and ambitious students through rigorous coursework, encompasses the most demanding coursework that the Academy offers. Such courses require additional class time each week. Students participating in the Advanced Placement Program will have additional work over vacation periods, including the summer. All students who take Advanced Placement courses must sit for the AP exams in May.

Pedagogically and philosophically we embrace the AP Equity and Access Policy of the College Board. We want to provide opportunities for all students who are academically and developmentally ready to take an AP course. We select students for Advanced Placement courses based on past achievement, evidence of commitment to learning, passion for subject, tested ability and departmental recommendations. While a student may desire to take an Advanced Placement course, the Academy reserves the right to select students for its Advanced Placement courses. Students who have been initially denied placement may appeal. The Governor's Academy also reserves the right to remove a student from an AP course at the semester break if the quality of that student's work and work ethic does not meet the challenging caliber of these intensive and extensive courses.

Given the rigor of the AP curriculum, we limit students to three advanced placement courses/year. Capable and passionate students must complete an AP approval form from the Academic Office and receive permission to take additional AP courses.

While it is the goal of the Academy to place students in classes at levels for which they are appropriately prepared and at which they are sufficiently challenged, we also want to help students find reasonable balance among all facets of our curriculum and co-curriculum.

## COLLEGE ENTRANCE REQUIREMENTS

Because Governor's students plan to attend a four year college or university, the college admission process plays a significant role in the course selection process. And since many colleges expect their applicants to exceed the secondary school's minimum course requirements, students at Governor's are advised to consult both their Academic Advisor and College Counselor in determining their academic schedule.

Most colleges—particularly the most selective—expect applicants to take advantage of the rigor and diversity of the course work available to them, while balancing their overall school commitments. In this context, students should typically continue their mathematics and language studies through the senior year, and include at least three lab science courses in their program of study. In consultation with their Academic Advisor and College Counselor, Governor's students are also encouraged to consider honors and advanced courses—particularly in their areas of interest and strength.

Standardized testing requirements for each college vary, though most colleges require results from either one national SAT or one national ACT exam. Governor’s students are advised to take both the SAT and ACT in the junior year and then focus their test prep efforts on either exam the summer before their senior year. Seniors are then encouraged to take either the SAT or ACT in the fall. In consultation with their College Counselor and classroom teachers, juniors should consider two SAT subject tests in the spring. Sophomores enrolled in advanced courses (e.g., Honors Algebra II, Honors Chemistry, Honors Physics, etc.) may also be advised to take an SAT subject test in the spring.

### **CHOOSING A PROGRAM OF STUDY**

Decisions concerning the selection of courses—made in consultation with the student's advisor—must account for the factors mentioned above. Choices made at the end of the ninth and tenth grades have a very important impact in the two crucial years—junior and senior—in the college admission process.

# ENGLISH DEPARTMENT

EN 11: Freshman English – Foundations (two semesters): Freshman English (two semesters): This course is designed to help students develop sound, individual writing styles and gain confidence in evaluating literature, exposing students to themes involving adolescence, the journey, and individuality. All freshmen read *Oedipus Rex*, and a selection of short stories and poetry in the first semester. The second semester continues with a focus on poetry, a Shakespeare play chosen by the teacher (some choices include *Romeo & Juliet*; *The Taming of the Shrew*; *The Winter's Tale*; *A Midsummer's Night Dream*), and a novel, also the teacher's choice. Recent titles for these books include *Monkeys*, *The Catcher in the Rye* and *I Know Why the Caged Bird Sings*. Each student also reads two outside-reading books, one per semester, chosen by individual freshman English teachers. Students study vocabulary weekly, a practice which will continue through a student's four years at The Governor's Academy. They also study grammar proscriptively (through their writing) and from SAT practice exercises. While much of the students writing is literature-based essays (working toward internalizing the five paragraph form), creative writing (narration, poetry, and personal essays) is also assigned once a quarter.

EN 21: Sophomore English – Finding One's Voice (two semesters) The Sophomore English curriculum encompasses the exploration and development of personal voice through both the study of characters' voices in literature as well as a broad range of writing assignments. Readings in the first semester include *Macbeth*, and selections of short stories, essays and poems by international authors. In the second semester, sophomores read *Their Eyes Were Watching God*, as well as a novel of the teacher's choosing, poetry, personal essays, and short fiction. Sophomore students are also required to read an outside reading book, selected by individual teachers. In addition, throughout the year students complete a grammar (from SAT practice exercises) and vocabulary program. Sophomores continue to hone their writing skills, moving beyond the five paragraph essay. A special emphasis is placed on the writing of personal narratives and memoir pieces.

EN 31: Junior English – The American Experiment (two semesters) Writing at the junior level moves beyond grammar and mechanics to a more sophisticated consideration of form and style. Junior students practice the skills of reading carefully, writing clearly and honestly, and engaging in respectful discussion. They consider the problems of achieving an effective and authentic identity in the stress of a culture which values Emersonian "self-reliance" but which also locates individuals as members of various groups or cultures. Texts include, but are not limited to *Julius Caesar*, *Death of a Salesman*, *The Narrative of the Life of Frederick Douglass*, *On the Duty of Civil Disobedience*, *Self-Reliance*, *The Great Gatsby*, *The American Bible*, *Interpreter of Maladies*, and select American poets (chosen by each teacher). Three times during the year students will take vocabulary competency examinations. Vocabulary study is based on words taken from the reading as well as a study of mythological, Biblical, historical and literary allusions.

EN 33: AP Junior English – Language & Composition (Advanced Placement; two semesters) (Advanced Placement; two semesters) This extensive and intensive course in literature, rhetoric and writing provides an academic challenge for highly motivated students of English. While students study numerous texts from a variety of periods, much of the literature focuses on the non-fiction and fiction of American literature. The central texts in AP Language and Composition are the same as those read in *The American Experiment*, with such additions as *Beloved* and *The Scarlet Letter*. Students write weekly essays in a variety of forms -- persuasive, expository, and narrative, and work with sources from the media and social media to enhance their understanding of rhetoric. This course requires supplementary work over the summer and during vacations, and meets for an additional class period during the week. Selection for *AP Language and Composition* is based on maintaining a B+ or higher average in sophomore English **and** receiving the recommendation of their sophomore English teacher. Students must sit for the *AP Language and Composition* exam in May.



AS 31: American Studies (two semesters; double credit) What do American literature and history have in common? Both offer a narrative of human lives. This course offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: 2 semesters of history)

EN 41: Senior English – Paired Texts To fulfill the English requirement, each senior will take a common course in the fall semester and then select one SPRING-semester course from those listed as the 40's series on the pages that are produced separately and shared with juniors in the month of May. Descriptions of the fall common course and samples of past electives are printed below. By reading “paired texts,” students will explore the depth, breadth, and variety of human experience that literature provides its readers. The core text for this course will be William Shakespeare’s *King Lear*, paired with other texts of the teacher’s choosing. All seniors, except those enrolled in the EN 51-52: AP Literature and Composition course, will take this course.

#### SPRING Semester (samples)

##### **The New Voices of 21st Century American Fiction**

This course will examine some of the fast, fresh, and unforgiving voices of 21<sup>st</sup> century American Fiction. We will begin by engaging modern and postmodern methods of literary criticism to help us analyze these new perspectives. This investigation will enable us to experience how these writers employ both tradition and avant-garde literary techniques to help them facilitate a dialogue with contemporary issues. Finally we will attempt to define the current landscape of 21<sup>st</sup> century American fiction in hopes of developing a deeper understanding of its lineage. Writers may include Jonathan Safran Foer, Nick McDonell, Chuck Palahniuk, Annie Proulx, and David Foster Wallace.

##### **Children’s Literature**

In this class, we will examine children’s literature from an academic standpoint, and we will attempt to draw some conclusions about how this literature reflects the culture of the time and place in which it was written. We will read several children’s books during the semester—including *Alice’s Adventures in Wonderland*, *Charlotte’s Web*, and an anthology of nursery rhymes and fairy tales—and we will discuss what makes for good children’s literature and how our standards have changed over the decades. We will supplement these readings with several scholarly essays on the topic. In addition, we will watch movies and listen to songs from different eras to see how these have changed to reflect society’s changing sensibilities regarding children. The final project for the course will be to create an original piece of children’s literature—a picture book or folk song—that can be shared and enjoyed by the young faculty children on campus.

EN 46: Creative Writing Seminar (FALL; half-credit) This course is taken in addition to a regular English class for juniors and for seniors during their first semester.

**We hear of a strange or funny or tragic event, and we can’t stop thinking about it: we wonder what it was like to experience. How were the people involved changed by it, if at all? Why do some of us persevere while others do not? What makes us unique but also universal, sharing in our common humanity? What makes us us? And where do we go from here? What happens next? Creative Writing is an introductory course for anyone interested in learning how to write stories more honestly and deeply. It is open to those who have never written fiction before, or have been**

writing for years. The only prerequisite is that you be sincere in your desire to grow as a writer. There will be some assigned reading, but the bulk of the semester's work will be your daily writing, where you just may, as the late short story writer, Grace Paley, said, "...write what you don't know you know."

EN 51: AP Senior English – Literature & Composition (Advanced Placement; two semesters) (Advanced Placement; two semesters) This course is designed as a first year college level English course. Students study extensively and intensively a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twenty-first century. By confronting challenging reading and writing assignments, AP Literature students learn to become skilled, mature, critical readers, as well as practiced, logical, succinct writers. Students must maintain a B+ average in Junior English in order to be recommended to take this course. AP Literature and Composition meets for an additional class period each week and there are additional reading and writing requirements during the summer and other vacations. Students must sit for the *AP Literature and Composition* exam in May.

# MATHEMATICS DEPARTMENT

The core Mathematics program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric figures, sound arguments, and first exposures to functions, graphing, problem solving, and mathematical modeling. What lies beyond necessitates skill with computation, an intuition for sensible estimates, much practice with algebraic manipulations, and experience applying appropriate concepts and strategies, and appropriate use of technology in given situations.

**MA 11: Algebra I** (two semesters\*) This is a logical development of a first course in algebra - the foundation - emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

*\*A special section of MA 11 may (depending on enrollment) be offered in the spring semester for those requiring a fresh start in Algebra I. In addition, a special section of Honors Algebra I (MA 16) may also (depending on enrollment) be offered in the spring semester for those students who have demonstrated high achievement and effort in MA 11.*

**MA 21: Geometry** (two semesters\*) In this course the students are introduced to Euclidean Geometry. The challenge of being able to solve problems using the components of deductive structure and employing traditional, coordinate, and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

*\*In addition, a special section of Honors Geometry (MA 26) may (depending on enrollment) be offered in the spring semester for those students who have demonstrated high achievement and effort in MA 21.*

**MA 29: Algebra II** (two semesters) This is an intermediate course which redevelops the concepts of Algebra I and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; rational, real, and complex number systems; and introductions to exponential and logarithmic functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to the solution of real world applied problems. This course is appropriate for those students whose background indicates a need for a more in- depth review of algebra skills, and moves at a slower pace than MA 31-32. Students enrolled in this course will be required to take MA 39 Functions, Statistics and Trigonometry.

**MA 31: Algebra II with Trigonometry** (two semesters) This accelerated course offers a faster pace and deeper coverage of the topics considered in MA 29-30 and introduces trigonometric functions. Students are likely to continue to MA 45-46 and MA 55-56; some will move to MA 39-40 or MA 41-42. Students are ready for the Math Level I SAT II Test after this course.

**MA 35: Honors Algebra II with Trigonometry** (two semesters) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces sequences, series, and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 55-56. Students are ready for the Math Level I SAT II Test after this course.

**MA 39: Functions, Statistics, and Trigonometry** (two semesters) This course completes the Algebra II requirement for students who have taken MA 29-30. Algebra II skills are reinforced and new topics include trigonometry, sequences and series, as well as statistical analysis. Students are likely to continue on to MA 41-42, but will not be eligible for MA 45-46. Students are ready for the Math Level I SAT II Test if taken in December or later.

**MA 41: Statistics** (two semesters) Through the study of elementary combinatorics, probability, and descriptive statistics, students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their positions. (11<sup>th</sup> and 12<sup>th</sup> graders only; can be taken concurrently with another mathematics course with department approval.)

MA 45 and MA 47: Precalculus The two Precalculus courses, MA 45-46 and MA 47-48, continue the traditional sequence from arithmetic through algebra and analysis to calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I SAT II Test if taken in December, and Math Level II SAT II Test at the June session.

MA 45: Precalculus (two semesters) The traditional sequence may include an extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction, and elementary probability. Some introduction to the ideas related to the calculus is also included. This first course beyond the academy's requirement is strongly encouraged as the goal of all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics.

MA 47: Honors Precalculus (two semesters) This honors course offers deeper coverage of the material than the MA 45-46 Precalculus course. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates, and vectors will be included in the course. In the last quarter of the course, students will start AP Calculus. (AP Calculus is the usual sequel.)

MA 49: Advanced Precalculus with an Introduction to Calculus (two semesters) This is a year-long course with two major segments. The first portion of the course is an in-depth examination of ideas such as vectors, matrices, systems of linear and non-linear equations, sequences and series. The second portion of the course introduces students to the major themes of calculus, specifically the limit, the derivative, and the definite integral. This segment is designed to prepare students for a traditional college calculus course.

MA 51: AP Statistics (Advanced Placement; two semesters) The goal of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. Students will be exposed to four main conceptual ideas: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. (MA 45-46 is a prerequisite; Advanced Placement Exam administered in mid-May is required; can be taken concurrently with another mathematics course (including MA 47-48) with department approval.)

MA 55: AB-Calculus (Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and to economics, physical sciences, and life-sciences. (MA 47-48 is the usual prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 57: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB- Calculus not already covered in MA 48, topics include limit theory, continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47-48 or MA 55-56 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 67: Linear Algebra (two semesters) This course will present the basic concepts of linear algebra. The course will cover both computational methods and more abstract concepts related to linear algebra. Topics will include systems of linear equations, vectors and matrices, vector spaces, determinants, eigenvalues and eigenvectors, linear transformations, and applications.

CS 43 Advanced Placement Computer Science Principles (Advanced Placement; two semesters) AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cyber security, and impacts of computing that affect different populations. Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. The course will involve both individual and collaborative projects. The course is open to all students; no prior programming experience is required. The course can be taken before

(preferred), after or concurrent with CS 51F, or CS 51S. The first AP examination will not be administered until May 2017. Underclassmen taking the course in 2015-16 academic year will have the option to take the AP examination the follow year.

CS 51 (F/S) Advanced Placement Computer Science A (FALL or SPRING; MAJOR course) This semester-long course in algorithms, object-oriented programming, and data structures is guided by the course description of the College Board's A-level Advanced Placement exam in Computer Science. The course covers Java language syntax and style, classes and interfaces, lists and iterators. It will also cover the concepts of object-oriented programming, relating them to Java classes, fields, and methods. Prerequisite for the course is completion of CS 21 and with teacher recommendation. Students with prior programming experience can enter the course without taking CS 21 with teacher approval.

#### **NOTES:**

1. The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business will need to study mathematics in all four years.
2. Placement in courses will be determined by the department's recommendation. Exceptions require written permission of the department chair and the current teacher.
3. Students who have completed precalculus (MA45-46 or 47-48) are advised to take the Math Level II SAT II Test. Those who are only halfway through precalculus or at the end of Algebra II or Statistics are advised to take the Math Level I SAT II Test. Those who have not completed Algebra II are not fully prepared for either test.
4. Very strong students of Algebra I who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the tenth grade with the approval of the Advisor, the Department Chair, and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II trying to accelerate a full year in the mathematics program.
5. Students enrolled in any of the following upper-level courses may not discontinue these year-long commitments at semester break in January: MA 41-42, MA 45-46, MA 47-48, MA 51-52, MA 55-56, MA 57-58, MA 61-62, and MA 65-66.
6. Students will be required to have a graphing calculator throughout the mathematics program. (They will be required to use an advanced scientific graphing calculator—the TI-84+ is the model most often used by the classroom teacher.) Computer software packages in spreadsheets, graphing programs, and statistics programs will also be woven into the program's curriculum.

# HISTORY and SOCIAL STUDIES DEPARTMENT

## HS 13: Global & U.S. Citizenship

### AMERICAN CITIZENSHIP

Half of the freshman year history program, this one-semester course focuses on the U.S. Constitution and the rights and responsibilities of American citizenship. A core textbook, novels, movies and current events will illuminate these themes. Students will engage in a semester-long writing project exploring a public issue of their choosing. (Normally in the 9<sup>th</sup> grade.)

### GLOBAL CITIZENSHIP

The other half of the freshman-year history program, this one-semester course uses the Facing History and Ourselves curriculum as a lens to evaluate historical events such as the Holocaust, the reign of the Khmer Rouge in Cambodia, and the genocide in Rwanda. Students will explore the political and social developments that permit such tragedies as well as their own values as citizens of the world. Through this course, student will be exposed to geography and non-Western cultures. (Normally in the 9<sup>th</sup> grade.)

HS 23: AP Modern European History (Advanced Placement: two semesters) This Advanced Placement course is a study of the social, economic, cultural, intellectual, political, and diplomatic history of modern Europe, and Europe's place in the history of the world from the fall of Constantinople to the fall of the Berlin wall and the Soviet Union. The course will be taught at a level and rigor equivalent to that required of students in a college freshman or sophomore Modern European History course. Students will develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450 (the high Renaissance) to the present. Students develop the ability to analyze historical evidence and express understanding and analysis in writing. The course will prepare students for the College Board Advanced Placement examination in European History. Juniors and seniors are eligible for this course with permission of the History Department. Students are required to take the A.P. exam.

HS 25A: History of the Ancient World (two semesters) This course takes a comparative approach to studying the great civilizations from the Mediterranean, Africa, Asia and the Americas, beginning with Mesopotamia and concluding with the fall of the Roman Empire and the Middle Ages. Important themes common to all cultures will include the development of government and bureaucracies, trade and commerce, and art and architecture. The evolution of philosophy and religions will also be a major theme throughout the course as students will study not only the major monotheistic religions of Judaism, Christianity and Islam, but also will be introduced to Hinduism, Buddhism, Confucianism, Daoism and Zoroastrianism.

HS 25M: History of the Modern World (two semesters) This history course views the forces that ultimately led to a more connected world and the conflicts and advances that resulted. The course opens by looking at the major monotheistic religions of Judaism, Christianity and Islam before beginning a chronological journey from the European Renaissance to the rise of the Soviet Union. Key topics will include the developments in science and philosophy, revolutions, exploration, imperialism and both world wars.

HS 27: AP World History (Advanced Placement; two semesters) The Advanced Placement World History course presents a very detailed account of human history. The course's main purpose is to develop a greater understanding of the evolution of global social, political, and economic processes by studying the growth and interaction of various human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. The content of this course will prepare you for the College Board Advanced Placement national exam in May that determines eligibility for college credit. Students are required to take the A.P. exam.

HS 31: United States History (two semesters) This chronological survey focuses on significant political, social, and economic developments in the nation's history. We start with examination of pre-Columbian civilizations and end with President Nixon's resignation, concentrating on the growth of our diverse population, the evolution of the US political system, the rise of the US economy,

cultural change, and interactions with the rest of the world. Students work from primary and secondary sources, write position papers and analytical essays, and research and write a 10-to-15-page thesis. (Prerequisite: two semesters of history; 11<sup>th</sup> or 12<sup>th</sup> grades.)

HS 33: AP United States History (Advanced Placement; two semesters) AP U.S. History students will undertake an intensive study of United States history. The syllabus emphasizes the content required to excel on the AP examination as well as the skills needed to write effective DBQ (document-based question) and free-response essays. Students work with primary source documents and analytical material in examination of the political, economic, constitutional and social history of the United States. Students are required to take the AP exam in May and to write a major research paper at least 15 pages long. (Departmental approval is required; 11<sup>th</sup> or 12<sup>th</sup> grades.)

AS 31: American Studies (two semesters; double credit) What do American literature and history have in common? Both offer a narrative of human lives. This offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: 2 semesters of history.)

All remaining History Department courses have the prerequisite of U.S. History, and are generally limited to one section.

HS 37: Post-War America (FALL; half credit) "From Yalta to Megatrends" - This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the '80's under President Reagan and conclude by speculating about the future. A focus of the course will be comparing the 50s to the 60s and discussing which decade best fulfills the ideals that America professes. (Normally in the 12<sup>th</sup> grade.)

HS39: Women's Studies (SPRING; half credit) Women's Studies is a semester long course for 11th and 12th grade students designed to introduce students to selected topics within the field of women's studies. It is not a comprehensive course, but rather one that discusses selected topics, with a focus particularly on American women. Unlike other courses offered at Governor's, this is designed as a collaboratively taught college style seminar, with a similar workload to a traditional course, but only meeting twice a week. One of these sessions will be an evening session on Mondays from 6pm until 8pm, when guest speakers will introduce a new topic to the class for that week.

HS 44: African History (SPRING; half credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism, and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (Normally in the 12<sup>th</sup> grade.)

HS 49: Supreme Court, Constitution & Current Issues (FALL; half credit) This course will investigate the historical background to the framing of the United States Constitution and engage in an in-depth analysis of the document itself. The course will then examine the role of the Supreme Court in interpreting the Constitution and making public policy. Landmark cases like *Marbury v Madison*, *Plessey v Ferguson*, *Lochner v New York*, *Brown v Board of Education*, *Sullivan v New York* and *Roe v Wade* will be examined. (Normally in the 12<sup>th</sup> grade.)

HS 50: Civil Rights, Civil Liberties & The Constitution (SPRING; half credit) This course will examine civil liberties and civil rights in the United States through a study of Supreme Court constitutional decisions. A range of topics including, freedom of expression, religious freedom, rights of the criminally accused, right to privacy, the right to keep and bear arms and racial equality will be discussed. The class will demonstrate how political and social forces-not just legal factors-influence the development of the law. (Normally in the 12<sup>th</sup> grade.)

HS 51: Microeconomics (FALL; half credit) Concepts in this course will include the behavior of consumers and producers and decisions facing individuals and firms. To illuminate these concepts, students will pursue a traditional introduction to concepts such as the laws of supply and demand, opportunity cost, the marginal principle, the principle of diminishing returns and the principle of voluntary



exchange. Additionally, students will consider the evolution of man's economic behavior and the theories that have risen to describe that behavior. Current events will provide opportunities for practical application of course material. Students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, efficiency, income distribution and wealth disparities. Depending on student interest, an independent study may be offered concurrently to expand on this introductory course and prepare students to succeed on the AP Microeconomics examination. Participation in such an independent study would be with permission of the department. (Normally in the 12<sup>th</sup> grade.)

HS 52: Macroeconomics (SPRING; half-credit) Concepts in this course will include growth and production, inflation, employment, financial markets, monetary and fiscal policy, aggregate supply and demand, the national and international economy. Concurrently, students will consider the welter of statistics used to describe and predict economic fluctuations. A stock market project and discussion of current events will provide opportunities for practical application of course material. As in the fall, students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, economic growth, income distribution and wealth disparities. (Normally in the 12<sup>th</sup> grade.)

HS 67: AP Psychology (Advanced Placement; two semesters) The Advanced Placement course in psychology presents the student with a rigorous examination of the scientific nature of the discipline and the research methodology that directs the study of human and animal behavior and mental processes. Students will also gain an understanding of the ethical considerations that guide psychologists and their practices. In addition to examining the science of psychology and the various theoretical approaches that are used, a major focus will be the subfields that exist within psychology. Some of these areas include the psychology of learning, cognition, developmental psychology, social psychology, personality theory, physiological psychology, psychopathology and diagnosis and treatment of specific disorders. The class will be taught as a college level course and thus expectations will be commensurate with those of students who possess advanced skills in writing and critical thinking. Students are required to take the AP exam in May. (Department approval required; normally in the 12<sup>th</sup> grade.)



# FOREIGN LANGUAGE DEPARTMENT

## FRENCH

FR 11: French I (two semesters) First-year French is for students who have had little or no exposure to French. Taught with a thematic and communicative approach, this course encourages students' learning vocabulary in context while acquiring basic patterns of the language. Daily emphasis on conversation is enhanced by technological auditory resources, encouraging the development of aural-oral skills. Students will develop their knowledge of the geography, cultures and lifestyles of the French-speaking world through exposure to visual and literary works.

FR 21: French II (two semesters) Second-year French continues and extends the goals of first-year French, broadening students' grammatical base, increasing vocabulary acquisition and circumlocution skills, and continuing to present culture through cultural comparison and other means, including visual and print. While the four major language skills (speaking, listening, reading, writing) are stressed, special attention is paid to cultivating students' self-confidence in initiating use of the language. As before, students work both independently and collaboratively. Course work is conducted principally in French.

FR 31: French III (two semesters) In third-year French, students learn the rest of the major verb tenses and grammatical concepts. All skills scaffolded during the first two years are built upon: vocabulary acquisition, circumlocution, oral and written self-expression, reading comprehension. At this level, students are asked to think critically about social and global issues and exchange views about topics of international interest and concern. Sources include print, audio, and visual media. Course work is conducted in French.

FR 33: Honors French III (two semesters) Students continue the study grammatical concepts through a thematic approach, increasing vocabulary while continuing to develop reading, writing, speaking, and listening skills. The communicative approach encourages students to use their language skills more actively and at a more sophisticated level in both written and spoken French. Through increased vocabulary and cultural awareness, students are able to engage in discussion of global issues in the Francophone world. Course work is conducted entirely in French.

*Prerequisite: French 21. Placement at the honors level is at the discretion of the instructor and the department head.*

FR 41: French IV (two semesters) Emphasis in this course is placed on an intensive review of grammar and intense vocabulary building. At this level, students immerse themselves in French and are encouraged to express their opinions, attitudes and arguments on an infinite range of topics. A wide range of print, audio, and visual materials are used to prompt thinking on global and cross-cultural issues. Course work is conducted in French.

FR 43: Honors French IV (two semesters) This French immersion course is for students with a high level of competency in written and spoken French, and who are interested in discussing global and social themes in depth. In this pre-AP course, students will continue to grow their vocabulary base while undertaking themes such as the environment, technology, human rights, tolerance, and the psychology of decision making. Each unit features parallel grammatical study. Students will research and discuss current events in the Francophone world through literature, podcasts and articles, and will maintain a class blog. At the end of this course students are well prepared to enter the FR 53 AP course or take the (optional) SAT II test in French..

*Prerequisite: French 33 honors. Admission to this course is at the discretion of the instructor and the department head.*

FR 51: French V (two semesters) The description for this course is the same as that for FR 41. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

FR 53: AP French V (Advanced Placement; two semesters) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in French Language and Culture. An intensive review of grammar, vocabulary and multimedia authentic sources is conducted. Advanced composition and conversation skills are stressed. Once enrolled in this course, students

are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

FR 91: French Independent Study (two semesters, MINOR course) This individualized tutorial is available to motivated students with strong language proficiency and needs approval of both the instructor and the department, along with the Academic Dean. This option requires planning and written consent from the current Foreign Language Department instructor at the time of registration. (This course is not open to native speakers.)

## GERMAN

GR 11: German I (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on daily conversation. Some elementary readings are introduced. Most course work is conducted in German, and multi-media materials are utilized, including online German newspapers, to enrich classroom instruction.

GR 21: German II (two semesters) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident active command of the language as well. Readings serve to introduce students to more idiomatic expressions. Much course work is conducted in German and online news sources as well as You Tube videos are utilized to supplement and enrich classroom instruction.

GR 31: German III (two semesters) This course emphasizes communication skills as well as mastery of basic grammar. Students also broaden their horizons with respect to German civilization, history, and literature as well. Course work is conducted primarily in German and online resources enrich classroom instruction. During the second semester, students participate in the Mount Holyoke German Theater Festival, choosing a play, story or movie that they would like to perform. They then write a script in German, memorize lines and create costumes, scenery and props for the mid-April performance.

GR 33: Honors German III (two semesters) Honors German III is intended for highly motivated students who are ready to begin an intensive reading, writing and speaking program in a faster-paced and more challenging environment. Students begin reading short stories by contemporary authors, progress to popular plays and finish with a short novel. A challenging writing program parallels the reading curriculum beginning with journaling and graduating to weekly themes. Rewriting at this level challenges students to digest/use much of the grammar they have learned in previous years. Class work will be conducted in German and will invite students to make weekly presentations in the target language and to engage in daily conversations about topical themes, thereby strengthening and broadening their vocabulary. During the second semester, students also participate in the Mount Holyoke German Theater Festival. They choose a play, story or movie that they would like to perform. They then write a script in German, memorize lines and create costumes, scenery and props for the mid-April performance.

GR 41: German IV (two semesters) This course builds upon work done in German Three and offers a comprehensive review of grammar, regular writing assignments, and regular discussions about current events in the European Union. Strong course performance helps prepare the student for the (optional) German Language SAT II test. Course work is conducted in German and multi-media materials are utilized to enrich classroom instruction. During the second semester, students participate in the Mount Holyoke German Theater Festival. They choose a play, story or movie that they would like to perform. They then write a script in German, memorize lines and create costumes, scenery and props for the mid-April performance.

GR 43: Honors German IV (two semesters) Honors German IV is designed for highly motivated students who are ready to continue an intensive reading, writing and speaking program in a faster-paced and more challenging environment. Students continue to read short stories by contemporary authors, as well as popular plays. They also read a longer novel. A challenging writing program parallels the reading curriculum with journaling, weekly themes and a longer paper connected with literature, history, or culture. Class work is

conducted in German and invites students to make periodic presentations in the target language and to engage in daily conversations about topical themes. Strong course performance helps prepare the student for the (optional) German Language SAT II test. During the second semester, students participate in the Mount Holyoke German Theater Festival. They choose a play, story or movie that they would like to perform. They then write a script in German, memorize lines and create costumes, scenery and props for the mid-April performance.

GR 51: German V (two semesters) Students in this course generally join GR 55 and participate fully in its curriculum without taking the AP Examination.

GR 55: AP German (two semesters) This course prepares students for the Advanced Placement German Language and Culture Examination. Intensive reading, writing, and speaking segments highlight AP classes. Familiarization with the format of the exams as well as focused test-taking strategies and frequent practice sessions are also key elements of the course. Instruction is both rigorous and intensive by design for serious and motivated German students.

During the second semester, students participate in the Mount Holyoke German Theater Festival. They choose a play, story or movie that they would like to perform. They then write a script in German, memorize lines and create costumes, scenery and props for the mid-April performance.

GR 91: German Independent Study (two semesters; MINOR course) This individualized tutorial is available to motivated students with proven language proficiency, only with instructor recommendation and departmental approval. This option requires planning with and written consent from the current Foreign Language Department instructor at the time of registration.

## LATIN

LT 11: Latin I (two semesters) This course uses the vibrant Ecce Romani I text to investigate basic vocabulary, forms, grammar, translation, and reading comprehension. Each chapter features a challenging and fun Latin story that follows events in the life of the Cornelius family. These readings present the key concepts of each chapter and also provide the fundamental components of learning the Latin language. The text also offers English readings that examine Roman culture and history, mythology, and the influence Roman civilization has on our own. Students take the Level I National Latin Exam.

LT 21: Latin II (two semesters) The Ecce Romani II text follows the pattern established in Latin I by providing interesting and more complex chapter readings as the Cornelius family engages in life at Rome. After a rapid review of Latin I material, students encounter vocabulary, forms, grammar, translation, and reading comprehension that become more intricate from one chapter to the next. In addition, English readings ask students to consider deeper cultural and historical topics. Students take the Level II National Latin Exam.

LT 31: Latin III (two semesters) This course uses the Ecce Romani III text to focus on authentic Latin readings about some of the exciting events and interesting personalities from the First Centuries B.C. and A.D. In the early chapters, students review previously learned Latin forms and grammar and study the final topics of Latin grammar in subsequent chapters. The thought-provoking readings in each chapter by authors such as Eutropius, Asconius, Cicero, and Augustus are geared to help students improve their translation skills as well as invite discussion of literary and cultural themes. An introduction to Latin poetry (possible authors include Catullus, Vergil, and Ovid) is included in the second semester. Students take the Level III National Latin Exam. Strong course performance helps prepare students for the (optional) June Latin SAT Latin subject test and possibly selection to take Advanced Placement Latin IV.

LT 41: Latin IV (two semesters) In this course students read authentic Latin literature as they strengthen their knowledge of Latin vocabulary, grammar, and translation. The focus of this course is literary and follows the challenging and appealing Advanced Placement syllabus: the poetry of Vergil's Aeneid and the prose of Caesar's De Bello Gallico. If there is no interest in the AP syllabus in a given year, the writings of other authors are also an option. Students study the elements of Latin literature and Roman culture in depth and react to the issues that arise in both class discussion and formal essay writing. Students take the Level IV National Latin Exam, and strong performance helps prepare them for the (optional) SAT Latin subject test. (With teacher approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the AP designation added to their transcripts and will be *required* to take the AP exam.)

LT 51: Latin V (two semesters) The description for this course is the similar to that of LT 41-42. The course readings, however, would be altered to fit the needs of both fourth and fifth year students (since this is a combined course). Students take the Level V National Latin Exam. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the AP designation added to their transcripts and will be *required* to take the AP exam.)

LT 91: Latin Independent Study (two semesters; MINOR course) This individualized tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration is required.

## SPANISH

SP 11: Spanish I (two semesters) This course introduces fundamental Spanish oral and written communication skills. Students will build a foundation of basic grammatical structures necessary to communicate while gaining an awareness of Hispanic civilizations and cultures. Most course work is conducted in Spanish with the goal of practicing and acquiring vocabulary on a variety of topics. Students will read a short novel in Spanish each semester. Spanish 11 is appropriate for students with no previous study of the Spanish language or for those students whose testing indicates they are not prepared for Spanish 21. After completing this course, students will be recommended to continue on to SP 21.

SP 15: Practical Applications in Spanish I (two semesters) This course is similar to SP 11 but presents Spanish language mastery instruction primarily from a communicative approach. Most course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. (Note: This is not an elective course.)

SP 21: Spanish II (two semesters) This course reviews and extends the goals of first year Spanish. Most course work is conducted in Spanish. Studies focus on the past tense and increasing overall vocabulary and grammar. Student assignments include grammar and vocabulary practice, reading a book each semester, Spanish videos, listening comprehension, and multiple spoken activities and assignments. After completing the course, students will be recommended to continue on to SP 31 or SP 33.

SP 25 & SP 35: Practical Applications in Spanish II & III (two semesters) The Practical Applications in Spanish combined levels II and III course continues develop the fundamentals of Spanish grammar and vocabulary via a multimodal approach. Lessons emphasize the development of speaking, listening, reading, and writing skills by studying and discussing grammar skills and short reading selections. This course requires active participation in instructor-coordinated multimedia and online activities as a mandatory component. Content of these assignments includes spelling, grammar and sentence building activities. Students are also required to complete regular listening comprehension and writing assignments on the class website. Admission to PAS courses is determined by the Academic Dean.

SP 31: Spanish III (two semesters) This course builds on the vocabulary, grammar, syntax, and pronunciation of Spanish 11 and 21 with emphasis on communicating at a more advanced level of proficiency. Students will read a Spanish novel each semester as well as shorter readings from Hispanic authors. Students are expected to speak Spanish in class as they discuss current events, present information on a variety of topics, review nightly assignments, and share their perspectives. Frequent presentations, essays, quizzes, and larger tests will assess students' progress towards these goals. This course is conducted in Spanish. After completing this course, students will be recommended to Spanish 41.

SP 33: Honors Spanish III (two semesters) Honors Spanish III is a more intense and demanding version of SP 31-32, as it introduces students to the rigors of the honors track culminating in the AP Spanish exam in Language and Culture, and the AP Spanish exam in Literature and Culture. Students use authentic literature as a basis for writing analytically. Intense study of grammar and vocabulary is undertaken, and course work is conducted in Spanish. Multi-media materials, including video clips, podcasts, current print media and more, pique interest in the Hispanic world and enhance student engagement and learning. This course prepares students for Honors Spanish IV.

SP 41: Spanish IV (two semesters) This course reviews and extends the goals of third year Spanish while also focusing on relevant, real-world Spanish communication. The class is conducted in Spanish and students are expected to speak in Spanish during class. Major grammar concepts are reviewed through units on current events, world issues, and other relevant topics. Student assessments include debates, essays, multi-media presentations, video projects, and other large scale projects. The year culminates in a large research project and presentation that all students complete in place of a final exam. After completing the course, students may choose to continue on to SP 51.

SP 43: Honors Spanish IV (two semesters) This course reviews and extends the goals of Spanish III Honors. Conducted in Spanish, students will develop all linguistic skills, with an in-class focus on oral skills. The course utilizes custom designed screencasts to help students develop mastery of advanced grammar concepts. Students will be assigned readings that expand upon relevant themes of particular importance to the Spanish speaking world, including short stories and poems of some of the finest Spanish language authors and poets. As this a preparatory class for AP Spanish Language, students will be introduced to the themes and format of the AP Spanish Language Exam.

SP 51: Spanish V (two semesters) Spanish V is the culminating course in the standard track. By this level, students are polishing the life skills of reading, writing, listening, and speaking that were introduced and practiced in earlier years. A major review of sophisticated grammar (such as subjunctive, conditional sentences, and object pronouns) is undertaken. As before, classic literature and current,

culture-based multi-media materials serve as a foundation for analysis, cultural comparison, discussion, and writing. Students may investigate culture through individual research projects designed to enhance their understand of the Hispanic world around them.

SP 53: AP Spanish V (Advanced Placement; two semesters) This course will help students develop all linguistic skills (reading, writing, listening, and speaking) assessed on the AP Spanish Language Exam. The course is conducted in Spanish, with an in-class concentration on oral skills development. Students will expand their knowledge and understanding of the six themes (personal and public identities, contemporary life, family and community, beauty and esthetics, science and technology, and global challenges) of the AP Spanish Language Exam. All students will be required to take the exam at the end of the year.

SP55: AP Spanish Literature (Advanced Placement, two semesters). This course represents the culmination of a student's study of Spanish at The Academy. A challenging course of study, it requires students to investigate representative examples of a wide variety of genres, including poetry, short stories, and plays, as well as interpret works in both modern and archaic language. Cultural aspects of Spanish language are also highlighted. At the end of the school year, students will sit for the AP Exam in Spanish Literature and Culture.

SP 91: Spanish Independent Study (two semesters; MINOR course): This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation, departmental approval, and approval from the Academic Dean. This option requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

## CHINESE

CH 11: Mandarin Chinese (two semesters) Chinese I is an introductory course intended for students who have little or no knowledge of the Chinese language. Throughout the course, students will establish a solid foundation in the areas that are essential to the Chinese language. Students learn to pronounce and write Pinyin (the Chinese phonetic system) and its intonations, read and write Chinese characters, understand the basic structure of Chinese sentences and grammar, construct simple conversations, and experience Chinese culture first hand through celebrations of different festivals and customs. Students will be able to listen, speak, read and write in various basic daily conversational topics by the end of the course.

CH 21: Mandarin Chinese II (two semesters) Chinese II builds on the foundation established in Chinese I. Students develop further fluency in Chinese characters, Pinyin, sentence structure and grammar. Vocabulary and complex grammar will be introduced to enable the students to express facts, situations and ideas correctly. The students will learn to communicate with certain social expressions and conventions of language and gesture. Short compositions with both dialogue and narrative will start this year as routine writing assignments. Students will continue to explore Chinese festivals and customs. By the end of the course, students will be able to listen, speak, read and write on a greater variety of conversational topics.

CH 31: Mandarin Chinese III (two semesters) Chinese III aligns itself more closely to the National Language Standards and focuses more on the five standards (5Cs) of the Chinese language: communication, culture, connections, comparisons, and community. Students become more hands on with their learning this year. Throughout the year, students will work on a few projects to demonstrate their language acquisition in the areas of reading, writing, speaking and listening based on the platform of the 5Cs. Students will also start to explore and become aware of the rhythmical differences between English writing and Chinese writing to help develop a more fluid style of written Chinese

CH 41: Mandarin Chinese IV (two semesters) Chinese IV builds on the cumulative language knowledge acquired over the prior three years of the study in the Chinese language. The course will continue to build on the grammar, sentence structures and vocabulary and further develop listening, speaking, reading and writing skills. It will also delve deeper into the study of language and culture through greater use of media such as music/songs, movies/TV, and through practical use of classic Chinese idioms. Chinese IV will cover more aspects of Chinese daily life, culture and history.

CH51 Mandarin Chinese V (two semesters) Chinese V is a fast moving course which immerses the student more deeply in Chinese language and culture. The course expects students to be independent in previewing and reviewing materials for the class, to be resourceful in finding relative linguistic and cultural information, and to actively seek opportunities outside of the class to improve the language skills. Active participation is a must for students entering this course. Weekly writing assignments on various topics will be given. Through the course, students hone their language skills as well as gain an acute awareness and broad knowledge of Chinese culture.

CH 55: AP Mandarin Chinese (two semesters) AP Chinese language and culture is a full year program aiming to cover materials that are equivalent to that of the 2<sup>nd</sup> year or the 4<sup>th</sup> semester of college level Chinese course. The goal of AP Chinese course is to prepare students well for the Chinese AP exam on the platform of the 5 standards (communication, culture, connections, comparisons and communities). In order to do so, the students will intensely practice and develop their proficiencies in the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills). The students will work in depth in the following topics: geography, family, festivals, arts, literature, famous people, daily life, economics, education and entertainment

NOTES:

1. Native Speakers: Those native speakers who need co-validation for their government/school must take an advanced level examination. Upon successful completion, credit will be granted by the Department.
2. Students must take three consecutive levels (years) of the same foreign language to fulfill the The Governor's Academy graduation requirement. Those students considering selective colleges should plan to take at least four years of one foreign language. Such institutions are impressed by students who take the full sequence of one language.
3. Capable foreign language students are encouraged to begin an additional foreign language at The Governor's Academy while continuing advanced study of the first foreign language.
4. Foreign language students at The Governor's Academy have a number of enrichment opportunities which include trips abroad, language club outings, audio/video and cultural presentations, and extensive Internet access to foreign language periodicals, newspapers and Web pages.



# SCIENCE DEPARTMENT

SC 11: Freshman Biology (two semesters; required of all 9<sup>th</sup> graders.) All freshmen take this one-year introductory course that explores the fields, marshes and woods surrounding our campus, experiencing a naturalist's approach to the study of biology, as well as topics including ecology, cells, molecular and evolutionary genetics and the diversity of life. The course also introduces students to basic laboratory skills, report writing and the use of technology in the laboratory, background necessary to the further study of science. It is inquiry-based, with many experiential and hands-on activities. (No prerequisite.)

SC 10: Life Skills (one semester; one-quarter credit; required of all 10<sup>th</sup> graders) The focus of this course will be toward the acquisition of health knowledge and decision-making skills which will encourage students to promote wellness, avoid injury, and prevent disease. In learning to appreciate one's role in the health and well-being of self, family, and community, students should acquire lifelong healthy habits and practices.

SC 23: Honors Biology (two semesters) A demanding introductory course for the student who is willing and able to engage in an intensive study of biology at an accelerated pace. The course emphasizes the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: Successful completion of one year of chemistry, and permission of the department.)

SC 27: AP Biology (Advanced Placement; two semesters) This course is designed to prepare students for the College Board Advanced Placement exam in biology. The course covers the material expected in a first- year college-level introductory biology course, and all students are required to take the AP Biology exam in May. This course meets for one additional laboratory period, compared to a standard Academy science course. (Prerequisite: Successful completion of one year of chemistry, and permission of the department.)

SC 31: Chemistry (two semesters; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades) A general introduction to chemical theory and laboratory practices. Students in this course will gain an understanding of atomic structure and theory, chemical equations and reactions, stoichiometry, thermochemistry, solutions and gas laws. There is a laboratory period every week. In the lab, students will gain an understanding of proper lab practice, use of equipment, and chemicals.

SC 33: Honors Chemistry (two semesters) A demanding introductory course for students with strong aptitudes and a strong interest in science. This course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of Chemistry. (Prerequisite: successful completion of Algebra I with honors-level achievement, and permission of the department.)

SC 35: Applied Chemistry (two semesters; 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades) In this laboratory course, students will learn basic chemical principles through investigation of chemistry's impact on society. Environmental issues currently confronting our society and the world will serve as a basis for introducing the chemistry needed to understand them. Students will explore how chemical concepts apply to their daily lives and the world around them. The course uses the American Chemical Society text, Chemistry in the Community.

SC 39: AP Chemistry (Advanced Placement; two semesters, 11<sup>th</sup> and 12<sup>th</sup> grades) This course is designed to prepare students for the College Board Advanced Placement exam in Chemistry. It is a second-year, two-semester laboratory course in chemistry which further develops and expands on the concepts presented in the first year of chemistry, covering the material expected in a first-year college-level introductory chemistry course. All students are required to take the AP Chemistry exam in May. Students should have mastery of the following topics before starting this course: measurement, units, significant figures stoichiometry, history of atomic theory and the periodic table, empirical gas laws, calorimetry and heat, VSEPR and molecular geometry, intramolecular and intermolecular bonding. (Prerequisite: recommendation from the first year chemistry teacher, approval of the course instructor, and completion of Algebra II with a grade of C or better.)

SC 41: Physics (two semesters) This course is designed for the student who is not likely to major in science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. The focus of this class is on mechanics, dynamics and energy. Some astronomy, waves and electrostatics are also discussed. At the completion of the course, the student should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Prerequisite: Algebra II completed or studied concurrently, and permission of the department)

SC43: Honors Physics (two semesters) This course is designed for the student who probably won't major in science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. The focus of this class is on mechanics, dynamics and energy. Some astronomy, waves and electrostatics are also discussed. At the completion of the course, the student should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Prerequisite: Algebra II, completed or studied concurrently and permission of the department)

SC 45: Conceptual Physics (two semesters) Conceptual Physics is a laboratory course that builds understanding of concepts before computation. Physical phenomena are experienced in the laboratory then extensively analyzed and explained. Graphical and algebraic relationships are then introduced as guides to thinking. Finally, physics problems are solved as a way of verifying and extending students' understanding of concepts. The course deals with mechanics, kinematics, wave theory and other topics. The text for the course is Conceptual Physics by Hewitt. Extensive use is made of StarLogo TNG a graphical programming language that allows students to build physically sound simulations and games in a realistic 3D virtual world. (Prerequisite: Algebra II completed or studied concurrently.)

SC 77: AP Physics 1 (Advanced Placement, two semesters). AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning (including a significant laboratory component), students will develop scientific critical thinking and reasoning skills. This course is a prerequisite for AP Physics 2 and AP Physics C, so any students wishing to take AP Physics 2 or AP Physics C should first take AP Physics 1. Students are not required to take the second course (although they can). (Prerequisite: successful completion of Algebra II with honors-level (B or better) achievement, and permission of the department.)

SC 79: AP Physics 2 (Advanced Placement; two semesters). AP Physics 2 is a second-year, algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning (including a significant laboratory component), students will develop scientific critical thinking and reasoning skills. (Prerequisite: successful completion of Honors Physics or AP Physics 1 with honors level achievement (B or better); successful completion of Algebra II with honors level achievement (B or better), and permission of the department.)

SC 57: Human Anatomy and Physiology (two semesters, 11<sup>th</sup> and 12<sup>th</sup> grades) This course covers the fundamentals of human anatomy and physiology. Units of study include cell chemistry and structure, tissues and organ systems including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, reproductive and sensory systems. Students should finish the course with a strong introductory understanding of the structure and function of the human body. (Prerequisite: one year each of biology and chemistry.)

SC 59: Marine Studies (two semesters; 11<sup>th</sup> or 12<sup>th</sup> grades) This course covers the basic physical and biological principles of marine and estuarine ecosystems. Understanding the concepts of ecology, such as the relationships between organisms and the flow of energy and nutrients, viewed through the lens of evolution allows a structure for discussions of many of the pressing environmental issues

that we face today. Emphasis is placed on field work with a 2-1/2 hour block each week set aside for field trips and independent projects in local habitats and for group and independent projects in the classroom. (Prerequisite: one year of biology and one year of physics or chemistry completed or studied concurrently.)

SC 64S: Forensics (SPRING; half credit) This course is multidisciplinary (biology, chemistry, physics and crime science investigation). Topics that will be addressed may include but are not limited to: genetics, toxicology, entomology, ballistics, pathology, computer forensics, fire debris and trace evidence. It will focus on forensic science concepts such as DNA analysis and blood typing; as well as fingerprinting; handwriting analysis; hair and fiber analysis; toxins; identification and analysis of crime scene evidence; and the law. Case studies and current events will be explored. (Prerequisite: one year of biology and one year of chemistry or physics.)

SC 65: AP Environmental Science: (Advanced Placement; two semesters) This course is designed to prepare students for the College Board Advanced Placement exam in environmental science. The course covers the material expected in a first-year college-level introductory environmental science course, and all students are required to take the College Board Advanced Placement exam in Environmental Science in May. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. (Prerequisite: Successful completion of one year each of biology and chemistry, and permission of the department.)

SC 67F: Neuroscience (FALL; half credit) In this course students will explore how the human nervous system controls so many diverse aspects of our lives! After gaining an understanding of the anatomy of the nervous system and the special functions of cells in the nervous system, we will explore the neuronal control of a number of human behaviors. Topics that will be addressed may include but are not limited to: sleep and dreaming, language, emotion, motor function, touch, vision, and memory. Case studies and current events will be explored. Objectives of the course will include improving critical thinking skills and learning about ethical considerations in medical research. (Prerequisite: one year each of biology and chemistry.)

SC 71F: Bioethics: (FALL; half credit) The term *bioethics* is derived from the Greek *bio*, meaning life, and *ethos*, meaning behavior. This course will explore current advances in medicine and biology that provoke significant debate about ethical choices and responsibility. Possible discussion topics include euthanasia, health care rationing, stem cell research, organ donation and abortion. Students will be required to research and report on topics of their own choosing. A good portion of the grade will be based on a variety of written assessments, including a research paper. The final exam will be a staged health care symposium. This one-semester elective is open primarily to juniors and seniors; sophomores may petition for the course.

SC72F/72S Honors Biosystems: (FALL or/and SPRING; half credit) This is a one-semester course that can be taken in the fall, or the spring, or both. Different teaching modules and topics will be presented in each of the two semesters, and the labs and projects undertaken will not be the same. Numerous lab techniques and experimentation, hands-on activities, and three-dimensional models will be employed. Use of international data banks and current primary sources will be utilized. This is a project-based course to teach traditional academic and new disciplines, as well as skills, character, and metacognition. Students should be self-directed, motivated learners and creative thinkers, with demonstrable collaborative skills. Students should have had a previous Biology course, be recommended by his/her current science teacher, and have permission from the science department. This course will be an HONORS level course.

NOTES:

1. All students, especially those contemplating studying science, engineering or medicine in college should include biology, chemistry, and physics in their programs; because of the varying requirements among colleges, it is best for a student to consult with his or her science teacher before registering for a SAT Subject Test
2. Students who intend to apply to college programs in science, engineering or pre-med are strongly advised to take AP chemistry, AP biology, or AP physics if qualified.
3. In all cases, students should follow the recommendations of the Science Department. Any deviation from these recommendations must be approved by the chair of the science department.

# FINE ARTS DEPARTMENT

FA 11-12: Introduction to Fine Arts (IFA) (one semester; MINOR course; .25 credit) All 9<sup>th</sup> graders are required to take IFA, which allows them to discover the wide array of arts offerings available on campus. Students rotate through a new discipline with a new teacher every 4 weeks, exploring music, technical theater, video and film, photography, ceramics, drama, and studio art.

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## NOTE:

The remaining offerings, except for performing groups and Public Presentation Skills, are NOT open to 9<sup>th</sup> graders.

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## VISUAL ARTS

VA 25: Architecture (FALL; half credit) Architecture is a full-semester course with each student displaying his or her final project to the community. The first quarter is spent learning the principles of perspective, spatial concepts and basic architectural design. During the second quarter each student will demonstrate his or her knowledge of architecture by designing a structure with a floor plan and elevation design, and by creating a 3-D model of a structure. A lab fee of \$30.00 is required.

VA 26F/26S: Film (FALL or SPRING; half credit) This is a full-semester upper class course with each student displaying his or her final project to the community. The first quarter is spent studying films and learning the principles of film making techniques (i.e., camera operation, editing, directing and acting). During the second quarter each student will demonstrate his or her knowledge of film making by working on several separate film projects as part of a film crew. Each student will be required to direct at least one film.

VA29S Architecture II (SPRING; half credit) This full-semester course focuses on creating structures and environments by using a variety of CAD (Computer Aided Design) systems. This is a project-based course. Students will learn to use CAD as an architectural tool to aid in construction, city planning, landscape architecture or even video game design. Prerequisite is Architecture I. Limit 14 students.

VA 31/32: Ceramics Studio (FALL or SPRING; half credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. Ninety-minute classes meet twice each week. There is a student charge for materials of \$50. (Limited to one section per semester.)

VA 34: Intermediate Ceramics Studio (SPRING; half credit) This studio course is for the more serious pottery student who wishes to continue to explore further with sculpture and hand-building techniques and more advanced wheel work. The student will also learn about different temperature firings—such as Saggar, pit, and smoke firing—in addition to learning how to fire the kilns.

VA 37: History of Cinema (FALL; half credit) In this course we will be viewing films of the past 20-30 years, such as *Star Wars*, *Disturbia* and *Pleasantville*, and not only critiquing, but also examining the historical path that led to each film; you might say we will be investigating the “shoulders” upon which these films stand. We will also be looking at the social and political climates that have been an influence on the cinematic journey for each film. You will find the films that entertain us today have a rich and powerful past that changed the world.

VA 41/42: Photo I (FALL or SPRING; half credit) This is a basic studio course in photographic techniques with emphasis on visual perception and expression. Students are provided with 35mm SLR cameras and are introduced to a number of shooting and printing techniques. During the first half of the semester, students print black and white images in the darkroom, but later they learn how to work with color images using Adobe Photoshop. Students have access to an assortment of lenses, filters, and films to complete their photo assignments. Assignments encourage students to create ambitious, personal work. Students print and bind their own photo books,

exhibit a selection of their mounted prints in the Student Art Show, and often publish their photographs in school publications. A lab fee of \$75.00 covers all film and printing costs.

VA 43F/43S: Carpentry for the Theatre (FALL or SPRING; half credit) This one-semester course will focus on constructing scenery, staging and properties (props). The course offers a hands-on curriculum implementing the safe use of power and hand tools, paints, and finishes. The goal of the course is to learn more detailed construction methods currently in use in the entertainment world, while gaining valuable lifelong building skills. “Anything goes” on stage, so class projects will be correspondingly varied and diverse. There are no prerequisites for this course. All levels of ability will be accepted.

VA 44F: Lighting and Sound (FALL; half credit) A one-semester course dedicated to discovering the finer points of lighting and sound design and implementation, this course will be a hands-on application of current theatrical trends. The Performing Arts Center offers state-of-the-art equipment that each student will have the opportunity to learn, to manipulate, and to discover. There are no prerequisites for this course. All levels of ability will be accepted.

VA 45S: Advanced Carpentry for the Theatre (SPRING; half credit) This course is for students who wish to improve the carpentry skills they learned in the introductory course. Students will design their own projects and learn a variety of advanced building skills that will allow them to complete advanced level projects. Prerequisite is VA 43F/43S: Carpentry for the Theatre, or permission of the instructor.

VA 51/52: Introductory Studio Art (FALL or SPRING; half credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and paper mache, and three-dimensional design. Projects will be assigned in pencil, block print, and acrylic painting. Student work will be shown in exhibits across campus. A lab fee of \$40 is required.

VA 53/54: Intermediate Studio Art (FALL or SPRING; half credit) This is an intermediate course for the more serious art student who wishes to further explore the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. Work required for exhibit. Prerequisites are VA 51/52: Introductory Studio Art, and the permission of the instructor; or, for the serious experienced student, a portfolio for audition. A lab fee of \$40 covers the cost of supplies.

VA 57: AP Studio Art (Advanced Placement; two semesters) This course prepares the artist to present a finished portfolio in either Drawing/Painting, 2D Design or 3D Design. Each portfolio is broken up into three distinct components:

*Concentration* - the focus on one concept or subject matter.

*Breadth* - a demonstration of an artist’s prolificacy

*Quality* - pieces that demonstrate an artist’s mastery over the medium

The class will also design the end-of-the-year Student Art Show. A lab fee of \$60.00 covers the cost of supplies. Prerequisites: An introductory course, an intermediate course, and a portfolio.

VA 62: Photo II (SPRING; half credit) This course builds upon on the photographic knowledge from VA 41/42: Photo I, expanding students’ understanding of the expressive and descriptive powers of photography. Students are encouraged to develop a visual style and personal aesthetic. Emphasis is placed on refining technical skills, but cross-media projects requiring experimentation and non-traditional printing methods are introduced throughout the semester. Both film and digital cameras are used during the semester. Students create a final portfolio of work to complete this course. Owning an SLR film or digital camera is strongly recommended for this course. Lab fee of \$75.00 covers all film and printing costs. Prerequisite is Photo I, or permission of the instructor.

VA 68S 3-D Design (SPRING; half credit) This class is designed to familiarize students with three-dimensional problem-solving in terms of both content and materials. Students will work with a range of materials and methods. Experiences will include building objects with a 3-D printer, casting aluminum objects in a charcoal-fired foundry, and creating sculptures with a variety of 3-D media (e.g., wire, clay, wax, paper, plaster). The course emphasizes creative thinking, craftsmanship, problem solving and manipulative motor skills.

VA 91/92: Independent Study in Visual Arts (FALL or SPRING; .25 credit) Individual study in a topic as arranged by the student in consultation with an instructor from the department. Students meet together once each week to discuss their work. Prerequisite is VA51: Introductory Studio Art. A lab fee of \$40 is required to cover the cost of supplies.

## **PERFORMING ARTS**

PA 32/32S: Public Presentation Skills (one semester; MINOR course; .25 credit; required of all 9<sup>th</sup> graders) This course is designed to help students feel comfortable speaking in front of people. Students will practice different ways to engage an audience by controlling vocal dynamics. Students will also practice techniques for controlling their anxiety while speaking. Instructors will ask students to practice working in different presentation situations, e.g. a news cast, a wedding toast, a formal introduction, a humorous anecdote, instructions, directions, political persuasion, and sales presentation. If time allows, students will be asked to use props and PowerPoint.

PA 21/22: Electronic Music and Recording (FALL or SPRING; half credit) This course will focus on learning the basics of electronic music and recording. Students will use programs including Garageband, Reason and Protools to write original music compositions and record student performances. Topics covered will include MIDI, sequencers, synthesizers, digital recording methods, songwriting, and electronic music history.

PA 23: Orchestra (two semesters; MINOR course) Students learn a variety of chamber and symphonic music, drawn from Baroque, Classical, Romantic, and contemporary styles. This course stresses musical development through individual practice, rehearsals, and regular performance at Fall, Winter, and Spring concerts. Open to all students with intermediate fluency on an orchestral instrument.

PA 25: Jazz Band (two semesters; MINOR course) Students learn music from the Jazz repertoire and perform regularly in Fall, Winter, and Spring concerts, in addition to other small performances. This course stresses musical development through individual practice, rehearsals, and regular performance. Open to students with intermediate fluency on standard Jazz Band instruments; rhythm section (including guitar, bass, drums, and piano) is selected by audition in September.

PA 27: Chorus (two semesters; MINOR course) “The Academy Singers” is open to all students. This ensemble rehearses a wide variety of choral repertoire from classical to Broadway. The Academy Singers performs at all Fine Arts concerts and at other school events throughout the year. No prior musical training is necessary.

PA 47: Advanced Chorus (two semesters, MINOR course) “The First” is open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders by audition only. This ensemble studies and performs American and European choral literature of the 16<sup>th</sup> through 20<sup>th</sup> centuries, including works written in foreign languages. Potential members should be serious singers, dedicated to perfecting their vocal skills. The First performs at all Fine Arts concerts and at special events at the request of the administration.

PA 34: American Music History (SPRING; half credit) A survey of American popular music from the pre- colonial days to the Revolutionary War to Minstrel Shows to ragtime, jazz, and rock ‘n’ roll. Throughout the course students also explore the technological developments of recorded sound (from the phonograph to iPod), famous and notorious popular musicians and songs, and how music defines our personal and cultural identity.

PA 36: Forensics and Competitive Public Speaking. (SPRING; half credit) Students will prepare and practice for parliamentary, Oregon and Lincoln/Douglas style debates. In addition students will prepare and practice the persuasive speech, the after dinner speech, oral reading and extemporaneous speaking. The class will travel and participate in at least one interscholastic contest.

PA 41: Music Theory (FALL; half credit) Vocalists and instrumentalists with limited knowledge of music theory are invited to take this basic course. Topics covered include note-reading, scales, key signatures, accidentals, intervals, chords, melodic dictation, and exploration of songwriting.



PA 43S: Theatre Arts (SPRING; half credit) This semester-long, foundational class, designed for students with every level of theatrical experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. Theatre Arts provides opportunities for students to develop skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic awareness culminating in periodic classroom and/or public performances. Students additionally learn about the organizational structure of theatre and theatre literature. Of importance in Theatre Arts is students' opportunity to develop fundamental group- and self- assessment skills, problem-solving skills; the ability to connect the literature being studied to a variety of cultures, history, and other content areas; and development of 21st-century skills that will help students be successful after high school graduation.

PA 51: AP Music Theory (Advanced Placement; two semesters) This is an advanced music theory course designed to develop the tools necessary to understand and analyze musical works in a wide range of styles and forms. In addition to music theory (scales, key signatures, harmony, voice leading, rhythmic and melodic dictation, etc.), students will learn compositional, analytical, and aural skills. While preparing for the AP exam, students will also compose original music for various instruments and ensembles, including the piano and string quartet. Students will be scheduled to take the College Board Advanced Placement exam in Music Theory in May. Prerequisite is PA 41: Music Theory, or permission of the instructor.

Private Lessons: Students at The Governor's Academy have the opportunity to study with talented teachers and performers from the area who offer lessons on various instruments and in voice during the academic day. Students and instructors find a common free time in which to have a 45-minute weekly lesson. Lessons are currently offered in piano, voice, guitar, bass, drums, flute, trumpet, trombone, tuba, clarinet, saxophone, cello, violin, and viola. Lessons for other instruments are based on the availability of teachers and interest from students. For more information, contact Dr. Jeff Miller, Director of Instrumental Music and Lesson Coordinator.

NOTE: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, the student must indicate both a first and a second choice in any one semester on the course registration form.



# SPECIAL NOTE: SENIOR SPRING TERM PROJECTS

Some seniors intend to participate in the Senior Spring Projects program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, RISING SENIORS and RISING JUNIORS may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. Rising seniors seriously contemplating participation in the program are asked to so signify on the course registration form.

## SENIOR SPRING TERM PROJECTS

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature.

All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C- (1.7) overall grade point average in their courses through the third quarter in order to take a Senior Spring Term Project. A student who wishes to do a project may petition through the Academic Dean's office if his/her grade point average is lower than a C-.
2. Students may drop up to three classes but are encouraged to limit the number of courses dropped. Any courses which require an Advanced Placement exam may not be dropped. No distribution requirements may be dropped for a spring term project except for a fourth year of English. Also, one-semester courses CS 22 and HS 64 may not be dropped.
3. If a student drops a course for the fourth quarter, (s)he will not be required to take the final exam. However, the project requires a research paper, daily journal, weekly meetings, and a final presentation to the committee. Failure to complete any of these requirements satisfactorily will result in no diploma.
4. Students must get the classroom teacher's approval in order to drop a class. The classroom teacher will determine if the student's performance merits leaving the class by judging a student's overall standing in the course.

This document is subject to change without notice.