

SIERRA CANYON SCHOOL

Middle School and Upper School



Course of Study

2009 - 2010

Sierra Canyon School Core Values

Excellence: Sierra Canyon School embraces academic and personal excellence, wherein each student is treated as an individual and has the opportunity to strive and attain his or her best. Excellence is not a single standard held aloft, but rather something to be measured from within each member of the community and celebrated by all.

Integrity: Students develop a strong moral base and ethical understanding as members of a principled learning community. They are encouraged to act with honesty, respect, and compassion.

Community: Close, meaningful student-faculty relationships further both the intellectual pursuits and the process of personal development. A strong sense of community prevails, along with an understanding of the commitments and responsibilities such a community requires from each individual in order to thrive.

Independence: Students are given increasing independence and responsibility for their own learning in order to foster intellectual curiosity, creativity, and confidence. Consequently, they have many opportunities to grow and thrive both as individuals and as leaders within the school community.

Perspective: Academic and extracurricular programs encourage the broadening of student perspectives and provide an exposure to both the surrounding community and the wider world. Experiential learning opportunities form a healthy, challenging part of Sierra Canyon School's program.

Dear Sierra Canyon Students,

The Course of Study contains a wealth of important information. Together with your parents, please read its contents carefully. Look across all six years of your academic experience, and plot out the prerequisites and requirements you need to satisfy along the way. Consider which electives most excite your intellectual curiosity, and identify the subjects in which you are best suited to pursue the highest levels of rigor. Your goal should be to develop a schedule that provides appropriate challenges while leaving you well-situated for attaining personal excellence.

Mapping a coherent, vital six-year curricular path takes both personal reflection and the active gathering of advice. In addition to your parents, you should consult with your Advisor, other teachers, Department Chairs, and Division Directors. Rising juniors and seniors should also speak with their College Counselor. Every member of the faculty and administration relishes the opportunity to offer you guidance along your path to a meaningful and successful Sierra Canyon experience, so be sure to take advantage of their collective wisdom.

This Course of Study is a vehicle for the tremendously exciting process of planning the future. Savor this opportunity, and approach it with the appropriate air of respect. The independence and freedom that come with choice only flourish with responsibility.

Finally, please never hesitate to look to us for assistance as you plan for next year and the years to come.

Sanje Ratnavale
Upper School Director

Irene Allert
Middle School Director

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Middle School Course Requirements

English: 2 years

Fine Arts: 1.5 years

History: 2 years

Mathematics: 2 years

Physical Education: 2 years P.E.

1.5 years Human Development

Science: 2 years

Technology: .5 years

World Languages: 2 years

Upper School Graduation Requirements

English: 4 years

Fine Arts: 2 years

History: 3 years (4 recommended)

Mathematics: 3 years

(minimum of Pre-Calculus recommended)

Physical Education: 2 years

Science: 2 years (3 or more recommended)

World Languages: 3 years

All students are strongly encouraged to maintain a full load of five academic solids throughout their Upper School career.

Accelerated Coursework

Accelerated coursework requires students to assimilate greater amounts of content and to engage in higher levels of critical thinking. Such courses demand that students demonstrate significant personal responsibility and independence. In addition, moving to an honors or AP track in a given subject area is generally a multiple-year commitment that should be undertaken only after serious reflection.

Honors Class

An honors class is accelerated, probing deeply into the curricular material. An honors designation is recorded on the student transcript. *Enrollment in all honors classes requires the signatures of **both** the current instructor and the Department Chair.*

Advanced Placement (AP) Class

Advanced Placement classes prepare students for an AP Examination administered each May by the College Board. AP courses are accelerated and rigorous, as they seek to offer a college-level curriculum to upper school students. An AP designation is recorded on the student transcript. *Enrollment in all AP classes requires the signature of **both** the current instructor and the Department Chair.*

Directed Research Program

The Directed Research Program allows students to explore a specific area of scholarship beyond the regular course offerings. *Enrollment in the Directed Research Program requires acceptance of a two-page prospectus and permission from a Faculty Advisor and the Department Chair.*

English Department

The English curriculum at Sierra Canyon is designed to expose students to great literature from around the world and to help them develop a broad cultural literacy. The English Department strives to promote an appreciation for literature's ability to imbue a deeper understanding of the human experience. By examining the tradition and process of storytelling, students uncover the universal power and relevance of stories. They come to understand how stories make sense of the human condition and create unity across human experience.

All students are required to take six years of English. Through the study of literature and writing, students develop a firm foundation in language and clear communication. They practice precision in thinking, writing, and language. Critical analysis and creative expression are at the center of the writing program. Through extensive practice with analysis and argumentation, students master the essay form. Throughout the six-year program, students stretch themselves as writers and thinkers, synthesizing across cultural, temporal, and generic boundaries.

MIDDLE SCHOOL ENGLISH

The Middle School English curriculum provides students with the fundamental skills of analytical writing and literary analysis. Students approach the literature through close reading, exploring the literary techniques and structures behind the texts. Students write often – with an emphasis on the writing process – from idea generation and pre-drafting through multiple drafts, peer review, teacher critique, and revision. Students learn to write persuasively and thoughtfully about the literature in multiple rhetorical modes. They practice making a narrowly focused claim and supporting that claim with evidence and analysis. In 8th grade, students have the opportunity to take semester electives in creative writing and journalism.

English

English 7: Fundamentals of Writing and Literature (ENG 021)

This course introduces students to the rigorous study of literature and analytical writing. It seeks to cultivate active, engaged learners who have a deep appreciation for literature and precision in language. Students build an understanding of different points of view by reading, discussing, and analyzing a wide range of literature organized around the themes of freedom and rebellion. Through focused study of vocabulary and grammar, students develop a firm foundation in language and clear communication. Literature includes *The Call of the Wild* by Jack London, *Night* by Elie Wiesel, *Of Mice and Men* by John Steinbeck, *Animal Farm* by George Orwell, *A Midsummer Night's Dream* by William Shakespeare, and *A Raisin in the Sun* by Lorraine Hansberry. There is also a substantial poetry unit that uses *Premier Book of Major Poets* (edited by Anita Dore) as the primary text.

A yearlong course

Required in Grade 7

English 8: Literary Rites of Passage (ENG 031)

This course provides students with the tools and skills necessary for critical thinking and for analytical, creative, and reflective writing about the literature. Through class discussions and writing assignments, students practice developing precise, logical, structured analyses of the literature. Students continue to build their writing skills from single, focused, analytical paragraphs to multiple-paragraph essays. The literature focuses on the theme of coming of age. Core texts include *To Kill a Mockingbird* by Harper Lee, *The Joy Luck Club* by Amy Tan, *Red Badge of Courage* by Stephen Crane, *The House on Mango Street* by Sandra Cisneros, *The Catcher in the Rye* by J.D. Salinger, *Antigone* by Sophocles, *Cyrano de Bergerac* by Edmund Rostand, and *Julius Caesar* by William Shakespeare. There is also a substantial poetry unit that uses *Premier Book of Major Poets* (edited by Anita Dore) as the primary text.

A yearlong course

Required in Grade 8

Electives

Introduction to Creative Writing (ENG 032)

Through this writing workshop, students develop their creative voices and gain tools of the writer's craft. They write poetry, vignettes, personal essays, and short stories. Using other writers as models for their own work, they study the elements of fiction and poetry: plot, character, dialogue, setting, voice, structure, diction, and syntax. Students work through multiple revisions to create a portfolio and present their writing to the workshop for feedback and critique. *Rose, Where Did You Get That Red?* by Kenneth Koch is used as a writing manual for the course. Students are encouraged to submit their work to the student literary journal, *The Rambler*.
A one-semester course; offered both semesters
Open to Grade 8

Introduction to Journalism (ENG 033)

In this course, students learn the fundamentals of journalism. They gain familiarity with reporting, editing, layout, design, and production. Students practice writing interviews, news stories, editorials, reviews, and features. Students contribute supplements to the student newspaper, *The Blazer*.
A one-semester course; offered both semesters
Open to Grade 8

UPPER SCHOOL ENGLISH

As freshmen and sophomores, students build a foundation in close-reading, literary analysis, and argumentative writing through a diverse study of world literature. Juniors study master works of American literature, aligning with their study of American history. As seniors, students choose from a variety of semester-length literary seminars that allow in-depth exploration of a single focus in literature. In 11th and 12th grades, students have the option for advanced study in AP courses. Electives, such as creative writing, journalism, and yearbook, are offered to all grade levels.

English

English I: Foundations in Literature (ENG 101)

Through this course, students build skills in literary analysis, close reading, critical thinking, and argumentative writing. Students develop clarity and precision in writing, beginning with the well-crafted, cogent paragraph and building to the fully-developed essay. Guided by the theme of the hero's journey, students read a broad range of literature across world cultures and time periods. Literature includes *The Odyssey* by Homer, *Macbeth* by William Shakespeare, *Their Eyes Were Watching God* by Zora Neale Hurston, *Things Fall Apart* by Chinua Achebe, *The Things They Carried* by Tim O'Brien, and *Into The Wild* by Jon Krakauer. The course also features poetry, short stories, essays, and films. Students build vocabulary through the context of the literature. Students review grammar and usage throughout the course.

A yearlong course

Required in Grade 9

English II: World Literature (ENG 201)

English II builds upon the foundation acquired in English I. Students continue to cultivate the spirit of inquiry and the practice of critical thinking – adding sophistication and depth to their exploration of the literature. Close reading, independent literary analysis, and argumentative writing are developed throughout the year. The course emphasizes revision, building vocabulary, and a review of usage, all in order to promote the clear, precise expression of thought. Students write extensively in class, building cogent arguments in a timed environment. Students gain experience with the comparative essay, learning to synthesize two works of literature through a common theme or image. English II focuses on the relationship between the individual and society, giving particular attention to the role of the other in relation to self and community. Students examine significant literary works from a variety of genres, cultures, and time periods. Core texts include *Beowulf* translated by Seamus Heaney, *Grendel* by John Gardner, *Hamlet* by William Shakespeare, *Jane Eyre* by Charlotte Bronte, *Heart of Darkness* by Joseph Conrad, *The Metamorphosis* by Franz

Kafka, *Siddhartha* by Herman Hesse, *Palace Walk* by Naguib Mahfouz, and *The Sheltering Sky* by Paul Bowles. There is also a substantial unit on British poetry.

A yearlong course

Required in Grade 10

Honors English III: The American Experience (ENG 301 H)

Honors English III focuses on the tradition of American literature, exploring foundational texts that both reflect and define American culture. Through the course, students examine how a distinctly American voice has developed out of multiple source traditions, what constitutes that distinct tradition, how the tradition has developed and mutated through time, and how the literature fits into the broader American cultural terrain. The literature includes narrative, dramatic, and poetic forms from multiple literary movements and time periods within the American tradition.

The reading is drawn from the master works of American literature. The reading list includes novels by Fitzgerald, Steinbeck, Hawthorne, and Morrison, plays by Miller and Shepard, the poetry of Whitman, Longfellow, Dickinson, Frost, Hughes, and Williams, short stories by Hawthorne, Melville, Bierce, Faulkner, O'Connor, Cheever, and Carver.

A yearlong course

Advanced Placement English III: The American Experience (ENG 301 AP)

Designed as a college-level literature course, AP English III prepares students for the AP English Language Examination. This course has the same structure as Honors English III – providing a foundation of American master works across the year. AP English III offers an in-depth, rigorous exploration of the American literary tradition. Students will consider argumentative strategy and rhetorical technique, and they will be exposed to a breadth of essays and speeches drawn

English

from across American history and letters. In order to thrive in this advanced course, students must be able to read, examine, and analyze the texts with considerable sophistication and nuance. Students are expected to use language precisely and articulately – both in written and oral expression. Students should expect to devote extra class time for supplemental AP workshops. Additionally, there are several weekend sessions of intensive preparation and review for the AP Examination.

As in Honors English III, the course focuses on master works of American literature. The reading list includes novels by Fitzgerald, Steinbeck, Hawthorne, and Morrison, plays by Miller and Shepard, the poetry of Whitman, Longfellow, Dickinson, Frost, Hughes, and Williams, short stories by Hawthorne, Melville, Bierce, Faulkner, O'Connor, Cheever, and Carver.

A yearlong course

Prerequisite: Departmental approval

Advanced Placement English IV: Senior Seminars AP English Literature & Composition Examination (ENG 410 AP)

As the culmination of the four-year English program, English IV offers students a variety of semester-length literary seminars created to reflect a broad range of student interests and to stretch the levels of intellectual engagement. These senior seminars challenge students to explore literature at a sophisticated and nuanced level. At this point in their academic studies, students are encouraged to become independent learners, making choices about their areas of study, taking responsibility for leading class discussions, and integrating literary and cultural criticism into their essays. Student-led discussions are at the center of each seminar. Designed as college-level literary seminars, this course prepares students for the AP English Literature & Composition Examination. As an Advanced Placement

course, the pace is accelerated, the assignments more complex, and the reading list expanded. In order to thrive in this advanced course, students must be able to read, examine, and analyze the texts with considerable sophistication and nuance. Students delve deeply into the literature to further develop their critical reasoning, literary analysis, and argumentative writing. Students are expected to use language precisely and articulately – both in written and oral expression.

A yearlong course

Semester I Electives:

Literature of Satire: Wicked Pens and Slashing Wit

Imitation is said to be the sincerest form of flattery, but what if that imitation skewers and mocks? Then it is called satire – and it can cut to the quick. As long as there has been self-righteousness, there have been satirists close at hand to expose and deride it. And in the process, great literature has been created. The lampooning plays of Aristophanes, the whimsical fables of Aesop, the risqué *Canterbury Tales* of Chaucer, and the gluttonous farces of Rabelais create the foundation for this literary genre. Voltaire got into a spate of trouble for lambasting the hypocrisy of the church and the aristocracy. In the face of the Irish Potato Famine and governmental neglect, Swift made a “modest proposal” that the Irish simply eat their children – thus establishing a venerable tradition of satirical humor that thrives today. These masters of mockery paved the way for the great modern satirists.

The Outsider in Literature

As long as there has been an “establishment,” there have been those who feel rejected and thwarted by it. When Marie Antoinette told the people to eat cake, she sparked the French Revolution and novels by Balzac, Dickens, and Hugo. In a quest for beauty and a celebration of the imagination, the Romantic Movement revolted against the stultifying restrictions of rationalism. In the 1920s and 1930s, the

English

American expatriate writers of the Lost Generation felt ostracized by both the American and European literary establishments. The broken promises of the First World War sparked Modernism and those of the Second World War fueled the Angry Young Men of England in the 1950s. The burgeoning post-colonial literary scenes in the Caribbean, Africa, India, and Australia have redefined what it means to be marginalized – rebelling against the old colonialist traditions. Spurned lovers, political exiles, disenfranchised immigrants, and shackled proletariat all helped build this canon of “otherness” and disillusionment. This course explores that rich tradition of subversive outsider literature.

War & Peace: Literature of Conflict

By exploring the heroism and devastation that is coexistent in war, Homer’s *Iliad* established the classical foundation for the war story. Some of Shakespeare’s finest plays revolve around the complex psychology of a society in violent conflict. Stephen Crane’s *The Red Badge of Courage* evokes the terror of battle juxtaposed against the attempted courage of youth. Throughout the 20th century, writers have used biting satire and irony to deal with the horrors of war and the trials of the human condition. The misplaced hope that WWI would be “the war to end all wars” led to some of the most powerful poetry of the modern era. The reading list for this course may also include works by Leo Tolstoy (*War and Peace*), George Orwell (*Homage to Catalonia*), Ernest Hemingway (*A Farewell to Arms* and *For Whom the Bell Tolls*), Joseph Heller (*Catch-22*), Jaroslav Hasek (*The Good Soldier Svejk*), Erich Maria Remarque (*All Quiet on the Western Front*), and Kurt Vonnegut (*Slaughterhouse-Five*).

Semester II Electives:

The Development of the Short Story

In this course, students explore the unique form of the short story as it has developed over the past several centuries. With roots back to the Greek fables, Roman parables, and

Renaissance fairy tales, the short story first takes its recognizable form in such bawdy tales as *One Thousand and One Nights*, Chaucer's *The Canterbury Tales*, and Boccaccio's *The Decameron* where a unifying narrative frame links discrete stories together. Students read a diverse collection of short fiction, paying particular attention to the structural and generic elements of the form. Students consider formal issues of plot, character, and dialogue as well as Poe's notion of a "unity of effect" as a structural requirement in short fiction. Anton Chekhov, Nikolai Gogol, Nathaniel Hawthorne, Guy de Maupassant, Herman Melville, and Edgar Allan Poe are studied as the 19th century originators of the form. Other masters of the short story include James Baldwin, Ambrose Bierce, Jorge Luis Borges, Raymond Carver, John Cheever, Nadine Gordimer, Ernest Hemingway, Shirley Jackson, Franz Kafka, Thomas Mann, Tim O'Brien, Flannery O'Connor, J.D. Salinger, John Steinbeck, Alice Walker, and Eudora Welty.

Gothic and Supernatural Literature

Gothic literature explores the darkness of the human soul, oftentimes revealing the grotesque aspects of society. This literature allows us to peer past the material world into the slippery realms of the supernatural. The canonical horror tales of *Frankenstein*, *The Monk*, and *The Castle of Ontranto* explore the spooky terrains of haunted monasteries and reconstituted body parts, but they also delve into the functions and dysfunctions of the human mind. As the creepy masters of the American gothic tale, Poe and Hawthorne revel in the extreme reactions created by fear, greed, vanity, mistrust, and betrayal. Beginning perhaps with William Faulkner's creation of Yoknapatawpha County and its twisted residents, the American South has created its own unique and disturbing gothic literary tradition. Tennessee Williams describes the Southern Gothic as a style that captures "an intuition of an underlying dreadfulness in modern experience." The course considers the confluence of cultural and historical elements that have led to this rich and recurrent gothic tradition in the works of Horace Walpole,

English

Matthew Lewis, Mary Shelley, Edgar Allan Poe, Nathaniel Hawthorne, Oscar Wilde, William Faulkner, Tennessee Williams, Truman Capote, Flannery O'Connor, and Cormac McCarthy.

On the Road: A Literary Odyssey

Odysseus spent ten long years meandering and thrashing about the high seas on his journey back to Ithaca. Along the way, he encountered monsters and goddesses, wrestled with his own passions, and defined the classic road trip – part bold adventure, part reflective meditation. When Don Quixote started tilting at windmills on his trusty steed and Tom Jones set off down the road in search of impish escapades and beautiful lasses, the picaresque novel was born – and audiences fell in love with these charming, irreverent rogues. Romanticism celebrated the *wanderjahr* through the restless, wandering heroes of Byron, Shelley, Coleridge, and Goethe – and laid the foundation for the “expedition literature” of Peter Matthiessen, Jon Krakauer, and Edward Abbey with their harrowing treks to jungles, glaciers, and deserts. When Jack Kerouac and Neal Cassady hit the road, they defined the Beat Generation and elevated the road trip into an essential American rite of passage. All of this literature is grounded in the inimitable human drive for adventure and the quest for an abiding understanding of the human condition.

Directed Research (ENG 520)

The Directed Research Program is aimed at the highly motivated, self-disciplined student with an abiding interest in a topic that is not covered within the scope of the English Department’s regular course offerings. Over the course of one semester and with the supervision of a Faculty Advisor, the student devises a research question on some specific aspect or area of literary studies. Using this question as a guide, the student creates an annotated bibliography of research materials, conducts research, and writes a term paper of 10-15 pages. The student’s work culminates in a presentation of the research before the Advisor, Department

Chair, administrators, and interested members of the school community.

A one-semester course

Prerequisite: Submission of a two-page prospectus and permission from the Faculty Advisor and Department Chair

Electives

Creative Writing I:

Fundamentals of Creative Writing (ENG 150)

This course is designed to provide students with the fundamental tools of the writer's craft. Initially, students focus on poetry to become sensitive to what all good literary writing requires – vivid and precise detail purposefully selected and arranged. Students emulate masters of poetry and fiction such as W.H. Auden, Seamus Heaney, Wislawa Szymborska, Raymond Carver, John Cheever, and James Joyce. Students use several writing manuals to guide their own work: *A Poetry Handbook* by Mary Oliver, *Writing Fiction* by Jane Burroway, and *The Playwright's Guide Book* by Stuart Spencer. Students choose a renowned writer whose work they admire. They read a substantial portion of this writer's canon and study their writing process. Students then choose a major genre (poetry, short story, or drama) for their concentration. In their concentration, students focus on creating meaningful short fiction, dramatizing characters' conflict in well-crafted scenes, experimenting in narrative points of view, and fine-tuning language through multiple revisions. By the end of the semester, students have created a substantial body of polished original work. Students are encouraged to submit their work to the student literary journal, *The Rambler*.

A one-semester course; offered Semester 1

Open to Grades 10-12 or with permission of instructor

Creative Writing II:

Advanced Topics in Creative Writing (ENG 250)

This single-semester course builds directly upon Creative Writing I, moving students deeper into the genres of Poetry, Short Fiction and Playwriting. Each of the three core texts of CW I – Mary Oliver, Janet Burroway and Stuart Spencer (see above) – is explored more deeply, taking students into more subtle aspects of craft. Additionally, Tobias Woolf’s *Old School* and Tim O’Brien’s *The Things They Carried* are used as “creative writing texts,” exploring not only the nuts and bolts of composition but the act and philosophy of creative writing, and the move from shorter to longer form work. Once again students major in one of the three genres, and while there are still assignments in the other two genres, concentration on the major genre is greater than in CW I, and students are expected to produce a larger and more refined portfolio of work.

Offered Semester II

Prerequisite: Creative Writing I

Open to Grades 10-12

Creative Writing III:

Directed Independent Topics in Creative Writing (ENG 350)

This single-semester course is an Independent Study in Creative Writing. Students must apply ahead of time, seeking to work in a single genre, reading major authors and writing extensively in that discipline, and meeting with their instructor just once week. Each week students read a major work in their genre (a lengthy short story, or a novella, or a full-length play, or a selection of poems), studying carefully that author’s craft, while simultaneously meeting deadlines regarding the composition of original work. Students will ultimately produce a portfolio of either 40-50 pages of short fiction (a novella or a series of connected stories), a 60-90 page play, or a short “book” of poems.

Offered Semester I or II

Prerequisite: Creative Writing I & II + Permission of Instructor & Permission of Department Head + Application (due three weeks before end of current semester)

Open to Grades 11-12

Newspaper (PUB 120)

In this course, students are introduced to the fundamentals of journalism and news writing. They learn several styles of news writing including features, news stories, and opinions. All students produce a portfolio of several articles and then continue developing their research and writing skills while writing for the school newspaper, *The Blazer*. This course requires occasional weekend meetings.

A one-semester course; offered both semesters

May be repeated for credit

Open to Grades 9-12

Yearbook (PUB 110)

As editors, writers, designers, and photographers, students in this course create the school yearbook. Students learn design and layout principles, caption writing, feature writing, photojournalism, advertising, and budgeting. This course requires periodic weekend meetings.

A one-semester course; offered both semesters

May be repeated for credit

Open to Grades 9-12

English

Fine Arts Department

The Fine Arts Department offers all students at Sierra Canyon an opportunity for creative expression and artistic development. With rich course offerings in both the Performing Arts and Visual Arts, the department encourages students to challenge themselves to explore the depth and breadth of the arts courses.

MIDDLE SCHOOL FINE ARTS

In 7th grade, all students take Fine Arts Exploratory, a yearlong course that allows them to explore multiple artistic disciplines including dance, music, theatre, and visual arts. In 8th grade, students take one semester of Fine Arts.

Fine Arts Exploratory

Through this introductory course, students explore the fundamental principles of both the performing and the visual arts. They develop knowledge and skills in the disciplines of dance, music, theatre, and studio art. This course exposes students to the basic vocabularies, materials, tools, techniques, and intellectual methods of these artistic fields. Students learn how to define and solve artistic problems with insight, reason, and technical proficiency. Throughout the course, students focus on discovering answers to four fundamental questions: who artists are; what artists do; how they approach their craft; and how artists contribute to our society.

A yearlong course

Required in Grade 7

Visual Arts Survey (STU 022)

In one semester, students learn the fundamentals of the visual arts through two-dimensional, three-dimensional, and photographic projects. These projects are sequential and focus on the structure of art including art history, art criticism, and artistic analysis.

Fine Arts

In one semester, students rotate through the following performing arts sections:

Dance Survey (PER 021)

This course introduces students to different dance styles and techniques including jazz, modern dance and creative dance. Building on these basic techniques, students learn longer movement phrases and explore the relationship of these movement phrases to music. By viewing films and/or live performances, students are introduced to the work of famous choreographers and dancers.

Music Survey (PER 022)

This course is designed to introduce students to the fundamental elements of music, music history, and the role of music in society. Students are introduced to basic concepts of rhythm as well as an overview of the historical eras of Western music. Through group and individual projects, students will explore these topics, learning to work together and become open-minded music listeners (and participants). In addition, through viewing films and videos, students are introduced to a variety of musical styles and some of the great works of Western music.

Theatre Survey (PER 023)

This course introduces students to the fundamentals of drama, acting, and theatrical production. Students develop an appreciation of the collaborative nature of theatre through the exploration of dramatic texts, theatre games, improvisation, dramatic structure, acting, directing, playwrighting, and design.

All 8th grade students choose one of the following semester courses.

Introduction to Ceramics (STU 031)

In this course, students learn the basic hand-building ceramic techniques of coil, slab, and pinch to create original functional and sculptural forms. They are introduced to the potter's wheel and experiment with a variety of surface decoration techniques including glazing, staining, and painting. Students also study the history of ceramics and explore the role of the ceramist in society.

A one-semester course; offered both semesters

Open to Grade 8

Introduction to Computer Graphics (STU 032)

In this course, students learn design fundamentals in order to create original graphic designs using computer software and digital imagery. With Adobe Creative Suite programs, they complete a wide range of original art and animation projects.

A one-semester course; offered both semesters

Open to Grade 8

Introduction to Drawing and Painting (STU 033)

This course provides students with experiences in two-dimensional media with an emphasis on the structure of art, art history, art criticism, and artistic analysis. Units of study include line drawing, linear and aerial perspective, collage, cartooning, painting, and printmaking.

A one-semester course; offered both semesters

Open to Grade 8

Fine Arts

Introduction to Modern Dance (PER 301)

This course provides students with a foundation in proper modern dance technique. Strength, flexibility, coordination, confidence and musicality are also developed. The work of famous modern dancers and choreographers is explored through the viewing of live performances and/or dance films.

A one-semester course; offered both semesters

Open to Grade 8

Introduction to Theatre (PER 033)

In this course, students explore theatrical technique and history through theatre games, improvisation, scene study, and dramatic character development. The course concludes with a composition based on a short play that reflects the talents of the students involved.

A one-semester course; offered both semesters

Open to Grade 8

Introduction to Vocal Music (PER 032)

This course focuses on the fundamental principles of vocal tone production and the development of vocal skills.

Students apply basic vocal techniques and sight-singing skills towards both individual and ensemble performance practice. The course concludes with an informal ensemble concert.

A one-semester course; offered both semesters

Open to Grade 8

UPPER SCHOOL FINE ARTS

Upper School students are required to take two years of Fine Arts, but many will wish to delve much more deeply into the curriculum, building expertise in one or multiple artistic endeavors.

Performing Arts

The Performing Arts are an important part of the Sierra Canyon community, and the Performing Arts courses are central to the School's objective to educate the whole person. Students develop the skills and the discipline to be intuitive, imaginative creators and observers in all areas of their lives. The teachers of the arts are also practicing artists: they inspire and challenge the students to participate in the creative process. Concerts, plays, and performances fill the school calendar and celebrate artistic accomplishments. Introductory arts courses are required, and many students go beyond the basic requirements. Some students are involved in many facets of the arts, while others specialize as dancers, musicians, or actors.

Dance I: Introduction to Dance (PER 120)

Dance I is a yearlong beginning course designed for students with little or no previous training in dance. Students learn different technique styles, such as Modern/Contemporary Dance, Ballet and Jazz as well as the influence of major events and figures contributing to each style's development. Students gain correct body alignment, strength, flexibility, coordination, musicality, and confidence in performance. Using basic skills of improvisation and choreography students express themselves and communicate meaning through movement. Students analyze and critique their own work as well as the work of other dancers based on principles of correct technique and elements of time, space, and energy. Students participate in a dance production as performers and choreographers at the end of the school year.

A yearlong course

Fine Arts

Dance II: Intermediate/Advanced Dance (PER 220)

Dance II is a yearlong course building on the foundations established in Dance I. Students continue to develop Modern Dance, Ballet and Jazz technique and are introduced to World Dance techniques from Africa. Students also gain knowledge about the historical and cultural development of each style. In-depth study of Choreography leads to students' creation of complete dance pieces performed in a Spring Dance Concert. Students analyze and critique their own work as well as the work of other dancers based on knowledge and experience. Students continue to improve body alignment, strength, flexibility, coordination, musicality, confidence and creative expression through movement. Students perform in the Fall and Spring Concerts.

A yearlong course

Prerequisite: Dance I or permission of instructor

Sierra Canyon Dance Company (PER 320)

The Sierra Canyon Dance Company is a formal dance troupe for advanced dancers. This course is designed to teach students all aspects of a working dance company. As part of a dance company, the students learn and perform work set by a choreographer as well as create original work that would be performed in front of a live audience. Students build technical and choreographic skills in preparation for performance. They are required to meet twice a week for after-school dance rehearsals. Performances are given throughout the year. In addition to pieces developed within the course, students perform projects designed in the Choreography course.

A yearlong course

May be repeated for credit

Prerequisite: Dance II or equivalent; audition

Choreography (PER 420)

This course offers an in-depth study of choreography. Students create their own dance compositions and

choreography through individual and collaborative class work and assignments. Although technique and performance are integral parts of this class, primary emphasis is placed on choreography and the creative process. Students present their projects to the class for feedback and critique. They also showcase their work in several productions for the school community, utilizing dancers from the Sierra Canyon Dance Company as performers. Students are required to meet twice a week for after-school dance rehearsals.

A yearlong course

Prerequisite: Dance II or permission of instructor

Vocal I: Vocal Studies (PER 130)

This course is designed to teach and develop basic vocal technique, with an emphasis on solo singing. Students develop their sight-singing skills, confidence in performance and effective stage deportment. Areas of study include breath control & support, vocal placement, vowel production, intonation and diction. Students study and perform a wide range of vocal works from the 17th to the 20th century. The first semester focuses on basic technique and basic vocal repertoire, while the second semester allows students to reinforce their technique while developing their interpretation skills and exploring increasingly sophisticated repertoire that is suited to their individual voices. No previous vocal training is required.

A yearlong course

Sierra Canyon Chamber Singers (PER 330)

The Sierra Canyon Chamber Singers is a formal vocal group for advanced singers. As part of this group, the students explore the canon of choral literature. They build technical skills, including those unique to ensemble singing, in preparation for performance. This course requires significant rehearsal time. Performances are given throughout the year.

A yearlong course

May be repeated for credit

Prerequisite: Vocal I or equivalent; audition

Fine Arts

Understanding Classical Music (PER 240)

This course introduces students to the western musical canon. Students learn the basic concepts and terminology associated with classical music. Students explore the contrasting styles and genres of the major periods of classical composition from the Renaissance to the present. They investigate the history of the form and its development through time and across cultures. Students develop skills in listening and musical analysis. The structural components of classical composition are investigated in depth. The course is augmented by attendance of several professional classical concerts.

Offered Semester I

American Popular Music in the 20th Century (PER 245)

This course explores the contemporary trends of American music, exploring the roots of popular American musical forms such as blues, jazz, rock, and R&B. Taking an analytical and historical approach, students trace the social and political forces that created and shaped American popular music of the 20th century. Through intensive listening (and viewing), they will study the elements that make up these forms of music, explore the similarities and differences of both form and style, and discover the cultural factors that led to their development.

Offered Semester II

Music Theory (PER 340)

This course is designed to introduce students to the fundamentals of music theory. Students learn the basic vocabulary of music, with an emphasis on music notation and music reading, especially as applied to the keyboard. Topics covered include major and minor scales, key signatures, intervals, rhythm and meter, triads, as well as an introduction to simple musical analysis and basic chord construction. Time permitting, students will be introduced to ear-training and

sight-singing. It is helpful for students to have at least a minimal background in singing or playing an instrument.

A yearlong course

Advanced Placement Music Theory (PER 341 AP)

This course prepares students for the AP Music Theory examination. Students learn musical terminology, notational skills, and basic compositional skills. Students gain mastery in the rudiments of music including pitches, intervals, scales and keys, chords, counterpoint, metric organization, and rhythmic patterns. Students analyze scores, emphasizing structural and harmonic patterns. Students write short compositions to practice and apply the theories studied in class. Significant emphasis is placed on aural skills such as ear-training, sight-singing, and melodic dictation. All students must be able to read and write musical notation and must possess at least basic performance skills in voice or an instrument.

A yearlong course

Prerequisite: Music Theory or equivalent; permission of instructor

Theatre I: Introductory Studies in Theatre (PER 110)

This course provides an introduction to drama, acting, and stagecraft. Starting with the ancient Greeks students learn the history and breadth of theatre. Through improvisation, acting exercises, character study, and rehearsals, students learn and hone their acting skills. The course gives particular focus to contemporary realistic acting styles. Students critique each other's work, perform in an evening of scenes, and complete a design project focused on one of the major areas of stagecraft.

A yearlong course

Fine Arts

Advanced Studies in Theatre (PER 305)

This course continues the work of Theatre I focusing on composition, directing, and contemporary non-realistic acting styles through scene study, rehearsal, and performance in a workshop setting. Students conclude the semester by directing and/or performing in a scene, short play, or original composition.

Offered Semester I

Prerequisite: Theatre I or permission of instructor

Advanced Studies in Classical Acting (PER 310)

This course concentrates on the special skills required for performing classical texts. Focusing on Shakespeare, the class offers advanced work in scansion, text analysis, interpretation, and research. Students also work on a variety of other classical texts, from Moliere to the Bible. Students direct, perform, and evaluate scenes and monologues.

Offered Semester II

Prerequisite: Theatre I or permission of instructor

Technical Theatre, Stage Management, and Stagecraft (PER 313)

This course continues the work of Theatre I, focusing on the roles essential to theatre production beyond the artists.

Students will study stage management, the skills of stagecraft, and the theory and practice of technical theatre. Students also are required to stage-manage or tech a main-stage production at Sierra Canyon School.

Offered Semester I

Prerequisite: Theater 1 or permission of instructor

Theatre Design (PER 312)

The course is designed to give students a breadth of knowledge in set, lighting, and costume design. While studying the history of design and its place in the collaboration process, students read published plays and

complete a different design project for each play studied. Students are also required to design or assist with a main-stage production at Sierra Canyon School.

A one-semester course

Prerequisite: Theater 1 or permission of instructor

Sierra Canyon Theatre Company (PER 410)

This course, which assembles an acting company, is open only by audition. It offers a series of acting and technical experiences that include public performances of one short and one full-length play, and theatre fieldtrips for on-location learning. The dramatic literature chosen for production may include Classical Greek, Medieval, Commedia dell'Arte, Shakespeare, Moliere, Chekhov, or contemporary dramas and comedies. There is great emphasis on ensemble work, and all projects are chosen and conducted with the full group in mind. Students auditioning for the ensemble must exhibit a seriousness of purpose, a willingness to commit to a rigorous schedule of rehearsals both inside and outside of class, and must show great eagerness to function as part of a team.

A yearlong course

May be repeated for credit

Prerequisite: At least three semesters of theatre classes or permission of instructor; audition

Elements of Film (PER 150)

This course is designed to introduce students to the elements of film. Students watch a number of films in class while studying different aspects of filmmaking such as lighting, cinematography, sound design, directing, editing, and scriptwriting. At the end of each film, the students are responsible for writing a short paper about the cinematic element studied in the film.

Offered Semester I

Prerequisite: Permission of instructor

Fine Arts

Film Production (PER 250)

After the students have a solid understanding of the elements of film, serious students may choose to take that knowledge to create a short film of their own. This class is designed to help students take those steps in producing a short ten-minute film that they will write, direct, shoot, and edit. The class culminates with a screening, which will be open to the public, of the students' final work.

Offered Semester II

Prerequisite: Elements of Film or permission of instructor

Visual Arts

Pablo Picasso said that "Every child is an artist. The problem is how to remain an artist once he grows up." By nurturing both creative and critical thinking, Visual Arts at Sierra Canyon provides the tools for solving that problem.

The instructional goals for all visual arts classes are divided into five standards (as outlined in the California Standards for the Visual and Performing Arts). Each unit of study strives to develop student skills in Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relations and Applications. These standards nurture critical and creative thinking skills and enable students to become independent learners who can adapt and apply knowledge to a wide variety of situations.

Students may choose either Foundations of Studio Art or Foundations of Design as their first course in Upper School Visual Arts. The introductory courses are designed to accommodate students wishing to fulfill Fine Arts course requirements as well as those students seeking to develop advanced portfolios in Visual Arts. The upper-level courses are advanced courses for students who wish to develop work for college applications, art school applications, or personal satisfaction. Students who wish to develop an Advanced

Placement Portfolio choose their area of specialization by their junior year and take Advanced Placement Studio Art in their senior year.

Foundations of Studio Art (STU 101)

This course provides the foundation for subsequent art courses by introducing students to a wide range of sequential media experiences. Through this course, students develop skills in perception and creative expression as well as cultivate an understanding of the aesthetic experience. Students use the work of master artists as resources and reference for their own projects. Students explore line drawing, tonal drawing, painting, printmaking, collage, sculpture, and graphic design. They write critiques, research master artists, and analyze works of art. Students keep a sketchbook and prepare a portfolio for presentation at the end of the course.

A yearlong course

Foundations of Design (STU 102)

This course emphasizes fundamental two and three-dimensional design skills through perceptual development, media technique, and the development of individual style. Students explore drawing and painting, collage and mixed media, sculpture, and graphics. Units of study include graphic design and lettering for posters, logos, production design, cartooning, graphics, and color theory. By investigating design practices of both historical and contemporary designers, students gain a context for their own work. Sequential projects and exercises develop creative problem solving, critical thinking, and abstract reasoning as well as provide experience in graphic design and layout. Students keep a sketchbook and prepare a portfolio for presentation at the end of the course.

A yearlong course

Fine Arts

Animation I: Introduction to Animation (STU 120)

This course is designed for students who wish to focus on traditional and contemporary animation techniques. In the first semester, students explore a wide range of sequential experiences including hand-drawn animation, stop-motion animation, and computer-generated animation. The second semester focuses on independent projects in a chosen media while using the works of contemporary and historical master artists as examples and inspiration for subject matter, technique and composition. Students participate in class critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Animation II: Advanced Animation (STU 220)

Advanced Animation enables students who have completed Animation I to expand their portfolio and focus on independent projects in their chosen media. Students use the works of contemporary and historical master artists as examples and inspiration for subject matter, technique and composition. Students participate in class critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Animation I

Architecture I: Introduction to Architecture (STU 190)

This course introduces students to the role that architecture plays in the life and future of the community. Students will complete four major projects while developing skills in perspective drawing, schematic drawing techniques and model building. They will explore the history of architecture in the United States beginning with the classical style of the 18th century and ending with the ultra modern 21st century

trends. Students participate in critiques of their finished work and exhibitions in a public space on campus.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Architecture II: Advanced Architecture (STU 290)

Advanced Architecture offers students the opportunity to develop a greater personal voice and style while working alongside the Architecture I students. Second year students will be expected to examine in depth the work of established architects, discuss them in class and then incorporate aspects of those styles into their own designs for the class. A second level student will also be expected to submit a portfolio of perspective drawings and drawings from nature, accomplished throughout the year. The practice of observational drawing informs and enriches functional designs, especially those of architecture. In general, a higher level of accomplishment is expected from the second year students, as well as substantial participation in critiques and assistance with maintaining the studio and its materials.

A yearlong course

Prerequisite: Architecture I

Ceramics I: Introduction to Ceramics (STU 130)

This course introduces students to ceramics as a fine art form. Students explore a wide range of ceramics techniques including pinch, coil, slab, and wheel production along with a variety of surface design and glazing techniques. Projects explore the possibilities of media through specific techniques that encourage in-depth investigation. Students explore a wide range of styles for creative expression using the works of master artists as resources and reference. Students participate in class critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the class.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Fine Arts

Ceramics II: Intermediate Ceramics (STU 230)

This course expands on the concepts and techniques presented in Ceramics I. Students explore the possibilities of the media in greater depth, through specific techniques that encourage experimentation, investigation, and invention. Students explore a wide range of ceramics styles for creative expression, using the work of master artists, particularly contemporary ceramists, as resources and reference for developing a personal style. Students participate in class critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the class.

A yearlong course

Prerequisite: Ceramics I

Ceramics III: Advanced Ceramics (STU 330)

This course expands on the concepts and techniques presented in Ceramics II. Students explore the possibilities of the media in greater depth, through specific techniques that encourage experimentation, investigation and invention. Students explore a wide range of styles for creative expression using the work of master artists, particularly contemporary ceramists, as resources and reference. Students prepare written critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the class.

A yearlong course

Prerequisite: Ceramics II

Offered in 2010 – 2011

Drawing and Painting I:

Introduction to Drawing and Painting (STU 140)

This course focuses on the creation of two-dimensional art work. Students work to develop a personal style through the mastery of traditional and contemporary techniques and media in figure drawing, portraiture, still life, and social

issues. Art structure, aesthetics, and art history are covered in conjunction with studio projects. Works of master artists are used as examples and resources for subject matter, technique, and composition. Students analyze and discuss art from a wide range of countries and time periods, interpreting master works based on aesthetic qualities. They prepare written critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the end of the course.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Drawing and Painting II: Intermediate Drawing and Painting (STU 240)

In Drawing and Painting II, students create original and expressive two-dimensional art work while continuing to develop a personal style. Students work towards mastery of traditional and contemporary techniques and media focusing on a wide range of subject matter. In the second semester, students select a concept, theme, media, and technique to develop a series of independent and personal drawings or paintings related by form and content. They prepare written critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Drawing and Painting I

Drawing and Painting III: Advanced Drawing and Painting (STU 340)

Drawing and Painting III enables students to expand on the independent study projects of the second semester of Drawing and Painting II in order to prepare a body of work for their portfolio without the more rigorous demands of the Advanced Placement courses. Students continue to develop a series of independent and personal drawings or paintings

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related by form and content. They prepare written critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Drawing and Painting II

Graphic Design (STU 150)

In this course, students create original and expressive graphic design while focusing on mastery of contemporary computer graphics techniques using Adobe Illustrator and Adobe Photoshop. Emphasis is placed on fundamental skills through perceptual development, media technique, and the development of an individual style. The media explored include drawing, collage and mixed media, book-making, and computer graphics. Students participate in verbal critiques and analyze graphic design using aesthetic properties. Units of study include graphic design and lettering for posters, book design, logos, package design, cartooning, computer graphics, and color theory with design practices based on historical and contemporary designers. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Human Anatomy (STU 245)

Human Anatomy is an intermediate level course for students who wish to improve their drawing skills of the human figure from observation. Units of study include bones, muscles and nomenclature, short poses and long poses. Students will work with a variety of techniques including skeletal drawings and gesture drawings which will lead to long poses using many rendering techniques and media. This course is open to juniors and seniors only.

A one-semester course; offered both semesters

Prerequisite: Drawing and Painting I or Sculpture I and consent of instructor

Photography I: Introduction to Photography (STU 160)

This course introduces students to photography as an art form. Students explore a wide range of styles and subject matter including portraits and figures, landscape, still life, documentation, action, and abstraction. They use works by historical and contemporary master photographers as resources and reference and explore the origin of conventional film photography. The class utilizes contemporary photographic techniques using digital cameras and Adobe Photoshop to enhance and manipulate images. Students participate in critiques, analyze photographs, and research the work of master photographers. Students prepare a digital portfolio for presentation at the conclusion of each semester.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Photography II: Intermediate Photography (STU 260)

This course is designed for students who wish to continue their study of photography. Students develop skills with advanced darkroom and camera techniques using 35 mm cameras, the darkroom, and digital media to produce original and expressive compositions. In the second semester, students explore a wide range of styles and subject matter, and research the work of contemporary and historical photographers in order to develop a personal style and voice. Students prepare written critiques, analyze photographs, and prepare a portfolio for presentation at the conclusion of each semester.

A yearlong course

Prerequisite: Photography I

Photography III: Advanced Photography Portfolio (STU 360)

This course is designed for students who wish to continue their study of photography and develop work for inclusion in

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college portfolios or for the Advanced Placement portfolio. Students continue to develop skills with advanced darkroom and camera techniques using 35 mm cameras, the darkroom, and digital media to produce original and expressive compositions. They continue to research the work of contemporary and historical photographers and use it to inspire their own work. Students prepare written critiques, analyze photographs, research the work of master photographers, and prepare a portfolio for presentation at the conclusion of each semester.

A yearlong course

Prerequisite: Photography II

Printmaking I: Introduction to Printmaking (STU 170)

Printmaking enables students to focus on the mastery of particular printing processes including mono, relief, block, collograph, lithograph, and screen printing. The second semester focuses on independent projects in a chosen media, using works of contemporary and historical master artists as examples and inspiration for subject matter, technique, and composition. Students prepare written critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Printmaking II: Advanced Printmaking (STU 270)

Printmaking is designed for students who wish to continue their study of printmaking and develop work for inclusion in college portfolios without the more rigorous demands of the Advanced Placement courses. Students focus on creating a series of independent projects in their chosen media while using works of contemporary and historical master artists as examples and inspiration for subject matter, technique and

composition. Students prepare written critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Printmaking I

Offered in 2010 – 2011

Sculpture I: Introduction to Sculpture (STU 180)

In this course, students use a wide variety of media and techniques for the creation of three-dimensional works of art. Through a series of sequential projects, they explore the aesthetic experience by emphasizing the structure and purposes of sculpture. Units include Sculpture as Personal Expression, as Social and Political Expression, and as Functional Objects. The course covers traditional techniques of modeling, carving, and casting as well as contemporary techniques of installation, fabrication, construction, assemblage, conceptual, and kinetic sculpture. Students explore a wide range of styles using works of master artists from many countries and time periods as resources and reference for their own work. Students prepare written critiques, analyze works of art, and research the work of master sculptors. Students keep a sketchbook and prepare a portfolio for presentation at the end of the course.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Sculpture II: Intermediate Sculpture (STU 280)

In the first semester of this course, students review the basic three-dimensional techniques of modeling, carving, casting, installation, fabrication, construction, assemblage, kinetic, and conceptual forms. Students explore a wide range of styles using the work of master sculptors as resource and reference for their work. In the second semester, students select a concept, theme, media and technique to develop a series of independent and personal sculptures related by

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form and content. Students prepare written critiques, analyze works of art, and research the work of master sculptors. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Sculpture I

Sculpture III: Advanced Sculpture (STU 380)

Sculpture III enables students to expand on the independent study projects of the second semester of Sculpture II in order to prepare a body of work for their portfolio without the more rigorous demands of the Advanced Placement courses.

Students select a concept, theme, media, and technique to develop a series of independent and personal sculptures related by form and content. They prepare written critiques, analyze works of art, and research the work of master sculptors. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course.

A yearlong course

Prerequisite: Sculpture II

Advanced Placement Studio Art (STU 501 AP)

This course is a concentrated, in-depth studio experience in which students create a portfolio of quality, original artwork in a specific area of concentration. Students produce a portfolio of works that show a high level of achievement in a cross section of media and techniques. Concentration areas are Drawing, Two-Dimensional Works, and Three-Dimensional Works. Students must be highly motivated and seriously committed in order to meet the demands of the course and the commitment of time both in and out of class. Students submit their portfolios to the College Board for evaluation.

A yearlong course

Prerequisite: Advanced coursework in Visual Arts and permission of instructor

History Department

History at Sierra Canyon is a dynamic discipline emphasizing the pursuit of knowledge as well as the mastery of reading, writing, and critical thinking skills. Students come to view the study of history as an interpretive act, and their work is not done until they understand not only what happened, but how and why it happened. Through a five-year sequence of required courses in grades 7-11, students acquire a deep understanding of historical methods and are grounded in the basic patterns of human economic, political, social, and intellectual development from ancient civilizations to current events. In addition, opportunities for advanced, focused study are provided through upper-level seminars and the Directed Research Program.

MIDDLE SCHOOL HISTORY

In the Middle School, all students take two years of history through which they acquire a foundation of historical knowledge and skills. They learn the fundamentals of critical thinking through the analysis of historical and contemporary events and documents. There are also two electives offered: Introduction to Public Speaking (in the 8th grade) and Mock Trial (in 7th and 8th grade).

History 7: Global Studies (HIS 021)

Students investigate the relationships between the peoples of different regions and nations (e.g. Middle East, China, India, Africa, and Mesoamerica) and the way that demographics, the environment, economics, politics, and culture influence those relationships. Students study the meeting of the Old and New Worlds and examine how cultures of the past created both opportunities as well as conflict. Students move on to study the challenges of an increasingly globalized world. Throughout the course, students develop the skills of geographic literacy by applying terminology and navigating the world map. A wide range of text material, including primary sources, atlases, almanacs,

History

and current event articles will be utilized. Writing assignments will help students learn to support an argument and express ideas in logical, clear language.

A yearlong course

Required in Grade 7

History 8: United States History (HIS 031)

Building on the foundations laid in their 5th grade year, this course asks students to probe American History in a more profound way. Students are encouraged to measure the events of the 19th and 20th centuries against the principles of the nation's founding, which they will explore during a weeklong study trip to Boston. Students leave the class with an ability to trace themes in American history and to understand the factors that have created what many see as a uniquely American identity. Along the way, students continue to hone their study, organizational, and analytical skills by completing assignments of increasing complexity.

A yearlong course

Required in Grade 8

Electives

Introduction to Public Speaking (HIS 032)

The writer Ingrid Bengis says that “Words are a form of action, capable of influencing change.” In this semester course, students explore how to use the spoken word to create such change, to communicate effectively, and to build a persuasive argument. Students learn the fundamentals of public speaking, focusing on organization, logic, and delivery. Through a series of speeches, students gain confidence speaking extemporaneously, culminating in a final oral presentation.

A one-semester course; offered both semesters

Open to Grade 8

Mock Trial (HIS 022)

This course offers students a unique opportunity to take on the roles as prosecutors, defense lawyers and witnesses, and compete head-to-head against 40 other middle schools from across L.A. County in a simulated criminal trial. Students learn about the U.S. justice system, rules of evidence, constitutional rights, courtroom ethics and etiquette, the components of a criminal trial, and the art of persuasive advocacy. In November, students participate in the middle school division of the Los Angeles County Mock Trial Competition sponsored by the Constitutional Rights Foundation. This class meets on alternate days with additional scheduled meetings in the weeks leading up to the competition.

Offered Semester I

May be repeated for credit

Open to Grades 7 and 8

UPPER SCHOOL HISTORY

All 9th grade students take Ancient and Pre-Modern Civilizations to establish a firm foundation in historical and critical thinking skills. In the 10th grade, students have their first option of an Advanced Placement history course: AP European History. In the 11th grade, they study U.S. history also with the choice of preparing for the AP examination in U.S. History. This completes the five-year sequence of required courses begun in the Middle School. There are numerous upper-level seminars designed for juniors and seniors.

Ancient and Pre-Modern Civilizations (HIS 101)

This course gives students an understanding of how to approach historical study and how to make sense of the diverse ways that different peoples have evolved since the beginning of time. Students learn to apply large, overarching themes to specific times and places. After an introductory unit designed to increase critical thinking around questions of

History

what makes a people “civilized,” students explore the rise and development of civilizations from ancient Mesopotamia in 3000 B.C.E. to the end of the Middle Ages. Students compare and contrast societies in the Near East, Egypt, Greece, Rome, China, India, Africa, the pre-Columbian Americas, and medieval Europe. Through these studies, students look at how such factors as geography, environmental influences, political organization, economics, religion, and culture shape development. By studying ancient and pre-modern civilizations, students gain a better understanding of how societies rise and fall and how the events of the past influence the world today. In addition, students gain proficiency in a range of study skills: close reading (both primary and secondary sources), note-taking, paragraph and essay writing, and critical thinking.

A yearlong course

Required in Grade 9

Europe and the World (HIS 201)

Picking up where Ancient and Pre-Modern Civilizations leaves off, this course examines the growth of the political, economic, and cultural institutions that underpin the world today. Students investigate the impact of Europe on other societies from the 1300s to the modern era. The course begins with a study of the forces that brought Europe out of the Middle Ages – including the Renaissance, the Reformation, and the Age of Exploration. From there, students examine major changes in the religious, political, and intellectual world order, highlighting revolutions in Europe and America, the explosion of industry, and the rise of imperialism and colonialism. The course concludes with a comprehensive examination of the wars, state-building, cultural evolution, and globalization that are the hallmarks of the 20th and early 21st century. Throughout the year, students augment the study skills built as freshmen while increasing their ability to do independent research and analysis.

A yearlong course

Advanced Placement European History (HIS 201 AP)

This course is a college-level history course designed to prepare students for the AP European History Examination. Students explore the political, economic, and cultural institutions and trends of Europe from the end of the Middle Ages through the 20th century. In the first semester, topics include the end of the medieval period, the Renaissance, the Reformation, the Age of Exploration, the Scientific Revolution, the Enlightenment, the French Revolution, and the Industrial Revolution. In the second semester, colonialism, imperialism, nationalism, fascism, communism, the World Wars, and the rise and fall of the Cold War are explored. Academically rigorous and intellectually demanding, the course is designed for the highly-motivated student with well-developed study skills, and significant interest and ability in history. Strong emphasis is placed on historical analysis and in-depth exploration of primary-source material.

A yearlong course

Prerequisite: B+ or higher in Ancient and Pre-Modern Civilizations and departmental approval

United States History (HIS 301)

As the writer James Baldwin has said, “the very word ‘America’ remains a new, almost completely undefined and extremely controversial proper noun. No one in the world seems to know exactly what it describes, not even we motley millions who call ourselves Americans.” In this survey of American history from the pre-colonial period through the present, students begin to arrive at their own definition of the word *America*, or at least be able to explain why it has historically been so hard to define. With the theme of identity – and its myriad implications for both the individual and the nation as a whole – guiding their work, students explore such topics as the clash of cultures in early America, the establishment of colonial society, the Revolution and founding of American democracy, the politics of race and slavery, the rise of sectionalism and the Civil War, and the mixed legacies

History

of Reconstruction. In the second semester, students continue to examine domestic politics, economics, and culture while being introduced to the United States' ever changing role on the world stage. Topics here include the rise of imperialism, the World Wars, the Cold War, globalization, and the current terrorist threat. As the capstone to the required sequence of history at Sierra Canyon, this course is designed to intensify students' writing, research, and critical thinking skills. The course culminates with a scholarly essay that asks students to synthesize their knowledge and reflect on what they consider to be the purpose of America.

A yearlong course

Advanced Placement United States History (HIS 301 AP)

This course is a rigorous, comprehensive investigation of American history from the early colonial period through the present. It is designed both to increase students' understanding of the country they live in and to ensure their success on the Advanced Placement Examination. Attention is given to the political, economic, and socio-cultural trends that have steered the evolution of the United States from its roots as a fledgling colony to its current status as global power. In the first semester, students examine the roots of American political and social life in the colonial era, the motivations and outcome of the Revolution, sectionalism, the Civil War, Reconstruction, and the Gilded Age. In the second semester, topics include progressivism, imperialism and World War I, the Depression and the New Deal, World War II, the Cold War, and the social movements and upheaval of the 1960s.

A fast-paced yet profound investigation into American history, this course is dependent on students' ability to work and think independently. Students need superior skills in note-taking, close reading of primary and secondary sources, writing, and synthesis. The course culminates with a scholarly essay that asks students to synthesize their

knowledge and reflect on what they consider to be America's purpose in today's world.

A yearlong course

Prerequisite: B or higher in AP European History, A- or higher in Europe and the World, and departmental approval

A wide variety of History and Social Studies seminars are offered each year. These seminar courses are designed for juniors and seniors. Offerings change annually based on student interest and faculty expertise.

Art History (HIS 401)

Humans have been producing objects and images for thousands of years, but what do all of these objects and images really mean? Can we define what art is or does? Why do people make art at all? How can it help us better understand the course of history and the development of the human psyche over the past millennia? This course provides a framework for exploring these and other questions by presenting an overview of the major themes and trends in the visual arts and architecture from the Paleolithic Age to the modern day. The class proceeds in chronological order and focuses mostly on the Western canonical tradition, with some exploration of non-Western art, including Islamic and East Asian art.

A yearlong course

Advanced Placement Art History (HIS 401 AP)

This course is taught concurrently with the Art History course and focuses on preparing students for successful completion of the Advanced Placement Examination as well as for further art historical study at the university level. Students wishing to take the Advanced Placement option must be highly motivated and willing to complete assignments that exceed the expectations of the regular Art History course.

A yearlong course

Prerequisite: Departmental approval

History

Advanced Placement United States Government (HIS 450 AP)

Designed to prepare students for the Advanced Placement Examination in U.S. Government and Politics, this course presents a rigorous examination of the particulars of American government on the state and federal levels. It is intended for anyone with a serious interest in the Constitution, American politics, and civic engagement. The following topics will be studied in depth: the Constitutional underpinnings of the U.S. government; American political beliefs and behaviors; political parties, interest groups, and mass media; the system of checks and balances through the executive, legislative, and judiciary branches of government; civil rights and civil liberties; and the crafting of public policy. Current political, legal, and governmental issues, illustrate the theoretical underpinnings of the course. This course may also include a hands-on component in which students intern in a political or governmental office or participate in a specially-designed Peak Week trip.

A yearlong course

Prerequisite: Departmental approval

Area Studies (HIS 470)

Sierra Canyon's Area Studies Program allows students to build on earlier coursework by investigating the political, economic, and social history of a specific region of the world. Each region is studied for one semester on a two-year rotation, allowing all major sections of the world to be studied at least once within a student's tenure at the School. Areas of focus include East Asia, the Middle East, Latin America, and Sub-Saharan Africa.

A one-semester course; offered each semester on a two-year rotation; may be repeated for credit

The Holocaust and the Response to Evil (HIS 210)

The Holocaust was one of history's watershed events and its shadow remains more than half a century after its end. What was unique about the state-engineered murder of some six million people? What fertile ground existed for it to take root so quickly and totally? What can be learned about the nature of prejudice and the extreme dangers it forebodes? Through a study of the event itself, and of the way it has been examined through literature, film, and artistic expression, this course explores how the world was forever altered by the actions of the killers, bystanders, and rescuers – and how it colors the understanding of more contemporary genocidal acts. Students examine Anne Frank's diary, compare *Night* (by Elie Wiesel) and *Survival in Auschwitz* (by Primo Levi), and try to understand *The Courage to Care: Rescuers of Jews During the Holocaust* (by Carol Rittner). The course looks back to the Armenian Massacre and explores the recent Rwandan genocide through a reading of Philip Gourevitch's *We Wish to Inform You that Tomorrow We Will Be Killed with Our Families*.

Offered Semester I

Open to Grades 11-12

20th Century Philosophy (HIS 230)

This course analyzes the responses by 20th century philosophers, artists, and writers to the "problems of modernity." The problems of modernity stem from the dominance of the scientific perspective, the undermining of traditional religious viewpoints, and the sense that our values may be empty, thereby causing us to reassess the way we discover meaning. Students will read, write, and discuss ideas in a seminar style course, covering ideas and theories from thinkers, artists, and scholars such as: Heidegger, Sartre, Camus, Rollo May, Alice Miller, Carol Gilligan, Hannah Arendt, Robert Nozick, and others.

Offered Semester I

Open to Grades 11-12

History

Political Philosophy, Law, and Ethics (HIS 240)

The theme at the center of this course is the competition between the inescapable need for Order in the life of every human community, and the often violent disorder that history demonstrates that is an inseparable part of human behavior. Students will learn how a number of the principal philosophers of the past have argued that Order should be crafted in order to assure the security and improvement of both the individual and the community. It is through this examination that students will gain a sharpened awareness of the origins of the American political philosophy, and the slow evolutionary steps by which the American system of public order has evolved from monarchy into the huge democratic republic we alone have made and –thus far—preserved.

Because Order is made of Rules, we'll consider what Rules are, what characteristics they must possess in order to be effective and endure, and how they combine into amazing structures that shape both our individual self-government and the governance of groups at every level of size and purpose, from the private, casual and informal, to complex international institutions. Students will examine Plato, Aristotle, Augustine, the *Magna Carta*, Hobbes, Locke, The U.S. Constitution, Jared Diamond, and much more to help us in this course.

Offered Semester I

Open to Grades 11-12

The 1960s in Time and Retrospect (HIS 220)

After the 1960s, a decade of radical political, social, and cultural change, the United States, indeed the entire West, would never be the same. Forces begun in the 1950s found ever-deepening and widening expression as the new decade moved from year to year, and often from crisis to crisis. This course examines Civil Rights, Vietnam, Student Revolt, and the Second Feminist Wave alongside the politics and the world events that shaped them. Through literature, art,

music, and film, students explore the period as it unfolded and as it later came to be portrayed, sometimes accurately and sometimes for purposes not originally intended.

Offered Semester II

Open to Grades 11-12

Topics in Social Psychology (HIS 250)

Social psychology is the scientific study of how people think about, influence, and relate to one another. Topics in this course will include prejudice and discrimination, gender, culture, social influence, interpersonal relations, group behavior, aggression, and more. Students will be introduced to methods of examining the actions of individuals and/or groups in a social context (interpersonal settings). Students will examine social problems of aggression, discrimination, and psychopathology in the framework of classical and current research and theories of attitude formation and change, group processes, and social cognition.

Offered Semester II

Open to Grades 11-12

Directed Research (HIS 520)

The Directed Research Program is aimed at the highly motivated, self-disciplined student with an abiding interest in a topic that is not covered within the scope of the History Department's regular course offerings. Over the course of one semester and with the supervision of a Faculty Advisor, the student devises a research question on a specific area of history, sociology, or economics. Using this question as a guide, the student creates an annotated bibliography of research materials, conducts research, and writes a term paper of 10-15 pages. The student's work culminates in a presentation of the research before the Advisor, Department Chair, administrators, and interested members of the school community.

A one-semester course

Prerequisite: Submission of a two-page prospectus and permission from the Faculty Advisor and Department Chair

History

Elective

Mock Trial (MTR 101)

Students prepare for the Mock Trial competition in November. Students learn about the criminal justice system by participating in the Los Angeles County Mock Trial program sponsored by the Constitutional Rights Foundation, competing against 40 local schools. Students learn court etiquette, criminal procedure, the rules of evidence, and the subtleties of putting on a trial, both as the prosecution and as the defense. They take on the roles of attorneys and witnesses as they argue both sides of a criminal case. Placement of this course in the schedule is yet to be determined. It will most likely be held after school.

Offered Semester I

Not for academic credit

Mathematics Department

The goal of the Mathematics Department is for all students to understand and appreciate the mathematics they are studying. They learn to read it, write it, explore it, and communicate it with confidence. Through the sequence of courses, they become able to use mathematics as they need to in their lives. They understand mathematics both as a tool and as a way of thinking that can be used to address problems in the world. Students at all grade levels develop both conceptual understanding and procedural fluency.

Teachers provide instruction designed to teach for understanding and use a variety of instructional strategies and modalities. Teachers present students with tasks and experiences designed to deepen and connect their knowledge. Learning with understanding is enhanced by classroom interactions as students propose mathematical ideas and conjectures, learn to evaluate their own thinking and that of others, and develop their mathematical reasoning skills. An intellectual environment is created where serious engagement in mathematical thinking is the norm.

The curriculum is designed to be flexible and rigorous and innovative. The department balances traditional teaching methods, such as lectures, proofs, and explanations, with innovative instruction using technology, group work, projects, and presentations.

Foundations in Math (MAT 021)

This course builds the foundation for algebraic concepts, covering the relationship between decimals, percents, and fractions. Students will study basic integers, beginning variable expressions, measurement, geometry, and spatial relationships. Students are also introduced to one- and two-step equations as well as coordinate plane graphing techniques.

A yearlong course

Mathematics

Pre-Algebra (MAT 031)

This course is to prepare students for Algebra 1. Topics covered include graphing, operations with integers, exponents, and polynomials. Students work with complex equations, inequalities, right triangle trigonometry, and basic square roots. Students strengthen problem solving techniques throughout the course.

A yearlong course

Prerequisite: Foundations in Math

Algebra I (MAT 101)

Through this course, students achieve mastery of algebraic skills and build a foundation for more advanced mathematics. The course includes units on linear expressions and equations, algebraic operations, inequalities, exponents and powers, quadratic equations, polynomials, linear systems and functions. Students learn to simplify equations, solve multiple-step equations to determine the value of a variable, and solve for unknowns by translating situations into algebraic equations. Students use graphing calculators where applicable.

A yearlong course

Prerequisite: Pre-Algebra

Geometry (MAT 201)

Students learn basic concepts of geometry such as circle properties, polygon properties, transformations, area, volume, congruency, and similarity. They explore geometric relationships with a variety of tools including compasses, and graphing calculators. In this course, students develop skill in visualizing and following algorithms, understanding properties, mathematical relationships and proofs, using geometric ideas in real situations, and representing geometric concepts with coordinates and other diagrams.

A yearlong course

Prerequisite: Algebra I

Algebra II (MAT 301)

This course builds on the foundation of Algebra I and Geometry. Students investigate functions, complex numbers, matrices, inverses and radicals, exponential and logarithmic functions, sequences and series, and triangle trigonometry. Although the topics in Algebra II can be somewhat abstract, emphasis is placed on the application of those concepts. Students increase their skills in carrying out various algorithms, developing and using mathematical properties and relationships, applying mathematics in realistic situations, and representing or picturing mathematical concepts. Students use graphing calculators extensively.

A yearlong course

Prerequisite: Algebra I and Geometry

Pre-Calculus (MAT 401)

Pre-Calculus completes the formal study of the elementary functions begun in Algebra I and Algebra II. Students focus on the use of technology, modeling, and problem solving. Students gain proficiency in polynomial, exponential, logarithmic, rational, radical, piece-wise, trigonometric, and circular functions and their inverses. Polar coordinates, complex numbers and quadratic relations are also studied. Graphing calculators are an integral part of the course.

A yearlong course

Prerequisite: Algebra II

Fundamentals of Calculus (MAT 500)

This course is designed to prepare a student to take a college-level Calculus course. Students are introduced to the principles and methodologies of Calculus. They study probability, statistics, logic, limits (from both a numerical and a graphical perspective), matrices, sequences, and series. Time will also be spent on vectors, parametric equations, polar coordinates, complex numbers, and conic sections. Students will represent functions numerically, graphically, algebraically, and verbally. The concept of a rate of change

Mathematics

will be explored using tables, equations, and graphs, leading to the concept of instantaneous rates of change and continuity. This course does not prepare students for the Advanced Placement examinations in Calculus.

A yearlong course

Prerequisite: Pre-Calculus

Open to Grade 12 students only

Honors Mathematics Program

Students who participate in honors mathematics courses are involved in a challenging learning environment that promotes constructivist thinking and fosters an ability to gather data, recognize patterns, make conjectures, and explain why these conjectures are true. Great demands are placed on the students to discover math concepts and apply these concepts to solve problems in unfamiliar contexts and situations. Honors students are curious, enjoy mathematics and not merely arithmetic, participate in math contests, and have a strong work ethic. They use available technology discerningly and appropriately to complete mathematical tasks. Honors mathematics students should be able to make mathematical leaps easily and possess the patience and tenacity to approach problem solving using multiple methods over an extended period of time. They use mathematics to communicate ideas and reflect regularly, systematically, and critically on the learning of mathematics.

Being in the honors mathematics program at Sierra Canyon is a privilege that should not be taken for granted. Students are continually evaluated to make sure they are placed in the appropriate course that reflects their mathematical abilities.

Honors Geometry (MAT 201 H)

In this course, students explore geometric relationships with a variety of tools including compasses, computers, and graphing calculators. Instead of just memorizing rules and definitions, students perform constructions, measure figures, observe patterns, discuss their findings, write their own definitions, and formulate their own geometric conjectures. Topics covered include circle properties, polygon properties, transformations, area, volume, congruency, and similarity. Students are required to synthesize skills to solve novel problems. Students do several extended projects during the school year.

A yearlong course

Prerequisite: Algebra I and instructor recommendation

Honors Algebra II/Trigonometry (MAT 301 H)

Honors Algebra II/Trigonometry is an intensive, accelerated course intended to prepare students for advanced mathematics. This course is for the highly motivated student with above-average interest and ability in mathematics, well-developed study skills, and a willingness to accept a large share of responsibility in the academic process. Students move beyond algebraic technique to emphasize conceptual understanding. This course covers all the topics of Algebra II as well as trigonometry and discrete mathematics. Students use graphing calculators to enhance the content of algebra and tackle complex problems unapproachable without technology.

A yearlong course

Prerequisite: Honors Geometry and instructor recommendation

Honors Pre-Calculus (MAT 401 H)

This course prepares students for the study of calculus. This is an intensive accelerated course for the highly motivated student with above-average interest and ability in mathematics, well-developed study skills, and a willingness to accept a large share of responsibility in the academic process. Topics covered include a review and extension of algebra and coordinate geometry. Students also explore

Mathematics

polar coordinates, complex numbers and vectors in two and three dimensions. The course includes an introduction of calculus topics. Problems are explored in multiple representations: numerical, graphic, symbolic, and verbal. Graphing calculators and computer based graphing technology are integral to the course.

A yearlong course

Prerequisite: Honors Algebra II/Trigonometry and instructor recommendation

Advanced Placement Calculus AB (MAT 501 AP)

This course is a college-level course to prepare students for the AP Calculus AB examination.

The topics in this course include limits, continuity, derivatives of functions, the definite integral, and their real-world applications. Previously studied functions will be analyzed using calculus concepts and methodologies.

A yearlong course

Prerequisite: Honors Pre-Calculus or Pre-Calculus and instructor recommendation

Advanced Placement Calculus BC (MAT 502 AP)

This course is a college-level course to prepare students for the AP Calculus BC examination. Topics in this course include a review of all of the topics in the AP Calculus AB course, as well as convergence tests for series, Taylor/MacLaurin series, and vector, polar, and parametric functions. Advanced integration and differential equations will also be covered as well as additional topics in Linear Algebra.

A yearlong course

Prerequisite: AP Calculus AB and instructor recommendation

Directed Research (MAT 520)

The Directed Research Program is aimed at the highly motivated, self-disciplined student with an abiding interest in a topic that is not covered within the scope of the Mathematics Department's regular course offerings. Over the course of one semester and with the supervision of a Faculty Advisor, the student devises a research question on some specific aspect or area of mathematics. Using this question as a guide, the student creates an annotated bibliography of research materials, conducts research, and writes a term paper of 10-15 pages. The student's work culminates in a presentation of the research before the Advisor, Department Chair, administrators, and interested members of the school community.

A one-semester course

Prerequisite: Submission of a two-page prospectus and permission from the Faculty Advisor and Department Chair

Mathematics

Physical Education Department

Physical Education is an important part of the development of the whole person. Even though the emphasis is on the development of physical fitness and motor characteristics, good physical education experiences also contribute to social, psychological, and mental development.

MIDDLE SCHOOL PHYSICAL EDUCATION

All 7th and 8th grade students take two years of physical education. In the 7th grade, students also take one semester of human development. In the 8th grade, they take a full year of human development.

Physical Education 7 (PE 020)

Physical Education 7 is designed to help students develop skills and attitudes that promote health and vitality through a series of activity-based curricular units. Students complete a wellness unit that exposes them to areas of health-related fitness such as muscular strength, muscular endurance, flexibility, cardiovascular endurance, and nutrition. Students participate in activity-based units such as racquet sports, gymnastics, rollerblading, bowling, and fitness testing.
A yearlong course
Required in Grade 7

Physical Education 8 (PE 030)

Physical Education 8 expands on the principles introduced and cultivated in the seventh grade with an increased emphasis on team sports. Through a series of activity-based curricular units, students participate in discussions, games, activities, and assignments designed to heighten social skills, social responsibility, and the ability to accomplish goals as a team. Activity-based units include volleyball, hockey, soccer, football, basketball, ultimate frisbee, and wellness.
A yearlong course
Required in Grade 8

Physical Education

UPPER SCHOOL PHYSICAL EDUCATION

Upper School students must fulfill two full years of physical education, which may take any of the following forms:

1. Participation on at least one interscholastic team per year for two years;
2. Active and dedicated commitment and involvement in a sport run by an outside organization (equestrian team, figure skating, etc.)* for two years;
3. Participation in courses offered by the Physical Education Department for two years.

* Must meet approval of both the Director of Athletics and the Upper School Director.

Athletic Conditioning (PE 300)

This class is for students who intend to or who already are participating on an Upper School athletic team. Varsity coaches will design a workout program that will advance the student in his or her sport. The workout will consist of various facets of the student's target sport. These will include weight training, core work, plyometrics, agility training, speed training, film work, and nutrition. Additionally, coaches will provide opportunities for on-field and/or on-court instruction.

Offered Semesters I & II

Independent Athletic Study (PE 520)

This course provides students with the opportunity to design a physical education course tailored to individual interest and skill. Interested students must submit a proposal for review by the Director of Athletics and the Upper School Director. The proposed athletic activity should be of intermediate to advanced level of performance and should not be an activity offered by the school. The student needs an outside sponsor to monitor athletic progress.

*Offered in the Fall, Winter, and Spring athletic seasons
May be repeated for credit*

Physical Education: Fitness and Conditioning (PE 100)

This course helps students develop athletic skills and an appreciation for their personal level of fitness. Throughout the semester, students participate in various types of exercise that they can incorporate into a personalized exercise program. Activities include aerobics, Pilates, cardiovascular machine training, circuit-training, strength-training, training with resistance bands, stability balls, and medicine balls, jogging, and yoga. This course counts towards the School's Physical Education requirement.

Offered Semesters I & II

May be repeated for credit

Student Statistician or Team Assistant

This program allows students to earn physical education credit by providing valuable service to the Athletic Department or to an athletic team. This service may include, but is not limited to, keeping game statistics, filming athletic contests, acting as team manager, and assisting in team practice sessions. The student must commit a minimum number of hours per week.

Offered in the Fall, Winter, and Spring athletic seasons

Permission of the Director of Athletics required

May be repeated for credit

Yoga (PE 200)

This course teaches students how to release tension in their bodies, minds, and emotions. Practicing physical exercises (*asanas*) that incorporate breathing (*pranayama*), stretching, and strengthening techniques, students condition their muscles and increase their energy. Students learn to connect movement to breath, creating a moving meditation that builds heat and increases balance and flexibility. Particular attention is given to alignment and technique. Sun salutations, back bends, and inversions are tailored to suit each student's level of ability. Modifications are given to allow students to tailor

Physical Education

their practices to their needs and abilities. Students who do not play on an athletic team should strongly consider enrolling in this course. This course is scheduled after school for one hour.

Offered in the Fall, Winter, and Spring athletic seasons

May be repeated for credit

Science Department

The Science Department's mission is to provide all students a foundation of excellence in the study of science. Whether as scientists or as scientifically literate citizens, Sierra Canyon students explore scientific concepts, theories, and principles through investigations and experiments. They develop skills that enable them to gain a deeper understanding and appreciation of the nature of science. The department fosters a life-long love of learning, and all students are encouraged to develop an awareness of themselves and their interactions with the world around them.

Hands-on learning is at the heart of the course of instruction. The Science Department believes that successful scientific inquiry requires the integration of observational ability, quantitative skills, and analytical thinking. Therefore, in all courses, students are challenged to reason creatively and to think critically. Technology is also integrated into the curriculum in a variety of guises, all designed to place the tools for discovery directly into the hands of the students.

MIDDLE SCHOOL SCIENCE

The Middle School science program provides a firm foundation of scientific skills, methods, and knowledge. Students explore the life sciences in 7th grade and the physical sciences in 8th grade. These courses prepare students for upper-level science in the Upper School.

Science 7: Life Science (SCI 021)

This course is an introduction to the biological sciences and to the important laboratory techniques required for scientific investigation. Students review safety in the laboratory, manipulate numerous types of laboratory equipment, and learn the importance of accuracy in scientific measurement. The compound microscope is the primary tool of the life scientist, and students learn to operate and take proper care of microscopes, prepare wet mount slides, and stain

Science

specimens for proper viewing. Having mastered these scientific techniques, students employ the scientific method to guide their discoveries throughout the year. The course includes units on plant and animal cells, cell structure and function, cellular processes and specialization, classification of living organisms, microorganisms, cycles in nature, decomposition, ecology and interactions among living things, genetics and DNA, and human biology. All students participate in the annual Science Fair.

A yearlong course

Required in Grade 7

Science 8: Physical Science (SCI 031)

This course is an introduction to the study of matter and energy. Through lab experiments and inquiry-based investigations, students learn basic scientific methodology, measurement skills, experimental design, and safe laboratory techniques required for the proper study of chemistry and physics. The course includes units on general properties of matter, density and buoyancy, forces in fluids, thermal energy and change of state, physical and chemical properties of matter, physical and chemical changes, behavior of gases, chemical reactions, radioactivity, and the electromagnetic spectrum. The course also includes a technology component with an emphasis on the interactions between science and technology in our society. Students design and build solar-powered model cars and learn the concepts of aerodynamics, friction, electrical circuits, efficient energy transfer, and the laws of motion. Students may choose to participate in the annual Science Fair.

A yearlong course

Required in Grade 8

Human Development Program

The Human Development Program is designed to present scientific and social information of value to middle school students on such topics as drug and alcohol awareness, nutrition and eating disorders, sexuality, and peer pressure. These courses assure that students have a foundation of knowledge about their personal development, their choices, and their health and well-being. This program enhances students' ability to think independently and communicate openly, to develop awareness and responsibility for their own decisions and actions.

Human Development I (SCI 022)

This course introduces the subjects covered in the Human Development Program. In exploring such issues as wellness; life skills; tobacco, alcohol, and drug use; and, the difference between abuse and addiction, instruction emphasizes the science behind the subjects and the health implications of the choices. The body systems are studied as a frame of reference for studying each health issue. Human Development I is scheduled on alternate days with Physical Education 7 for one semester.

A one-semester course; offered both semesters

Required in Grade 7

Human Development II (SCI 032)

This course follows Human Development I and continues to explore topics of great importance and interest to teens. In Human Development II students learn about nutrition, fitness, eating disorders, self-injuring behaviors, and sexuality. The body systems are studied as a frame of reference for studying each health issue. Human Development II is scheduled on alternate days with Physical Education 8 for one year.

A yearlong course

Required in Grade 8

Science

UPPER SCHOOL SCIENCE

All students are required to take biology and chemistry. From this foundation, students may choose upper-level courses depending on their interests in science and level of mathematical achievement. Honors and AP courses are offered across the science curriculum.

Biology (SCI 101)

In this introduction to the biological sciences, students gain an understanding that science is a human endeavor with social consequences. Students learn the structure and function of organisms at the molecular, cellular, and organism level. Students first study biochemistry, energy, and cells. Then they investigate macromolecules, cell structure and function, photosynthesis, cellular respiration, mitosis and meiosis, genetics, and protein synthesis. Once this foundation is set, students explore evolution, animal physiology, and ecology. Laboratory work is an integral part of the course. Upon completing this course, students have the foundation for upper-level science courses.

A yearlong course

Honors Biology (SCI 101 H)

This is a rigorous course that covers similar topics as Biology, but at an accelerated pace and in greater depth. In order to be eligible for this course, students must have excellent study skills and a high aptitude for math. In addition, it is expected that honors level students are independent learners who are prepared to take responsibility for their academic success. Students will engage the course concepts through a variety of means, such as readings, independent research, laboratory work, inquiry, and modeling activities. The abilities of synthesizing data, utilizing critical thinking strategies, and pursuing one's natural curiosity are important indicators of a student's success in this course.

A yearlong course

Prerequisites: Algebra I with teacher recommendation

Advanced Placement Biology (SCI 101 AP)

As the equivalent of an introductory college biology course, AP Biology is designed to prepare students for the Advanced Placement Examination. This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to understand and appreciate the field of modern biology. The course includes units on heredity, cells, ecology, structure and function of plants and animals, and the diversity of organisms. The course is intense, and students learn concepts at a rapid pace. Students are required to do extensive outside reading and must complete homework over summer, winter, and spring breaks. Students should also be prepared to meet for additional instruction outside of class.

A yearlong course

Prerequisites: Biology, Chemistry, and instructor recommendation

Chemistry (SCI 201)

This course introduces students to the fundamental principles of chemistry. Students learn the skills necessary to understand and discuss issues influenced by chemical processes. Laboratory work is an integral part of the course. Students learn the techniques to accurately record and manipulate observations. The course includes units on atomic and molecular structure, chemical bonding, chemical thermodynamics, stoichiometry, gases, acids and bases, and types of chemical reactions.

A yearlong course

Prerequisite: Biology

Honors Chemistry (SCI 201 H)

Honors Chemistry is an accelerated course that introduces students to the fundamental principles of chemistry while providing them with the concepts and skills necessary for advanced studies in chemistry and higher-level sciences. The course emphasizes both a theoretical and an analytical approach to understanding the behavior of matter and

Science

energy. Students gain an understanding of chemical principles and theories based on experimental data and observations. The course includes many demonstrations and laboratory experiments, and the quantitative aspect of chemistry is thoroughly covered. The course includes units on chemical thermodynamics, stoichiometry, gases, acids and bases, atomic and molecular structure, and nuclear processes. Students planning to take AP Chemistry or AP Biology are strongly advised to take this course.

A yearlong course

Prerequisite: Biology and instructor recommendation

Advanced Placement Chemistry (SCI 201 AP)

This intensive, fast-paced, college-level course prepares students for the Advanced Placement Chemistry Examination. The course is designed for the highly motivated student with a strong interest in and facility with chemistry and mathematics. Students must be able to work independently and be willing to commit significant time to the course, including substantial laboratory work. Many of the units in Honors Chemistry are explored in greater depth. These topics include modern atomic theory, molecular bonding and hybridization, stoichiometry, thermodynamics, kinetics, equilibrium, precipitation reactions, acid-base reactions, oxidation-reduction reactions, electrochemistry, and nuclear chemistry.

A yearlong course

Prerequisites: Biology and Chemistry; Algebra II; and instructor recommendation

Physics (SCI 301)

In this course, students develop an understanding and appreciation of the fundamental principles of energy, matter, motion, and force and their applications to the natural world. Topics include Newtonian mechanics, energy, fluids, waves, sound, and electromagnetism. With a strong conceptual foundation, students are equipped to understand and apply the equations and formulas of physics to problem-solving

situations that arise in their everyday lives. The goal of the course is to promote a deeper understanding of the laws of physics and how they connect us to the world that we live in. Laboratory work and demonstrations reinforce the concepts examined in lectures and reading.

A yearlong course

Prerequisites: Biology and Chemistry; Algebra I and Geometry

Advanced Placement Physics B (SCI 401 AP)

As the equivalent to an introductory, non-calculus college physics course, this course prepares students for the Advanced Placement Physics B Examination. The approach to this course is analytical and intensive. The course is designed for the self-motivated student with advanced analytical skills and a commitment to scientific study. Subjects covered are similar to those covered in Honors Physics, but the course moves at a faster pace and students must have a stronger mathematical foundation. Topics include Newtonian mechanics, thermodynamics, fluid mechanics, electromagnetism, waves and optics, atomic and nuclear physics, relativity, and quantum theory. Although calculus is not required for success in the course, students must have completed course work through Algebra II. Laboratory experiments and demonstrations are integral parts of the course. In addition to students building a thorough conceptual understanding of the material, emphasis is placed on problem solving, quantitative laboratory work, and applying mathematical skills to the analysis of experimental data.

A yearlong course

Prerequisites: Biology and Chemistry; Algebra II; and instructor recommendation

Advanced Placement Physics C (SCI 402 AP)

In this intensive, rigorous, calculus-based course, students explore Newtonian mechanics and electromagnetism in depth to prepare for the Advanced Placement Physics C

Science

Examination. This course is geared for the serious, highly motivated science student who has a strong foundation in physics and mathematics. In this course, students focus on advanced problem solving and analysis. The work demands a greater analytical and mathematical sophistication than the other physics courses in the curriculum. To succeed in this course, students must be independent learners with a high degree of mathematical competency and must be willing to devote significant time to laboratory work. The course does not provide a survey of the field but rather focuses on the detailed study of mechanics and electromagnetism. The first half of the year is devoted to mechanics, including the study of vectors, kinematics, particle dynamics, work and energy, impulse and momentum, rotation, gravitation, planetary motion, and oscillations. The second half of the year focuses on electricity and magnetism, including the study of electric charge, Gauss' Law, electric field and potential, capacitors and dielectrics, electric current, magnetic fields, Ampere's Law, electromagnetic induction, and electrical resonance.

A yearlong course

Prerequisites: Biology and Chemistry; AP Calculus AB; and instructor recommendation

Environmental Science (SCI 500)

Environmental science is an interdisciplinary study of the earth's dynamic physical, chemical, and biological nature and the impact of human societies and natural phenomena on ecosystems. In this course, students gain an understanding of the earth's systems and the scientific, political, economic, social, ethical and policy decisions that affect global environmental change. This course gives special attention to developing an awareness and appreciation for natural resources and their conservation.

A yearlong course

Prerequisites: Biology and Chemistry

Advanced Placement Environmental Science (SCI 500 AP)

Through an intensive, interdisciplinary curriculum, students prepare for the Advanced Placement Examination in Environmental Science. Incorporating both physical and biological sciences, the course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and to analyze both natural and human-made environmental problems. Students apply basic ecological principles, data collection, and research methods to questions concerning the impact of human intervention and disturbance. The course includes units on ecosystems and the impact of humans on natural systems, population issues, land and water use, energy resources and consumption, pollution, and global change. Laboratory work, including the collection and analysis of data by statistical, chemical, and observational means, is an integral part of the course.

A yearlong course

Prerequisites: Biology, Chemistry, and instructor recommendation

Directed Research (SCI 520)

The Directed Research Program is aimed at the highly motivated, self-disciplined student with an abiding interest in a topic that is not covered within the scope of the Science Department's regular course offerings. Over the course of one semester and with the supervision of a Faculty Advisor, the student devises a research question around a specific area of scientific study. Using this question as a guide, the student creates an annotated bibliography of research materials, conducts research, and writes a term paper of 10-15 pages. The student's work culminates in a presentation of the research before the Advisor, Department Chair, administrators, and interested members of the school community.

A one-semester course

Prerequisite: Submission of a two-page prospectus and permission from the Faculty Advisor and Department Chair

Science

Technology Department

The Technology Department offers several introductory courses for students to gain the skills necessary for our technologically-based world. In addition, students can explore the creative applications of technology through courses in computer graphics, animation, and filmmaking.

MIDDLE SCHOOL TECHNOLOGY

All 7th grade students take a one-semester course, Research and Technology, to learn how to make full use of library resources (both printed and electronic) and how to apply technology to their academic studies. The 8th grade semester electives in computer graphics and web design encourage students to explore the creative tools of technology.

Research and Technology (CSC 021)

This course provides students with skills used in all academic disciplines. Students learn how to acquire, organize, and store information from both printed and electronic sources. They gain facility in library research, becoming familiar with the array of references available and learning how to find and evaluate both primary and secondary documents. They practice gathering information from multiple types of references and attributing those sources (both print and electronic) with proper citations. Students learn how to properly format Word documents, Excel charts and graphs, and PowerPoint presentations. They also learn how to use the internet in a proper manner for both research and networking. Keyboarding skills are reinforced throughout the course.

A one-semester course; offered both semesters

Required in Grade 7

Introduction to Computer Graphics (CSC 031)

In this course, students learn design fundamentals in order to create original graphic designs using computer software and

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digital imagery. With Adobe Creative Suite programs, they complete a wide range of original art and animation projects. This course is cross-indexed with Visual Arts.

A one-semester course; offered both semesters

Open to Grade 8

Web Design (CSC 032)

In this course, students learn how to create a web page using the design programs Adobe Dreamweaver and Flash. With the basics of HTML programming, students create dynamic and intricate sites (including media content such as pictures, music, and video) for their personal web pages. Students learn how to create vibrant web animations (using concepts such as vector graphics and path animation) and how to create their own Flash animations.

A one-semester course; offered both semesters

Open to Grade 8

UPPER SCHOOL TECHNOLOGY

The Upper School technology curriculum offers an array of courses from animation to programming. Several courses are cross-indexed with courses taught in the Fine Arts Department.

Animation I: Introduction to Animation (STU 120)

This course is designed for students who wish to focus on traditional and contemporary animation techniques. In the first semester, students explore a wide range of sequential experiences including hand-drawn animation, stop-motion animation, and computer-generated animation. The second semester focuses on independent projects in a chosen media while using the works of contemporary and historical master artists as examples and inspiration for subject matter, technique and composition. Students participate in class critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a

portfolio for presentation at the conclusion of the course. This course is cross-indexed with Visual Arts.

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Animation II: Advanced Animation (STU 220)

Advanced Animation enables students who have completed Animation I to expand their portfolio and focus on independent projects in their chosen media. Students use the works of contemporary and historical master artists as examples and inspiration for subject matter, technique and composition. Students participate in class critiques, analyze works of art, and research the work of master artists. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course. This course is cross-indexed with Visual Arts.

A yearlong course

Prerequisite: Animation I

Film Production (STU 250)

After the students have a solid understanding of the elements of film, serious students may choose to take that knowledge to create a short film of their own. This class is designed to help students take those steps in producing a short ten-minute film that they will write, direct, shoot, and edit. The class culminates with a screening, which will be open to the public, of the students' final work. This course is cross-indexed with Performing Arts.

Offered Semester II

Prerequisite: Elements of Film or permission of instructor

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Graphic Design (STU 150)

In this course, students create original and expressive graphic design while focusing on mastery of contemporary computer graphics techniques using Adobe Illustrator and Adobe Photoshop. Emphasis is placed on fundamental skills through perceptual development, media technique, and the development of an individual style. The media explored include drawing, collage and mixed media, book-making, and computer graphics. Students participate in verbal critiques and analyze graphic design using aesthetic properties. Units of study include graphic design and lettering for posters, book design, logos, package design, cartooning, computer graphics, and color theory with design practices based on historical and contemporary designers. Students keep a sketchbook and prepare a portfolio for presentation at the conclusion of the course. This course is cross-indexed with Visual Arts

A yearlong course

Prerequisite: Foundations of Studio Art or Foundations of Design

Web Design (CSC 110)

In this course, students learn to plan, design, develop, test, and evaluate web pages and web sites. Using design and coding methods, students will implement the basics of web design to create a variety of thematic-based web sites. Design programs such as Adobe Dreamweaver and Adobe Photoshop are used to reach project goals and objectives. Students work in two dimensional designs to grasp a solid foundation of the principles of web design.

A one-semester course; offered both semesters

Students who have taken Web Design in the Middle School will also need to start with this course first.

Web Design 2: Interactions and Multimedia (CSC 210)

In this course, students build upon the foundations of web design to incorporate multimedia and web interactions into web pages and web sites. Using programming and multimedia techniques, students enhance their web pages to include music, video, interactions, and gaming. Students continue to design, develop, and test their creations while using advanced design software such as Adobe Dreamweaver, Adobe Photoshop, and Adobe Flash.

A one-semester course; offered both semesters

Prerequisite: Web Design

Introduction to Computer Programming (CSC 105)

This course introduces students to the fundamentals of computer programming. By exploring the object-oriented programming power of Java, students will design, develop, test, and analyze programming fundamentals that are used in many different programming environments. This course will cover programming methods, syntax, constructors, classes, control statements, data types, inheritance, abstraction, and many other beginning programming concepts. Java is a great language for first-time programmers to learn, and it is one of today's fastest growing programming languages.

A one-semester course; offered both semesters

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Advanced Programming (CSC 205)

Assuming a basic familiarity with Java computer programming from the introductory course, students will design, compile, run, test, and debug complete Java programs.

Students are guided through the Java language and its library API to create and work with object-oriented programs. Fundamental principles of object-oriented design and programming are stressed such as modularity, abstraction, encapsulation, and reusability. The course uses a workshop laboratory approach with numerous examples and programming exercises to illustrate and reinforce basic computer programming concepts.

A one-semester course; offered both semesters

Prerequisite: Introduction to Computer Programming

World Languages Department

The World Languages curriculum is designed to provide students with the means to understand and appreciate another culture through the in-depth and precise study of language. Students strive to become conversant and competent in their target language, developing the skills of speaking, listening comprehension, reading, and writing. They have the opportunity to take introductory through Advanced Placement level courses in French, Latin, and Spanish. Students gain the linguistic tools to observe and participate in not only today's world culture but also to explore the past. To this end, a rigorous study of the literature of each language and the history of the cultures occupies an important place in the curriculum.

MIDDLE SCHOOL WORLD LANGUAGES

In the Middle School, students begin their language study through a two-year introduction to French, Latin, or Spanish. Through this sequence, students acquire a firm foundation in their target language, building fundamental vocabulary and grammar skills. They gain facility and confidence in the four main language skills: speaking, listening comprehension, reading, and writing. After this two-year sequence, students are prepared for advanced study in the Upper School.

French I A (FCH 021)

In this course, students acquire the fundamental skills of speaking, listening comprehension, reading, and writing French. Through a strong emphasis on oral participation, they gain confidence and competence in the basic structures of the French language as well as studying French and Francophone cultural topics. Students build vocabulary and grammar skills through the study of *Bon Voyage I*. Students learn to express themselves coherently and idiomatically in the basic tenses: present, future, and past tenses. Additional forms are previewed in the readings.

A yearlong course

World Languages

French I B (FCH 022)

In this course, students reinforce their listening, speaking, reading, and writing skills by studying the second half of *Bon Voyage I*. Students continue to build their vocabulary and their proficiency with verb tenses. French and Francophone culture continues to be explored through readings and research. By the end of the year, students have a strong foundation in the language from which to pursue advanced study.

A yearlong course

Prerequisite: French IA or equivalent

Latin I A (LAT 021)

This course introduces students to the Latin language. By the completion of Unit 1 of the *Cambridge Latin* series, students learn how to translate, comprehend, and compose elementary Latin. Throughout the year, they build a broad base of vocabulary and learn the fundamentals of verb conjugation and case declension. Various aspects of Roman life and culture, with an emphasis on Pompeii, are studied in conjunction with the language.

A yearlong course

Latin I B (LAT 022)

In this course, students continue to gain the fundamentals of Latin. Students use the *Cambridge Latin* series, Unit 2. Students build vocabulary and proficiency with verb conjugations. They complete their study of the full system of Latin cases, learning the genitive, ablative and vocative cases. Students become comfortable with more complicated syntax in various subordinate clauses. Students read longer passages of adapted Latin in preparation for reading classical texts. The course also explores the world of provincial Rome, Roman Britain, the Classical East, and Egypt. By the end of the year, students have a strong foundation in the language from which to pursue advanced study.

A yearlong course

Prerequisite: Latin IA or equivalent

Spanish I A (SPN 021)

In this course, students acquire the fundamental skills of speaking, listening comprehension, reading, and writing Spanish. Through a strong emphasis on oral participation, they gain confidence and competence in the basic structures of the Spanish language. Students build vocabulary and grammar skills through the study of the first half of *Situaciones: Spanish for Mastery I*. Students learn to express themselves coherently and idiomatically in the basic tenses: present, future, and past tenses. Additional forms are previewed in the readings.

A yearlong course

Spanish I B (SPN 022)

In this course, students reinforce their listening, speaking, reading, and writing skills by studying the second half of *Situaciones: Spanish for Mastery I*. Students continue to build their vocabulary and their proficiency with verb tenses. The culture of the Spanish-speaking world continues to be explored through readings and research. By the end of the year, students have a strong foundation in the language from which to pursue advanced study.

A yearlong course

Prerequisite: Spanish IA or equivalent

UPPER SCHOOL WORLD LANGUAGES

The Upper School curriculum offers students a full range of courses, from the introductory to the advanced, in French, Latin, and Spanish. Regardless of level, students read authentic literary selections and listen to native speakers using the language in the context of daily life. Students are required to study three years of a language but are encouraged to

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pursue their studies through the AP level. Some students may wish to consider beginning a second language after acquiring the fundamental skills of one language.

French I (FCH 101)

In this course, students acquire the fundamental skills of speaking, listening comprehension, reading, and writing French. Listening comprehension and oral participation are particularly important elements of this course. Students gain confidence and competence in the language while studying French and Francophone cultural topics. Students build vocabulary and grammar skills through the study of *Bon Voyage I*. Students learn to express themselves coherently and idiomatically in the present and past tenses. Additional tenses are previewed in the readings. By the end of the year, students have a strong foundation in the language from which they can pursue advanced study.

A yearlong course

French II (FCH 201)

French II continues to equip students with the fundamental language skills of speaking, listening comprehension, reading, and writing. Students expand their ability to express themselves and to understand spoken and written communication. The use of more complex patterns of speech and the reading of longer authentic French texts serve as the core of the course. Through the study of *Bon Voyage II*, students build mastery of the present, future, and past indicative with particular emphasis on the *passé composé* and the *imparfait*. Students also move on to more complex grammar topics such as the conditional and subjunctive. Students continue to work on vocabulary acquisition, learning major French idiomatic expressions. French and Francophone culture serves as the medium through which the French language is taught. Written assignments based on the cultural topics and readings foster freedom of expression.

A yearlong course

Prerequisite: French I

French III (FCH 301)

The aim of this course is to deepen and consolidate the previously-learned material while adding depth to students' control of the four skills of reading, writing, speaking, and listening comprehension. More complex spoken and written grammatical structures are introduced. Composition work is expanded in scope and variety. The readings include literary works, both popular and classical, as well as the study of *Bon Voyage III*. A more profound acquaintance with the history and culture of French-speaking peoples is developed through readings and films. By the end of this course, students are introduced to the use of the subjunctive, conditional sentences, and idiomatic uses of the future and future perfect.

A yearlong course

Prerequisite: French II

Honors French III (FCH 301 H)

This course targets the capable and motivated student who has proficiency in the four language skills. Grammar and advanced idiomatic expression are studied intensively throughout the year. Students acquire a thorough mastery of all tenses and moods, together with their idiomatic usage. Students read unabridged and unedited newspaper articles and literary works, listen to authentic French recordings, and write French compositions frequently. In addition to authentic French literature, students use *Bon Voyage III* and *Preparing for the AP French Language Examination* to bolster their studies. This course is an introduction to Advanced Placement French Language. As such, AP French materials and standards are introduced as the year progresses.

A yearlong course

Prerequisites: French II

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Honors French IV: Language, Literature, and Culture (FCH 400 H)

Students in this course develop proficiency in conversation, composition, reading comprehension, and listening comprehension. Through the use of *Trésors du Temps* and *Une Fois pour Toutes*, students build advanced vocabulary and consolidate their mastery of grammar. Students explore authentic literary and visual media, including classic and contemporary films, radio and television broadcasts, and French literature. Discussions alternate between personal experience, international current events, cultural topics, and in-depth study of unabridged literary works. This course is designed for students who would benefit from further course work before preparing for the Advanced Placement Examination with intense listening and reading comprehension.

A yearlong course

Prerequisite: French III / French IIIH

Advanced Placement French Language (FCH 401 AP)

This course prepares students for the Advanced Placement Examination in French Language. As such, it emphasizes the use of language for active communication in formal and conversational situations, the development of vocabulary at an advanced level, the study of classical and contemporary literature, and the writing of accurate and articulate compositions. Spontaneous and extemporaneous conversations on a variety of topics, from the concrete to the abstract, are integral to the course. Students gain facility in comprehending and responding to native speakers. Materials used in the course include *French Oral and Written Review* and *Preparing for the Advanced Placement French Language Examination*. The course is constructed in accordance with Advanced Placement French Language standards. All students are expected to sit for the Advanced Placement French Language Examination.

A yearlong course

Prerequisite: Honors French III or French IV

Latin I (LAT 101)

This course introduces students to the grammar and syntax of the Latin language. By drilling declensions, conjugations, and basic vocabulary, students gain a foundation of the language. Through an intensive study of the *Cambridge Latin* series, students learn to read Latin at a more advanced level. Students also study the myths, legends, and culture of the Greco-Roman world. Through this course, students not only acquire a firm knowledge of Latin, they also gain a deeper understanding of English grammar, syntax, and vocabulary.
A yearlong course

Latin II (LAT 201)

This course begins by reviewing and consolidating the most important elements of grammar, syntax, and vocabulary covered in Latin I. Through the study of the Unit 3 and 4 texts of the *Cambridge Latin* series, students complete the mastery of the basic grammatical and syntactical forms and concepts. Supplemental readings, taken from the text *Short Latin Stories*, provide additional mythological, historical, and cultural background necessary for advanced studies in Latin.
A yearlong course
Prerequisite: Latin I

Honors Latin III (LAT 301 H)

In this course, students use the Unit 5 text of the *Cambridge Latin* series and the *Cambridge Latin Anthology*. Students read and analyze extensive passages from such authors as Martial, Pliny, Cicero, Caesar, and Suetonius. These passages are organized into themes: the city and countryside; love and friendship; duty and loyalty. This course is a prerequisite for the two Advanced Placement Latin courses.
A yearlong course
Prerequisite: Latin II

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Honors Latin IV (LAT 401 H)

The Latin IV Honors course is offered as an alternative to the Latin IV AP. The curriculum is more varied than the AP syllabus, and allows for greater freedom in the choice of the authors studied. This course is designed for students who feel they need more preparation before the AP level and wish to strengthen their skills further. Students will read a variety of authors, with an emphasis on increased fluency and the ability to recognize the context of a work and do literary analysis. In addition, students may work on more long-term projects designed to immerse them in an ancient culture. Juniors who complete Latin IV Honors with a B+ or above will be well prepared to take an AP course the following year.

A yearlong course

Prerequisite: Honors Latin III

Advanced Placement Vergil (LAT 402 AP)

This course prepares students for the Advanced Placement Examination on Vergil. Students translate and analyze six books of Vergil's *Aeneid*. The rules of scansion, figures of speech, and other rhetorical devices are studied in depth.

A yearlong course

Prerequisite: Honors Latin III/Honors Latin IV

Spanish I (SPN 101)

Through this course, students gain a firm knowledge of the Spanish language while reading and conversing about poetry, stories, and periodicals. They acquire the skills of speaking, listening comprehension, reading, and writing in the language. Those students who have previously studied Spanish review the fundamentals and build upon them. Those who are new to the language systematically build the foundational skills for proficiency. Students use *Situaciones: Spanish for Mastery I* textbook and workbook as well as supplementary materials. By the end of this course, students have the tools and skills necessary for advanced study of Spanish.

A yearlong course

Spanish II (SPN 201)

This course provides a firm foundation in Spanish for a variety of students with a variety of backgrounds in the language. The first semester concentrates on an intensive review and consolidation of previously acquired skills. While concentrating on the basic verb tenses (present, future, conditional, preterit, and imperfect), along with their progressive forms, students hone their vocabulary skills through extensive reading of short stories. These stories introduce students to the subjunctive, the present and past perfect, and other necessary tenses to be mastered in Spanish III. By the end of this course, students are able to converse, read, and write about a variety of topics in the present, future, and past tenses. Students master essential idiomatic expressions common to both the Spanish and Hispanic world. Students work on their listening skills through dictations, recordings of the stories read, and other audio materials available in the *Situaciones: Spanish for Mastery II* textbook and workbook.

A yearlong course

Prerequisite: Spanish I or equivalent

Spanish III (SPN 301)

This course reviews the grammar, syntax and idioms already learned in Spanish II. Through the study of *Situaciones: Spanish for Mastery III*, students acquire mastery of the perfect tenses, the conditional, and the subjunctive. Students build a broad base of vocabulary while reading unabridged Spanish and Hispanic writings. Students hone their writing skills through summaries of the stories they read. To increase listening comprehension, students work with recordings of native speakers from a variety of Spanish-speaking countries.

A yearlong course

Prerequisite: Spanish II or equivalent

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Honors Spanish III (SPN 301 H)

Having mastered the fundamental language skills of speaking, listening comprehension, reading, and writing in Spanish II, students hone their knowledge of idiomatic structures and vocabulary. Emphasis is placed on reading comprehension and listening comprehension. Students become increasingly skilled in understanding the speech of native speakers with a wide range of accents and regionalisms. *Situaciones: Spanish for Mastery III* serves as the textual foundation of the course. Students read unabridged Spanish and Hispanic literature. The course is conducted in Spanish with the occasional exception of teaching advanced grammar concepts and idiom. Spanish and Hispanic culture is incorporated into the study of the language.

A yearlong course

Prerequisite: Spanish II or equivalent

Spanish IV: Language, Literature, and Culture (SPN 401)

Students in this course develop proficiency in conversation, composition, reading comprehension, and listening comprehension. Using *Abriendo Paso* as their primary textbook, students build advanced vocabulary and consolidate their mastery of grammar. Students explore authentic literary and visual media, including classic and contemporary films, documentaries, radio and television broadcasts, and Hispanic literature. Discussions alternate between personal experience, international current events, cultural topics, and literary works. This course is designed for students who would benefit from further course work before preparing for the Advanced Placement Examination.

A yearlong course

Prerequisite: Spanish III

Honors Spanish IV (SPN 401 H)

Students who are interested in pursuing further study of the Spanish language or who would like to prepare themselves for the rigor of the AP Spanish Language course and subsequent AP examination are encouraged to take this course. The class consists of review of previously learned grammatical structures and reinforces communication in the target language by means of a series of grammar, vocabulary, and comprehension exercises. Students will also be exposed to Spanish literature in its authentic form with a variety of short stories, poems, and plays. Students are expected to initiate their study of Spanish literature and hone their writing skills through series of critical essays written entirely in the target language. This class is an advanced program in Spanish.

A yearlong course.

Prerequisite: Honors Spanish III or Spanish III with instructor approval

Advanced Placement Spanish Language (SPN 401 AP)

This course prepares the students for the Advanced Placement Examination in Spanish Language. As such, it emphasizes the use of language for active communication in formal and conversational situations, the development of vocabulary at an advanced level, the study of classical and contemporary literature, and the writing of accurate and articulate compositions. Spontaneous and extemporaneous conversations on a variety of topics, from the concrete to the abstract, are integral to the course. Students gain facility in comprehending and responding to native speakers. Materials used in this course include *Spanish for Oral and Written Review*, *Preparing for the Advanced Placement Spanish Language Examination*, and *Puerta de Sol* (a Spanish audio magazine). The course is constructed in accordance with Advanced Placement Spanish Language standards. All students are expected to sit for the Advanced Placement

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Spanish Language Examination.

A yearlong course

Prerequisite: Honors Spanish III or Honors Spanish IV

Advanced Placement Spanish Literature (SPN 402 AP)

This course prepares students for the Advanced Placement Examination in Spanish Literature. The class involves intensive reading of a wide variety of literature from the sixteenth through the twentieth centuries. Students gain oral and written practice in literary analysis in Spanish. The works studied change from year to year according to the Advanced Placement Spanish Literature Program. This program usually includes classical and contemporary plays, novels, and selections of poetry.

A yearlong course

Prerequisites: AP Spanish Language or equivalent

Directed Research (SPN 520)

The Directed Research Program is aimed at the highly motivated, self-disciplined student with an abiding interest in a topic that is not covered within the scope of the World Languages Department's regular course offerings. Over the course of one semester and with the supervision of a Faculty Advisor, the student devises a research question on a specific area of language, culture, literature, or linguistics. Using this question as a guide, the student creates an annotated bibliography of research materials, conducts research, and writes a term paper of 10-15 pages. The student's work culminates in a presentation of the research before the Advisor, Department Chair, administrators, and interested members of the school community.

A one-semester course

Prerequisite: Submission of a two-page prospectus and permission from the Faculty Advisor and Department Chair

Sierra Canyon School is an academically excellent college preparatory school committed to an empowering environment in which students realize their greatest intellectual, creative, ethical, and physical promise. We are defined by an energized, attentive, and diverse student-teacher culture. Sierra Canyon School is a special place to grow for the challenges of a fast-changing world.

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