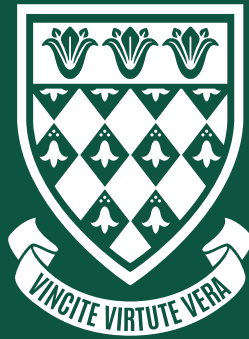


Curriculum Guide

Waynflete

Middle and
Upper School
2021-2022



Waynflete's mission is to engage the imagination and intellect of our students, to guide them toward self-governance and self-knowledge, and to encourage their responsible and caring participation in the world. Our aim is to provide a program that combines security with challenge, playful exploration with rigorous expectation, and range of experience with depth of inquiry.

Waynflete

Middle School and Upper School Curriculum Guide 2021–2022

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INTRODUCTION

In accordance with the school's mission, Waynflete offers students in the Middle and Upper Schools a lively, varied, and rigorous academic program that engages student intellect and imagination. Students have many opportunities to explore subjects both broadly and deeply, and connections between disciplines are forged when possible. Courses are planned with careful attention to the changing developmental levels of students as they progress through the grades. By the time students graduate, they are well prepared with the skills and knowledge they need to be successful in college and beyond.

This Curriculum Guide describes Waynflete's academic, physical education, and interscholastic athletic programs in the Middle and Upper Schools. This guide is, by necessity, a snapshot of the school's programs as they exist at a particular time; it should be noted that Waynflete's curriculum is constantly evolving. As a result, not all courses shown within are offered every year.

Middle School Requirements

All Middle School students are required to take courses in English, mathematics, history, science, world languages (Latin for sixth graders; Chinese, French, Latin, or Spanish for seventh and eighth graders), studio art, performing arts, and physical education.

Upper School Requirements

Each Upper School student is required to take the equivalent of five full-credit courses each year. Students accrue half a credit per course, per semester—accumulating at least 20 credits over their four years of Upper School.

Certain distribution requirements must be met. Students are encouraged to design their individual programs in accordance with their aspirations, interests, and goals. They select courses with the assistance of their advisors and, when appropriate, the Upper School Director and/or the Director of College Counseling. Faculty advisors encourage every student to select the most challenging and appropriate course of study.

The following represents the actual course selections of recent graduates, with the school's minimal graduation requirements listed parenthetically:

- **English** One hundred percent have taken the equivalent of at least four years of English. (Requirement: four years of English, including Essay Writing or Writers' Workshop, and at least two upper-level literature electives.)



- **Mathematics** More than 98 percent have taken at least four years of mathematics. (Requirement: three years of mathematics.)
- **History** More than 90 percent have taken at least three years of history. (Requirement: two years of history, including one year of US history.)
- **Science** More than 90 percent have taken at least three years of laboratory science. (Requirement: two years of laboratory science, including one year of biology.)
- **World Languages** More than 80 percent have taken at least three years of world languages, typically through the fourth-year level. (Requirement: at least one year of a world language at the second-year level or higher.)
- **Arts** In addition to formal classes in the visual and performing arts, students earn credit by enrolling in performing arts electives and ensembles. (Requirement: two credits.)
- **Interscholastic Athletics and Physical Education** Students are required to participate in either interscholastic athletics or physical education classes during all three seasons of each year. Students may choose from a wide array of interscholastic athletics and physical education offerings. Students are also eligible to apply for an individualized athletic program.
- **Community Service** Juniors and seniors must fulfill an individual community service requirement. Waynflete is committed to engaging students in programs that address the needs of the community. (Students are introduced to local community service opportunities through service projects undertaken by advising groups each year.)

Upper School Academic Options

Intensive Courses

Available in English (Grades 9–10), Spanish, biology, chemistry, and physics. Intensive courses follow the core curriculum, but allow students who wish to study these subjects in more depth the chance to do so as they investigate related issues and gain greater skill mastery. Advisors work with students individually to help them decide on the appropriate level of study.

Accelerated Courses

Offered only by the Mathematics Department. Accelerated courses allow students who have a strong interest and facility in mathematics to pursue mathematical concepts in more depth and at a faster pace. Consultation among previous teachers, the student, and the Department Chair determines a student's placement in math.

Independent Study

Occasionally, an Upper School student—typically a junior or a senior—has a particular interest in a subject area that is not covered by the curriculum. With a faculty sponsor and the necessary approvals, a student may design an independent study for course credit.

Malone Schools Online Network

Waynflete is a member of the Malone Schools Online Network (MSON). Juniors and seniors may apply to take a course offered by the network along with students from all over the country. These rigorous courses combine synchronous instruction and real-time videoconferencing seminars with asynchronous instruction, recorded lectures, and exercises that students complete outside class. Each course meets twice a week for an hour.

A wide variety of courses are offered, ranging from Greek to psychology to the fundamentals of nuclear science. Waynflete students have taken MSON courses in multivariable calculus, forensics, organic chemistry, Arabic, and technology and identity. MSON courses are designed for highly motivated students with excellent study skills.

Off-Campus Study

With permission, a student may take a course outside Waynflete for academic credit. In the past, some students have received Waynflete credit for work completed at such area institutions as the University of New England, the University of Southern Maine, and Maine College of Art. In addition, some Waynflete students, with the approval of the Upper School Director, have participated in semester or yearlong residential programs like the Chewonki Semester. Students should consult with their advisors and the Upper School Director when considering and evaluating possible off-campus study options.

Senior Projects

Seniors in good academic standing have the opportunity to finish their regular coursework in May and spend the last four weeks of the school year engaged in Senior Projects. These projects allow students to pursue academic and cocurricular interests, investigate potential career paths, and get involved in significant community service in creative ways. Projects are subject to approval by a faculty committee.

Student Health and Well-Being

LEAP Week and Outdoor Experience

The academic year begins with four-day experiential learning programs—LEAP Week in Middle School and Outdoor Experience in Upper School. These programs build community, foster a sense of belonging, and facilitate friendships before classes start.

Middle School Social and Emotional Curriculum

Waynflete believes that success in and out of school requires both social-emotional strengths and academic skills. Since early adolescence is a time of rapid physical change and intense emotions, middle school is a critical time to practice skills for navigating both. Studies show that students who possess a positive mindset, an understanding of the physical and emotional changes they are experiencing, and strategies for building strong peer relationships are better prepared for academic success.

During LEAP Week (Learn-Explore-Appreciate-Play), students in Grades 6–8 are introduced to each other and the school through a variety of interactive academic and social learning experiences. Team-based activities provide students with the opportunity to forge new friendships and understand the value of collaboration before classes begin. Students are also encouraged to reflect on the impact their speech has on others, their personal learning goals, and what it means to persevere through challenges. Students in this age group are surprisingly willing and able to discuss their social and academic experiences.

During the school year, small groups of students meet each week in Sixth Grade Seminar, where they focus on how the brain affects emotions and practice active listening, managing feelings, and cultivating empathy through curiosity about each other. Seventh Grade Seminar builds on this work, with a focus on forging positive connections and contributing to social belonging. Eighth Grade Seminar focuses on taking positive leadership actions in middle school. This curriculum is designed to celebrate the unique period of adolescence in students' lives and to provide skills for contributing to the school community in positive ways.

Navigating the Upper School

During Outdoor Experience, students spend their first four days of Upper School in small groups forming bonds that serve them well in the years ahead. In a wilderness or service setting, faculty members help students discover new aspects of themselves and others. Students discover their leadership potential, take charge of their own learning, and set goals for their academics and cocurricular activities. Whether taking in a pristine summit view on Maine conservation lands or discussing objectives in a complex urban setting, students discover what it means to be part of the Waynflete community.

The school's Ninth Grade Seminar builds on the relationships that begin to form during Outdoor Experience and sets the stage for student-centered learning in Upper School. Topics include weekly check-ins, goal setting for academic and personal well-being, time management, understanding

diversity, overcoming stereotypes, and communicating with integrity. Discussions include learning about mindfulness and stress reduction, sleep and nutrition, healthy relationships, sexuality, mental health, and preventing substance abuse.

In Grades 10–12, student groups meet monthly in small dialogue groups for continued contact with Outdoor Experience trip leaders. These meetings support critical social-emotional learning, personal decision-making, and healthy life choices. Groups discuss how to stay accountable to their own goals, make constructive choices, and support each other.

Middle and Upper School Advising Programs

Advisors are the primary guides for students as they navigate the curriculum, cocurricular offerings, and their personal lives. Students begin each school day by checking in with their advisors, and they join their advising groups for lunch, discussion, and activities once a week. Time is set aside during the year for students to meet individually with their advisors to measure progress, consider course selections for the following year, and explore new interests. These conversations eventually lead to the college application process, which starts with informational programs during a student's sophomore year and begins in earnest during spring semester of junior year.

Community Service

Waynflete is committed to engaging students in programs that address the needs of the wider community. Students are introduced to local community service opportunities through projects undertaken by advising groups each year. Juniors and seniors must fulfill an additional individual community service requirement each year. Many of the cocurricular activity offerings in Middle and Upper School focus on community service.

Cocurricular Activities

Middle and Upper School students choose from a range of cocurricular activities in addition to their academic classes. Faculty advisors help students explore new areas of interest, exercise leadership, and engage with multiage peer groups that share similar interests.

Student Assessment and Performance Evaluation

A Waynflete education is purposefully designed to educate the whole child by preparing students to lead productive, meaningful lives. Students receive feedback on their academic progress through parent-teacher conferences, scheduled grade reports, and less formal conversations throughout the year. Each program within the school provides a detailed, holistic assessment of a student's academic accomplishments and approach to learning.

Middle School Student Performance Evaluation

Middle School students receive written comments describing their academic progress after each trimester. The nature of a student's academic performance evaluation evolves from Grade 6 to Grade 8. In Grade 6, students do not receive single, summary grades for each class in which they are enrolled. Instead, sixth graders receive multiple grades based upon specific skills and tasks (e.g., lab work, homework, participation, and tests). Students in Grades 7 and 8 do receive summary grades for each trimester, which reflect their overall academic performance in each subject during that time.

Upper School Student Performance Evaluation

Upper School students receive reports on their academic progress after each of four marking periods. Academic courses are designed on either a yearlong (1 credit) or a semester (half credit) basis. All grades received by Upper School students—for either semester or yearlong classes—are cumulative and demonstrate the evolution of their academic progress within a particular subject. A final transcript is produced at the end of each school year, detailing the final grades given for each course. A student's overall academic evaluation is based upon criteria such as class participation, homework, essays, special projects, quizzes, and exams.

Academic Honors

Honors are awarded on the basis of a numerical grade average. This is calculated using a 12-point scale (A+=12; D-=1). To receive honors, a student must achieve an average of 8.0 (B). To receive high honors, a student must achieve an average of 10.0 (A-). Academic honors are listed on students' official transcripts. These distinctions may include:

- **Honor Roll** Requires a solid B average or better in all courses.
- **High Honor Roll** Requires a solid A- average or better in all courses.
- **Waynflete Scholar** Distinguished by having no grade below an A- in any course in a given semester.

ENGLISH

The English Department curriculum provides students with a varied background in literature, a thorough grounding in writing skills, and different approaches to literary analysis. Other educational goals include independent thought and reasoning, skill in working in small groups, creative problem-solving, and alternative ways of seeing various situations. In order to meet these goals, the English Department offers thematic, yearlong courses for each of the Middle School grades, as well as for Grades 9 and 10 in the Upper School. Beginning in the fall of their junior year, students choose from a selection of literature and/or writing electives each semester.

Middle School

Students devote the majority of their study to reading literature and gaining proficiency in composition. In support of these areas, grammar and vocabulary are focuses each year, often in the context of the student's writing but also through formal instruction in basic skills. Teachers encourage a process approach to writing—with drafting, peer review, and editing as integral components—whether students are writing exposition, fiction, personal essays, or poetry.

English 6: The Individual and the Community

This course focuses on the many ways a person and the wider world can interact, exploring the challenges, joys, struggles, and surprises of communities. Readings may include *The Giver* (Lois Lowry), *Roll of Thunder, Hear My Cry* (Mildred D. Taylor), and *Other Words for Home* (Jasmine Warga). Students practice writing skills through daily journaling and creative writing and are introduced to analytical writing. In the context of their literature and writing assignments, students practice critical thinking, annotation skills, vocabulary acquisition, and standard grammar usage. Students are also expected to read and complete a project on a book of their choosing at least twice during the school year.

English 7: My Voice, Our Perspective

This course focuses on stories about adolescence and facing adversity in school and in society. By reading memoirs as well as fiction focused primarily on authors of color, students expand their own perspective and find the courage to grow and share their own voices in the face of challenges. Readings may include *The Circuit* (Francisco Jimenez), *I Am Malala* (Malala Yousafzai), *Akata Witch* (Nnedi Okorafor), and *New Kid* (Jerry Craft). Each unit is supplemented with creative writing, including short story and personal narrative workshops, or expository writing, including arguments, thesis statements, textual evidence, and persuasive style. Students build skills in annotating class texts, as well as preparing for and participating in class discussion. Quizzes assessing vocabulary, punctuation rules, and grammar are a regular part of the course.

English 8: Justice and Courageous Citizenship

This course is taught in tandem with History 8 with an interdisciplinary focus on the themes of justice and courageous citizenship. In English 8, students will examine stories in which characters encounter threats to justice and summon the courage to address those threats. Core texts include: *Stamped: Racism, Antiracism, and You* (Ibram X Kendi and Jason Reynolds), *Just Mercy* (Bryan Stevenson), *The Hate U Give* (Angie Thomas), selections of contemporary young adult literature, and poetry of the Harlem Renaissance. Students will participate in the American Voices Poetry Project, which asks them to study an American poet's life and work and consider how they used their writing to make the world a better place. The year will culminate in an interdisciplinary Humanities Project, where students will use their skills and voices to research and advocate for a social justice topic of their choice. Throughout the year, students will be asked to read closely, think critically, and express their ideas with confidence and precision. They will practice writing in various modes with a focus on personal and analytical writing. The overarching goal of this course is for students to feel equipped and empowered to use their voices in courageous citizenship.

Upper School

The Upper School English program focuses on literature, writing, critical thinking, and discussion skills. Students read a variety of literary genres while learning to write critical literary analysis. The reading list may be supplemented from year to year in response to student interest. Essay writing and creative writing are incorporated into every required course. Grammar is taught in the context of written work and through direct instruction. Grade 9 and 10 English courses are yearlong and thematic. They are also offered at an Intensive level. Intensive courses follow the core curriculum but allow students the chance to explore topics more deeply and independently, and with a greater focus on critical thinking and analysis. In Grades 11 and 12, students select from an array of semester courses.

English 9: Innocence and Experience (1 credit)

This course centers on the theme of "Innocence and Experience." During the first quarter, students are introduced to Western and non-Western conceptions of innocence and experience through close reading of the first chapters of Genesis alongside creation/formation myths from other cultures and traditions. This approach provides the foundation for the remaining texts, which include *Macbeth* (William Shakespeare), *Frankenstein* (Mary Shelley), *Black Boy* (Richard Wright), and selections from modern writers such as Toni Morrison and Sandra Cisneros. Students broaden their close-reading skills and their love of language through a unit on poetry. Students read and review an additional outside reading book during each marking period, either one of their own choosing or one required by the teacher. Grammar is studied and critiqued both in the context of written work and through direct instruction. *This course is also offered in an Intensive format.*

English 10: Confronting the Indeterminate (Full year, 1 credit)

This course explores the nuances, intricacies, and contradictions of our world and our identities. Through literature, students confront complex ethical, social, and political questions, many of which do not have easy answers. Readings may include *Kindred* (Octavia Butler), *Between the World and Me* (Ta-Nehisi Coates), *Cannery Row* (John Steinbeck), *Exit West* (Mohsin Hamid), and *Hamlet* (Shakespeare), as well as short stories and poetry. In addition to developing analytical writing skills, students gain significant exposure to personal essay writing through an extensive memoir project in which they reflect on the complexities of their own identities and experiences while strengthening their revision skills and exploring the stylistic elements of creative nonfiction. *This course is also offered in an Intensive format.*

Junior-Senior English Electives

In the final two years of Upper School, the English Department offers a set of electives that students select based on their individual interests and strengths. Students must take at least four semesters of English electives during their junior and senior years, two of which must be literature electives. By graduation, each student must also have completed either Essay Writing or Writers' Workshop. Not all the following electives are offered every year.

AMERICAN LITERATURE

American Hubris: In Search of the National Identity (½ credit)

This class focuses on the question of American identity—who we are and where we are headed. Students examine the culture by acting as literary critics and cultural anthropologists who seek to understand our times. They consider a range of pointed and conflicting conceptions of contemporary American identity as portrayed in novels, films, television, and various artifacts from popular culture gleaned from the internet. Novels may include *The Reluctant Fundamentalist*, Mohsin Hamid; *A Visit from the Goon Squad*, Jennifer Egan; *The Brief and Wondrous Life of Oscar Wao*, Junot Diaz; *Animal Dreams*, Barbara Kingsolver; *A Hologram for the King*, Dave Eggers; *Casebook*, Mona Simpson; *The Free*, Willy Vlautin; and *Redeployment*, Phil Klay. Films may include *Crash*, *Beasts of the Southern Wild*, *Margin Call*, and *Winter's Bone*. The class may also study selected episodes from television series such as *The Wire*.

American Exceptionalism: Common Ideals for All Except... (½ credit)

Early American nationality was based on shared ideals and beliefs, including a growing belief in American exceptionalism. This course examines such questions as What were the foundational tenets of the American ideal? Who was included in this experience? Who and what became the "exception"? From the first early writings of slave narratives to the critique of the American way of life, this course will investigate race, gender, and the political and social changes that have shaped our national identity. Readings may include Harriet E. Wilson (*Our Nig*, *Sketches from the Life of a Free Black*), Harriet Beecher Stowe (*Uncle Tom's Cabin*), and Kate Chopin (*The Awakening*), and essays by Emerson, Thoreau, and W.E.B. Du Bois.

Literature of New York City (½ credit)

Using a variety of genres and historical periods, this course looks at the exotic, eccentric, and energetic New York City and its compelling inhabitants. Pieces range from the 19th-century Melville classic "Bartleby the Scrivener" to the contemporary protest of Sapphire's *Push*. Although the pieces are studied in chronological order, the intent of the class is to examine particular voices, themes, myths, and issues of a city that epitomizes the raw power of the American dream and its failures. Works may include titles by Henry James, Anzia Yezierska's *Bread Givers*, F. Scott Fitzgerald's *The Great Gatsby*, Truman Capote's *Breakfast at Tiffany's*, Arthur Miller's *Death of a Salesman*, and Colum McCann's *Let the Great World Spin*. Students may also study the short stories of E.B. White, Grace Paley, and Philip Roth, as well as the poetry of Edna St. Vincent Millay, Frank O'Hara, and Hart Crane.

Southern Gothic: From Flannery O'Connor to Jesmyn Ward (½ credit)

This class explores authors who use the language of dreams, nightmares, and the supernatural to understand the dark side of real-life American history. Originally considered a lowbrow genre, the tradition of gothic fiction has allowed generations of writers to explore the social and psychological horrors of everyday life in the American South. Possible texts include Flannery O'Connor's short stories, William Faulkner's *As I Lay Dying*, Carson McCullers' *The Heart Is a Lonely Hunter*, Toni Morrison's *Beloved*, and Jesmyn Ward's *Sing, Unburied, Sing*, as well as excerpts from modern and contemporary television, including *True Blood* and *American Horror Story*.

The Vietnam War Through Literature and Film (½ credit)

This course focuses on novels, short stories, poetry, expository writing, and screenplays about the Vietnam War written from a variety of points of view: the soldiers, family members, war protesters, and Vietnamese citizens. Several popular films that depicted the war are discussed and contrasted with other visual images that have become imprinted on our culture's memory—images ranging from wartime photography to the look and the iconography of war memorials, such as the Vietnam Veterans Memorial in Washington, D.C. Readings may include Greene, *The Quiet American*; O'Brien, *The Things They Carried*; Mason, *In Country*; Bao Ninh, *The Sadness of War*; Le Ly Hayslip, *When Heaven and Earth Changed Places*; and stories and memoirs such as Santoli's *Everything We Had*, Kerr's *Dispatches*, and Wolff's *In Pharaoh's Army*. Films may include *The Green Berets*, *Apocalypse Now*, *Full Metal Jacket*, and *Platoon*. This course includes a mandatory personal interview assignment with written documentation and formal essay writing.

Postmodern Literature: Embrace the Chaos (½ credit)

Is it possible for a fictional story to represent the truth more accurately than reality? Can authors represent truth more effectively by reinventing traditional narrative techniques? Students explore these topics by examining postmodern literary techniques such as unreliable narration and metafiction that turn traditional narrative modes inside out and call into question that which seems true. Readings may include *Lost in the Funhouse* by John Barth, *Slaughterhouse-Five* by Kurt Vonnegut, *Jazz* by Toni Morrison, and *A Visit from the Goon Squad* by Jennifer Egan. Other possible authors include Chuck Palahniuk, Tim O'Brien, and David Foster Wallace. Possible films include *Big Fish* and *The Truman Show*.

Women's Literature: Voices of Self-Expression (½ credit)

How has the literary voice of women changed over the years? Can men be included in the dialogue? How does the evolving literature reflect women's varying experiences? A variety of genres—including poetry, prose, and theater—guide discussions of how women's perceptions have changed and been viewed over the past century. More specifically, the course examines how class, race, geography, ethnicity, and sexual orientation shape women's life experiences. Students explore voices from many backgrounds, including Jeanette Winterson's *Written on the Body* and Margaret Atwood's *The Handmaid's Tale*, as well as British classics such as Virginia Woolf's *A Room of One's Own*.

Beyond Endurance: Voices of African American Writers (½ credit)

Students explore a range of thematic developments in African American fiction, theater, and poetry in the context of major cultural developments since the start of the Harlem Renaissance. Guiding questions include What makes a text a Black text? Must African American literature serve a moral or political cause? The course examines works from the Harlem Renaissance of the 1920s and '30s, the Black women's literary renaissance of the 1950s and '60s, the Black Arts of the 1960s and '70s, and neo-slave narratives and contemporary works by African American authors. Assigned reading may include works by Zora Neale Hurston, August Wilson, Ralph Ellison, Charles Johnson, Toni Morrison, and Claudia Rankine.

Poetry and Revolution in America (½ credit)

Just as America has been an experiment from its inception, so has its poetry. From the religious fundamentalism of the Puritans to the radical individualism of the 19th century, or from the feminist, pacifist, and communist doctrines of the 1960s to the postmodern experimentations of the present day, there has never been an era in which American poetry has not clung closely to revolutionary ideas. This course examines a number of American poets in depth (considering both the formal innovations of their verse and their roles in society), including Anne Bradstreet, Phillis Wheatley, Walt Whitman, T.S. Eliot, Langston Hughes, Edna St. Vincent Millay, Audre Lorde, Adrienne Rich, Frank O'Hara, Sylvia Plath, and Terrence Hayes.

The Graphic Novel (½ credit)

Over the past few decades, the graphic novel has gone from the niche world of comic books to a varied, complex, and increasingly legitimate form of literary expression. Students trace the development of the form as it separated itself from other narrative modes and explore the themes and voices unique to graphic novels. Students are exposed to a wide range of graphic novels to learn how to examine illustration as literary style. The emphasis will be on essay writing, but students will create visual narrative writings of their own. The class will consider whether a graphic novel should be considered literature. Readings may include *Fun Home: A Family Tragicomic*, Alison Bechdel; *The Smartest Kid on Earth*, Jimmy Corrigan; and *Black Panther* by Chris Ware, Ta-Nehisi Coates, and Brian Stelfreeze.

The American Immigrant Experience (½ credit)

This course explores the voices and experiences of American immigrants through multiple genres, including novels, short stories, essays, memoirs, poetry, and films. Students will address essential questions such as What forces draw people away from their homelands to the US? What systems are in place to support or thwart the process of “becoming American”? What is the impact of race, class, culture, and language on American and individual identity? Possible authors include Jhumpa Lahiri, Amy Tan, Dave Eggers, Khaled Hosseini, Chimamanda Adichie, Frank McCourt, Sandra Cisneros, Julie Otsuka, Julia Alvarez, Edwidge Danticat, Gene Luen Yang, and Junot Diaz.

Literature of Native Americans (½ credit)

Through early Native American literary texts and contemporary literature that these texts have influenced, this class examines the oral tradition of storytelling and the relationship to the earth—plants and animals, rivers and rocks, and all things believed significant in the life of America’s first peoples. Readings will examine the historical fissure between the first peoples and the conquering colonial powers that existed in the early Americas and continues as a cultural and political conflict today. Readings include *Black Elk Speaks* by Nicholas Black Elk (Lakota), *Reservation Blues* by Sherman Alexie (Spokane-Coeur d’Alene), *Ceremony* by Leslie Marmon Silko (Laguna Pueblo), and *Little: A Novel* by David Treuer (Ojibwe).

WORLD LITERATURE

Beyond Endurance: Voices of African American Writers (½ credit)

We will examine a range of thematic developments in African American fiction, theater, and poetry in the context of major cultural developments since the start of the Harlem Renaissance. Our guiding questions will include What makes a text a Black text? Must African American literature serve a moral or political cause? We will examine works from the Harlem Renaissance of the 1920s and ’30s, the Black women’s literary renaissance of the 1950s and ’60s, the Black Arts of the 1960s and ’70s, and neo-slave narratives and contemporary works by African American authors. Assigned reading may include works by Zora Neale Hurston, August Wilson, Ralph Ellison, Charles Johnson, Toni Morrison, and Claudia Rankine.

Authenticity and Performance in the Digital Age (½ credit)

What does it mean to be authentic? Who is “the real you”? How does an online presence influence one’s “real life” identity? This course examines these questions, considering how truth and performance intertwine in the age of social media and how contemporary literature probes the relationship between authenticity and digital existence. Students read a variety of texts (supplemented with critical and theoretical perspectives), from David Foster Wallace’s short story “Good Old Neon” to Tom McCarthy’s *Remainder* and Miranda July’s *The First Bad Man*. The course draws on contemporary films and television that address the issues of authenticity and technology, such as the television series *Black Mirror*. Students also draw on their own experiences online and work together to create virtual platforms that promote authentic self-presentation.



Do the Right Thing: Ethics in Literature and Film (½ credit)

People have told stories as a means of making sense of the world since the advent of language—from the oldest prehistoric cave paintings to contemporary dinner-table tales. This class explores some of the common roots of ethical thinking and applies those ideals to literature from around the world. A unit on ancient codes—including Hammurabi’s, the Hebrew Bible, the New Testament, the Koran, and those of Western philosophers such as Aristotle, Kant, and Camus—sets the stage for identifying ethical questions in literature. Students explore how authors have posed and wrestled with these ideas through time. Readings cut across genres, time periods, and cultures—from children’s tales to contemporary African drama. Titles may include Shakespeare’s *The Merchant of Venice*; Soyinka’s *Death and the King’s Horseman*; White’s *Charlotte’s Web*; Huxley’s *Brave New World*; Collins’ *The Hunger Games*; Beah’s *A Long Way Gone*; Tolstoy’s *Death of Ivan Ilyich*; Coetzee’s *Waiting for the Barbarians*; and Sartre’s *No Exit*. Films may include *Do the Right Thing*; *A Man for All Seasons*; *Blade Runner*; *Crouching Tiger, Hidden Dragon*; *Erin Brockovich*; and *Slumdog Millionaire*.

A Fantastic Journey: Reading and Writing in Lands Beyond (½ credit)

Fantasy literature has moved from bit player to robust star in the literary heavens. In this course, students are challenged to investigate and analyze why fantasy holds such allure and where its roots lie. Students begin with a brief look at some essential source materials, from ancient myths to works like *Beowulf*, *The Tempest*, or *Gulliver’s Travels*. The class then reads extensively in the genre, beginning with a close reading of *The Hobbit* and going on to excerpts from *The Lord of the Rings*. Other works or authors that may be used include Ursula Le Guin’s *Earthsea* and works by Lewis Carroll and C.S. Lewis, as well as contemporary works such as the *Harry Potter* series and *The Hunger Games*. This is a class for the fantasy fan. In addition to the readings, there will be a self-designed research project and an extensive writing assignment of fantasy fiction.

Medieval Literature (Spring, ½ credit)

Headless knights, undead Vikings, wandering mystics—far from being an age of darkness and disorder, the Middle Ages in Europe were a time of cultural exchange, innovation, and wonder. Students will read a wide range of medieval texts in translation, from tales of heroes and monsters to scathing political satires and visions of the end of the world. Students will supplement their readings with music, art, architecture, and philosophy. Our goal is to make sense of this long and complex period of human history, while asking what lessons the modern world can learn from the challenges of the past. Readings may include the Old Norse *Grettir’s Saga*, the Old English epic *Beowulf*, the Middle Welsh *Mabinogion*, the lays of Marie de France, the Old French *Song of Roland*, the mystical writings of Margery Kempe, the narrative verse of *Sir Gawain and the Green Knight* and Geoffrey Chaucer’s *Canterbury Tales*, and the poetic allegory of Dante’s *Inferno*.

Myth, Folktale, and Children’s Literature (½ credit)

What do the earliest books we read teach us about childhood, adults, animals, history, class, and gender? This course explores various representations of myth, folktales, and children’s literature, including stories that were written for adults and adopted as “children’s stories.” While some works may be familiar, students will be expected to sharpen their powers of analysis, both orally and in analytical and creative writing assignments. Works studied may include *Haroun and the Sea of Stories*, *Animal Farm*, *The Golden Compass*, *Alice in Wonderland*, *The Arrival*, *Persepolis*, *Frankenstein*, *The Ramayana*, *Tintin*, Grimm’s *Fairy Tales*, African folktales, and *Boy, Snow, Bird*.

Perpetrators and Victims: Literature of Genocide (½ credit)

How do apparently normal people subject others to atrocity and murder? How do societies promote, condone, or prevent genocide? How do individuals and countries survive emotionally, culturally, and politically? What, if anything, can be done to prevent genocide in the future? Students examine genocide from a historic and political perspective through memoir, essay, fiction, and poetry. Possible titles include *This Way For the Gas*, *Ladies and Gentlemen*, Borowski; *Imagining Argentina*, Thornton; and *Johnny Mad Dog*, Dongala.



Russian Literature (½ credit)

Using literature from the 19th and 20th centuries, this elective is designed as a sweeping introduction to the literature of the pre-Soviet, Soviet, and post-Soviet periods in Russian writing. Course readings may include Turgenev's *Fathers and Sons*, Dostoevsky's *Crime and Punishment*, Pasternak's *Doctor Zhivago*, and Solzhenitsyn's *One Day in the Life of Ivan Denisovich*. Students may also read selections of poems, short stories, and plays by Gogol, Pushkin, and Chekhov, as well as pieces by contemporary writers. Students read critical articles of the major texts, write analytical essays, and conduct research to learn about the political and cultural context of the literature and the writers themselves. Students should be prepared for a rigorous reading schedule.

Self and Society: 19th-Century British Literature (½ credit)

The 19th century in England brought with it new ideas, inventions, and philosophies that challenged the certainties of self, the belief in meaningful experience, and the relationship between men, women, and personal power. The continuing sophistication of the novel form and the advent of lending libraries allowed the novel, with its emphasis on the social changes of the day, to mirror the changing concerns of the time. This course will look at how authors viewed the tensions and questions of self in a changing world. Texts may include *Pride and Prejudice*, Jane Austen; *Jane Eyre*, Charlotte Brontë; *Wuthering Heights*, Emily Brontë; *Frankenstein*, Mary Shelley; *Hard Times*, Charles Dickens; and *Tess of the D'Urbervilles*, Thomas Hardy. The class is discussion based, with student-led discussion. Film adaptations may be viewed and analyzed after reading the texts.

The Shock of the New: Modern British Literature (½ credit)

The subject of this class is the fall from the Victorian ideal of progress into the complexities and anxieties of the modern era. Starting with core texts that characterize Modernism, the readings take the student through the key British writers of the 20th century. In addition to poetry, texts may include Joseph Conrad, *Heart of Darkness*; James Joyce, *Dubliners*; Virginia Woolf, *Mrs. Dalloway*; Pat Barker, *Regeneration*; Anthony Burgess, *A Clockwork Orange*; Kazuo Ishiguro, *Never Let Me Go*; and Jeanette Winterson, *Oranges Are Not the Only Fruit*. Written work may include an essay or test on each core text, weekly in-class writings, one student-taught class, and an outside reading choice and project.

Spinning the Globe: Readings from Around the World (½ credit)

This course seeks to investigate how our world has become smaller through the sharing of literature from around the world. From classic European writers to the diversity of contemporary authors from South America, Haiti, Japan, Africa, China, and the Middle East, students consider what world authors share in craft, style, narrative, themes, and characterization. The depth of inquiry includes contrasts/similarities of cultural and political contexts, with an eye toward expanding our own. Selected works may include *In the Pond*, Ha Jin; *The Wall*, Jean-Paul Sartre; *Death of Ivan Ilyich*, Leo Tolstoy; *Krik? Krak!*, Edwidge Danticat; *Bride Price*, Buchi Emecheta; *The Inheritance*, Sahar Khalifa; and *An Unnecessary Woman*, Rabih Alameddine.

Short Works of the Greats: Literature in Translation (½ credit)

This course is an opportunity to study the works of acknowledged greats through translations of some of their shorter stories, novels, and novellas. Many of these works were among the last creations of these writers, who refined their talents into these small gems of distinction. Close-passage analysis and attention to the subtler aspects of the works are a key feature of this course. Writings may include *One Day in the Life of Ivan Denisovich*, Alexander Solzhenitsyn; *Love in a Fallen City*, Eileen Chang; *Gigi*, Colette; *The Metamorphosis*, Franz Kafka; *The Wall*, Jean-Paul Sartre; and *Chronicle of a Death Foretold*, Gabriel Garcia Márquez.

“What’s Up with That?”: Engaging Your World Through Journalism

(Spring, ½ credit)

Climate change, politics, immigration rights, fashion trends, sign stealing in baseball—these are all stories you can follow and develop through journalism. This class is designed to introduce students to the fundamental elements of news writing and photojournalism. Students will learn the terms and concepts of journalism, including the history of journalistic ethics. Students will write in multiple genres, including news, features, and sports articles. Classes will include discussions, workshops, group and individual meetings, writing, revising, and publishing. Journalism is a hands-on course that requires active participation and a commitment to working under deadlines for news stories and page layouts. Students will read, discuss, and analyze examples of creative journalism and recently published articles in print or online, and will also collaborate on research projects. *Note: This counts as a writing class.*

WRITING

Writers’ Workshop (½ credit)

The goal of this workshop is to strengthen each student’s process of writing as a means of discovery and expression. Students write daily to gain practice and authority in response writing. They keep journals as a means of free writing and as a source for later papers. Contemporary essays provide models and form the basis of discussions about writing styles. Students complete extensive drafting of both personal and expository pieces, ending with a final edited draft. A minimum of four essays are written during the semester. Peer review and teacher review are integral to this process. Course readings include *The Color of Water* by James McBride.

Essay Writing (½ credit)

The course explores personal essay modes and techniques. Through an examination of narrative, descriptive, persuasive, and expository models, students work to discover the importance of voice, sentence styling, effective word choice, and intention. A habit of informal writing is encouraged through nightly blog posts inspired by prompts or on a subject of the student’s choice. The class relies on peer review and workshop feedback through revision. Students practice preparing essays for submission to various outlets (all students submit at least two pieces for possible publication).

The Art of Poetry (½ credit)

Williams said a poem is “a machine made out of words.” Shelley said poets are “the unacknowledged legislators of the world.” Students in this class will do brilliant things with words and, in the process, will change the way they see the world. They will read widely, borrow mercilessly from the voices of others while looking for voices of their own, and fearlessly critique one another’s work. The class is a workshop format: readings of each other’s work and outside poems will occur daily, constructive criticism is required, and committing some poems to memory is expected. We will also study poetic terminology and learn a variety of forms and techniques through our own practice.

Fiction Workshop (½ credit)

Do you ever have the urge to write great prose and not think about thesis statements and topic sentences? This course examines creative forms of fiction, with a focus on examining personal narratives, articles, and editorials. Looking at models of published prose, the class offers writing activities to give new ideas of both form and content. Students work on technical skills that support good writing in a workshop model of sharing pieces for class-wide feedback. A strong commitment to the writing process and a willingness to share weekly pieces with classmates are necessary.





MATHEMATICS

The mathematics curriculum in the Middle and Upper Schools covers a wide variety of courses. As mathematics education is ever-changing, the course of study is designed to incorporate new ideas and techniques while being mindful of the importance of a sound, traditional foundation. In this spirit, technology is used in all courses. Students gain confidence in representing and interpreting information graphically, numerically, verbally, and analytically. The ability to make reasonable predictions and assumptions based upon collected information is a critical skill in the modern world, and much effort is made to cultivate this skill in each course. As mathematics is an art as well as a science, the department strives to help students foster an enjoyment and appreciation of the mathematical process.

Middle School

Our Middle School mathematics program is an exploratory and problem-based curriculum that supports students in developing and strengthening their computation skills, number sense, and problem-solving techniques. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Classroom routines involve a combination of independent work, group work, and whole-class discussions to build a conceptual understanding and computational fluency. We provide each student with the appropriate level of support and challenge so they can build their confidence as mathematical thinkers and problem solvers, appreciate the discipline, and reach their full potential.

Grade 6

Math 6 begins with a unit on reasoning about area, and understanding and applying concepts of surface area. Work with ratios, rates, and percentages draws on (and builds upon) earlier work with numbers and operations. Students then build procedural and conceptual understanding around fractions, focusing on fraction equivalency and the operations of multiplication and division. Finally, students are introduced to more abstract concepts, such as expressions, equations, and rational numbers. Throughout the year, students are noticing patterns, making connections, collaborating with peers, discovering algorithms, and building their confidence as mathematical thinkers and problem solvers.

Grade 7

Grade 7 math offerings include Math 7 and Math 7 Accelerated.

Math 7 begins by exploring scale drawings, an engaging geometric topic that reinforces computational skills and number sense while also supporting subsequent work with proportional relationships and percentages. Students then study operations with rational numbers, discovering patterns and processes that extend to simplifying variable expressions and solving variable equations and inequalities. Finally, students put their new skills to work in the context of geometry (angles, triangles, and prisms), probability, and sampling.

In Math 7 Accelerated, students with a solid pre-algebra foundation explore more abstract, algebra-focused topics. Students deepen their understanding of linear expressions and equations, and explore systems of equations. Students revisit the definition of an exponent, extend it to include all integers, and learn about orders of magnitude and scientific notation to represent and compute very large and very small quantities. Finally, in the context of the Pythagorean theorem, students encounter irrational numbers for the first time and informally extend the rational number system to the real number system.

Grade 8

Grade 8 math offerings include Middle School Algebra and Algebra 1 Accelerated.

In Middle School Algebra, students begin with a study of geometry: transformations, congruence, dilations, and symmetry. Students build on their understanding of proportional relationships to study linear equations in the coordinate plane. They express linear relationships using equations, tables, and graphs, and make connections across these representations. Students also explore systems of linear equations in two variables, and learn that linear relationships are an example of a special kind of relationship called a function. Finally, students explore different representations of numbers, codifying the properties of exponents and encountering irrational numbers for the first time.

In Algebra 1 Accelerated students discover the beauty and abstract nature of algebra. Students revisit systems of equations and inequalities and engage in a more formal study of functions: function notation, domain and range, average rate of change, and features of graphs. These concepts are then applied to piecewise, linear, absolute value, exponential, and quadratic functions. Throughout each unit, applications of functions help students see the connections that exist between graphs, tables, and equations. For each function type, students closely examine the structural attributes of the function and analyze how these attributes are expressed in different representations.

Upper School

The Upper School mathematics curriculum appropriately challenges students at each level. Students in the Upper School are required to complete Algebra I, Algebra II, and Geometry before electing other options. Several levels of difficulty and challenge are available in each course. Accelerated courses allow students who have a strong interest in and facility for mathematics to pursue concepts in more depth and at a faster pace. Consultation with previous teachers, the student, and the Department Chair help determine a student's placement in math.

Algebra I (Full year, 1 credit)

Algebra I is designed to nurture and strengthen the transition from computational to algebraic thinking. With a focus on the connection between algebraic and graphical representations, this course aims to deepen students' ability to process and think at higher abstract and conceptual levels. Students will explore linear equations and inequalities, systems of linear equations and inequalities, the definition of a function, and characteristics of linear, quadratic, and exponential functions. Through a problem-solving approach, students will make meaningful connections between mathematical skills and life experiences. Emphasis will be placed on multiple approaches, as various strategies will be developed, analyzed, and discussed.

Algebra II (Full year, 1 credit)

This course presents the concepts of a traditional Algebra II program for students who have successfully completed Algebra I and may be taken before or after Geometry. Topics include linear, quadratic, and polynomial functions; direct and inverse variation; inequalities and absolute value; systems of equations; and simplifying and solving rational and radical expressions and equations. Use of a graphing calculator reinforces and supports skills learned in this course.

Prerequisite: Algebra I or equivalent.

Algebra II Accelerated (Full year, 1 credit)

This course is for strong math students who have successfully completed an Algebra I course. The class begins by exploring sequences and series and how these topics are connected to both linear and exponential relationships. Students are exposed to topics traditionally found in rigorous Algebra II courses, including linear, quadratic, and higher-order polynomial functions; direct and inverse variation; inequalities and absolute value; systems of equations; and simplifying and solving rational and radical expressions and equations. If time permits, students will also explore exponential and logarithmic functions. Technology is used to support learning and exploration, leading to a deeper connection to the material. *Prerequisite: Algebra I or equivalent.*

Geometry (Full year, 1 credit)

This course covers the topics of traditional Euclidean geometry: points, lines, planes, angles, properties of parallel lines, triangles, quadrilaterals, polygons, circles, area and volume, and congruence and similarity. To gain insight into informal proofs and promote self-discovery, students explore relationships with programs such as Geometer's Sketchpad and GeoGebra. The curriculum includes introductions to the studies of trigonometry and statistics. *Prerequisite: Algebra I or equivalent.*

Geometry and Trigonometry Accelerated (Full year, 1 credit)

This course considers the building blocks of planar and solid geometry, with a problem-solving approach. The course is fast-paced, allowing for exploration of concepts at greater depth. The curriculum emphasizes formal, two-column proofs and includes a short introduction to right-triangle trigonometry, as well as a solid introduction of data analysis and statistical calculations. *Prerequisite: Algebra I or equivalent.*

Functions, Statistics, and Trigonometry (Full year, 1 credit)

This course is designed for students who have completed Algebra II but are not yet ready for Precalculus. It includes an introduction to statistical representation and measurement as well as a thorough consideration of linear, exponential, logarithmic, polynomial, and trigonometric functions and their corresponding inverses. Included in the study of trigonometric functions are the unit circle, the six basic functions, trigonometric identities, trigonometric equations, the law of sines, and the law of cosines. Students who have successfully completed this course will be prepared for Precalculus in the following year. *Prerequisites: Algebra II or equivalent and Geometry.*

Precalculus (Full year, 1 credit)

This course focuses on functions and begins with general function characteristics, including notation, domain and range, operations on functions, composition, symmetry, inverse relationships, and transformations. Students review linear and quadratic functions before exploring polynomial, rational, exponential, and logarithmic functions, all of which includes an emphasis on real-life applications. The second part of the course includes a study of trigonometry, both application of the unit circle and analytical trigonometry, and the laws of cosine and sine. If time allows, we include an introduction to probability and some elementary limits. Graphing calculators are required equipment for this course. *Prerequisites: Algebra II or equivalent and Geometry.*

Precalculus Accelerated (Full year, 1 credit)

This course focuses on functions and begins with general function characteristics such as notation, domain and range, operations on functions, composition, symmetry, inverse relationships, and transformations. Students then engage in a detailed study of polynomial, rational, exponential, and logarithmic functions. The second part of the course consists of a detailed study of trigonometry and some elementary limits. Graphing calculators are used to reinforce and support learning. Real-life applications are emphasized. *Prerequisites: Algebra II or equivalent and Geometry.*

Calculus I (Full year, 1 credit)

This course starts by reviewing material from Precalculus that will support the study of calculus topics. Students explore limits of functions, the derivatives of functions, and applications of derivatives, which include related rate problems, maxima and minima problems, and curve sketching. The second half of the course focuses on integral calculus, including applications involving the area between two curves and volumes of solids of revolution. Upon completion of this course, students have a solid grasp of calculus topics to support further study in this field. *Prerequisite: Precalculus.*

Calculus I Accelerated (Full year, 1 credit)

Students engage in an in-depth study of the limits of functions, derivatives of functions, and applications of derivatives, including related rate problems, maxima and minima problems, and curve sketching. The second half of the course focuses mainly on integral calculus, including applications involving the area between two curves. Differential equations and the volumes of solids of revolution are explored. Upon successful completion of this course, students will be prepared to take the Advanced Placement Calculus exam. *Prerequisite: Precalculus.*

Calculus II Accelerated (Full year, 1 credit)

This course offers a thorough review of the techniques of differentiation and integration. Students will study applications involving surface area, length of a curve, and parametric equations. Other topics include different techniques of integration, sequences, and series, including Taylor Polynomials and Taylor series. Upon successful completion of this course, students will be prepared to take the BC Advanced Placement exam. *Prerequisite: Accelerated Calculus I.*

Advanced Statistics (Full year, 1 credit)

This course covers most topics included in the AP Statistics exam, with an emphasis on applications. Students examine depictions of data through graphs, correlation, and regression; data collection and sample design; randomness, binomial, and geometric distributions; and inference and significance tests on distributions, proportions, and tables. Students make extensive use of the statistics package on the TI-84 calculator. *Prerequisite: Precalculus.*

HISTORY

The history curriculum provides opportunities for discovery and individual expression while ensuring that students have explored history both broadly and deeply by the time they graduate. Teachers focus on historical themes and questions, guiding students to use factual evidence to support their conclusions and arguments. Although the department emphasizes Western history, both European and American, its curriculum also embraces non-Western cultures and global issues. Courses span historical eras from ancient through modern times.

The curriculum of the History Department is carefully integrated. Starting in sixth grade and continuing through senior year, history courses progress smoothly as teachers continually reinforce common skills. Students learn to formulate and defend a thesis in expository essays and formal research papers, to analyze primary sources, to discuss and debate, and to use technology and online sources in support of their work. Through carefully chosen content and skills, teachers help students grasp relationships among times and places; appreciate connections between history and other disciplines, such as literature, the arts, and science; make informed, ethical judgments about the past and contemporary society; think critically and independently; and become skillful and confident writers.

Middle School

In Middle School, students learn about ancient and classical civilizations; world geography, including in-depth units on Western and non-Western cultures; and American history, with a focus on the Constitution. In every course, heavy emphasis is placed upon reading and writing skills, and students learn the step-by-step process involved in writing research papers. Hands-on projects as well as opportunities for debating and role-playing tap into students' creativity and imagination. Students use technology in a wide variety of ways in support of their work. The entire program is geared to the Middle School child but also serves as an excellent springboard for the Upper School curriculum that follows.

History 6: History of the Ancient Mediterranean

This course is a yearlong study of ancient cultures, including those of Mesopotamia, Egypt, and Greece. With a focus on archaeology, students are introduced to artifacts as primary sources that tell the stories of a culture. Study skills are embedded in the content, with a focus on linear note taking and seven-sentence expository paragraphs. The year

concludes with a short research paper and an interactive project on a topic of choice from ancient Egypt, Greece, or Rome.

History 7: Cultural Geography

This course introduces students to a variety of cultures around the world, focusing on the ways in which the physical environment affects the human experience. The year begins with a detailed study of North America, with students writing research papers about the cultural expressions of individual American Indian nations. In the spring semester, students explore the geography, history, culture, and current events of Latin America, sub-Saharan Africa, and the Middle East. Throughout the course, students practice skills such as active reading and note-taking, the development of thesis statements, and essay writing. By studying world geography and cultures, students gain a greater appreciation of diversity and its connection to global issues.

History 8: Citizenship and Social Justice

Taught in tandem with the eighth-grade English class "Conflict and the Outsider," the course provides an interdisciplinary study on the themes of justice and courageous citizenship. Students examine the foundational documents of the United States and their relevance to movements for civil rights and justice in both American history and current affairs. Special emphasis is devoted to understanding the role that racism has played and continues to play in our country. Topics are explored through student-led discussions, close readings of primary and secondary sources, and analytical writing. The course concludes with an interdisciplinary research project that combines historical research, literary analysis, and creative expression as students identify and explore ways to promote justice in their communities.

Upper School

In the Upper School, students take at least two years of history: World Civilizations (freshman year) and two semesters of American History (junior year). In addition, the department offers a yearlong elective in Topics in Modern History for sophomores, as well as a wide array of semester-long junior and senior electives. Upper School coursework builds carefully upon the Middle School foundation and sharpens students' reading, writing, and research skills. Students learn to analyze primary sources with increasing sophistication at each grade level; reliance upon textbooks is minimal. In every course, students are encouraged to draw their own conclusions and to formulate original arguments. Upper School history courses also emphasize research papers; seminar-style, student-led discussions; and the use of new technologies, including online discussions.

World Civilizations (Full year, 1 credit)

This ninth-grade course explores the major faiths of the world today—Hinduism, Buddhism, Judaism, Christianity, and Islam—and considers topics in history up to the early modern period. The class studies ancient Greece, Rome, the Crusades, Ming China, and Mughal India. The concepts of humanism, secularism, monotheism, monism, and pantheism are investigated as students explore the faiths and histories of different parts of the world. The analysis of primary and secondary sources, student-led class discussions, and the development of research and critical-thinking skills are stressed throughout the course. Students write a number of research-based essays, which provide opportunities to practice formulating thesis statements, documenting sources, and drafting persuasive written arguments and historical analysis.



Topics in Global History (Full year, 1 credit)

This sophomore history course focuses on examining selected developments around the world between the 13th and early 20th centuries. Students explore a variety of topics, from the history of Asia, Africa, the Americas, and Europe through several broader ideas that are woven into the units and that allow for creating meaningful connections between countries, societies, and developments. These broad ideas include governance, cultural and social developments and interactions, economic systems, and technology and innovation. Throughout the year, students continue to practice research skills, comprehension, and analyses of primary and secondary sources, crafting arguments and supporting them with evidence in writing assignments and in-class discussions. The spring semester culminates in a research project on topics driven by students' interests and is connected to the larger themes explored throughout the year.

US History I: The Formation of the United States, 1600–1860

(½ credit)

This course covers the history of the United States from the beginning of European colonization through Lincoln's election in 1860. Students focus on the country's political, economic, geographic, social, and cultural growth. The course explores the narratives of the early nation that are rooted in its founding documents, the evolving issue of slavery, and other forces that propelled the United States toward civil war. Class discussion, analytical essay writing, and close reading and annotation of primary source materials are integral to the course.

US History I: Women in American History (½ credit)

This class focuses on the history of women in the US from the colonial era to the present day. The course begins with a discussion of the role of women in US history, including Abigail Adams, Elizabeth Cady Stanton, Lucretia Mott, and Sojourner Truth. Students also focus on the role of women in the Civil War and the Progressive Movement, the women's suffrage movement, women in the labor movement, and the roles played by women in both world wars and both "Red Scares." The course culminates in an exploration of the revival of the women's movement and concludes with an exploration of the current issues facing women today.

US History II: The United States Comes of Age: The Civil War Through World War II, 1861–1945 (½ credit)

This course begins with the national trauma of the Civil War and the failures of the Reconstruction era. Students examine the political, economic, and social changes in the country between 1870 and World War I, focusing on the growth of industry, the labor movement, immigration, the Populist movement, the Progressive movement, and the early civil rights movements. Students explore the emergence of the United States as a global power and related actions during the 1920s, the Great Depression, and entry into World War II. Class discussion, analytical essay writing, and a close reading of primary source documents are emphasized.

US History II: African American History (½ credit)

This course considers American history from the perspective of African Americans. Beginning with an examination of the West African slave trade and the origins of the Middle Passage during the 16th century, students explore key concepts and events in the racial history of the US. The class examines the development and spread of chattel and industrial slavery, the effects of emancipation and Reconstruction, the origin of Jim Crow laws, the history of the struggle for civil rights (including today's Black Lives Matter movement), and the effects of important events in US history on African Americans. Primary and secondary sources representing a black perspective on US history will be used throughout the course.

JUNIOR-SENIOR HISTORY ELECTIVES

Numerous history electives are offered to juniors and seniors. Students select courses based on individual interests. Not all electives are offered every year.

The Great War (½ credit)

Over a century has passed since the beginning of the Great War, which President Woodrow Wilson proclaimed to be "the war to end all wars," but tragically, only opened the door to another, even more devastating world war a quarter of a century later. This course explores how and why the Great War changed the course of history. Historical documents, poetry, short literary works, and films are integral to the study throughout the semester. The course begins by looking at England and Germany, the two most powerful nations in the world as the 20th century began, and traces their collision course in the fateful years leading up to 1914. The focus, however, is the war itself and its consequences. Students examine the horrors of trench warfare along the Western Front. Although the course centers on the war in Europe, attention is also paid to the global reach of the war, including the participation of African troops and the impact of their experience on the subsequent rise of independence movements on the African continent. Other short- and long-term consequences of the war, including the early rise of Adolf Hitler, are also highlighted. Students in this class take turns leading class discussions and participate regularly in online discussions as well.

Headscarves and Heretics: Women and Islam in the Postcolonial Maghrib (½ credit)

Northwest Africa (the Maghrib) enjoys a cultural identity distinct from the rest of the continent. Though often considered an Arab region, the Maghrib is actually a complex mix of Berber, Arab, French, Spanish, Portuguese, and sub-Saharan African cultures. The Maghrib enjoys an overwhelmingly Muslim majority while representing the westernmost pole of the Islamic world. Today the region is undergoing massive cultural transformation. Not only did the recent Arab Spring originate within the Maghrib, but also the shifting economics, increasing urbanization, and booming population of the area have all contributed to rapid and sometimes shocking new social dynamics. This course examines two of the most dynamic modes of change in northwest Africa: the roles of women and the forms of Islamic expression. Beginning with the colonial period, the course examines the emergence of political Islam and the women's rights movement in modern Maghribi culture. Topics will include the role of the headscarf for modern women, the conflict between traditional and political Islam, and the emergence of a new and empowered female political class. Classical and contemporary sources are considered, and students have the opportunity to correspond online with feminists and political leaders within the Maghrib.

History of Islam (½ credit)

This course offers an introduction to Islam, the youngest of the world's great religions. Using primary sources, secondary sources, sacred texts, ethnography, literature, film, and art, this class investigates the historical origins, the historical traditions, and the modern challenges of Islam. An attempt is made to stress the unity of Islam within the diverse ways of being Muslim. The course begins with an overview of modern Islam, focusing on how it is practiced on the edges of the Muslim world: Morocco and Indonesia. This course also looks at Muhammad as both a historical figure and a religious symbol. A discussion of the rapid spread of early Islam and the classical Islamic period follows. Students consider the role of Islam in the modern world and the effects of colonialism on traditional, non-Western modes of faith.

US History III: History of the Current Issues in the US: How Did We Get Here? (Fall, ½ credit)

This course delves into the fundamental forces, civic structures, events, and people in United States history since 1945. Students will identify critical issues and seek to understand them more fully through history. Examples will include civil rights movements, immigration, income inequality, climate change, voting rights, partisanship, issues of free speech, freedom of religion, health care, limited or expanded federal government, gerrymandering, the electoral college, and social media. Students will be asked to broaden their lens and ways of thinking about topics and events as well as to understand the perspectives of different stakeholders on various issues. The intent of the course is to support students in their learning about the past as a window to the present, to assist them in becoming skilled in determining “the truth” to the best of their ability as they delve into myriad perspectives and sources, and to give students a foundation upon which they can seek to understand other issues in society. Students are expected to be conversant about current events and will take an active role in contributing to and leading class discussions. *Prerequisite: This course is open only to seniors and to juniors who are concurrently fulfilling their US history requirement.*

Immigrants in the United States (½ credit)

In this course, students explore the experiences of diverse groups of immigrants to the United States, from colonial times to the present. Placing their individual and collective stories in the context of the history of America helps learners understand different struggles encountered as a result of settling in a new country, as well as the complexities of US immigration policies. The course also draws from the rich history of diverse populations and immigration to Portland to facilitate understanding of local history in national and global contexts. The class explores different aspects of immigration that America faces today and how diverse groups of people continue to redefine what it means to be American. In addition to developing their discussion and public speaking abilities, students are afforded opportunities to hone their research, writing, and reading comprehension skills.

Native American History (½ credit)

This course considers the history of the United States from the perspective of American Indians. Beginning with an examination of the diverse indigenous nations that inhabited North America for thousands of years prior to the arrival of Europeans, our study will draw from both primary and secondary documents to facilitate students’ exploration, understanding, and analyses of key concepts and events of American Indian history. Selected topics include, but are not limited to, the devastation of disease after contact with Europeans, the violation of treaties and agreements in the colonial era, the destruction and removal of nations from tribal lands, the early reservation system and the “Christianizing” of American Indian children, the relationship and power dynamic between tribal leaders and the federal government, and the history of the ongoing struggle for civil rights. Emphasis will be placed not only on the impact of important events in US history on American Indians but also on the ways in which American Indians have influenced the country throughout their history and continue to do so today. Whenever possible, we will tie our discussions to contemporary issues ranging from national issues like the debate over Indian sports mascots to local ones like the Maine-Wabanaki State Child Welfare Truth and Reconciliation Commission.

Introduction to Art History (Fall, ½ credit)

This course will present an overview of topics in art history from the Paleolithic cave painting period until the contemporary era. Students will consider the aesthetic history, material culture, artistic methods, and cultural iconographies of Europe, India, and China—three very different areas of human civilization. The class will explore the art and, when possible, the major artists of these regions while investigating how different forms of artistic expression are tied to different periods of historical development. Students will be expected to read academic articles about history and art history and to compose analytical research essays for the class. A background in world history (world civilizations and modern Europe) is helpful but will not be required for this course. *Prerequisite: This course is open only to seniors and to juniors who are concurrently fulfilling their US history requirement.*

Introduction to Philosophy (½ credit)

Starting with the pre-Socratics, this course surveys major trends in both ancient and modern Islamic, Jewish, and Christian philosophies from roughly 300 BCE to 1900 CE. Along the way, students read and analyze the works of Plato, Aristotle, Ibn Sina, Al Gazali, Aquinas, Maimonides, Descartes, Leibniz, Hume, and Kant. This course examines the nature of philosophical inquiry while stressing the ancient Greek foundation for most philosophical questions. Students learn about the similarities between Western and non-Western philosophy. To better understand the arguments of the philosophers, students are expected to do slow, careful readings of philosophical texts and to respond to these texts in analytical prose.

The Great 20th-Century Crisis: World War II, 1939–1945 (½ credit)

As the deadliest and most widespread conflict in human history, World War II represents a fascinating and complex area of study. This course provides students with a multidimensional experience of some of the myriad narratives of this monumental war through exploration of historical documents, film, and literature. Beginning with an introduction to the turbulent legacy of the Great War, students explore the rise of totalitarian regimes in Europe and Asia as well as the embattled status of democratic powers in the West. Topics discussed include Nazi racial theory, the rise of Imperial Japan, American isolationism, and the shifting role of the Soviet Union. Students are exposed to a variety of voices and narratives, including those of German civilians, Polish Jews, Japanese Americans, and members of the French Resistance. The course concludes with consideration of the far-reaching effects of the war, including the lessons of the Holocaust, the advent of the Cold War, and the implications of nuclear weaponry.

SCIENCE

The Science Department curriculum provides students with multiple and varied opportunities to explore the physical and natural worlds firsthand. Students acquire an understanding of the inherent value of the scientific method and knowledge of major scientific concepts. Additionally, students are encouraged to connect scientific principles to everyday experiences, incorporate mathematics into the study of science, write scientific reports and papers, present research to their peers, and evaluate society's application of scientific discoveries. Instructional technological tools are used when they enhance the curriculum or allow students to employ alternative methods of experimentation and analysis.

Middle School

The Middle School curriculum introduces students to three major fields of science: life, earth, and physical. In the study of each of these disciplines, scientific inquiry and writing are emphasized. Students gain experience using scientific techniques that include making accurate observations, planning investigations, taking precise measurements, recording data neatly, creating meaningful charts and graphs, and communicating their findings clearly. All courses are activities based and stress the value of creative problem-solving and working cooperatively with peers.

Science 6: Life Science

Sixth-grade science is a life science course that introduces students to basic laboratory skills and scientific writing. In this course, students gain a greater understanding and appreciation of the living world around them and of the complex relationships and processes that exist in nature and within individual organisms. Topics include pond ecology, microscopy, cell structure and function, animal behavior, some human anatomy, and plants and plant reproduction. Students perform many activities, laboratory experiments, and research projects throughout the year.

Science 7: Earth Science

Seventh-grade science is an earth science course in which students explore Earth's dynamic structure. This course emphasizes science as a process and continues to expand students' experimental skills and report writing. Students work collaboratively on many labs and research projects throughout the year. Topics include seasons, lunar cycles, mapping the Earth's surface, rocks and minerals, plate tectonics, earthquakes, and volcanoes.

Science 8: Physical Science

Eighth-grade science is designed to give students a foundation in physical science and to fine-tune their lab and writing skills. Through inquiry labs, problem-solving projects, and creative experimentation, students learn the basics of chemistry and Newtonian physics. Topics include measurement, matter, the atom, motion, forces, momentum, and energy.

Upper School

The Science Department offers Upper School students courses in the fields of biology, chemistry, and physics. Scientific inquiry, creative problem-solving, mathematical analysis, and scientific writing are emphasized in the study of these disciplines. Students work in collaborative teams designing, conducting, and reporting on laboratory, field, and research investigations. Students use traditional lab equipment as well as electronic probes and sensors, graphing calculators, and computer software when collecting and analyzing experimental data. Intensive-level classes in biology, chemistry, and physics allow students to pursue topics in greater depth and require a higher level of independent problem-solving. As scientific literacy is a principal goal of the department, connections to current issues are woven into the curriculum of each course.

Biology Required course (Full year, 1 credit)

Students in Biology develop critical-thinking skills and an ability to apply the scientific method through inquiry-based and teacher-directed labs, small-group activities, and student and teacher presentations. Students learn how to use spreadsheets and graphing software for data analysis and how to write formal lab reports. Content includes experimental design; the characteristics of living things; cell structure, function, and reproduction; DNA biology; genetics and evolutionary biology; and ecology and ecosystem functions. *This course is also offered in an Intensive format.*

Chemistry (Full year, 1 credit)

Chemistry is designed for students who have strong algebra skills. It has a laboratory-based curriculum intended to give students a working knowledge of general inorganic chemistry. Topics explored include the properties of matter; problem-solving using dimensional analysis; atomic structure; chemical nomenclature; writing, balancing, and predicting the products of chemical reactions; the mole concept; stoichiometry; the quantum model of atoms; chemical bonding; molecular structure; acid-base chemistry; and radioactivity. *This course is also offered in an Intensive format. Prerequisites: Biology for all sections; also Algebra II for Intensive sections.*

Physics (Full year, 1 credit)

Physics is designed for juniors and seniors and explores motion through the use of laboratory and problem-solving activities. The course begins with a thorough study of Newtonian mechanics, including one- and two-dimensional kinematics, forces, work, energy, and momentum. Simple harmonic motion (waves), optics, electricity, and magnetism are explored in the second semester, as time allows. Strong math and problem-solving skills are required. *Note: This course is also offered in an Intensive format. Prerequisites: Chemistry and Algebra II.*

Environmental Science: Ecology (½ credit)

With an extensive lab and field component, this seminar-style course brings together elements of biology and chemistry to teach students how ecosystems function. Topics include organization of the environment, flow of energy and matter, biogeochemical cycles, ecological pyramids, tolerance curves, evolution, population dynamics, ecological succession, and the geologic history of Maine. *This course is offered only to juniors and seniors.*

Environmental Science: Current Issues (½ credit)

In this course, students learn about the underlying causes of environmental problems and are challenged to take action to bring about change. Readings are taken from current periodicals, scientific journals, and selected texts. The course also features outside speakers and field trips to local ecosystems. Students complete a research paper on an environmental issue in their own community. Topics include understanding human attitudes and behavior toward the environment, evaluating the validity of scientific claims, recognizing forms of scientific denialism in the media, land and water use, global climate change, and research into a variety of current environmental issues. *This course is offered to juniors and seniors. Prerequisites: Biology; completion of Chemistry is highly encouraged.*

Marine Coastal Ecology (½ credit)

Through classroom, lab, and field experiences, students examine the ecology of the major coastal ecosystems of the Gulf of Maine. The course begins with an investigation of basic oceanography and then moves on to the ecology of rocky- and sandy-shore ecosystems. In addition to field and laboratory experiences, students participate in ongoing field studies and use a case study approach to examine a number of current ecological issues in the Gulf of Maine. *Prerequisite: Biology. Open only to juniors and seniors (and sophomores, by permission).*

Biology of Marine Organisms (½ credit)

This course begins with a focus on marine producers and then moves on to explore each major group of marine animals, including the biology of simple invertebrates, complex invertebrates, and vertebrates, including fish, birds, reptiles, and mammals. The course includes a significant lab component, video- and text-based assignments, and case studies that examine current ecological issues. *Prerequisite: Biology. Open only to juniors and seniors (and sophomores, by permission).*

Astrophysics (1 credit)

This course is offered to seniors who are interested in studying the physics of the universe and its components. The curriculum uses a combination of laboratory activities, problem-solving techniques, research projects, online data sources, computer-charting software, and field trips as tools for exploring the dynamic field of astronomy. Topics include the motions of celestial bodies, electromagnetic radiation, stars and stellar evolution, black holes, pulsars, relativity, and other topics in cosmology and modern physics, including the origin and fate of our universe. *Note: This course is open to seniors only. Prerequisites: Physics and Precalculus. At least one previous Intensive-level class is strongly suggested.*

Advanced Biology: (1 credit)

This course is designed for seniors with strong science skills. Topics include a review of general biology and inorganic chemistry, an introduction to organic and biochemistry, macromolecules, enzymes, nutrition, the cell, cellular respiration, and photosynthesis. Special topics during the first semester include the lab identification of carbohydrates, protein modeling, the hormone insulin, and diabetes. In the second semester, the class will study DNA biology, genetic and infectious diseases, evolution, and population genetics. Special topics include the study of the flu and HPV viruses (also coronaviruses), the evolution of sexual reproduction and human races, and antibiotic resistance. Readings include material from *Biology*, Neil Campbell; *Genome*, Matt Ridley; and *Guns, Germs, and Steel*, Jared Diamond.. Laboratory experiments include college-level and Advanced Placement investigations. *Note: This course is open to seniors only. Prerequisites: Biology and Chemistry. At least one previous Intensive-level class is strongly suggested.*

Biotechnology: Lab Techniques and Ethical Considerations (½ credit)

This class scrutinizes contemporary issues in science by examining them through the lenses of prominent moral principles and theories. Students explore the ideas of autonomy and informed consent by looking at several infamous examples where both have been violated. The class examines the field of consumer genetics (ancestry sites and private gene testing) and the use of genome sequencing for personalized medicine. Students conduct lab work where they extract their own DNA and look at the different variants for a few particular genes that exist within the population of the class. Students read many case histories as well as opinions written by those most active in the field. *This course is open to seniors only.*



WORLD LANGUAGES

The World Languages Department offers sequential courses in modern and classical languages, including French, Latin, Chinese (Mandarin), and Spanish. Modern language courses develop core linguistic skills such as aural comprehension, speaking, reading, and writing. Classical language study focuses on developing students' ability to read significant works of Roman authors in the original language. Each language course strives to provide students with an understanding of and an appreciation for world cultures. Upon completion of Level III of their chosen language, students move into a cycle of advanced electives, including a composition course in French or Spanish, where they develop their ability to read, analyze, and discuss literary works. Semester-long electives in French, Spanish, and Chinese are conducted almost entirely in the target language and encourage active student participation.

Middle School

Courses in French, Latin, Chinese (Mandarin), and Spanish are offered at the Middle School level. As part of a curriculum based on the ancient world, all sixth-grade students take Latin. Seventh graders may choose to continue their study of Latin or begin the study of French, Spanish, or Chinese.

Grade 6: Latin

Required for all sixth-grade students, this course is a thorough study of basic Latin grammar, vocabulary, and various topics in ancient Roman culture. For grammatical and syntactical work, students use *Lingua Latina per se Illustrata*. In addition to linguistics, much of this course focuses on the culture of the ancient Roman Empire, covering topics such as Pompeii, Roman emperors, gladiators, and Roman food. This course also helps students hone their study skills and make cross-curricular connections with other sixth-grade courses.

Grades 7 and 8: Latin, Chinese, French, or Spanish

In seventh grade, students may choose to continue their study of Latin or begin another language (French, Spanish, or Chinese). The language choice made in seventh grade is a two-year commitment.

In Latin 7 and 8, students continue to develop and strengthen their translation skills and expand their knowledge and understanding of the cultural diversity found throughout the history of ancient Rome. Students use the text *Lingua Latina per se Illustrata*. Supplementary materials and primary texts in Latin are introduced as appropriate. Students completing Latin 8 may move into Latin III when they enter ninth grade.

In Chinese 7 and 8, students begin a two-year course of study that develops competence in the four linguistic areas: speaking, listening, reading, and writing. Students learn simplified Chinese characters but are also introduced to traditional characters as a means of becoming familiar with the roots of the written system and the rich, elegant history of the language. An emphasis is placed on the most basic elements of the Chinese (Mandarin) language as students begin to build a vocabulary

and learn simple grammatical structures. The pronunciation of words (pinyin), the four tones, proper stroke order, and character composition are all taught and reinforced throughout the Middle School curriculum.

Cultural elements are integrated into the curriculum to supplement the language work with historical and modern context. Students completing Chinese 8 may move into Level II when they enter Grade 9.

In French and Spanish 7 and 8, students begin a two-year course of study that develops competence in the four linguistic areas: speaking, listening, reading, and writing. Through the medium of language, students explore the cultural richness of French- or Spanish-speaking regions of the world. Grammar and vocabulary are developed through role-playing, skits, and written short-answer and narrative assignments. Each class uses a basal grammatical text with various supplementary selections of short narrative and journalistic-style readings. While the target language is used to conduct most classes, new grammatical concepts are taught in English. Students completing French 8 or Spanish 8 may move into Level II of their respective language when they enter ninth grade in the Upper School.

Upper School

The Upper School world languages program offers beginning, intermediate, and advanced levels in French, Latin, Chinese (Mandarin), and Spanish. The sequence of courses in each language is designed to develop high-level linguistic competence, critical thinking, and cultural literacy.

CHINESE

Chinese I (Full year, 1 credit)

In this course, students learn about the sociocultural context and gain a working knowledge of Chinese (Mandarin) by focusing on pronunciation, idiomatic expressions, grammatical structures, and written characters. Students learn simplified Chinese characters but are introduced to elements of traditional characters and radicals as a means of familiarizing themselves with the roots and history of the written language. The main text used is *Easy Steps to Chinese 1: Simplified Characters Version*, which is accompanied by a character practice and skills workbook. Students learn how to read and write approximately 150 Chinese characters. Interactive websites, dedicated Chinese character software, and more traditional audiovisual tools are used in this course. Elements of Chinese culture are also integrated into the curriculum.

Chinese II (Full year, 1 credit)

Students in Chinese II build on the foundation of first-year Chinese. Oral presentations, dramatizations, and expository writing exercises are used more frequently to help students become more competent communicators. In this course, the main text used is *Easy Steps to Chinese 2: Simplified Characters Version*. Various interactive websites are used to reinforce classwork, enhance students' mastery of pronunciation, and elevate their aural comprehension skills. By the end of the year, students will have developed a vocabulary of approximately 500 characters. *Prerequisite: Chinese I or equivalent.*

Chinese III (Full year, 1 credit)

In this course, students continue to expand their vocabulary and grammatical repertoire using *Easy Steps to Chinese 3: Simplified Characters Version* as the primary text. Interactive websites are used to reinforce classwork and strengthen oral and aural skills outside class. Oral presentations, dramatizations, and writing exercises help students become stronger communicators. Elements of Chinese culture are integrated into the curriculum. By the end of the year, students will have developed a vocabulary of approximately 850 characters. *Prerequisite: Chinese II or equivalent.*

ADVANCED CHINESE ELECTIVES

Chinese IV (1 credit)

This full-year course offers an approach to fluency through all four of the linguistic skill areas: listening, speaking, reading, and writing. This course focuses on the practical use of Chinese in the context of everyday activities. Students will work to significantly expand their vocabulary and rigorously apply a wide range of advanced grammar patterns to engage in in-depth discussions on topics and themes that are relevant to high school students. Students read and analyze texts, write and edit short compositions, participate in roundtable discussions, and engage in various forms of creative expression. The main text for this class is *Integrated Chinese Level 1, Part 2*, by Liu Yuehua and Yao Tao-chung. Interactive websites and audio recordings are also used to enhance and reinforce skills. *Prerequisite: Chinese III.*

Living and Studying in China (½ credit)

In this course, students study the vocabulary and grammar structures necessary to navigate life in China as a college or graduate student. Using *Integrated Chinese Level 2* and *A New China* as the main texts, students learn the conversational skills necessary to manage daily tasks and confront common issues faced by college students in China, such as discussing and navigating student housing both on and off campus, choosing classes and a major to enhance future job opportunities, conducting transactions at the bank, going on a job interview, and discussing personal budgets and expenses. Websites, online tools, and other authentic readings supplement the main text in this highly practical course. *Prerequisite: Chinese IV.*

Chinese Legends and Chengyu (½ credit)

In this course, students focus on adaptations and selections from well-known works in the Chinese literary and folk canon. Using the *Tales and Traditions* series, students deepen their cultural understanding and expand their linguistic skills as they read and discuss a selection of traditional Chinese fables, legends, and myths. In addition, students learn several well-known Chengyu (four-character idioms), which deepens the cultural nuance with which students can communicate. Conversation, writing, and reading skills continue to be emphasized. *Prerequisite: Chinese IV.*

FRENCH

French I (Full year, 1 credit)

This course teaches the four language skills: speaking, listening, reading, and writing, with an emphasis on dialogue. Role-playing and skits are used as tools to increase oral competency. Writing practice includes short-answer responses and short descriptive pieces. Students work from a basal text, which provides a variety of supplemental activities and reading selections.

French II (Full year, 1 credit)

Students build on the foundations of French I and enhance their corpus of vocabulary and grammatical form while developing the four primary linguistic skills. Written work includes students' original narratives. Students work from a basal text. Additional short stories are used to develop further reading skills. *Prerequisite: French I.*

French III (Full year, 1 credit)

In this course, students continue to develop and hone their skills through in-depth grammar study, vocabulary acquisition, and extensive reading and writing practice. Students work from basal texts and supplementary literary readings, including short works by such authors as Maupassant, Gascony, and Kessler. *Prerequisite: French II.*

ADVANCED FRENCH ELECTIVES

Students who have completed French III may select from a variety of electives. Students must take Advanced French Grammar and Composition as a prerequisite to other electives unless granted a waiver by the department chair. All advanced electives are conducted in French. Not all electives are offered every year.

French IV: Advanced French Grammar and Composition

(Full year, 1 credit)

This full-year course offers an approach to fluency through all four of the linguistic skill areas: listening, speaking, reading, and writing. Students broaden and deepen their current understanding of grammatical structures while learning new structures that allow them to add complexity and abstract thought to their verbal and written expression. Each unit introduces an aspect of cultural life along with thematic vocabulary, giving students the opportunity to practice and play. They read and analyze literature, write and edit short compositions, participate in debates and roundtable discussions, and engage in various forms of creative expression. Through online and in-class collaboration, students are exposed to authentic contemporary language and culture in context. The course also includes weekly discussion and feedback based on podcasts from France and elsewhere. *Prerequisite: French III.*

French History Through French Literature (½ credit)

Students in this course travel through time to examine various pieces of literature that relate to French history. The course begins with the French Revolution in 1789 and explores France's place in history and in literature. Students move through the centuries, exploring selections from works by Voltaire and the philosophes, *La Déclaration des Droits de l'Homme* from the French Revolution, naturalist and psychological novels from the 19th and 20th centuries, and iconic works associated with surrealism, existentialism, and absurdism. Through these works, students explore how the French lived, progressed, and played a major role in European and world history. *Prerequisite: French IV: Advanced French Grammar and Composition.*

La France contemporaine (½ credit)

This non-literature course is designed to hone oral skills and acquaint students with contemporary French issues as well as French views of events in the United States and the world. Films, magazine and newspaper articles, short stories, and written and audio internet sources enable students to review and refine grammar structure while examining contemporary French ideas and opinions. *Prerequisite: French IV: Advanced French Grammar and Composition.*

Découverte du monde francophone (½ credit)

This literature course is designed to acquaint students with the written works of authors from areas outside France where French is spoken. Students explore the historical, social, and cultural contexts that produced a variety of rich francophone literary traditions. Students watch and discuss films and read representative works from authors from North and Central Africa, Vietnam, Quebec, and the Caribbean. Selected prose and poetry by representative authors such as Camara, Condé, Bâ, Hébert, Leclerc, Kien Nguyen, Nha Ca, Bey, Chraïbi, Sebbar, and Césaire are studied. *Prerequisite: French IV: Advanced French Grammar and Composition.*

French Literature and Film (½ credit)

In this course, students explore a broad selection of French and francophone literature through readings, discussions, and films. By delving into selected works by authors such as Jean Giono, Marcel Aymé, Edmond Rostand, and Molière, students expand their French skills through analysis, critique, and discussion. Films are used to reinforce and support each piece of literature, to develop students' listening comprehension, and to foster and heighten in-class discussion. Grammar and structure work are also emphasized throughout the semester to help students review, refine, and develop their writing and speaking skills. *Prerequisite: French IV: Advanced French Grammar and Composition.*

Les femmes écrivains (½ credit)

This course explores the contributions of women to France's illustrious literary history. From the classic Enlightenment-era epistolary novel to the postcolonial coming-of-age novel of the 20th century, this class examines the themes, politics, and styles of female writers of France and the francophone world. The readings and discussions are supplemented with films, contemporary media, and short historical texts. *Prerequisite: French IV: Advanced French Grammar and Composition.*

Maupassant (½ credit)

In this course, students focus on the life and work of a major 19th-century writer: Guy de Maupassant. After familiarizing themselves with the historical background of 19th-century France, students delve into Maupassant's philosophical beliefs and vision of society and analyze his writing style. Readings may include *Une Vie*, *Bel-Ami*, and *Pierre et Jean*, as well as a variety of his short stories. Students explore themes of social class, the role and vision of women and children, and views of love and marriage. Students compare and contrast Maupassant's writings and films of his work. Class discussions, formal presentations, and essays are the primary methods used for skill development and assessment. *Prerequisite: French IV: Advanced French Grammar and Composition.*

La littérature française I-IV (½ credit each)

This series of semester-long historical survey courses exposes students to representative works of French literature, including novels, plays, and poetry. Each course focuses on works from a particular epoch, beginning with the 16th and 17th centuries. Students build vocabulary, expand reading and writing skills, and develop critical-thinking skills as they move through discussions of plot, character, and theme. Each course stands alone; none is a prerequisite for another. *Prerequisite: French IV: Advanced French Grammar and Composition.*

I: Les 16ème et 17ème siècles

Sixteenth-century France saw the arrival of the Renaissance, when writers challenged medieval dogma and gave birth to new literary forms. Writers such as Rabelais reflected the humanist passion for knowledge and beauty and exalted the ideal of the individual. By contrast, the 17th century was *le grand siècle*, and absolute monarchy and *grandeur* were personified by Louis XIV, the Sun King. Classicism, with its emphasis on order, reason, and clarity, replaced the lyricism and individualism of the 16th century and the mystery, emotion, and drama of the Baroque style. Students explore the social, philosophical, and literary ferment of these two centuries through close study of works by 16th-century writers such as Rabelais, Ronsard, Du Bellay, and Montaigne. Representatives of 17th-century literature include Descartes, Corneille, Pascal, Molière, La Fontaine, and Racine.

II: Le 18ème siècle

The Age of Enlightenment was characterized by an unflinching faith in the power of reason to effect improvement in human civilization. In French letters, the idea of individual freedom and equality was expressed by *l'éveil de l'esprit philosophique*, a movement that questioned all forms of authority, including absolute monarchy. Alongside the sociopolitical essays of the philosophes and the emergence of a new French middle class, the prose novel and short story became significant literary genres. Students read selected essays, stories, and plays by writers such as Montesquieu, Voltaire, Diderot, Rousseau, Beaumarchais, and Marivaux.

III: Le 19ème siècle

French writers of the 19th century rejected the classical era's emphasis on order and clarity and the philosophes' adherence to reason, espousing instead the concepts and movements of romanticism, naturalism, Parnassianism, and realism. Through the study of 19th-century novels, plays, and poetry, students discover the romanticists' call for social and creative freedom, the naturalists' objective depiction of real life, and the realists'

depiction of protagonists from different levels of society, even the very lowest. Students read selected novels, plays, and poetry by Lamartine, Hugo, de Vigny, Balzac, Baudelaire, Maupassant, Zola, Sand, Rimbaud, and Verlaine.

IV: Le 20ème siècle

In a century marked by two world wars, many writers questioned traditional social values. They experimented with new literary styles and reassessed the role of the novelist. In 1945, in *Les temps modernes*, Sartre proposed the concept of "*littérature engagée*," arguing that the writer must be committed primarily to politics and social commentary. Students explore this period of social and cultural revolution by reading selections of science fiction, the Theater of the Absurd, and *la Négritude*, which includes francophone writers from the Americas and Africa.

Seminar in Translation (½ credit)

In this course, students read original works and works in translation to explore the fundamentals of translation. Which elements of the story must be preserved, and which can be left out and it still be considered the same story? Students read, analyze, and compare texts and produce their own translations. Translations are workshopped in class. *Prerequisite: French IV: Advanced French Grammar and Composition.*

LATIN

Latin I (Full year, 1 credit)

This course introduces students to the most basic elements of Latin and language study. Before each foray into Latin grammar, students study its counterpart in English grammar. This course introduces the accentuation system and the Roman alphabet before beginning with the basic functions of the Latin noun and the case system. By year's end, students learn the first and second declensions and the present, imperfect, and future of all four conjugations, as well as several irregular verbs. Skill development includes a mastery of vocabulary, morphology, syntax, and pronunciation. The main text is *Lingua Latina per se Illustrata*.

Latin II (Full year, 1 credit)

In the second year of the Upper School Latin program, students continue to work from *Lingua Latina per se Illustrata*. Students translate longer passages and learn more advanced grammar, including ablative absolutes, indirect statements, and subjunctive clauses. At the end of the year, they read passages from Latin authors.

Latin III (Full year, 1 credit)

Students in this course continue with their study of classical Latin's vocabulary, morphology, and syntax. This course deepens students' understanding of Latin grammar and broadens their mastery of basic Latin vocabulary. Topics include relative pronouns, interrogative pronouns, participles, ablative absolutes, and indirect statements. Elements of Roman history, culture, and literature are also integrated into the curriculum. Students read longer passages of authentic Latin and discuss the meaning and nuances of the texts within their own cultural and historical contexts.

ADVANCED LATIN ELECTIVES

Students who have completed Latin III may select from a variety of semester-long electives. Not all electives are offered every year.

Catullus (½ credit)

A lyric poet of great power and feeling, Catullus was the author of 116 poems that range from satire to hymns on topics from love to hate. He belonged to a coterie of writers called *novae poetae*, or the new poets, who greatly influenced the next generation of Roman authors, including Vergil and Horace. Class participants translate a large number of his poems and work on understanding this modern ancient poet. *Prerequisite: Latin III.*

Horace (½ credit)

In this course, students learn about the poetry of Quintus Horatius Flaccus. Readings include poems that constitute the basis for Horace's continuing fame in modern times. *The Odes* are highly sophisticated lyrical poems that were greatly inspired by Greek models like Pindar, Alcaeus, and Callimachus. Throughout this course, students translate and analyze a collection of these poems and familiarize themselves with the usage of standard vocabulary, poetic meters, and the historical and literary backgrounds of Horace's work. *Prerequisite: Latin III.*

Ovid: *Metamorphoses* or *Ars Amatoria* (½ credit)

The department offers separate courses on two great works of the Roman poet Ovid: *Metamorphoses* and *Ars Amatoria*. Drawn from many well-known Greek and Roman myths, Ovid's *Metamorphoses* is a collection of mythological stories written in the author's unique and creative style. Within these myths, the study of transformation and literal metamorphosis is essential to a thorough understanding of the story. In this course, students translate and discuss some of the more prominent transformation myths, which may include "Apollo and Daphne," "Pyramus and Thisbe," "Baucis and Philemon," and "Pygmalion." In the second course, students explore such questions as Is falling in love an art? A skill? A game? Are there rules? Through translating, reading, and discussing various selections from Ovid's *Ars Amatoria*, students examine the concept of love in ancient Roman society. *Prerequisite: Latin III.*

Cicero: *Pro Caelio* or *In Catilinam* (½ credit)

The course's goals are to develop an appreciation for Cicero's prose style and to synthesize students' grammar and vocabulary through the study of one of these two great works: *In Catilinam* or *Pro Caelio*.

In Catilinam: In the fall of 63 BCE, during the consulship of Cicero, Rome's most famous orator, Lucius Sergius Catiline plotted to murder the Senate and overthrow the Republic. Assisted by assassins, brigands, and scoundrels, Catiline nearly succeeded, but he was foiled by Cicero. In his best-known and most widely read oration, Cicero delivered a lively and trenchant speech to the Senate and alerted them to the impending coup, thereby saving the Senate and turning the clandestine insurrection into open civil war.

Pro Caelio: In 56 BCE, Marcus Caelius was facing various charges, including murder and poisoning. Cicero and Crassus came to his defense (Cicero being motivated by a personal vendetta against the Clodius family, which was instigating the lawsuit). Cicero's so-called defense of Caelius spends little time on any actual facts but instead veers into a humorous character assassination of Clodia, the manipulative and powerful woman with whom Caelius had a romantic affair. Students in this course learn the foundations of classical rhetoric and analyze Cicero's deft use of the tricolon, anaphora, chiasmus, synchysis, litotes, hyperbole, homoioteleuton, and anadiplosis. *Prerequisite: Latin III.*

Livy: *The Punic Wars* (½ credit)

The Punic Wars were the defining conflicts for the future of the Roman Empire. One of the most feared and respected Punic leaders the Romans faced was Hannibal Barca, the famed general from Carthage (in modern-day Tunisia). Students translate and read selections from later books of *Ab Urbe Condita*, which contain tales of elephants crossing the Alps, brilliant battle tactics, and the expansion of the Roman Empire during the Punic Wars. Students translate and read selections from Livy's work, and they explore the triumphs and defeats of the Punic Wars in which Rome battled Carthage. Students also discuss Livy's representation of the three Punic Wars and their impact on the next period of Roman history. *Prerequisite: Latin III.*

Caesar: *de bello Gallico* (½ credit)

In this course, students read selections from Caesar's *de bello Gallico*, his own account of his campaigns in Gaul. Through wise leadership and sturdy determination, Caesar fought his way through the Gallic region north of Rome and into Britain. With militaristic successes throughout the region, he enlarged the empire with various conquered

lands, adding thousands to Rome's growing population. Students focus on analyzing the intent and military strategies of the various campaigns and discuss the commentary as propaganda. Students also explore the wars fought between Caesar's Roman troops and their surrounding enemies through translating selections of his work, reading supplemental articles, mapping his journey, and discussing his purpose. *Prerequisite: Latin III.*

Vergil's *Aeneid: Book II* (½ credit)

In this course, students read Book II of Vergil's *Aeneid* in its entirety. Book II is the only ancient source for a description of the fall of Troy and the infamous Trojan horse in *Timeo Danaos et dona ferentis!* Vergil describes with great pathos the destruction of the city, the death of its king, Priam, and the innumerable losses suffered at the hands of the Greeks. Students discuss Vergil's use of poetic tropes to enhance the suffering of his characters and also compare Vergil's sense of heroism with the Homeric models from the *Iliad*. *Prerequisite: Latin III.*

Vergil's *Aeneid: Book IV* (½ credit)

In this course, students focus on Book IV of Vergil's *Aeneid*. Touted as Vergil's best work of characterization and drama, Book IV depicts the love affair between Aeneas and Dido, queen of Carthage. Through heartfelt descriptions and wrenching dialogue, Vergil weaves a fragile portrait of love. In this work, Vergil poses his most difficult questions: To what extent must the individual sacrifice for the good of the commonwealth? Can personal love outweigh the needs of the common? With translation, analysis, and discussion, students delve into the mind of Vergil and the relationship between Aeneas and Dido. *Prerequisite: Latin III.*

Pliny: *Epistulae* (½ credit)

This course focuses on the *Epistulae*, a collection of letters written by Pliny the Younger to the emperor Trajan during Pliny's time as the governor of Bithynia in 103 CE. The letters detail the daily routines and the responsibilities of a Roman governor as well as important historical events, such as the eruption of Mount Vesuvius and the suppression of Christianity (considered a dangerous cult at that time). *Prerequisite: Latin III.*

Latin Prose Composition (½ credit)

This course begins with the most basic Latin prose styles and develops students' command of grammar and syntax as they think deeply about Latin prose. Through the study and emulation of the prose styles of Caesar, Cicero, Livy, and Sallust, students develop their own Latin prose style while employing the many rhetorical devices available to the classical author. Students write simple sentences in Latin and gradually move on to more complex translations of English prose. Issues of more vernacular interest are also addressed in the advanced part of this course. *Prerequisite: Latin III. Open to juniors and seniors only.*

Seneca: *Epistulae Morales* (Spring, ½ credit)

In this course, students will read selections from Seneca the Younger's philosophical works. Seneca was tutor to Nero, supporting the rise of this Roman emperor by serving in his administration and writing his early speeches. Retired after ten years of service, he wrote what would become the final literary work of his life: his moral epistles. In these letters, Seneca explores some of the most important questions of our existence: How do we live an ethical life? What, if anything, is worth sacrificing for our principles? What is death, and how do we live with the knowledge that we will die? Is over-exercising a problem? While reading the letters and grappling with these questions themselves, students will read selections from other ancient Stoic philosophers, learn about the broader philosophical landscape of the early Roman Empire, and consider the resurgence of popularity of Stoicism in self-help guides of the 21st century. *Prerequisite: Latin III. Open to juniors and seniors only.*







SPANISH

Spanish I (Full year, 1 credit)

Students in Spanish I develop proficiency in the four linguistic skill areas: speaking, listening, reading, and writing. The course emphasizes the importance of communicative competence through activities such as role-playing, rhyming, storytelling, and skits. Writing exercises include short-answer responses and descriptive pieces in the present tense. The student text *Vistas* is the primary resource, along with active collaboration on the class Google website. Online tools such as Quizlet, VoiceThread, Explain Everything, and Audioboo are also used to increase proficiency and understanding.

Spanish II (Full year, 1 credit)

In this second-year course, students expand their oral, listening, reading, and writing skills through storytelling. Students learn to express their ideas in the present, past, and future tenses and begin to delve into advanced structures, consolidating and building on the foundation established in Spanish I. Using VoiceThread and SoundCloud, students demonstrate their growing skills through oral presentations and dramatizations both in class and on the web. They also continue to improve their writing skills through expository and creative writing exercises. Students use multiple resources to help them learn, including a basal grammar text and workbook, online study sites, and an anthology of readings from the fantastical to the autobiographical.

Spanish III: Culture, Conversation, and Media Studies (Full year, 1 credit)

This course is designed to review and refine skills learned in Spanish II while weaving in more advanced grammatical structures in the context of cultural readings, dialogues, music, films, shorts, and short literary pieces. Students will focus on the development and practice of the World Language “5 Cs”—Communications, Cultures, Connections, Comparisons, and Communities—to enable students to “churn and play”

with the language. Texts include *Breaking the Spanish Barrier 2* and selected short readings, legends, news articles, and Spanish and Latin American shorts. Students demonstrate their growing oral skills through presentations and dramatizations in both class discussions and on the web (using VoiceThread and Extempore) and develop writing skills on shorter written reflections and summaries. Students will work on a year-long guided project in the target language with monthly opportunities to present to their classmates. Both the midyear and final exams will be communicative in nature and project based. *Prerequisite: Spanish II.*

Spanish III Intensive (Full year, 1 credit)

At this advanced-intermediate level, students will build on and refine grammatical and communicative skills, moving beyond situation-based proficiency to more sophisticated expression and analysis. Emphasis is placed on acquisition of complex structures necessary for higher-level communication and literary analysis. Texts include *Imagina* and selected literary and journalistic sources as well as Spanish and Latin American films. Students demonstrate their growing oral skills through presentations and dramatizations both in class and on the web (using VoiceThread and Extempore) and develop writing skills through traditional and web-based expository and creative writing projects. *Prerequisite: Spanish II.*

ADVANCED SPANISH ELECTIVES

Students who have completed Spanish III may select from a variety of electives. Students must take Advanced Grammar and Composition as a prerequisite to other Spanish electives unless granted a waiver by the Department Chair. All advanced electives are conducted in Spanish. Not all electives are offered every year.

Spanish IV: Connections, Communities, and Cultures

(Full year, 1 credit)

This yearlong course is designed for students who wish to continue expanding and reviewing vocabulary and refining grammar structures in a conversation-based setting beyond Spanish III. Students will be encouraged to “churn and play” with the language and to experience language through the study of cultures, while making connections and comparisons to their native language and developing communication skills in the target language. Activities will include student-led dialogue, authentic readings about current events around the Spanish-speaking world, advanced listening selections, and written communication with a focus on contemporary cultures in the Hispanic world. Students will also explore and practice the three key Spanish verb moods: the indicative, the imperative, and the subjunctive. Students will work on a yearlong, student-selected cultural investigation in the target language and develop it throughout the year, presenting to classmates periodically. *Prerequisite: Spanish III.*

Spanish IV Intensive: Advanced Spanish Grammar and Composition

(Full year, 1 credit)

This full-year advanced course offers an approach to fluency through all four of the linguistic skill areas: listening, speaking, reading, and writing. Students work to broaden and deepen their current understanding of grammatical structures while learning new structures that allow them to add complexity and abstract thought to their verbal and written expression. Each unit introduces an aspect of cultural life along with thematic vocabulary, giving students the opportunity to practice, churn, and play. Students read and analyze literature, write and edit short compositions, participate in debates and roundtable discussions, and engage in various forms of creative expression. Through online and in-class collaboration, students are immersed in authentic contemporary language and culture. The course also includes weekly discussion and feedback based on podcasts from Spain and elsewhere. *Prerequisite: Spanish III Intensive.*

Actualidades hispanas (½ credit)

This course offers a non-literary approach to language study. Students explore real-time sociopolitical issues in Spain and Latin America and gain an international perspective through which to examine those same issues in the United States. Expansion of vocabulary and development of higher-level speaking and writing skills are stressed through frequent in-class discussion and debate, blogs, and student-generated web pages and news broadcasts. *Prerequisite: Advanced Spanish Grammar and Composition.*

La realidad irreal (½ credit)

This course explores the notions of reality and fantasy in contemporary South American literature. Students delve into a selection of works that illustrate different facets of the peculiarly Latin American notion of *Realismo Mágico* and are given an opportunity to question their own preconceptions about how they see the world. Class discussion, presentations, role-playing, and composition are integral to the class. In keeping with the style and inspiration of the course’s texts, students also become virtual online journalists, posting regular news bulletins on topics and themes from the texts. *Prerequisite: Advanced Spanish Grammar and Composition.*

El cine español (½ credit)

Through the medium of the cinema, students explore the development of modern Spanish society from the 1930s to the present as it passed rapidly through periods of civil war, dictatorship, and socialism to full-fledged democracy. Students analyze and evaluate the cultural changes that have taken place and what it means to be “Spanish,” focusing on the national and individual effects of civil war, the Franco legacy, and the modern Spanish Constitution. Class discussion, written responses, student videos, and web-based interactive projects, all conducted in Spanish, are the vehicles for instruction and assessment. *Prerequisite: Advanced Spanish Grammar and Composition.*

Lorca, su poesía y teatro (½ credit)

A study of Federico García Lorca, the famous 20th-century Spanish poet and playwright, begins with selected poems from his *Canciones*, *Romancero gitano*, *Poemas de cante jondo*, and *Poeta en Nueva York*. The class then explores several of his plays, including *Yerma*, *Bodas de Sangre*, and *La casa de Bernarda Alba*. Students move through discussions of theme and style in Lorca’s works while practicing and honing their close-reading skills and sharpening their critical-thinking abilities. Active participation and collaboration on the class Google site are required in this class, and other online tools such as VoiceThread, Audioboo, and Explain Everything are used to develop proficiency and understanding. *Prerequisite: Advanced Spanish Grammar and Composition.*

La novela mexicana (½ credit)

This course examines the novel form that grew out of the Mexican Revolution and charted the rise and demise of the hopes and dreams of the Mexican *revolucionarios*. Students analyze the different literary styles and recurring themes presented in works by representative authors including Azuela, Fuentes, Esquivel, Pacheco, and Poniatowska, and they deepen their understanding of the Mexican experience. *Prerequisite: Advanced Spanish Grammar and Composition.*

Voces caribeñas (½ credit)

This course offers a survey of narratives, including short stories, essays, and memoirs, by representative Cuban, Dominican, Puerto Rican, Colombian, and Venezuelan writers. Students explore such themes as race, gender, politics, colonialism, exile, and cultural identity. Literary works are supplemented by film, music, and visual art that reiterate themes studied in the texts. *Prerequisite: Advanced Spanish Grammar and Composition.*

Conversaciones, culturas y temas avanzados (Fall, ½ credit)

This semester-long elective is designed for students who wish to strengthen their overall proficiency in Spanish, improve oral skills in different communicative situations, and acquire a more profound understanding of Hispanic cultures. The course will also provide exposure to the other language skills (reading and listening comprehension, writing, vocabulary acquisition, sociocultural competence), which are integral to developing speaking fluency. Students will continue to learn how to express themselves in Spanish in both formal and informal settings while discussing a variety of topics, including science, sociology, films, music, performing arts, politics, and literature. Students will practice building strong arguments, structuring oral presentations, and self-correcting during a conversation. *Prerequisite: Spanish IV or IV Intensive.*

VISUAL ARTS

The mission of the Visual Arts Department is to engender lifelong participation in the arts, to develop skills of perception and execution, and to create an appreciation for the craft and aesthetics of contemporary and historical cultures. Waynflete's studio art classes allow students to problem-solve in an environment where there is more than one "correct" answer, and they provide a venue for nonverbal modes of expression where learning takes place using multiple intelligences.

Middle School

The Middle School visual arts curriculum encourages students to be self-reflective members of society through activities that draw on three fundamental modes of learning: perception, self-expression, and invention. Often using personal narrative for content, students use these three modes throughout Middle School as they learn skills in drawing, painting, printmaking, and sculpture. The development of a visual arts vocabulary is consistently emphasized so that students can better understand their own artwork, the artwork of others, and their visual surroundings and heritage. Students take studio art classes twice a week in Grades 6–8.

Upper School

Foundations of Art is a prerequisite for all other visual arts classes, as it provides a basic understanding of both two- and three-dimensional design principles while exposing students to a wide variety of media and processes. In addition, students learn visual arts vocabulary that is used throughout all the upper-level visual arts electives. After completing Foundations of Art, students can choose from more specific studio disciplines, which include drawing, painting, printmaking, ceramics, sculpture, applied design, and book arts. Digital imaging is woven into several of these disciplines.

Foundations of Art (½ credit)

This course explores the basic principles of the visual arts through introductory experiences in design, drawing, painting, printmaking, and sculpture. Foundations of Art is designed to help students of all abilities develop their creative and perceptual skills. The concepts and vocabulary learned in this course serve as a common body of knowledge for all other visual arts electives.

VISUAL ARTS ELECTIVES

Not all electives are offered every year.

Ceramics 1 (½ credit)

This course emphasizes the development of hand-building and modeling techniques with clay while providing opportunities to learn about a variety of surface treatments and glazing options. Work may be functional, sculptural, or a combination of both. Students will be exposed to the work of ceramic art and artists, both contemporary and historical. *Prerequisite: Foundations of Art.*

Ceramics 2 (½ credit)

Students will build on the hand-building skills they learned in Ceramics 1 and will also be introduced to throwing on the wheel. Work may be functional or sculptural and may combine hand-built and wheel-thrown techniques. *Prerequisite: Foundations of Art and Ceramics 1. Open to juniors and seniors only.*

Drawing: Skills & Exploration (½ credit)

In this course, students will work in both black and white and color. While observational drawing and the principles of composition will be emphasized, students will also complete work that is imaginative, abstract, or experimental. A variety of media will be used, including pencil, black-and-white charcoal, pastel, colored pencil, and India ink. This course is excellent preparation for Painting: Skills & Exploration, Creative Printmaking, and Advanced Studio. *Prerequisite: Foundations of Art.*

Painting: Skills & Exploration (½ credit)

Students will build on the color knowledge they gained in Drawing: Skills & Exploration while learning how to manipulate paint. Topics will include the relative strength of pigments, color mixing, opacity, transparency, composition, quality of edges, and a variety of application and blending techniques. While acrylic paint will be the primary medium, watercolor may also be included. Subject matter may be observational, abstract, or non-objective. *Prerequisites: Foundations of Art, Drawing: Skills and Exploration.*

Alternative Photographic Processes (½ credit)

This course will explore and adapt historical photo processes to contemporary image making. Inkjet and toner transfer methods will be examined, and students should expect to work with some combination of digital imaging, the photocopier, the ultraviolet light box, and the printing press. Students will explore techniques as well as the aesthetics of photographic imagery, including subject matter, narrative, composition, light, focus, and the role of cropping. Historical and contemporary purposes of photography will be examined. *Prerequisite: Foundations of Art. Open to juniors and seniors.*

Creative Printmaking On & Off the Press

Students will explore the many creative opportunities that are available to the printmaker. Techniques will include monotype/monoprint, relief, etching, silkscreen, and collagraph, with variation in materials, ink types, and supporting processes that can vary from drawing and carving to painting and digital imaging. Students will print by hand and use printing presses. The class includes both technical instruction and non-objective, abstract, observational, personal narrative, or social justice content. Students will have the opportunity to work with singular imagery or in serial formats. *Prerequisite: Foundations of Art and Drawing: Skills & Exploration.*

Sculpture (½ credit)

This course explores thinking and creating in three dimensions, using a variety of media that may include plaster, cardboard, wire, found objects, and wood. In addition to the elements of art and principles of design, students also work on understanding specific sculpture principles, such as mass, volume, space, light, time, and location.

Prerequisite: Foundations of Art.

Real-World Design (½ credit)

In this class, students explore the principles of design in contemporary, real-world applications. Using graphic design, architectural design, and industrial (product/furniture) design, students work in both two and three dimensions. Assignments include manual and digital work while referencing modern art and design history. Focusing primarily on matters of form and function, the class also examines the use of design as a communication tool in contemporary society. *Prerequisite:*

Foundations of Art. Open only to juniors and seniors.

Advanced Studio (½ credit)

This course offers the advanced art student an opportunity to work on skill development and formal thinking and to develop creative solutions to aesthetic and conceptual challenges. While the course emphasizes visual image making, it's not necessarily limited to strictly two-dimensional work. A variety of techniques and materials (both traditional and experimental) and colors are used. Subject matter may vary greatly, from the observed to the constructed to the imagined. Most important, the class focuses on different ways to think about the how and why of making art. Students taking the course should feel confident about their drawing skills. *Prerequisites: Foundations of Art, Drawing: Skills and Exploration, and one other studio art course. Open only to juniors and seniors.*





PERFORMING ARTS

Waynflete's performing arts program is an integral part of the school's curriculum, helping to foster the intellectual, artistic, and social-emotional growth of our students. Our diverse offering of curricular and co-curricular classes and ensembles, builds foundational skills and artistic understanding for students and supports the ongoing artistic education of those who wish to immerse themselves at a deeper level. We believe that every student can discover and develop their unique "voice" as they invest in the creative process, work collaboratively with their peers, and embrace the arts as a powerful vehicle for self-expression and windows to understanding humanity.

Middle School

The Middle School performing arts program includes a progression of formal classes in dance, drama, music, and production technology, and an array of performing ensembles. Additional performing arts workshops (such as dance choreography and drama club) and private music lessons are also available in the fee-based Afterschool Enrichment program.

Grades 6 and 7

In formal classes that meet twice a week, students gain skills and experience in various performing arts disciplines. Over the two-year span, students spend one full semester in each of the following: dance, drama, general music, and production technology. These four classes are exploratory, experiential, and connected thematically. An informal sharing for peers celebrates the end of each semester of exploration.

Grade 8

The eighth-grade theatre class builds on the sixth-grade and seventh-grade performing arts classes and includes a range of exploration, from public speaking and writing monologues and scenes to acting and collaborating on a full-grade culminating performance. This yearlong experiential class, which is thematically tied to the integrated English and history programs, encourages students to apply their skills as expressive performers, make connections across their academic experience, and strengthen their sense of community.

Grades 6–8 Ensembles

Sixth graders are introduced to ensemble music through Band, Chamber Ensemble, or Chorus. Seventh and eighth graders are combined for more advanced Band, Chamber Ensemble, or Chorus. All the ensembles rehearse twice a week and perform at formal music concerts in the winter and the spring. They also share their work with the Middle School community at assemblies during the school day.

Upper School

The Upper School performing arts curriculum includes a range of offerings in dance, music, theatre, and production technology. These include formal semester classes, yearlong ensembles, and other electives.

SEMESTER COURSES

Acting (½ credit)

This class introduces students to the art of acting. Students discover the "actor's instrument" by tuning up the body, voice, and imagination with a variety of exercises. Students prepare for self-expression, character creation, improvisation, and scene analysis, and explore different acting styles and techniques to add variety to their palette of artistic choices. Students expand their cultural literacy by reading plays, studying theater history, attending productions, and making observations on everyday life through journal entries. This is a nonjudgmental classroom in which risk-taking and mistakes can be made freely and the necessary "play" can take place.

Music Theory and Composition (½ credit)

Students study music theory through its practical applications in composition and performance. Starting with the fundamentals of pitch, rhythm, and score reading, the course quickly moves through scales and modes, intervals, chords, form, harmonization, and part-writing. Course requirements include reading and workbook assignments, frequent composition projects, and assessments in ear training and notation. There is no prerequisite for this course, though it is assumed that students have a strong interest in music study.

Real-World Performing Arts (½ credit)

In Ancient Greece, the performing arts were a platform for civic debate. The performing arts, or storytelling with word, music, and movement, were seen as a necessary part of a democratic society. From Sophocles to *The Laramie Project*, and Bob Dylan to Kendrick Lamar, stories rise from artists needing to share their particular truths and hoping they serve as catalysts for change. This semester-long experiential class will focus on the power of the performing artist as activist and agent of change. Students will take on many roles: historians and critics; interpreters of existing monologues, scenes, dances, and songs; and creators of a multi-arts performance piece designed to spark action. *Note: This course is open to 10th - 12th graders only.*

ENSEMBLES

Students may enroll in one of the following yearlong ensembles.

Acoustic Roots Ensemble (Full year, two days a week, ½ credit)

This class is open to students who are interested in playing guitar, banjo, ukulele, or dobro in an ensemble setting. A minimum of eight students is needed for the ensemble, and students must provide their own instruments. In addition to building technical skills on their instruments, students will expand their understanding of music theory, develop music-reading skills, and explore music from a range of acoustic genres. The ensemble will also have opportunities for formal and informal performance and may collaborate with other music ensembles.

Band (Full year, two days a week, ½ credit)

Band is open to all Upper School wind, brass, percussion, and bass players. Students provide their own instruments. The group explores traditional band repertoire as well as various styles of jazz music including swing, shuffle, funk, jazz-rock/fusion, ballad, Latin, and rock. In addition to building technical skills on their instruments, students expand their understanding of music theory and develop their music-reading skills. There is also a strong emphasis on developing improvisational skills. In addition to formal concerts in the winter and spring, the Band performs at school events. Members may audition for Maine Music Educators Association All-State and District 2 festivals and ensembles.

Chamber Ensemble (Full year, two days a week, ½ credit)

Chamber music is an intimate form of music-making with no conductor and with one player to each unique line of music. Students work with a coach to explore small ensemble repertoire, with special emphasis on balance, tuning, stylistic interpretation, and individual leadership as the music demands. All string and wind players are welcome. Repertoire will be selected and adapted for the specific instrumentation available for two formal concerts per year, the Waynflete Invitational Chamber Music Festival, and additional informal performances. Members may also audition for Maine Music Educators Association All-State and District 2 ensembles.

Chorus (Full year, two days a week, ½ credit)

Chorus is open to interested students who share a passion for choral singing. No prior experience is required. The curriculum emphasizes building a cohesive community, vocal training, part singing, stylistic interpretation, music literacy, and musical understanding. Singers will explore music from various styles, cultures, and traditions, including contemporary a cappella and musical theatre. The concert season consists of Winter and Spring concerts, additional performances for the school community, the New England Youth Identity Summit Kickoff Program, and collaborative performances with musicians from other ensembles and/or schools. Members are also eligible to audition for Maine Music Educators Association All-State and District II honor choirs.

Dance Technique and Composition (Full year, two days a week, ½ credit)

Open to all interested dancers, this class is also geared toward students whose athletic commitments preclude them from participating in Dancelete Collective during Upper School PE time. Students develop and improve their dance technique and expand their skills as choreographers and contributors to a creative choreographic process. Barre, floor, and center work will be emphasized to develop and refine technique, increase flexibility, and build strength and stamina. Compositional tools will be explored through short studies and longer solo and group projects. Students will have the opportunity to create and perform in new works for the Winter and Spring Dance concerts.

Jazz Combo (Full year, two days a week, ½ credit)

Jazz Combo is limited to nine players and comprises students who demonstrate a superior level of commitment to jazz performance and musicianship. Jazz Combo membership is by invitation and will be determined in September. Repertory consists of contemporary jazz arrangements from a range of styles that provide opportunities for students to develop improvisational skills. The Jazz Combo participates in the Maine Music Educators Association Jazz Festival and competes at the State High School Instrumental Jazz Festival, if invited.

OTHER PERFORMING ARTS ELECTIVES

Cocurricular Theatre (Fall, Winter, Spring, ¼–½ credit)

One theatrical production is staged during each season. The program includes a range of genres (comedy, drama, musical, student-written, one-act) and represents diverse playwrights. Actors and stage crew members receive academic credit for participating in these cocurricular productions.

Dancelete Collective (Fall, Winter, Spring, ¼ credit)

Dancelete Collective is offered each athletic season during the physical education block. Members receive performing arts credit if they complete two seasons in a single school year.

Production Technology (Fall or Spring, two days a week, ¼ credit)

This class is open to all students, and is also the prerequisite for students who wish to serve as crew heads for Upper School theatrical productions. The class provides an overview of all technical theatre elements. Students will learn how to work as a part of a team to design, create, and build the lighting, sets, costumes, sound, and props for a play. Students will also learn to create the environment in which a play resides while developing backstage skills and applying workplace safety procedures and production guidelines that help make a show successful. This class will include an introduction of the theory and process of costume design and construction. The costuming component of the class includes design terminology, play analysis, measurement, hand and machine sewing, and basic alterations.



OTHER ELECTIVES

A variety of additional courses offered in the Upper School enables students to study subjects not typically found in traditional disciplines. These courses are often interdisciplinary. Unless otherwise noted, the courses below are offered to students in Grades 10–12.

Programming: Solving Multidisciplinary Problems with Computational Methods (½ credit)

This project-based course teaches computational-thinking skills through problem-solving in computer science. Students choose real projects based on their interests in the arts, humanities, STEM, and the world around them, and then leverage the power of computer science to approach these topics. Students might design a website to bring attention to an issue in their communities, draw on big data to answer an environmental or historical question, compose music through code, or explore autonomous vehicles through robotics. Students break down a problem into pieces, build a sequence of steps to solve the problem, and translate those steps into a digital or technological solution. Students often work collaboratively, giving one another feedback and debating ethical questions related to current topics in computer science and the world. *This introductory-level course is suited for students who wish to gain a broad exposure to computational methods, coding, and other tools of computer science.*

Reaching Across the Divide: Ethics of Global Citizenship (½ credit)

Fueled in part by the conflicting human longings for both safety and novelty, humans have moved across borders into new lands since the dawn of time. How humans have engaged with one another in these encounters has determined much of history and whether groups have lived in peace or strife. Students use five lenses to discover the domestic and international elements of citizenship—economic, political, geographic, cultural, and ethical—exploring topics such as security, immigration, cultural appropriation, non-governmental organizations, global health, and diplomacy. The class begins with a discussion of the UN Global Goals and an inquiry into universal ethical issues, including access to food and water, safety, health care, and citizenship. Students participate in field trips to agencies with a global footprint and engage with local speakers who can talk firsthand about their international experiences. Students will have the opportunity to design a culminating project that dives deeply into a global issue that is a priority for them.

Introduction to Psychology (½ credit)

This course is an overview of the field of psychology, the study of human behavior and mental processes. Students examine the nature of human awareness and growth through the lens of recent scientific discovery, as well as famous contributions to the field and their own personal inquiry. Specific content areas include neuroscience, emotion and well-being, human development, ego psychology, mental illness, trauma and recovery, morality, gender, and end of life. Work in the course includes close examination of nightly readings, daily reflection, reaction papers, films, and experiments.

Business and Finance (½ credit)

This class deepens students' understanding of the current financial and economic climate. Students explore the stock market and investing (including participation in the Stock Market Game), forms of business, business financing, and economics. The role of the Federal Reserve is examined, as is fiscal and monetary policy. By the end of the semester, students will be able to articulate the reasoning behind the country's current economic and financial situation, as well as future financial challenges that the economy may face. This is a valuable course for those interested in business, finance, and stock investing. *This course is open to juniors and seniors only (and sophomores, by permission).*

Personal Finance (½ credit)

This class deepens students' understanding of how the decisions we make affect our financial freedoms. By focusing on both current and future financial situations, students explore loans, taxes, investing for retirement, types of insurance, credit, and the importance of budgeting. By the end of the semester, students will have a strong understanding of their money flow and the steps they can take to improve their financial well-being. *This course is open to juniors and seniors only (and sophomores, by permission).*

Language Foundations Seminar (1 credit)

Language Foundations Seminar affords students an opportunity to strengthen reading, writing, and executive function skills in a supportive, appropriately paced learning environment. Targeted academic skills include vocabulary, grammar, memorization, reading comprehension, and written expression. Students are grouped by grade level in a small, instructional group setting to help ensure that the mastery of skills is directly applicable to students' English and history curricula. The class is appropriate for students who want to focus more intensively on core skills before taking a world language. *Open to Grade 8 and Grade 9 students; 1 credit for Grade 9 students.*



ATHLETIC PHILOSOPHY AND PROGRAM

Waynflete athletes are successful both in competition and in sportsmanship. Through the physical education and athletic programs, students develop positive values, physical skills, and personal ethics. Waynflete athletes understand the importance of commitment, self-discipline, and perseverance.

Waynflete coaches are educators. Knowledgeable and passionate about their sports, they are dedicated to teaching young people about the joys of athletic participation and the importance of being well-rounded student-athletes.

Waynflete's athletic program is based on the belief that athletics should be rewarding, challenging, and fun, and the knowledge that mutual respect among parents, coaches, and athletes is of utmost importance.

Middle School

The goals for the Middle School physical education program are to achieve a high level of participation, teach fundamental skills and strategies, develop a sense of teamwork, and foster responsibility and commitment. Every student participates and plays.

Grade 6

In sixth grade, students build a foundation for participation in team sports. The goals are to provide students with basic skills and knowledge and to give them an understanding of rules and strategies. They learn about sportsmanship and collaboration through games such as volleyball, lacrosse, field hockey, and soccer. Students may also enroll in dance class. Sixth-grade classes meet four times a week.

Grades 7 and 8

The Middle School athletic program transitions students to play regular team sports during the seventh and eighth grades. Students are required to participate in either interscholastic athletics or a physical education class each season and can choose from a set of offerings in fall, winter, and spring. Practices take place three times a week and are built into the daily schedule. Most practices conclude in time for students to take regularly scheduled transportation home and are not held on Wednesdays or Saturdays. Games are scheduled for weekday afternoons and go past the scheduled transportation home. Waynflete's Middle School is a member of the Triple C Conference.

Grades 7 and 8 Sports Options

FALL	WINTER	SPRING
Cross-Country	Basketball	Baseball
Field Hockey	Nordic Skiing	Lacrosse
Soccer	Swimming	Dance
Tennis	Dance	

Upper School

Waynflete believes that student-athletes benefit greatly from learning to balance the challenges of their academic and athletic schedules. For this reason, students are required to participate in either interscholastic athletics or physical education classes during all three seasons. Options for Upper School students include participating at the varsity or junior varsity level in a wide range of sports, choosing from a variety of physical education options, or developing an individualized athletic program.

Upper School Sports Options

FALL	WINTER	SPRING
Cross-Country	Basketball	Baseball
Field Hockey	Nordic Skiing	Crew
Golf	Swimming	Lacrosse
Soccer	Boys Ice Hockey*	Tennis
	Girls Ice Hockey*	Track
	Alpine Skiing*	

**Additional equipment/transportation fee required for participation.*

Interscholastic Athletics

Waynflete offers varsity or junior varsity team sports for boys and girls during all three seasons. The programs stress developing sportsmanship, skills, and team strategies. All athletes who try out for a varsity sport will be added to either a varsity or junior varsity team. Freshmen teams are fielded if numbers allow. Fall sports meet two to four weeks before the school year begins. Practice for competitive teams is held during and after the school day. Varsity and junior varsity teams have practices and/or games scheduled Monday through Saturday.

Physical Education Options

Physical education options are geared toward students who have athletic interests other than interscholastic competition. They are an integral part of the school's athletic program. There are several options to choose from. These change each season and have included dance, intramurals, weight training, and yoga. They take place on Tuesdays and Fridays and conclude in time for students to take regularly scheduled transportation home.

Individualized Athletic Program

The third choice for Upper School students is individualized athletics. This allows a student to pursue activities of special interest that the school does not offer. Activities vary and have included competitive downhill skiing, dance, fencing, figure skating, and others.

Proposals for individualized programs must be submitted prior to the start of the season and approved by the Athletic Director, the Upper School Director, the student's advisor, and parents. Waynflete encourages ninth graders to participate in either interscholastic athletics or physical education classes as part of their transition to Upper School.

ACADEMIC SUPPORT

As an independent school, Waynflete goes to great lengths to see that our students are successful, within the confines of a rigorous academic program. This begins with small classes, engaged advisors, out-of-class support by classroom teachers, and short-term support by the Director of Academic Support. For those students who need more assistance with meeting requirements, the school offers additional academic support at an additional cost to families. In the end, however, there are students for whom the school is not a good match, and another learning environment may be in their best interest. The testing and evaluation information requested in the Release of Educational Records section on this page is designed to help the school and parents make informed decisions about the appropriateness of Waynflete for their child.

General Academic Support

Waynflete provides limited academic support for students who, in the school's opinion, need assistance in meeting Waynflete's academic standards. This support (to the extent that it does not compromise the essential outcome objectives of a course) may include extra help sessions with teachers; short-term assistance from the Director of Academic Support in the areas of study skills, organization, essay writing, lab reports, research papers, and math; the use of assistive technology; and access to supervised free periods. If a student needs more extensive assistance after seeking out classroom teacher assistance, they may request tutoring from a member of the Academic Support faculty. The Director of Academic Support can also provide recommendations for outside support services if needed. All requests for tutoring must go through the student's advisor, the Division Director, and the Director of Academic Support.

Services and Supports Unavailable at Waynflete

Waynflete acknowledges that some students require an array of supports and services to be successful. As an independent school, Waynflete provides reasonable accommodations to students with documented learning challenges; however, the school does not provide the following supports or services:

- classroom paraprofessional support, such as educational technicians or classroom aides,
- health services beyond the health care set forth in Waynflete's Handbook and Directory,
- certain behavioral interventions, such as formal individual behavioral management plans, and
- related services, such as speech and language, occupational and physical therapies, or an individualized social skills curriculum.

Waynflete does not provide educational or diagnostic testing but may offer to conduct informal screenings for reading, writing, and math. If it appears a child would benefit from formal evaluation, parents are encouraged to contact the Director of Academic Support to discuss options or for a referral list of evaluators in the greater Portland area. The Portland Public School district may also provide information about evaluation services. Any adjustments to a child's academic program that are recommended by such an evaluation must be consistent with the criteria outlined and approved by the appropriate Division Director.

Students with Diagnosed Disabilities

Parents of students who have been evaluated and found to have learning challenges or a diagnosed disability under the Americans with Disabilities Act (including, but not limited to, learning disabilities, ADHD, emotional disorders, and speech and language disorders) may request that Waynflete provide reasonable accommodations. The decision to permit or deny requested accommodations will be made on a case-by-case basis in keeping with the school's academic program by the Director of Academic Support and the appropriate Division Director. Such decisions will also take into consideration:

- the nature and extent of the child's documented learning difference,
- all diagnostic, academic, and psychological testing and evaluations,
- academic recommendations from a licensed provider,
- information generated through the IEP/ISP process by any public educational institution,
- the student's educational history, including behavioral history and prior use of accommodations, and
- whether such accommodations can be provided without undue burden to the school and without fundamentally altering the nature of a program, course or course of study, or lowering standards.

It is essential that documentation of all testing and evaluations be shared with the school and be current (in most cases, conducted within the past three years) for academic accommodations to be approved. If these criteria are met, the Director of Academic Support will create a support plan for the student.

Release of Educational Records

- As a condition of enrollment consideration, parents must sign a release authorizing the student's prior school to release all the student's educational records and to permit Waynflete officials to discuss the student's educational history with representatives of the previous school.
- In submitting a student's educational records, parents must ensure that all diagnostic and educational testing of any kind is provided regardless of whether the testing took place at a prior school or was arranged by parents and conducted by a private evaluator.
- Withholding educational records may be grounds for termination of the student's enrollment.

For more information concerning current students, please contact the Waynflete Academic Support Director at 207.774.5721, ext. 1289. Prospective families should contact the Waynflete Admission Office at 207.274.5224.

THE MARJORIE ROBINSON THAXTER LIBRARY

The library program supports the curriculum, enriches the learning process, and fulfills academic, personal, and professional interests. Faculty and students of all grade levels come to the library and use its collection and online resources to explore the world of ideas, information, and literature.

The librarians promote literacy by offering reading programs, providing readers' advisory services, and maintaining an excellent collection of fiction and nonfiction resources.

Students come to the library during free periods and with classes for book talks and suggestions, and to browse the collection. Programs and events such as the Maine Student Book Award, the Middle School Book Club, the book fair, and the used book sale also bring students and the wider Waynflete community to the library and further promote literacy.

The librarians collaborate with classroom teachers to teach research and information literacy skills. Research strategies

and skills form an integral part of the Middle School and Upper School curricula and are reinforced across grade levels and disciplines. Teachers and librarians plan projects to give students meaningful experience in locating and evaluating information using the library's online and traditional research tools. Upper School students build on skills developed in the Middle School years to use the library's resources in more depth, discovering specialized reference tools and databases.

The librarians work closely with students across the curriculum and through the grade levels, getting to know them as individuals and as learners. This familiarity offers continuity in the development of their literacy and research skills. As students grow, they become increasingly independent in their research skills and more proficient in their use of information technologies, providing them with the tools to become lifelong learners.

COLLEGE DESTINATIONS (2017–2021)

American Musical and Dramatic Academy	Eckerd College (2)	Purdue University	University of Maine Farmington
American University (6)	Embry-Riddle Aeronautical University	Rhode Island School of Design	University of Maine Orono (6)
Bard College (3)	Emerson College (3)	Rice University	University of Maryland College Park
Barnard College (6)	Endicott College (4)	Sarah Lawrence College	University of Massachusetts, Amherst
Bates College (7)	Franklin & Marshall College (3)	School of the Art Institute of Chicago	University of Miami (2)
Bentley University (3)	George Washington University	Simmons University (2)	University of New England (2)
Bishop's University	Goucher College	Skidmore College (9)	University of New Hampshire (2)
Boston College (2)	Hamilton College	Smith College (11)	University of North Carolina School of the Arts
Boston University (3)	Hampton-Sydney College	Southern Maine Community College (2)	University of Pennsylvania (2)
Bowdoin College (10)	Harvard University	St. Joseph's College of Maine (8)	University of Pittsburgh (2)
Brandeis University (4)	Haverford College (2)	St. Thomas University New Brunswick	University of Puget Sound
Brown University (9)	High Point University	Stevens Institute of Technology	University of Rhode Island
Bryn Mawr College (3)	Ithaca College (2)	Stonehill College	University of Southern California
Carleton College (5)	Lafayette College	Suffolk University	University of Southern Maine (6)
Carnegie Mellon University	Lehigh University	Syracuse University	University of St. Andrews, Scotland
Case Western Reserve University (5)	Macalester College (2)	The American University of Paris	University of Tampa (2)
Champlain College (6)	Maine Maritime Academy (2)	The New School (3)	University of Vermont (6)
Clark University (4)	Manhattan School of Music	Thomas College	University of Waterloo
Colby College (10)	Marist College	Thomas Jefferson University (2)	Utah State University
College of Charleston (2)	McGill University	Trinity College	Vanderbilt University
College of the Atlantic	Middlebury College (6)	Tufts University (5)	Vassar College (3)
College of William & Mary	Minnesota State University – Mankato	Tulane University	Virginia Technical Institute
Colorado College (2)	New York Institute of Technology	Union College (3)	Wake Forest University
Colorado School of Mines	New York University	United States Coast Guard Academy	Washington & Jefferson College
Colorado State University	Northeastern University (2)	United States Naval Academy	Washington University in St. Louis
Columbia College, Chicago (2)	Northwestern University (2)	Universidad de Navarra, Spain	Wellesley College (8)
Connecticut College (7)	Oberlin College	University of Arizona	Wentworth Institute of Technology (3)
Cornell University (3)	Occidental College (4)	University of California Berkeley	Wesleyan University (7)
Curry College	Ohio Wesleyan University	University of California Davis	Wheaton College (5)
Dalhousie University (2)	Parsons School of Art and Design	University of California Santa Cruz	Whitman College (3)
Davidson College (4)	Pitzer College	University of Colorado Boulder (2)	Williams College (2)
Denison University	Pomona College (2)	University of Denver	Worcester Polytechnic University
Dickinson College (2)	Princeton University	University of Kentucky	Yale University
Drew University (3)	Providence College		
Drexel University			

Waynflete 2021-2022 Faculty

Asra Ahmed

Upper School Director
B.A. DePaul University
M.A. University of Chicago
Appointed: 2021

Gary Amara

Academic Support Teacher
B.A. Boston College
Reappointed: 2013

Tessa Anable

Director of Enrichment
B.A. Principia College
Appointed 2017

Johanna Anderson

School Counselor
B.A. Bates College
M.S.W. University of New England
Appointed: 2021

Emma Bartnick

Mathematics - Grades 6-12
B.A. Barnard College
Appointed: 2021

Kai W. Bicknell

Lower School Curriculum Coordinator
Grades 4-5 Teacher
B.A. Barnard College
M.S. Lesley University
Appointed: 2003

Nicole Bradeen

GCS Coordinator
B.A. Tufts University
M.Ed. Lesley College
Appointed: 2019

Pamela L. Brittingham

Grades 2-3 Teacher
B.S. University of Delaware
M.S. University of Southern Maine
Appointed: 1994

Nell Britton

Enrichment Music Instructor
B.A. University of Southern Maine
M.Mus. University of Southern Maine
Appointed 2016

Brenda Brush

Academic Support Teacher
B.A. Rutgers College
Appointed 2015

Elizabeth Burdick

Academic Support Teacher
B.A. Smith College
M.Ed. Boston University
Appointed: 2008

Ross M. Burdick

Athletic Director
B.A. Trinity College - Connecticut
M.S. Hofstra University
Appointed: 2004

Denise Calkins

Enrichment Music Instructor
B.A. University of Southern Maine
Appointed: 2012

Thomas E. Campbell

Dean of Educational Operations
Mathematics - Grades 6-12
B.A. Bates College
M.S.T. University of New Hampshire
Appointed: 1987

Christine Caswell

Visual Arts - Grades 6-12
M.F.A. Rochester Institute of
Technology
B.F.A. University of Southern Maine
B.A. Keene State College
Appointed: 2020

Dale Churchill

Enrichment Music Instructor
B.A. University of Massachusetts
Appointed: 2008

Vanessa Churchill

Learning Math Specialist, Grades EC-5
B.F.A. California College of the Arts
M.Ed. University of Southern Maine
Appointed: 2018

Lynda Clapp

K-1 Learning Consultant
Academic Support Teacher
B.A. Rutgers College
M.Ed. Lesley College
Appointed: 2015

Jennifer B. Clarke

Academic Support Teacher
B.A. St. John's College
Appointed: 1994

Lindsay Clarke

History - Grades 6-12
B.A. Wesleyan University
Reappointed: 2012

Cathie Connors

Upper School Dean of Students
B.S. Castleton State College
Appointed: 1993

Kate Corbett

School Counseling Coordinator
B.A. Miami University
M.S.W. University of Texas Graduate
School of Social Work
Appointed: 2015

Heather Courtice Hart '88

World Languages Chair - Grades 6-12
B.A. Brown University
M.A. University of Washington
Appointed: 1999

Maegan Crabtree

Learning Specialist Grades 2-5
B.A. University of Southern Maine
M.Ed. University of Southern Maine
Reappointed: 2019

Evan Cuddy

Enrichment Music Instructor
M.M. University of Southern Maine
B.M. Susquehanna University
Appointed: 2020

Wendy R. Curtis

Upper School Curriculum Coordinator
Science - Grades 6-12
B.A. University of Maine
M.S. Massachusetts Institute
of Technology
Appointed: 2001

Laurel K. Daly

Lower School and
Middle School Librarian
Co-Curricular Team Coordinator
B.S. University of Maine-Farmington
M.L.S. University of Rhode Island
Appointed: 1999

Michael A. Dank

Enrichment Music Instructor
Lakeland College
Appointed: 2003

James Deterding

Mathematics Department Chair
Mathematics - Grades 6-12
B.A. Calvin College
M.S. Towson University
Appointed: 2018

Stephanie Dolan

Science - Grades 6-12
B.Ed. McGill University
Appointed: 2010

Cathy C. Douglas

Mathematics - Grades 6-12
B.S. Michigan State University
Appointed: 2004

Nikki Dresser

History Department Chair
History - Grades 6-12
B.A. Colby College
M.A. University of Southern Maine
Appointed: 2015

Doug Durlacher

Performing Arts Grades 6-12, Theatre
B.S.W. Shippensburg University of
Pennsylvania
M.A. Oklahoma State University
Appointed: 2021

Kimberly Farr

Visual Arts - Grades 6-12
B.F.A. University of the Arts
Appointed: 2018

Tiki Fuhro

Performing Arts Grades 6-12, Theatre
B.F.A. New York University
Appointed: 1995

Sarah Fuller-Matsubara

Grades 2-3 Teacher
B.A. Boston University
M.S. Bank Street College of Education
Appointed: 2013

Sarah Getchell

English - Grades 6-12
B.A. Colby College
M.A. The Bread Loaf School of English
M.F.A. NYU Graduate School
of Arts and Science
J.D. University of Michigan Law School
Appointed: 2021

Gene Gill

Performing Arts Grades 4-12, Music
Enrichment Music Instructor
B.M. Arizona State University
Appointed: 2019

Michaela R. Goldfine '90

Grades 2-3 Teacher
B.A. Smith College
M.Ed. Lesley College
Appointed: 1998

Alyssa Goodrich

English - Grades 6-12
B.A. Wheaton College
M.A.T. Boston University
Appointed: 2014

Emily Graham

Co-Dean of Professional Growth
Upper School Librarian
Library Coordinator
B.A. Colby College
M.L.S. Indiana University
Appointed: 2007

Dalit Gulak, RN

Health Coordinator
M.P.H., Boston University School
of Public Health
B.N. Georgetown University
B.A. University of Delaware
Appointed: 2020

Megan Guynes

World Languages - Lower School
B.A. Bates College
Appointed: 2020

Andy Happel

Performing Arts Grades 4-12, Music
Enrichment Music Instructor
Berklee School of Music
University of New Hampshire, Durham
Appointed: 2017

Tim Hebda

Co-Dean of Professional Growth
Lower School Curriculum Coordinator
Grades 4-5 Teacher
B.A. Connecticut College
M.S. University of Southern Maine
Appointed: 2008

Sarah Hernandez

Grades K-1 Teacher
B.A. University of California
M.Ed. Harvard Graduate School
of Education
Appointed: 2020

Emily Hoescht

B.A. Harvard University
J.D. and Ph.D. Georgetown University
Appointed: 2021

Stephanie Hogan

Academic Support Teacher Seminar
B.A. Guilford College
Appointed: 2017

John Holdridge

Community Engagement Coordinator
Dean of Summer Term
B.A. University of Massachusetts
M.Ed. University of Southern Maine
Appointed: 2020

Eddie Holmes

Performing Arts Grades K-5, Music
Enrichment Music Instructor
B.A. Gettysburg College
Appointed: 2018

Jake Hopkins

Lower School Remote Coordinator
B.Ed. Jordanhill College, Scotland
M.Ed. Lesley University
Appointed: 2020

Anne Scribner Hopkins

Lower School Director
B.A. Trinity College
M.Ed. Lesley University
Appointed: 2017

Georgia Jackson

Grades 2-3 Teacher
B.A. George Mason University
Appointed: 2020

David Jaffe

World Languages Grades 6-12
M.A.T. University of
Massachusetts, Amherst
B.A. University of Chicago
Appointed: 2020

Lindsay Kaplan

World Languages - Grades 6-12
B.A. Barnard College
M.A. Columbia University, Paris
Ph.D. New York University
Appointed: 2013

Jess Keenan

Grades K-1 Teacher
B.A. Colby College
Appointed: 2007

Lisa Kramer
Mathematics - Grades 6-12
B.A. Bates College
M.Ed. Teachers College, Columbia
Appointed: 2006

Hope Kremer
Early Childhood Teacher
B.A. Boston College
M.Ed. Antioch University
Appointed: 2021

Gretchen Lacombe
Grades K-1 Teacher
B.A. University of Southern Maine
M.Ed. University of Southern Maine
Appointed: 2017

Jessie Laurita-Spanglet
Performing Arts Grades 6-12, Dance
B.F.A. University of North Carolina
School of the Arts
M.F.A. University of Maryland
Appointed: 2021

Laura Lennig
English - Grades 6-12
B.A. Emory University
M.A. New York University
Appointed: 1995

Page Lennig
Technology - Grades 6-12
B.S. University of New Hampshire
M.Ed. Lesley University
Appointed 1996

Lisa T. Libby
Mathematics - Grades 6-12
Science - Grades 6-12
B.A. Wheaton College
Appointed: 2002

Conor Linehan
Enrichment Music Instructor
B.M. University of Southern Maine
Appointed: 2019

Lydia F. Maier '90
On leave 1st semester
Assistant Head
B.A. Brown University
M.S.W. Boston College
M.B.A. Boston College
Appointed: 2003

Nancy McAllister
Grades 4-5 Teacher
B.A. Bates College
M.Ed. Lesley College
Reappointed: 2004

John McDevitt
Health and Wellness
Teacher - Middle School
B.A. Bates College
M.S. University of Southern Maine
Appointed: 2021

James M. Millard
English - Grades 6-12
B.A. University of New Hampshire
M.Ed. University of Southern Maine
Appointed: 1991

Robert E. Mills
Early Childhood Teacher
University of Southern Maine
Appointed: 2004

Benjamin G. Mini
History - Grades 6-12
B.A. Bates College
Appointed: 1998

Divya Muralidhara
Middle School Director
English - Grades 6-12
B.A. Wellesley College
M.A. Teachers College, Columbia
Appointed: 2007

Leslie Murray
Visual Arts- Grades 6-12
M.A. New York University
B.F.A. Maine College of Art
Appointed: 2019

Susan Charles Nelson
Performing Arts Grades EC-8
Dance Enrichment Dance Instructor
B.A. Adelphi University
M.F.A. Dance UNC - Greensboro
Appointed: 1975

Ralph Nelson
Physical Education - Lower School
B.S. University of Maine
Appointed: 2018

Alain Nkulu
EAL Mentor/World Languages
D.V.M. University of Lubumbashi
Appointed: 2010

Sarae Pacetta
Early Childhood Teacher
M.S. Wheelock College
B.S. Boston University
Appointed: 2019

Mary Jane Pagenstecher
Director of Performing Arts, Performing
Arts Grades 6-12, Music
B.M.E. University of Nebraska-Lincoln
M.A. Ohio State University
Appointed: 2018

Penelope Prior
Enrichment Assistant
B.A. Georgetown University
M.Ed. Bank Street College of Education
Appointed: 2019

Cassie Pruyn
On leave 1st semester
English - Grades 6-12
B.A. Bard College
M.F.A. Bennington College
Appointed: 2019

John Radway
English Department Chair
English - Grades 6-12
B.A. Amherst College
A.M. Harvard University
Ph.D. Harvard University
Appointed: 2017

Mary Rehak
Visual Arts - Grades K-5
B.F.A. Carnegie Mellon University
M.S. University of Southern Maine
Appointed: 2010

Janice S. Ribeiro
World Languages - Grades 6-12
B.A. University of Massachusetts -
Amherst
M.A. Middlebury College
Appointed: 2002

Jona Rice
Visual Arts Department Chair
Visual Arts - Grades 6-12
B.F.A. Maine College of Art
Post Bac. Art Education - MECA
Appointed: 2007

Neil Rice
Science - Grades 6-12
B.S. Duke University
M.S. University of New Haven
Appointed: 2011

Morgan Robinson
Early Childhood Teacher
B.S. University of Maine, Orono
M.Ed. University of Maine, Orono
Appointed: 2020

Augusto Cardenas Rojas
Academic Support Teacher
B.S. Universidad Nacional de
Colombia
Appointed: 2017

Caroline Sanford
Academic Support Teacher
B.A. University of Georgia
M.A.T Simmons College
Appointed: 2019

Brandon K. Salway
Assistant Athletic Director
Physical Education EC-12
University of Southern Maine
University of New England
Appointed: 1989

Stacey L. Sevelowitz
Director of Academic Support
B.S. Ithaca College
M.Ed. Cambridge College
Appointed: 2011

Sadie Siebert
Grades K-1 Co-Teacher
Afterschool Teacher
B.A. University of Vermont
Appointed: 2019

Nathaniel Silverson
English - Grades 6-12
History - Grades 6-12
B.A. Middlebury College
M.F.A. University of San Francisco
Appointed 2016

Julia Smith
Grades 4-5 Teacher
B.A. Wesleyan University
M.Ed. Bank Street College of Education
Appointed: 2020

Katrina St. John
Science - Grades 6-12
B.S. Bishop's University, Quebec
M.S. McGill University
Appointed: 2009

Samuel Stuart
Librarian
Afterschool Teacher
B.S. St. Michael's College
M.L.S. Kent State University
Appointed: 2020

Heather L. Tanguay
2-3 Learning Consultant
Academic Support Teacher
B.A. Smith College
M.Ed. University of Southern Maine
Appointed: 2000

Stacie Thomas
Grades K-1 Teacher
B.S. University of Maine -
Farmington
Reappointed: 2009

Joanne Thompson
On leave
Academic Support Teacher
B.A. Bowdoin College
M.A., Ph.D. Yale University
Appointed: 2015

Daniel B. Thomsen
Mathematics - Grades 6-12
World Languages - Grades 6-12
B.A. Middlebury College
Appointed: 2006

John Thurston
On leave
Director of College Counseling
B.A. Carleton College
M.F.A. University of Southern Maine
Appointed: 2014

Carol Titterton
Science Department Chair
Science - Grades 6-12
B.S. Pennsylvania State University
Appointed: 1992

Kelly Valdmanis
Academic Support Teacher
B.A. University of Southern Maine
M.S. Hunter College
Appointed: 2020

David A. Vaughan
Science - Grades 6-12
B.A. Colby College
M.F.S. Yale University
Reappointed: 2008

Alexandra Vining
World Languages - Grades 6-12
B.A. Fordham University
M.A.T. University of Massachusetts,
Amherst
Appointed: 2019

Geoffrey Wagg
Head of School
B.A. Connecticut College
M.Ed. Teachers College, Columbia
Appointed: 2013

Alexis Waller
English - Grades 6-12
B.A. Smith College
M.Div. Union Theological Seminary
Appointed: 2021

Hannah Walton
History - Grades 6-12
B.A. Bowdoin College
Appointed: 2012

Seneth Waterman
Mathematics- Grades 6-12
B.S. St. Lawrence University
Appointed: 2019

Breda White
Associate Director of College
Counseling
M.A. Queen's University
B.A. University of Exeter
Appointed: 1993

Nicole Wiesendanger
History - Grades 6-12
B.A. University of Southern Maine
M.Ed. St. Joseph's College
Appointed: 2021

Kaya Williams
Science - Grades 6-12
B.A. Colby College
Appointed: 2021

Steven Withers
Mathematics - Grades 6-12
B.S. Bloomsburg University
M.Ed. Bloomsburg University
Appointed: 2014

Otis Wortley
World Languages - Grades 6-12
B.A. Kenyon College
Appointed: 2020

Kathryn Ziminsky
Middle School Curriculum Coordinator
Academic Support Teacher
Grade 6 Seminar Coordinator
B.A. St. Michael's College
Reappointed: 2009

Huiru "Whitney" Zou
World Languages - Grades 6-12
B.A. Wuhan University (China)
M.Ma. Massey University
(New Zealand)
Appointed: 2014



Statement of Beliefs

We are devoted to the healthy development of the whole person—mind, body, and spirit. Believing that young people are naturally curious about the world, we engage our students with a rich variety of academic and cocurricular experiences, allowing them to explore their own interests, talents, and ideas. Learning flourishes when students are challenged to discover, to create, to take intellectual risks, and to invest themselves passionately in areas both familiar and new.

We believe that diversity is one of the conditions of excellence for our school.

We value the individuality of our students, recognizing that each will take a different path through life. We also believe that every person can be a responsible member of the community and that this sense of responsibility deepens when we treat our students and one another with trust and respect. It is out of respect for each individual that true community arises—a community of diverse human beings who value the challenges of honoring differences and resolving conflict. We believe that personal freedom and mutual support should be tightly interwoven, and that working with others is as important as striving to achieve one's own goals. By making these connections, we create an atmosphere in which self-confidence, resilience, and strong relationships can grow.

We believe that our responsibility as educators is to collaborate with one another, with our students, with their families, and with the wider community as we strive to fulfill the mission of our school.

Statement of Goals

Our goals include a commitment:

- to nurture in students a sense of wonder and a lifelong love of learning;
- to promote an appreciation for the liberal arts and sciences, while teaching skills of quantitative reasoning, critical and reflective thought, and aesthetic understanding;
- to develop a school community enriched by cross-age connections, interdisciplinary opportunities, and an understanding of the range and richness of human history and culture;
- to help students adopt healthy values and acquire new skills in an ever-changing world;
- to encourage students' individual initiative and active responsibility for their own learning;
- to guide students to become active participants in the community as well as stewards of the environment;
- to be a bias-free community that embraces diversity and fosters a positive identity for all persons;
- to support students in developing a strong framework for ethical decision-making; and
- to inspire students to strive for excellence and integrity in all aspects of their lives.

Non-Discrimination Policy

Each applicant receives equal consideration regardless of gender, cultural, ethnic, or economic status. Waynflete works to create and sustain an equitable and just environment for all members of our school community. It is school policy not to discriminate on the basis of race, color, religion, national origin, gender, age, sexual orientation, or disability.

We believe there is no place for racist or biased language, attitudes, behavior, or actions at Waynflete. Thus, we actively confront any form of racism, racist behavior, or other bias as part of our effort to foster a safe and respectful learning environment.

This commitment should permeate all programs, actions and relationships at Waynflete—curricular and co-curricular, personal, and professional. Waynflete is committed to making it possible for each member of the community to feel valued and to participate in all aspects of school life.

Waynflete



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