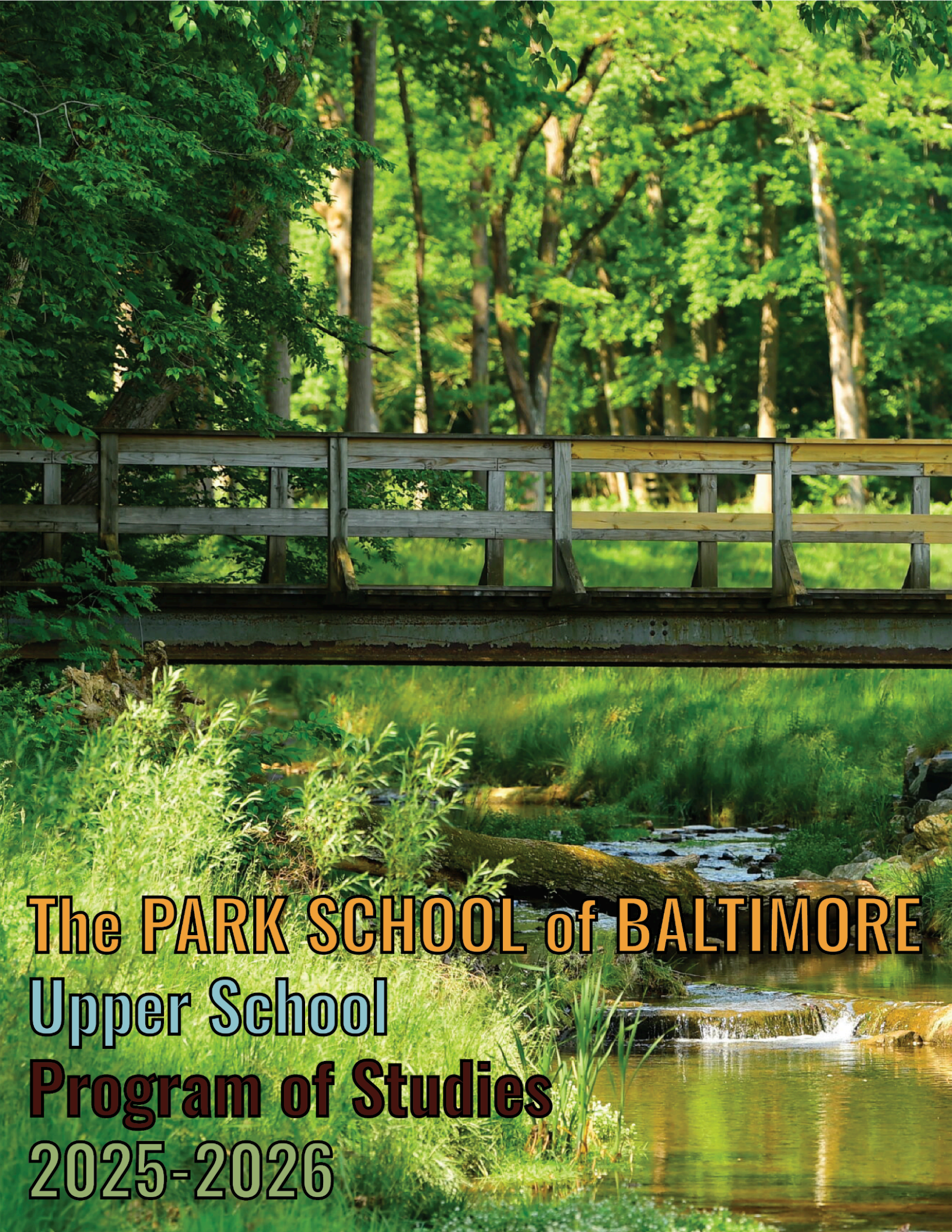

The PARK SCHOOL of BALTIMORE

Upper School

Program of Studies

2025-2026

CHANGE LOG

5/27/25	**Added**	**Civil Rights Movements and the US Supreme Court** will be offered in the fall
5/27/25	**Added**	**Comparative World Governments** will be offered in the spring
5/22/25	**Update**	**Art History: Recurring Themes** will be offered in the spring instead of the fall.
5/21/25	**Update**	**Darkroom Photography** will be offered in the fall only.
5/21/25	**Added**	**Open 3-D Workshop** has been added to the winter trimester. This will be an after-school class.
5/21/25	**Deleted**	**Digital Maker Studio** will not be offered this year, but check out the new **Open 3-D Workshop**!
5/21/25	**Deleted**	**Sculpture** will not be offered this year. (**Ceramic Sculpture** will still be offered in the fall.)
5/21/25	**Deleted**	**Keyboards** will not be offered this year.
5/21/25	**Deleted**	**Digital Photography: Personal Expression** will not be offered this year. (**Digital Photography: Alternative Processes** will still be offered in the spring.)
5/10/25	**Update**	**Ceramics** will be offered in the spring only.
5/15/25	**Added**	**Podcasting**, a regular-level Spanish elective, has been added for the Spring.
5/15/25	**Deleted**	The regular Spanish elective, *Jardinería para la vida*, will not be offered next spring.
5/15/25	**Added**	The fall Spanish Advanced Topics class has will be **Advanced Topics in Spanish (Accelerated): Podcasting**
5/15/25	**Deleted**	Advanced Topics in Spanish (Accelerated): ***¡Organiza! Movimientos sociales en comunidades hispanohablantes*** will not be offered next year.
3/31/25	**Update**	The Advanced Elective in Math this year will be **Group Theory: An Introduction to Abstract Algebra (Acc)**
3/28/25	**Update**	Description for **Organic Chemistry** updated.
3/12/25		Publish to student body

Park Upper School Program of Studies 2025-2026

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General Information

Mission Statement

Devoted to intellectual inquiry, a collaborative spirit of learning, and an appreciation for the diversity of human experience, The Park School of Baltimore is a community founded on positive expectations of our students and respect for individual differences.

We cultivate children's innate curiosity by nurturing their interests and engaging them as active participants in their own education.

We support young people in becoming confident questioners and responsible citizens of the world.

The Park School Statement on Diversity, Equity, and Inclusion

At The Park School of Baltimore, the work of diversity, equity, and inclusion is the responsibility of every member of the community; the benefits of that work are an enriched society, a thriving community, and a brighter future for each individual.

Park commits to fostering a diverse, equitable, and inclusive environment for learning and living. We seek to ensure that all aspects of school life — including curriculum, admission, retention, hiring practices, and support for students, families, and employees — reflect our commitment to diversity, equity, and inclusion, and will be diligently assessed and actively supported.

We recognize that our school exists in an ever-changing world, and that our understanding of, and support for, diversity, equity, and inclusion must grow and evolve. We bring students, families, employees, and guests of different backgrounds and experiences together to engage constructively in the life of the school and society. Learning at Park involves listening to and working with others, considering and embracing different points of view, and empathizing with and understanding multiple perspectives. Through open, honest dialogue and active, ongoing inquiry in an authentically diverse context, all members of our community gain awareness, wisdom, and the capacity to act as responsible, engaged citizens.

The Park School Philosophy

The Park School embodies both in its tradition and in its daily practice three assumptions. First, human beings are capable and desirous of rational self-discipline and of acting towards others with respect, kindness, concern, open-mindedness and moral conviction. Second, the activity of learning is an expression of positive energies, fulfills natural impulse, and enriches life. Third, authentic learning flourishes when people work, think, and collaborate within a diverse community.

As young people respond to the influence of these ideals, learning to trust and assert their own intellectual and moral powers as they develop, they acquire a sense of confidence in themselves and others which will inspire a productive adulthood. Since the quality of expectation is most important, the belief that positive expectations produce positive virtues is fundamental to the practice of the school.

The conviction that the child contains inner strength, talents, and powers which can be liberated and nurtured allows a variety of educational techniques and methods and is manifested in the school in different ways. Accepting this belief requires recognition of the excesses it may bring: occasional sentimentality, self-indulgence, disorder, and untidiness. Yet it insists that the teacher's authority as an adult and as a scholar should be used not to suppress or constrain, but to provide the skills, opportunities, challenges, and encouragement to bring about the flowering and fulfillment of the individual to think and act in the world with responsible freedom.

The academic process offers young people a dynamic view of the nature of knowledge and the experiences of learning, and supports their efforts to construct life-affirming meaning. In every area of the curriculum the school encourages substantial student commitment to reading, writing, enquiry, and focused discussion in order to secure the factual knowledge and conceptual structures essential for intellectual competence.

Thus considered, school activities become both ends in themselves and means toward more complex, more difficult ends. But however rigorous, school work need not be alienating or painful, nor need success be measured by comparison to others. Rather, achievement is the result of the use by the child, under proper stimulation and challenge, of the natural powers of mind and body which in their exercise and application provide pleasure and happiness.

To participate in the life of The Park School requires trust in these good prospects, effort to sustain these positive expectations, and confidence that, under their influence, children will grow to adulthood possessing the power to enact in their lives these beliefs about themselves and others.

Expectations

General Principles of Conduct

Students at Park are expected to conduct themselves with regard for other members of the community and at a level of maturity appropriate to their age. To meet these standards, students must consider the rights of others, respect property, and appreciate the overall purposes of the school. There are few absolute rules of behavior. The school stresses respect for the individual and expects the individual, in return, to respect the community of which they are a member. Respect necessitates keeping in mind the following questions as guides to behavior: "Are my actions preventing teachers from teaching or students from learning?" "Are my actions jeopardizing the physical or emotional safety and/or well-being of myself or others?" Since respect for all members of the community is fundamental to the school's values, any incident that reflects disrespect for a fellow student or a faculty or staff member violates this ethos. Instances of racism, religious bigotry, sexual harassment, and other forms of discrimination (including electronic) are considered very serious offenses and cause for immediate disciplinary action. Policies relating to conduct and discipline can be found in students' and parents'/guardians' Veracross Portals, including Student-Student Conduct, Harassment, Academic Honesty, Acceptable Use, Drug and Alcohol, and Gender Inclusion..

Instances where behavior off-campus and/or outside of school hours negatively affects the learning environment at school are considered offenses against the community and will be treated as such. Students who are unable to balance freedom and responsibility may not be re-enrolled or, in extreme cases, may be asked to withdraw during the academic year. In dealing with those violations of community standards that do not result in a student's dismissal from school, Park takes a holistic approach to discipline, operating within an educational framework, with the goal of fostering personal growth. Thus, most responses have multiple steps, which may include suspension from school, research projects, physical challenges, community service, and, where appropriate, counseling. At the same time, we take seriously our obligation to provide useful, accurate information to colleges. It is our policy, therefore, to respond to any direct inquiries from colleges regarding disciplinary actions resulting in an out-of-school suspension or withdrawal, whether they occur before or after the student has applied to college. We advise students to follow the same guidelines when answering questions about disciplinary incidents on their part of the application. Please note that incidents that do not result in out-of-school suspension or withdrawal are not part of our students' disciplinary records.

Integrity

Students are expected to maintain high standards of honesty in personal and social activities and in all aspects of their academic program. In the composition of written work, in the submission of homework, in class preparation, and in the taking of tests, students are expected to be scrupulous in acknowledging sources of information, in documenting research, and in indicating the degree and kind of assistance provided by others. Dishonesty in these areas represents a

violation of the fundamental spirit of an educational community and will be considered a serious offense. The Upper School faculty has developed a statement addressing academic honesty, which is reviewed with students annually. Furthermore, departments and individual teachers share their specific approaches, and students are urged to consult teachers if they have questions or concerns. The full text of Park's policy governing academic integrity is posted in students' and parents'/guardians' Veracross Portals.

Attendance

Regular, prompt attendance at classes, assemblies, meetings, and activities is a fundamental responsibility. The school day begins at 8:30, and students should be in class at that time. Attendance in classes is vital for students to do their best work; the distraction of others entering late is detrimental to those already in class. Students who are late to school in the morning must sign in at the upper school reception desk and obtain a late slip to give to the admitting teacher.

Students must attend at least two academic commitments (classes receiving reports) in order to participate in any after school activities.

Parents or guardians should contact the Upper School office as soon as possible but no later than 8:30 a.m. if a student is ill or absent for any reason. There are three means of reaching out:

- Phone: 410-339-4175
- Email: *usattendance@parkschool.net, or*
- Veracross*:* through the parent portal attendance button

Students who are absent for an extended period of time may request assistance from their advisors in gathering information about missed work. When absent for a day or two, students should follow assignments in Google Classroom to keep up with class work as they are able.

In case of illness or injury during the school day, students should go to the Health Suite. The school nurse will call parents after assessing the severity of the problem. Students should not call home asking to be dismissed from school.

Students missing obligations such as class, assembly, advisory, etc., for physical or emotional reasons must speak with an adult–nurse, counselor, Dean of Students, or advisor–in person to ensure proper support and safety. We may recommend outside treatment or support for students whose use of the Health and Counseling teams interferes with their academic and community responsibilities.

In the event that students must leave school before dismissal, parents/guardians should email or call the Upper School office as soon as possible. (Phone: 410-339-4175; email: *usattendance@parkschool.net*.) **In all cases, students must sign out before leaving campus.**

When a student knows that they will miss school for all or part of a day (e.g., for family obligations, college visits, field trips, religious observance, etc.), our expectation is that students will discuss this absence with teachers **in advance** and make arrangements to keep up with class and make up work. Parents/guardians and academic advisors should be informed of these expectations. It is the student's responsibility to obtain the "Permission to Be Away" form from the Veracross portal or from the office and complete it **several days before leaving**, giving teachers adequate notice of the absence.

Excessive absences interfere with learning and, as such, the school expects that students will strive to keep absences to a minimum. Much of our process of education and learning happens through collaboration in the classroom, and cannot be replicated completely through graded assignments. **Students who miss more than 20% of a given class's meetings cannot earn credit for that class. If absences become excessive, the school will initiate a meeting with the family to determine what measures will best help the student comply with the school's expectations.** Up to 2 additional absences for religious observance or severe medical need have been occasionally granted on a case-by-case basis..

Driving

Students and parents/guardians are expected to obey posted speed limits, parking rules, caution, and respect for others when driving on campus. A student's driving privileges may be revoked for failure to meet expectations of driving, parking, attendance, timeliness, and sign out procedures.

Juniors and seniors, whether drivers or passengers, must complete and return the Driving Permission form, signed by a parent/guardian, each year. The form can be found in students' and parents/guardians' Veracross portals and is linked in the summer mailing. It describes in detail the school's expectations pertaining to cars and driving. Ninth and tenth graders are not permitted to ride with upperclassmen during the academic day or for school-sponsored events unless a note from a parent/guardian is received.

Only 11th and 12th graders may park on campus, barring special circumstances. Every student parking a vehicle on campus must register that vehicle and display a school-issued Park School sticker. Students may only park in designated areas. During inclement weather, driving privileges may be suspended, and parents/guardians would need to give their permission by telephone or email before student drivers would be permitted to leave campus. (Phone: 410-339-4175; email: *usattendance@parkschool.net*.)

Resources and Support

Guidance and Advisory

A faculty advisor is carefully chosen for each new student prior to the start of ninth grade (or whenever the student enters the Upper School). The advisor is responsible for overseeing the student's academic development, approving the student's choice of courses, reviewing progress reports, and providing personal and academic support. The advisor is also the primary liaison with parents/guardians. A student may request a change of advisor during the spring registration period. The decision to change should be based on thoughtful consideration of the kind of support the individual student most needs, as well as shared interests and ease in communication. When confronted with serious concern about academics or behavior, the advisor will consult with the Dean of Students or the Upper School Principal.

Counseling Support

There are two school counselors who are responsible for supporting the social, emotional and mental health needs of our students and their families. Our school counselors are licensed mental health clinicians who provide prevention, short term intervention and therapeutic support, assessment and referral services for students and families. They provide ongoing regular consultation for faculty, advisors, and administrators. Our counselors also provide informational resources for community-based (i.e, outside of Park) support as requested. Our counseling office has an “open door policy” by which students and families can self-refer. Faculty, advisors and administrators may also refer a student for support.

Academic Support

The learning resources team, consisting of the Director of Upper School Learning Resources and a part-time Learning Resource Teacher, work collaboratively with faculty and other student support staff to meet the individual learning needs of students in the Upper School. Direct support from the learning resources team is an option for all students and may be initiated by a student, teacher, advisor, or parent. This support typically focuses on broad curricular skills such as note-taking, study skills, or executive functioning strategies. Students who have diagnosed learning differences or attentional disorders may be eligible for school-based accommodations. Parents should contact the Director of Upper School Learning Resources if their child has undergone psychoeducational testing or if they would like to learn more about that process.

Tutoring

The single best source of support or extra help is the teacher of the class or another member of the department (a child’s former teacher, for example). The Upper School schedule is designed to facilitate meetings between faculty and students during the academic day, though connections before and after school are also possible. If a student's need for help exceeds what is

reasonable to expect in sessions with teachers, additional supports are also available. The Michael Cardin Writing Center provides an opportunity for students and faculty to work with trained student tutors. These tutors are available to assist with organizing, clarifying, and focusing written work in all subject areas. Students may seek help on a specific assignment or may establish a regular appointment through the program's coordinator, Angela Balcita. Student tutors are also available to help in Core 9, Core 10, mathematics, and modern languages. Students interested in receiving help should see the relevant Department Chairs to set up appointments. In some instances, professional tutoring may be suggested by the school, the student, or the parents. Arrangements for outside tutoring are made by the parents, in consultation with the teacher, the advisor, the Director of Upper School Learning Resources, the Dean of Students, and/or the Principal.

Technology Resources

All Upper School students are provided with a Park email address and Park Google Drive account; the use of these accounts and any of Park's technology resources implies an endorsement of the school's acceptable use policy and a commitment to be responsible for the use of school devices and data. The email address enables teachers and students to send email to each other using the standard Park email system, and students will be directed, depending on specific teachers, to submit electronic assignments via Google Classroom or e-mail. Students are free to store any school-related work within their Google Drive account. All data sent from, received to, or stored on Park email or Google Drive accounts remain the property of Park School.

Students are expected to bring a personal laptop to and from school daily; please see device requirements here. Students are responsible for maintenance of their personal devices and for accessories such as video adapters and power supplies. Park does not provide technical support for students' personal devices, though the Tech Support Team can assist with some software and connectivity issues.

The address of Park's home page is www.parkschool.net.
Students' and Parents' Veracross Portals may be reached at portals.veracross.com/park.

Substance Use and Abuse

The school acknowledges that some students will engage in the recreational use of alcohol and other drugs. Over and above the physical, psychological and legal risks from substance use, the school believes there is an absolute incompatibility between the state of mind needed for scholastic activity and the state of mind under the influence of alcohol and other drugs. Therefore, the use or possession of alcohol, marijuana, or any legally controlled narcotic substance, other than prescribed medicines, is banned on the Park campus, on trips, and at activities sponsored by Park. Violation of this policy may be considered sufficient reason for disciplinary action, required counseling intervention services and/or dismissal from the school

community. Smoking/vaping is prohibited anywhere on the Park campus and at any time the student is under Park School supervision, including trips. The full text of Park's policy governing alcohol and other drug use is available in the Veracross portals.

Our school counselors serve as a confidential resource for students and families who may need information and support regarding substance use.

Upper School Program of Studies for 2025-2026

Introduction

The Program of Studies describes the curriculum of the Upper School. Required courses found in the academic disciplines, the arts, and physical education comprise the skills and subject matter that the faculty deems both basic and essential at the high school level. Students also make choices from among many other courses that enrich and extend knowledge and critical thinking. In addition, co-curricular activities contribute to the growth of young people and are encouraged as part of a balanced program. Experiences away from school may also be a valuable part of the learning process. The Senior Project, for example, continues to be a vital element of the curriculum.

Graduation Requirements

In order to graduate, students must complete four years of high school and earn at least 21 credits. A full-year course earns one credit, a single semester course earns one half-credit; any exceptions to this pattern are expressly noted in the course description (classes offered in G or X blocks or after 3 pm). All 9th through 11th graders must register for at least 6 credits for the full year. Twelfth-graders must register for at least 5.5 credits.

Please note that 10th through 12th graders enrolled in classes *outside* of A through F block may be eligible for a free period. Enrolling in one full credit outside of A through F blocks makes a student eligible for one semester-long free period in that year. Each additional half credit enrollment earns an additional semester-long free period, up to one each semester in that year. 9th graders are not eligible.

Departmental requirements include eight consecutive semesters of English, three years of history, through level 3 of a modern language (or through level 2 of two languages), two years each of mathematics and science plus two additional years of mathematics OR science, two credits (4 semesters) in the arts, six seasons of physical education, and one term of the Human Sexuality Seminar.

Total credits required	21
Arts	Two credits; typically four semesters - two semesters must be taken in the ninth grade. It is recommended to complete one's Arts requirement before the Junior year. The requirement must be completed before one's senior spring.
English	Four years: *English 9* (full year) and *English 10* (fall), followed by at least one elective in each semester.
Modern Language	Students must complete through level 3 in a single language or through level 2 in two languages.
History	Three years: *Foundations in History* in 9th, *Modern World* in 10th, and *United States* in 11th

Mathematics	Two years: *Math 9* and *Math 10*
Science	Two years: *Core 9* and *Core 10*
Math or Science	Two additional years of mathematics or science beyond the two-year requirement in each department.
Health and Physical Education	*Human Sexuality Seminar* in the Junior year and six Physical Education credits (PE electives earn 1 credit, and participation on a team earns 1.5 credits.)

Prerequisites, Approvals, and Permissions

Some courses have prerequisites or require departmental approval. For courses requiring the consent of the department or individual teacher, it is the student's responsibility to secure this approval prior to registration.

Procedure for Registration

Students should read through this Program of Studies and then, in consultation with advisors and parents/guardians, request courses for the coming year. The overall balance of the program should be carefully considered, as should the relative priority of elective courses. Moreover, alternative choices should be thoughtfully weighed. Make sure that you:

- include all required courses.
- include an English course.
- have met all prerequisites for selected courses.
- have, where required, sought and received departmental permission to take a course.
- review course choices with parents/guardians.
- meet with your advisor to discuss your course selections.
- submit a complete course registration form to the Registrar on time, and review those requests upon receiving confirmation from Google forms.
- review your schedule when published in August, and if you wish to make changes, contact the Registrar.

Overview of offerings by grade-level

	9th	10th	11th	12th
Arts	▪ Electives	▪ Electives	▪ Electives	▪ Electives
English	▪ English 9	▪ English 10 ▪ Electives	▪ Electives	▪ Electives
Modern Language	▪ Chinese 1	▪ Chinese 1 or 2	▪ Chinese 1, 2, or 3	▪ Chinese 1, 2, 3, or electives
	▪ French 1 or 2	▪ French 2 or 3	▪ French 3 or electives	▪ French electives ▪ Advanced Topics in French
	▪ Spanish 1 or 2	▪ Spanish 2 or 3	▪ Spanish electives ▪ Intensive Spanish	▪ Spanish electives ▪ Advanced Topics in Spanish

History	▪ Foundations in History	▪ Modern World	▪ United States	▪ Electives
Math	▪ Math 9	▪ Math 10	▪ Math 11 ▪ Electives	▪ Electives
Health and Physical Education	▪ PE electives ▪ Interscholastic sports	▪ PE electives ▪ Interscholastic sports	▪ Human Sexuality ▪ PE electives ▪ Interscholastic sports	▪ PE electives ▪ Interscholastic sports
Science	▪ Core 9	▪ Core 10	▪ Electives	▪ Electives
Computer Science		▪ Electives	▪ Electives	▪ Electives

Homework

Workload should be one important factor students consider as they create a schedule. Most teachers give both daily and long-term assignments. Depending on the student's academic program and pace of work, nightly homework can vary from two to two and a half hours, with forty-five minutes for the standard per class. Student schedules normally include free time during the school day. Learning to use this time productively is an important part of the Upper School experience. Free periods offer opportunities for the individual to organize their own time productively and appropriately, whether studying quietly in the library, working with a group in the Commons, organizing and carrying out activity or community service responsibilities, or seeking extra help from a teacher or advisor. At home, parents can support the development of independent, responsible study habits by providing protected time and space. Limits on television, the computer and other digital devices, or Internet usage may be helpful, particularly when the student is included in any discussion about setting appropriate guidelines.

Advanced and Accelerated Courses

With the exception of English and history, every department in the Upper School offers accelerated courses, which assume more comfort or ease in that discipline, a greater interest in it, and a resulting commitment to put in more time on the readings, essays, term papers, or exams that such courses demand. Some of these courses will, as part of their design, prepare their students to sit for the Advanced Placement (AP) examination in those subjects. (Note: Because our students read a lot of great literature and write about it constantly in all of their English courses, they've traditionally taken and done very well on the corresponding AP exams, though no specific course prepares them to do so.) As students plan their program, they should read course descriptions carefully in order to understand clearly the expectations of accelerated courses and to learn whether or not a particular course follows the College Board's curriculum in preparation for the AP exam, which is given in all relevant disciplines at Park in May of each year.

Independent Studies and Teaching Assistantships

We believe that an Independent Study, under the guidance of a faculty member, can offer certain students a unique opportunity to pursue academic and/or artistic interests that our program does not specifically satisfy. Such work requires initiative, commitment, self-discipline, focused energy, and a prior engagement and familiarity with the subject. Students who demonstrate these qualities may apply to do an Independent Study.

Becoming a Teaching Assistant provides another way to engage with the material.

To apply, a student must find a faculty member willing to sponsor the work and advise the student. Together, they complete the Independent Study or Teaching Assistant application describing the project, its goals, and the criteria for evaluation. The proposal is then reviewed by the academic department. Students may not have more than one Independent Study or Teaching Assistantship per term.

Registration and the College Planning Process

Since virtually all Park students continue their formal education beyond the secondary level, consideration should be given to the requirements and recommendations for college admission, which are not necessarily identical to Park School's graduation requirements. Some colleges are more flexible than others about permitting deviation from basic distribution requirements, but all colleges expect candidates for admission to show a pattern of courses consistent with their academic abilities and particular talents. While each institution has its own special requirements, general guidelines exist. Highly selective colleges encourage students to take the most rigorous courses that they can handle successfully. At a minimum, most colleges require four years of English, three years of mathematics, two or three years of history, two or three years of foreign language, and two years of laboratory science. At highly selective colleges, most admitted students have taken four years in each of the five major academic areas. Those students applying directly to majors or programs in mathematics, the sciences, and engineering will be expected to complete four years of both math and science (including a full year, or equivalent, of biology, chemistry, and physics) in high school. *Students seeking admission to the University of Maryland System should take math all four years*, including a senior year course in Statistics, Calculus, or successor courses. When making decisions about a student's academic program, it is important to begin by considering the individual student's interests, values, needs, and abilities. College concerns should be weighed in that context. Students, particularly rising Juniors and Seniors, are encouraged to consult with one of the College Counselors prior to registration with questions about their schedules' balance and degree of challenge. For more information, see the College Counseling web page.

[NOTE: Courses taken in summer school or at other schools are not listed on Park's transcript. Upon student request, we will enclose records of outside work in the package we send to colleges.]

Course Change Policies

Students should think very carefully about their program for the following year, and once the school year begins, should consider their schedules a commitment; changes to student schedules after the year begins should be kept to a minimum because they are so disruptive. The Program of Studies reflects both student interest, as indicated in their responses to surveys, and the faculty's sense of what is important to offer in each discipline. The Upper School Class Schedule is built to maximize student choice.

We recognize that in some unusual circumstances, a student may need to drop a course and/or add another. Requests for such changes must be initiated through the advisor and approved by parent/guardians and administrators. The student should obtain a Course Change form (available from the Registrar) to facilitate the administrative approval process. Students are not permitted to change sections of year-long classes at the semester.

At the beginning of the school year, a Schedule Change Calendar specifying the deadlines for adding and dropping a course will be published. These deadlines are regularly shared with students through the announcements and are posted to the Registrar's virtual office and by the physical office.

Students can add a class during the first two weeks of school (during the first five sessions of each class). The deadline to drop a year-long class is at the end of the first quarter of the year; the deadline to drop a semester-long course is at the six-week mark. If a student drops a course before the withdrawal deadline indicated on the Schedule Change Calendar, no record of the student's enrollment in the class is noted on the transcript. If a student must drop after the deadline, the transcript will include the title of the course and a notation indicating that the student withdrew from the course, along with the grade that the student had earned to that point. If, however, a student transfers to the same course at a different level (i.e. Accelerated to Regular), the transcript will not show the dropped course (or be labeled AC) but will reflect the new course only.

No credit will be given for a class unless the course is completed. Hence, if a student withdraws from a year-long course at the end of the fall semester, no credit will be given for the work done, even though both the course name and the semester grade with a "W" will appear on the transcript. In exceptional cases, students, with their advisors, can appeal the stated policy based on their work in the class. The Principal and Department Chair will make final decisions in consultation with the classroom teacher. If the student retakes the same course at a later date, both courses will be listed on the transcript, though they will only receive credit for the second,

completed course. Please note that if a student withdraws *from the school* after the first semester, half-credit will be granted for year-long classes.

Reports and Grades

Early in the fall semester, all students new to the Upper School, including all ninth graders, receive a written report to provide an early, if necessarily tentative, evaluation of placement, work habits, and progress. At the midpoint of each semester, a quarter progress report for each class is prepared for each student. Parents/guardians sometimes schedule a conference with the advisor, the dean, or the principal at this time. Periodic updates on a student who is having difficulty may be requested by the student, faculty advisor, parents/guardians, dean, or principal at any time. These updates are shared with the student and can be sent to parents/guardians who wish to review them. Semester reports are available after the end of each term through the Veracross parent/guardian and student portals–these are the final report for semester-long classes, and should be seen as a 2nd progress report for a year-long course. The reports may include a checklist of skills, a written comment, and a letter grade. The official high school transcript, kept in the College Counseling office, lists all courses, grades, and credits received. The transcript lists only final grades for a course, whether semester- or year-long. Grades are not assigned on a uniform percentage scale; teachers will set the specific criteria for their classes and communicate their expectations to students in the class.

Pass-Fail Option

Though generally discouraged from doing so, students may, with cause, elect to take a course pass-fail (instead of for a grade). To be considered, the course:

- cannot be a graduation requirement and
- must be the student's sixth course.

Requests should be directed to the principal prior to the start of the course.

Co-Curricular Activities

Activities complement the academic program by offering students valuable experiences outside of the classroom. Interest and commitment are the most important ingredients for successful participation, and, as such, co-curricular activities shape the Upper School experience for many students. Most clubs meet once a week during the academic day. Many clubs also participate in activities, fundraisers, conferences, and trips outside of their scheduled meeting times. Most are open to participation by any Upper School student throughout the year. The student council allocates a portion of its yearly budget to support club activities. The fund is called the Student Funded Activities Fund (SFAF). Club leaders should complete a SFAF form to request funding, when needed. During Ninth Grade and New Student Orientation, students are invited to learn

about various co-curricular offerings at the Activities Fair, hosted by club leaders. The vitality of these clubs is often dependent upon student enthusiasm, pursuit, and vision. Incoming students can often be the source of the necessary inspiration and new ideas within a club. The Upper School seeks to create as many viable opportunities as possible for students to expand their interests and talents. If students have a passion for an activity not represented, we encourage them to meet with the Dean of Students to outline the mission of a new club, find a faculty member to support the club, and request start-up funds from SFAF.

Courses Offered by Department

These are our tentative offerings for 2025-2026, subject to change.
Please be sure to follow email updates as well as the Change Log.

THE ARTS

The curriculum in the arts reflects our belief that all students are innately creative and asks Upper School students to explore a variety of perspectives, media, and modalities. All courses include instruction in technique and critical thinking, exploration of aesthetics, and consideration of context(s). We offer Park students broad exposure to a variety of media and a range of experiences within the visual and performing arts, and we expect that they will develop proficiency in one or more of those areas.

Requirements
Upper School students are required to complete two credits in the arts, although many take more. Students select courses each semester from electives in music, theater, and the visual arts. In addition, they may also join instrumental and choral ensembles, participate in theater productions in the winter and spring, and take advanced classes.

For 9th graders, the ensemble performance courses below do not take the place of the two-semester arts requirement.

All students should read course descriptions carefully to determine eligibility. Students must complete their arts requirements prior to the second semester of their senior year. Independent studies are limited and are only available to students who have fulfilled their arts requirement and wish to pursue advanced level work in an area of special expertise. In lieu of textbooks, most courses require a materials fee.

Students wanting to repeat a course (excluding ensembles and productions), must receive permission from the instructor before registration. They will also be put on a waiting list until registration is complete, in order to give first-time students priority.

Full-Year Ensemble or Performance Courses

Parkappella

Parkappella, Park School's auditioned Soprano, Alto, Tenor, and Bass *a cappella* vocal ensemble, sings a variety of styles of music, ranging from contemporary to classical. A focus of the group's repertoire in the 2025-2026 school year will be study and performance of contemporary songs in genres ranging from R & B, to jazz, to current pop hits.

Students can enter the group with different levels of musical and vocal experience; all participants will leave with a strong sense of voice, a good ear, and an abiding love of song. Rehearsals take place twice a week during X block, with additional practice times set up before major performances. While strong music reading skills are helpful, they are not a requirement: we are seeking singers whose musical taste and interests range from Alicia Keys, to Stevie Wonder, to the Beatles, Beethoven, and more!

Important information:

- Students in Parkappella will also be members of either the EightNotes (Park's soprano, alto a cappella group) or the Vocal Chords (Park's tenor, bass a cappella group).
- Rehearsals: The rehearsals for Park's a cappella groups: 1 rehearsal per week for Parkappella (combined SATB), 1 rehearsal per week for either EightNotes or Vocal Chords.
- As part of the class students will be required to submit at least one a cappella arrangement of a song of their choice.
- Students who successfully audition, yet need to acquire, review, or strengthen music literacy skills, will be required to complete a basic music reading packet over the summer in preparation for the 25-26 Parkappella season.
- Auditions for the 25-26 Parkappella group will be held in the Spring of 2025. Please stay tuned for details!

> *Pre-or co-requisites: An audition and permission of the department. All singers* must *participate as a member of either Parksingers, Park Strings, Wind Ensemble, or Park Jazz Collective.*
> *Year-long participation earns a half-credit in Art.*
> *Faculty: Casilla-Nova & Bryant*
> *Grades 9-12*

Park Jazz Collective

PJC is Park's auditioned jazz ensemble. Instrumentalists and vocalists with multiple years of experience playing or singing can build up their repertoire and knowledge of jazz and adjacent styles. PJC members work towards gaining and improving their improvisation skills, and learn the language of jazz through listening, transcribing and creating their own solos and interpretations of melodies. Selections are from the jazz canon, and are chosen by faculty and members of the group- we also try to include student compositions and arrangements. PJC plays multiple gigs each semester at public and community events, in assemblies, and at bi-annual concerts

including one celebrating International Jazz Day (April 30.) PJC meets twice a week after school and aims for “playing in the pocket.”

> *Pre- or co-requisites: An audition and ongoing instrumental lessons*
> *Year long participation earns one full-credit in Art*
> *Faculty: Royce*
> *Grades 9-12*

Park Strings
Park Strings explores a variety of classical and contemporary string orchestra and chamber music repertoire. Students expand their interpretive and technical skills, learn alternative styles, and develop ensemble skills through coaching and rehearsals three times a week. The group performs two concerts a year, as well as at numerous assemblies and the Goldsoundz concert series. Park Strings meets during G block.

> *Pre- or co-requisites: Instrumental lessons and permission of the department*
> *Year-long participation earns a half-credit in Art.*
> *Faculty: Jameson*
> *Grades 9-12*

Parksingers
Parksingers is a non-auditioned, joyful, and versatile SATB chorus. Parksingers learn and perform a variety of classic, traditional, and contemporary choral music from around the world. Parksingers perform in assemblies for each division, at evening concerts, at community and sporting events. Parksingers rehearses thrice weekly. Students are encouraged to complete one music elective during their first three semesters in Parksingers. Parksingers meets during G block.

> *Year-long participation earns a half-credit in Art.*
> *Faculty: Casilla-Nova*
> *Grades 9-12*

Wind Ensemble
Wind Ensemble is the smaller advanced concert band for students who wish to continue their participation in band into the upper school. Traditionally composed of brass, woodwinds, percussion, string bass and electric bass, the group plays a variety of styles from “classical” to contemporary. As instrumentalists, students in the class focus on authentic engagement with ensemble playing and creating a balanced set of repertoire. We work to improve our intonation, style, tone, blend, and technique to achieve a level of artistry. The group performs two major concerts a year, plays at community events throughout the year, and participates in a spring festival trip.

> *Pre- or corequisite: Instrumental lessons and permission of the department*
> *Year-long participation earns a half-credit in Art.*
> *Faculty: Royce*
> *Grades 9-12*

Technical Theater Leadership
This course is designed to give each student the opportunity to develop their leadership potential in the field of technical theater including lighting design; sound design; set design/construction; props design/construction; scenic art/painting techniques and stage crew. Students are given opportunities to apply and grow their knowledge by providing technical assistance for Park theatrical productions, assemblies, and events. Committing to after school hours working on the production team for at least one of our major productions and our music concerts are also a requirement of the course. Students not in the class are still encouraged and welcome to attend X block work sessions and work on the shows in a variety of ways!

> *Prerequisite: Students must work on the tech crew for one upper school-level show before becoming eligible for Tech Crew Leadership credit.*
> *The course will meet once a week during X block on Wednesdays.*
> *Year-long participation earns a half-credit in Art.*
> *Faculty: Borsetti*
> *Grades 10-12*

Full-Year Visual Arts Courses

Senior Studio (Accelerated)
This accelerated course is for highly experienced students who wish to create an independent body of work to be exhibited during the spring in the *Senior Shows*. Students develop essential questions based on formal or conceptual ideas and are free to create in media of their own choosing, integrating skills developed in earlier arts classes. The emphasis is on critical and analytical thinking and the development of a personal style. The course is open to Visual Arts students with experience in 2-D, 3-D, or arts technology courses. An ability to work independently and outside of class time is essential.

> *Prerequisite: permission of the department*
> *Faculty: Tillman*
> *Full-year*
> *Grade 12*

Yearbook Production
Join the leadership team responsible for capturing the spirit and memories of Park School's 24-25 school year in the *Brownie*! In the class, which will meet during G block, students will learn about graphic design, typography, photography, communication, and publishing skills as they relate to collective yearbook creation and production. Among other topics, the class will consider how the book will look, what should be included in the yearbook, and how important events are documented and remembered. The Brownie is built from scratch using industry-standard software like Adobe Photoshop and InDesign. Students will learn to use these programs and more as we bring the *Brownie* to life.

Participation in this for-credit class could be partnered with participation in the Brownie Club, which is open to all US students during X block. Students not joining the G block class are welcome to join the club only!

> *This class will meet during G block.*
> *Year-long participation earns a half-credit in Art.*
> *Faculty: Rice*
> *Grades 9-12*

Yearbook Leadership
This class is designed for editors of *Brownie*, Park's yearbook. The course will focus on running a school yearbook design production project from beginning to end. With support from the Yearbook Advisor, students enrolled in the class will lead the Brownie yearbook club and direct the community activities of the yearbook while managing communication and tasks assigned to the different yearbook teams. Enrolled students will learn the skills of project management by running and working on a complicated design project involving multiple teams.

> *Prerequisite: Permission of instructor*
> *This class will meet on Wednesdays during X block.*
> *Year-long participation earns a half-credit in Art.*
> *Faculty: Rice*
> *Grades 10-12*

Fall Semester Performing Arts Courses

Acting
Do you like to make others laugh? Do you like to tell enthralling stories? Ever just want to shout, cry, or run your mouth and let it out? In acting, we tell stories by living them. This introductory-level course will focus on basic acting techniques that professionals use in plays, movies, TV shows, and musicals. Through exercises and scene-work, we will learn to develop characters, create circumstances, analyze scenes for actions, play off of our partners, and personalize our work by tapping into our own lives. We will present a final scene to a live audience of friends and/or family at the end of the semester.

> *This course may be repeated with permission of the instructor*
> *Faculty: Junkins*
> *Fall Semester*
> *Grades 9-12*

BEATZ: Electronic Production
Have you ever wanted to produce Hip Hop beats, soundtracks, dance, or other electronic music? Now you can, using a variety of software including Ableton Live and Logic. The class will focus on MIDI and controller programming, drum machine sequencing, sampling, loop creation,

synthesizer and production tricks, vocal processing, and basic musical harmony and form in the keyboard lab and the recording studio.

> *Faculty: Jameson*
> *Fall Semester*
> *Grades 9-12*

Comedy
Whether you're the class clown or severely judgmental of the class clown, you have to admit, humor is part of what makes life, well... life. Believe it or not, there are "laws" to comedy: principles that make things funny or flop! In this acting, writing, and discussion course we'll play games, study social media phenomena (yes, that means memes), watch famous comedians and cartoons, and practice trips, falls, slaps, and other physical gags as we devise comedic performances. We will incorporate our study and practice of genres like improvisation, satire and slapstick into a final performance at the end of the semester. No previous experience necessary!

> *This course may be repeated with permission of the instructor.*
> *Faculty: Junkins*
> *Fall Semester*
> *Grades 9-12*

Dance Technique, Performance, and Production
Calling dancers and anyone interested in dance! This course will explore and consider elements that go into the creation, rehearsal, and production of dance and dance/theater performance. Beginning with consideration of a variety of dance and movement styles, genres, and vocabularies, including modern technique and social dance, we will explore the body's unique capacity to express and the way movement shapes our experience of the world. The class will consist primarily of study dance technique in a range of styles, and we will also work with the process of generating and learning choreography. The semester will culminate in a performance of work choreographed and produced by students on subjects they choose. No previous dance experience is necessary.

> *Faculty: Hull*
> *This course may be repeated with permission of the instructor*
> *Fall Semester*
> *Grades 9-12*

Fall Production
This course is devoted to producing *Into the Woods*, by Stephen Sondheim and James Lapine, as a full-scale musical. Students will read, analyze, and rehearse a musical to be performed in late November. Actors will develop their characters, circumstances, and actions for the production while learning the music, choreography, and further expanding their vocal technique. By participating in the production process, students will learn the standard practices of theater, learn to work as an ensemble, and challenge themselves with the demands of performance. This

course will have after school and Saturday rehearsals, and leads will not be able to participate in sports or other after school activities.

> *Prerequisites: An audition and an entry-level class in acting or music or permission of the department*
> *This course may be repeated with permission of the instructors.*
> *Faculty: Junkins and Casilla-Nova*
> *Fall Semester*
> *Grades 10-12*

Keyboards
Are you interested in learning how to play keyboards? Are you already a keyboard player and want time to learn more and practice during the school day? Do you like to create your own music? US Keyboards is a "come as you are" music class that welcomes students of all abilities and backgrounds.

US Keyboards expands the students' knowledge and skills in keyboard technique, music theory, harmony, repertoire, and music technology. This class includes group activities as well as time to work on individual projects. Students have the freedom to choose their projects, make recordings, and create mp3 files that can be shared with others. Standard class projects include harmonizing simple tunes and reading through modern music using major and minor chord symbols.

> *This course may be repeated with permission of department*
> *Faculty: Fleming*
> *Fall semester*
> *Grades 9-12*

Modern Music Band
In this class we will be playing and recording modern (pop/rock/R&B) music. We will go over many aspects of what goes into creating great song arrangements and putting on an awesome show. We will learn arrangements of songs suggested by the class, and students will also have the option to bring in original material. We will analyze the styles of different bands from the past and present to find out what elements make their songs work in the style they convey. Students will choose a main instrument to focus on and will also spend time working on a secondary instrument depending on the instrumentation of the class. The ensemble will perform at October and December Goldsoundz. This class is open to anyone interested in developing their musical skills and knowledge: instruments include piano, guitar, bass, drums, vocals, sax, trumpet, trombone, clarinet, flute, violin, viola, and cello.

> *Faculty: Royce*
> *Fall semester*
> *Grades 9-12*

Music Theory and Composers' Workshop 1 (Accelerated)
This accelerated course is for students interested in and passionate about theory, composition, and making music. Students will strengthen their abilities to recognize, utilize, analyze, and

evaluate the elements and processes of music presented in a score. Interested students need a significant background in music, solid understandings in ear training and music theory, and access to a pitched instrument. Students who enroll in both semesters of this class will be prepared for the material in the Advanced Placement Music Theory test.

Music Theory and Composers' Workshop 1 is an in-depth look at musical relationships of pitches, rhythms, harmonies, and forms. Focuses include harmonic analysis, part-writing, secondary dominants and modulations, and composition exercises and projects.

> *Prerequisite: Permission of the department and a foundational music class*
> *Faculty: Casilla*
> *Fall Semester*
> *Grades 10-12*

Popular Music of the Past 100 Years

The class offers an exciting deep dive into the music that has shaped the world over the past century. From the birth of jazz, blues, and rock and roll to the rise of hip-hop and electronic music, this course explores the artists, genres, and technological innovations that have defined generations. Through guided listening, reading, and writing about music, students will broaden their musical tastes and discover connections between artists and genres across decades. Whether you are a musician or just love discovering new sounds, this class will change the way you hear music.

> *Faculty: Peterson*
> *Fall Semester*
> *Grades 9-12*

Stagecraft: Explorations in Technical and Theatrical Design

This is a hands-on class where students will learn the art and skill of creating a theater production. Students will learn about the different members of the production team and how they work together to bring a show from concept to production. We will focus first on the Upper School Musical which opens in November, and after that on the 8th grade play. For each show, we begin by reading and analyzing the script. Then we design, build, and paint the set. Finally, we work on the lighting and sound. This is a very hands-on, construction-oriented class. Students are required to compete outside of class work hours in the shop. Attending one performance of the musical is also required.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Borsetti*
> *Fall Semester (also offered in the spring)*
> *Grades 9-12*

Fall Semester Visual Arts Courses

Ceramic Sculpture
In this course, students will engage with various ceramic materials and processes, while examining and creating three-dimensional forms. We will use the elements and principles of art as starting points for discussions around how objects are seen and perceived in three-dimensional spaces, and ultimately, “What makes a good Sculpture?"

> *This course may be repeated with permission of the instructor.*
> *Faculty: Joseph*
> *Fall Semester*
> *Grades 9-12*

Ceramics
Students of ceramics become acquainted with the basic techniques and skills of using clay to create both functional and non-functional objects. Design principles, hand-building methods, safety, and studio etiquette will be covered. In the second half of the term, basic glaze theory and some wheelwork are explored. An emphasis is placed on personal expression and skill consistency. Students will keep a sketchbook/journal throughout this course and will record all works in a digital portfolio.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Joseph*
> *Fall Semester*
> *Grades 9-12*

Darkroom Photography
This course introduces students to black and white film photography and 35mm SLR camera techniques. Students learn how to determine a correct exposure, control depth of field and motion, process film, and finally, learn the various procedures to make a print from a black and white negative. Students are asked to consider photography as a method for personal expression while also examining photography as a means of visual communication. Grades and comments are based on assigned projects and student growth in technical and communication skills as measured by a series of group critiques conducted throughout the term.

> *All students are required to have a 35-mm camera whose aperture, shutter speed, and film speed can be controlled manually; the school will rent cameras to students who need them.*
> *This course may be repeated with permission of instructor.*
> *Faculty: Rice*
> *Fall Semester*
> *Grades 10-12*

Design Thinking
Design is everywhere—in books, at the supermarket, on the interstate, and on the Internet. If humans made it, design played a role. Students learn about design concepts in a hands-on manner that emphasizes construction, clarity, composition, and critique. We focus on the process

of making things using a design thinking model. Real world examples and experiences are worked into the course as much as possible, including a field trip to IKEA.

> *Faculty: Tillman*
> *Fall Semester*
> *Grades 9-12*

Digital Maker Studio
In this course students will embark upon a journey of exploring, creating and research using 21st-century tools and technologies. Students will learn how to design and create 3-dimensional art and craft elements using a variety of tools such as a CNC router, Laser cutter, band saws, and a multitude of other tools available in our modeling and fabrication laboratory. A strong emphasis is placed on student-generated design and conceptual ideas for each assignment, including carefully planned preliminary sketches.

> *This course may be repeated with permission of instructor.*
> *Faculty: Joseph*
> *Fall Semester*
> *Grades 10-12*

Digital Photography: Personal Expression
This class introduces students to photography as creative expression, using photography as a means to communicate an idea, a message, or an emotion. Students will learn camera functions, including how to determine a correct exposure and how to control depth of field and motion. They will be introduced to Adobe Photoshop, Camera RAW, and Adobe Lightroom techniques. Topics will include staging and lighting considerations, collage/montage, and beginning animation techniques. Students will explore creating images that incorporate the subjective view of the photographer. Grades and comments are based on student growth as measured by project work, and a series of group critiques conducted throughout the term.

> *The school will rent cameras to students who need them.*
> *This course may be repeated with permission of instructor.*
> *Faculty: Rice*
> *Fall Semester*
> *Grades 9-12*

Drawing
How do we view the world around us? Drawing is about seeing; it's about careful observation and perception. This course deals with that world of seeing, observing, and perceiving. We will experiment with charcoal, pencil, pen and ink, and pastels while introducing techniques and skills to enable students to gain confidence in their visual expression.

> *Faculty: Tillman*
> *Fall Semester (also offered in the spring)*
> *Grades 9-12*

Graphic Design

This course introduces basic skills and key concepts relating to the creation of visual media for use in print and online. Students develop their understanding of graphic design concepts while utilizing industry-standard software packages such as Adobe InDesign, Illustrator, and Photoshop. Students are introduced to concepts related to visual design through a series of exercises and assignments. Students assume the role of graphic designer as they complete a number of real-world design problems, such as the production of logos, posters, and magazine page layouts. Student work will be assessed on the basis of how well each student has satisfied the requirements of each assignment, and critiques will be conducted periodically throughout the semester.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Rice*
> *Fall Semester*
> *Grades 9-12*

Painting

Painting is a class for painters of any experience level to learn to work or improve their skills using oil and acrylic paints. Students will learn about the basic tools and techniques used in painting and will create a series of works of increasing complexity. The first half of the class students work from life to build their skills with using paint and creating realism through

observation. The second half of the course focuses on expression, creating a painting based on their own choices.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Tillman*
> *Fall Semester*
> *Grades 9-12*

Stagecraft: Explorations in Technical and Theatrical Design
This is a hands-on class where students will learn the art and skill of creating a theater production. Students will learn about the different members of the production team and how they work together to bring a show from concept to production. We will focus first on the Upper School Musical which opens in November, and after that on the 8th grade play. For each show, we begin by reading and analyzing the script. Then we design, build, and paint the set. Finally, we work on the lighting and sound. This is a very hands-on, construction-oriented class. Students are required to compete outside of class work hours in the shop. Attending one performance of the musical is also required.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Borsetti*
> *Fall Semester (also offered in the spring)*
> *Grades 9-12*

Woodworking
In this course students learn basic woodworking concepts and skills. Safe studio practices are emphasized. The main thrust of this course is the logical process of designing and crafting in wood. Three major projects are usually completed in the course, with some students exceeding that number. A strong emphasis is placed on student-generated design and conceptual ideas for each assignment, including carefully planned preliminary sketches.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Joseph*
> *Fall Semester*
> *Grades 9-12*

Winter Trimester Visual Art Courses

Figure Drawing
This intensive study of drawing from the model meets two times a week after school during the winter sports season (from November through February.) Using a variety of drawing media, including pencil, charcoal, pen and wash, pastel, watercolor, and tempera, students explore gesture, proportion, mass, foreshortening, portraiture and composition. Opportunities for

expressive interpretation of the figure occur in the final portion of the course. This class is offered after school on Mondays and Thursday, 3:15 to 5:45 p.m.

> *(This class is transcripted for the spring semester.)*
> *Prerequisite:* Painting *or* Drawing *or permission of the department*
> *This course may be repeated with permission of the instructor.*
> *Faculty: Asdourian, S*
> *Winter trimester*
> *Grades 10-12; 9th grade by permission*

Open 3-D Workshop
Have a great idea for something you want to make if you had the space and the tools? Want to work in an open studio community, but have the support of a teacher? This open studio course is for artists, designers, builders, makers, and tinkerers. It provides students with space and time to work on their own projects. Instruction and demonstration will be based on individual project needs and will build off existing skills while exposing the student to new ones. Students in this course need to be ready to come up with ideas independently- their projects can be done in a variety of art media of the students choice.

This course takes place in the Ceramics Studio and Woodshop. Students have access to those spaces as well as digital software and fabrication tools such as the laser cutter and CNC router. Design a birdhouse, make a sculpture, throw a bowl–what's your idea? You decide and get some work done.

This after-school course meets two afternoons a week (Tuesday and Wednesday 3:15-5:45) during the winter sports season, from mid-November through mid-February.

> *(This class is transcripted for the spring semester.)*
> *Prerequisite: One semester of visual arts or permission of the department*
> *This course may be repeated with permission of the instructor.*
> *Faculty: Joseph*
> *Winter trimester*
> *Grades 10-12; 9th grade by permission*

Spring Semester Performing Arts Courses

Acting
Do you like to make others laugh? Do you like to tell enthralling stories? Ever just want to shout, cry, or run your mouth and let it out? In acting, we tell stories by living them. This introductory-level course will focus on basic acting techniques that professionals use in plays, movies, TV shows, and musicals. Through exercises and scene-work, we will learn to develop characters, create circumstances, analyze scenes for actions, play off of our partners, and

personalize our work by tapping into our own lives. We will present a final scene to a live audience of friends and/or family at the end of the semester.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Junkins*
> *Spring Semester*
> *Grades 9-12*

Drumming and Percussion Workshop
This course will focus on developing each student's skills or "chops" on drums and percussion instruments. Emphasis will be on familiarizing students with grooves and classic breaks while strengthening our rhythmic feel. Some examples of music we have covered: Afro-Cuban Son/Rumba, Brazilian Samba/Bossa Nova, Rock, R&B, Hip-Hop, and student derived selections for drumset. Students will also be able to get creative with rhythmic and melodic ideas in group playing activities on various instruments. Open to students of all levels who are interested in learning more about drumming.

> *Faculty: Royce*
> *Spring Semester*
> *Grades 9-12*

Global Music and Cultures
Are you curious about what music sounds like from around the world? Do you want to know more about how music in its many forms has developed? Spark your musical curiosity through this class and explore the different aspects of musical expression and cultural traditions across the globe. You will learn how to recognize, analyze, and discuss the different aspects of music through the lens of the many cultures that we will study.

> *Faculty: Casilla-Nova*
> *Spring Semester*
> *Grades 9-12*

Home Studio Production
Professional level music and multimedia production has never been easier to accomplish at home. This course will focus on laptop based audio engineering, music and video production, and content creation. Students will record, compose, arrange, mix, and master band sessions and original compositions, learn the basics of producing and editing commercials and short videos, produce live and virtual events, and create content for YouTube and other digital platforms.

> *Prerequisite: None*
> *Faculty: Jameson*
> *Spring Semester*
> *Grades 9-12*

Improvisation for Instrumentalists
In this class instrumentalists will work to develop their voices as improvisers. By studying the musical vocabulary used by jazz, blues, rock, and country soloists, and their use of pentatonic

scales, major and minor modes, arpeggios, and chromaticism, we focus on bringing their techniques into your playing. Additionally, we will explore the fundamentals of contemporary music theory in order to better understand how to "play through the changes." Players will become acquainted with improv approaches on different instruments, work with different sized groups, and learn to develop their own background lines, and walking bass lines.

> *Faculty: Peterson*
> *Spring Semester*
> *Grades 9-12*

Keyboards
Are you interested in learning how to play keyboards? Are you already a keyboard player and want time to learn more and practice during the school day? Do you like to create your own music? US Keyboards is a “come as you are” music class that welcomes students of all abilities and backgrounds.

US Keyboards expands the students' knowledge and skills in keyboard technique, music theory, harmony, repertoire, and music technology. This class includes group activities as well as time to work on individual projects. Students have the freedom to choose their projects, make recordings, and create mp3 files that can be shared with others. Standard class projects include harmonizing simple tunes and reading through modern music using major and minor chord symbols.

> *Faculty: Fleming*
> *Spring semester*
> *Grades 9-12*

Music Theory and Composers’ Workshop 2 (Accelerated)
This accelerated course is for music students with strong theory and composition understandings, and those continuing studies from Music Theory and Composers’ Workshop 1 (Accelerated). This course emphasizes students’ creativity with composition, including connections with harmony studies, counterpoint, Western, and Global music influences. Interested students need advanced understandings in ear training and music theory, committed music interests and experience, and access to a pitched instrument.

> *Prerequisite: Music Theory and Composers’ Workshop 1 (Acc) or permission of department*
> *Faculty: Cassila*
> *Spring Semester*
> *Grades 10-12*

Ninth/Tenth-Grade Production
In this course, 9th and 10th graders will read, analyze, rehearse and perform a play. This course will have limited after-school rehearsals in May before performances. Careful analysis of the play will provide a foundation for students to develop their characters, circumstances, and actions for the production. Students will explore the world of the play, its cultural contexts, and its particular theatrical style and, by doing so, will expand their own aesthetic awareness. By participating in

the production process, students will learn the standard practices of theater, learn to work as an ensemble, and challenge themselves with the demands of performance. Leads may not be able to participate in sports or other after school activities. All who register for the class may join the production, but an audition is still required for casting.

> *Prerequisite: US theater class, 8th Grade Production class, or outside of Park theater experience (Please see instructor in the case outside-of-Park experience.)*
> *Faculty: Junkins*
> *Spring Semester*
> *Grades 9-10*

Spring Production
This course will be devoted to producing *Henry IV, Parts 1 and 2*, by William Shakespeare as a main stage production. Students will read, analyze, and rehearse the play. Careful analysis will provide a foundation for students to develop their characters, circumstances, and actions for the production. Students will explore Elizabethan aesthetics and cultural contexts, while connecting the work to their contemporary world. By participating in the production process, students will learn the standard practices of theater, learn to work as an ensemble, and challenge themselves with the demands of performing a full-length play. Students in the cast are required to take the English course, "Shakespeare: Page to Stage," which will analyze the play and meets in the same block fall semester. Given the necessary time commitment, leads will not be able to participate in other daily after school activities in the spring. Students are recommended to have been in a Theater production or class before enrolling, and an audition is required.

> *Prerequisite: An audition*
> *After school rehearsals are a part of this course, and students cast as leads will not be able to participate in other after-school activities.*
> *Faculty: Junkins and Schwartz*
> *Spring Semester*
> *Grades 11-12*

Stagecraft: Explorations in Technical and Theatrical Design
This is a hands-on class where students will learn the art and skill of creating a theater production. Students will learn about the different members of the production team and how they work together to bring a show from concept to production. We will work on three shows this semester, the 8th grade play, the 11th/12th grade production and the 9th/10th grade production. For each show we design, build, and paint the set. There are also opportunities to work on the lighting and sound. This is a very hands-on, construction oriented class. Students are expected to compete outside of class work hours in the shop. Attending one performance of the 11th/12th grade production and one performance of the 9th/10th grade production is also required.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Borsetti*
> *Spring Semester (also offered in the fall)*
> *Grades 9-12*

Spring Semester Visual Arts Courses

Art History: Recurring Themes

More than ever before, we live in a world of man-made appearance, and whether we are conscious of it or not, what we see affects us. In this course you will develop your visual literacy and learn to recognize how various cultures have expressed and perpetuated many of their most deeply held values through art and architecture. Our ultimate question is this: how does art (from painting and architecture to advertising and fashion) influence our own sense of reality and shape our own desires? To approach this question in a manageable way, we will examine three or four major themes that recur throughout art history, such as Sacred Space, The Body, Power & Protest, Gender & Identity and The Environment. We will study a broad range of works, comparing the ways artists from different time periods and cultures have responded to each theme. We'll discuss, read and write about art, we'll watch videos and film clips, and we'll take a field trip or two to see some art in person. (Readings will be provided in class.)

> *This course can be taken as an art or history credit. Please note that once enrolled, changing the departmental credit awarded for this course requires the completion of a class change form and is subject to those deadlines.*
> *Faculty: Asdourian, S.*
> *Fall Semester*
> *Grades 10-12*

Ceramics

Students of ceramics become acquainted with the basic techniques and skills of using clay to create both functional and non-functional objects. Design principles, hand-building methods, safety, and studio etiquette will be covered. In the second half of the term, basic glaze theory and some wheelwork are explored. An emphasis is placed on personal expression and skill-consistency. Students will keep a sketchbook/journal throughout this course and will record all works in a digital portfolio.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Joseph*
> *Spring Semester*
> *Grades 9-12*

Digital Photography: Alternative Processes

This class offers a unique opportunity to explore the intersection of digital media and alternative photographic methods. Students will learn digital camera techniques and the use of the computer as a photographic tool for creating alternative output methods such as cyanotype, van dyke brown, and chlorophyll prints. Students will master the manual camera controls and be introduced to software programs like Adobe Photoshop, Adobe InDesign, Adobe Camera Raw, and Adobe LightRoom. Students will learn to make digital negatives and will have the opportunity to make a zine or handmade book. Grades and comments are based on student growth as measured by a series of projects and group critiques conducted throughout the term.

> *The school will rent cameras to students who need them.*

> *This course may be repeated with permission of the instructor.*
> *Faculty: Rice*
> *Spring Semester*
> *Grades 9-12*

Drawing
How do we view the world around us? Drawing is about seeing; it's about careful observation and perception. This course deals with that world of seeing, observing, and perceiving. We will experiment with charcoal, pencil, pen and ink, and pastels while introducing techniques and skills to enable students to gain confidence in their visual expression.

> *Faculty: Tillman*
> *Spring Semester (also offered in the fall)*
> *Grades 9-12*

Illustration and Sequence
Illustration and Sequence is a drawing course that draws from imagination and focuses on expressing ideas through images. Students will focus on drawing and collage techniques to create illustrations about both personal and universal ideas. Students will look at contemporary and historical illustrators to understand history, technique, and style. We will also explore how pictures, when grouped together and put in an order, can be used to tell stories, as we see in books, graphic novels, and animation.

> *Faculty: Tillman*
> *Spring Semester*
> *Grades 9-12*

Junior Portfolio (Accelerated)
This accelerated course is designed for second-semester juniors who wish to pursue work toward the completion of a portfolio for their college applications or for archival purposes. Students should come to this class with solid experiences in 2-D, 3-D, or arts technology courses. Assignments are designed to enhance skills and experience and to develop a personal aesthetic and unique approach to art-making. The ability to work independently and outside of class time is essential.

> *Prerequisite: permission of the department.*
> *Faculty: Rice*
> *Spring Semester*
> *Grade 11*

Making About: Now
This team taught course will begin not with a visual arts discipline but with ideas. We will make art both about and from the daily newspaper using both two dimensional techniques like drawing, printmaking, painting, digital maker tools and collage and three dimensional techniques like

paper mache as well as installation. This class will take over the Arts Center using all studios for a less discipline specific approach to making.

> *This class is offered in alternate years. It is offered this year, but will not be offered next year.*
> *Faculty: Joseph and Tillman*
> *Spring Semester*
> *Grades 9-12*

Metal Fabrication and Manipulation
This course allows students to learn basic techniques, design considerations, and safety skills while working with ferrous and non-ferrous metals, and some non-traditional materials to create both personal and sculptural objects. This study includes cutting, shaping, smithing, enameling, and soldering methods for wire and sheet stock. *Students will be expected to work with sharp tools and hot objects.*

> *Faculty: Joseph*
> *Spring Semester*
> *Grades 10-12*

Sculpture
In this course, students will engage with various sculptural materials and processes, while examining and creating three-dimensional forms. We will use the elements and principles of art as starting points for discussions around how objects are seen and perceived in three-dimensional spaces, and ultimately, “What makes a good Sculpture?"

> *This course may be repeated with permission of the instructor.*
> *Faculty: Joseph*
> *Spring Semester*
> *Grades 9-12*

Stagecraft: Explorations in Technical and Theatrical Design
This is a hands-on class where students will learn the art and skill of creating a theater production. Students will learn about the different members of the production team and how they work together to bring a show from concept to production. We will work on three shows this semester, the 8th grade play, the 11th/12th grade production and the 9th/10th grade production. For each show we design, build, and paint the set. There are also opportunities to work on the lighting and sound. This is a very hands-on, construction oriented class. Students are expected to compete outside of class work hours in the shop. Attending one performance of the 11th/12th grade production and one performance of the 9th/10th grade production is also required.

> *This course may be repeated with permission of the instructor.*
> *Faculty: Borsetti*
> *Spring Semester (also offered in the fall)*
> *Grades 9-12*

Surface Design
In this course, students will engage with various sculptural materials and processes, while examining and creating three-dimensional forms. We will use the elements and principles of art as starting points for discussions around how objects are seen and perceived in three-dimensional spaces, and ultimately, “What makes a good Sculpture?"

> *This class is offered in alternate years. It is not offered this year, but is scheduled for next year.*
> *Faculty: Joseph and Tillman*
> *Spring Semester*
> *Grades 9-12*

ENGLISH

The English department teaches literature and writing. Our course offerings encompass a wide variety of literary genres, periods, themes, and voices. In selecting courses, students are encouraged to build a program that reflects this variety. Students should also aim to take classes with different English faculty members, for each teacher brings to the classroom a distinctive style and different fields of expertise. Writing and discussion are central components of all English courses.

Requirements
The Upper School English department requires eight consecutive semesters of English, including English 9 and English 10; students must be enrolled in an English class each term.

Sophomores who wish to double in English in the first semester must seek departmental permission before they do so.

Full Year English Course

English 9
This course introduces students to various literary genres and modes of writing, and prepares them with the reading, writing, and discussion skills that they will need to thrive in our student-centered program. We emphasize structured analysis of selected texts through close reading, annotation, and formal and informal writing assignments that include creative non-fiction, fiction, and analytical writing. Students experiment with the structural and rhetorical elements of various genres, and further their understanding of the writing process, particularly as applied to the literary essay, through revising in response to critiques from instructors and students. Texts may include a Shakespeare play, a contemporary play, a novel, and anthologies of poetry and short stories.

> *Faculty: Taught by department*
> *Full year*
> *Grade 9*

Fall Semester English Courses

English 10
In the fall term, all tenth graders are required to enroll in one of the sections of English 10 listed below. These courses are organized by theme, but each focuses on the writing process—brainstorming, drafting, getting feedback, revising—and on the rhetorical modes of description, narrative, comparison/contrast, analysis, and definition.

English 10: Writing About Coming of Age
Coming of age is a phrase that stands for growing up, developing, or maturing. Coming-of-age narratives are stories that deal with the experience of growing up. But what does growing up or development even mean when we are talking about human beings? Is this a linear progression toward a finish line, or more of a messy becoming? How does a person's identity, background, or environment impact this process? In this course, students will explore these questions and many more while they encounter coming-of-age narratives found in graphic novels, short stories, poems, and films. Students will write about these narratives and also create their own coming-of-age stories. Writing assignments could include a personal narrative, an analytical essay, and an article.

> *Faculty: Clifford*
> *Fall Semester*
> *Grade 10*

English 10: Writing About Culture
If aliens came to Earth, with no context for humanity, what would they make of our customs? What would they think of those buzzing light boxes we cling to? What would they guess we do in the rooms of this building, sitting in circles and scratching away with long sticks? In this class, we will try to see our culture afresh, as if for the first time. We will act as anthropologists, describing what we see. We will act as guides, teaching others how to exist in our world. And we will act as cultural critics, analyzing what our culture produces to determine what we value.

> *Faculty: Schwartz*
> *Fall Semester*
> *Grade 10*

English 10: Writing About Film
Students look comparatively and historically at various aspects of filmmaking, experiment with ways of describing films and moving images, and see what the art of filmmaking has to teach them about the art of writing. Students read broadly in both historical and contemporary film criticism and review. Writing assignments include essays, short descriptions, appreciations, and a fragment of a screenplay.

> *Faculty: Wulf*
> *Fall Semester*
> *Grade 10*

English 10: Writing About Ideas
Should bodies of water have legal rights? Are corporations people? Is AI a tool or an ideology? What defines personhood—and who gets to decide? Is democracy worth defending? This course is an introduction to contemporary public philosophy and analytical writing. No previous experience with philosophical questions, methods, or readings is required. Through close reading and developmental writing exercises, students will engage with themes like environmental ethics, artificial intelligence, democracy, citizenship, identity,

freedom, and justice. By the end of the course, students should feel more confident writing about pressing ideas to different audiences, situations, and contexts.

Faculty: Barajas
Fall Semester
Grade 10

American Woman: Representations of Women in American Literature and Culture
In this course, we will analyze representations of women in American literature and culture. We will primarily study representations of women in literature, but we will also look to film, television, visual art, music, and pop culture to provide additional depth and variety to our examination. The characters and creators in this course will reflect the diversity of women in America. The course will allow us a space in which to discuss the challenges and triumphs of being a woman in America, and the way representations impact the experience and expectations of womanhood. Assignments will include regular readings and short writing assignments, as well as a creative project and a final paper.

Faculty: Clifford
Fall Semester
Grades 11-12

At Home in The World: Cosmopolitanism in Literature and Film
[was *At Home in The World*]
In this course, students will explore cosmopolitanism in literature and films in the 21st century. Thinkers and writers of this tradition invite readers to consider how the complicated condition of "being at home in the world" helps them and us interrogate facile notions of national identity and its thorny political and cultural entanglements. Our work in the course will be to carefully weigh ideas of displacement, migration, cultural disappearance, and genealogies of abuse of power against the possibility of generating new narrative models and analytical tools in the service of a more critical global perspective. This course requires close reading, robust discussion, active listening, and commitment to our collective learning.

Faculty: Barajas
Fall Semester
Grades 11-12

Canons: Anglo-American Literature
Is there such a thing as an Anglo-American tradition in letters? What concerns do British and American literature share, and how do the traditions differ? In this course, we'll examine the literatures of two nations divided by a common language. We'll consider works that comprise part of a traditional canon of British and American literature (by writers such as William Shakespeare and Emily Dickinson) as well as more recent literature that converses with and sometimes against

that canon (by writers such as Zadie Smith and Chang-Rae Lee). This is a survey course in which we'll aim to cover a wide range of genres, subject matter, and styles.

> *Faculty: Najar*
> *Fall semester*
> *Grades 11-12*

Etymology and Semantics

Etymology is the investigation of word origins; semantics examines how words mean what they do. We will study Latin and Greek bases, learn to tell the stories of particularly interesting words, investigate the history of English from its Germanic origins to its current status as a lingua franca, and write an essay or two. Please note: there's no way to study etymology without memorizing a lot of roots and affixes. If you don't like this sort of work and don't like being tested on your grasp of details, please do not take this course.

> *Faculty: Schwartz*
> *Fall semester*
> *Grades 11-12*

Indigenous American Literature

In this course we will look both at contemporary Indigenous American literature (novels, memoirs and poetry) and at traditional oral literature (including folktales, origin stories, and ritual), to try to experience these stories both as readers and as fellow human travelers who seek to learn from cultures that live where we live. As we enjoy these works for their own merits, we will also be looking to them for an understanding of Native American politics and cultural identity, religion and folklore, ideas about personal identity and power, and views of the earth and the environment.

> *Faculty: Wulf*
> *Fall Semester*
> *Grades 11-12*

Link of Chain: Tracking Influence in American Literature

This class aims to study a single strand of influence within American literature. Beginning with the work of Ralph Waldo Emerson, and proceeding to the contemporary moment, our curriculum will feature a sequence of novels, stories, poems, essays, speeches, and philosophical treatises that collectively helped to establish an indelible American grain. Our focus will be the manner in which each text somehow inspired or compelled the next. We will pursue the fundamental question of whether every author participates in and belongs to a great, inescapable current of thought, and to what extent that membership represents a burden or an opportunity. Finally, we will ask how important it is that we recognize, or submit to, the vast field of influence that shapes our own artistic endeavors.

> *Faculty: Farmer*
> *Fall Semester*
> *Grades 11-12*

Literature of Loss: Grief and Grievance
Introducing her translation of plays by Euripides, Anne Carson writes, “Why does tragedy exist? Because you are full of rage. Why are you full of rage? Because you are full of grief.” This course will explore the relationship between loss, grief, and resentment in works of memoir, poetry, drama, and fiction. As we analyze works of literature we may take up the following questions: Is grief an emotion or a state of being? Is it solely psychological or does it have political implications? Is it possible to grieve well? Why is there pleasure in reading artistic responses to loss? Is there transformative potential in the rage that grief unleashes, or does it inevitably curdle into complaint and inaction? Possible writers include Joan Didion, William Shakespeare, Edwidge Danticat, Thomas Hardy, Natasha Tretheway, Sophocles, Richard Wright, and Yōko Ogawa.

> *Faculty: Najar*
> *Fall Semester*
> *Grades 11-12*

Literature of the Civil Rights Movement
How does literature, music, and art propel a movement? In this course, we'll be looking at the modern Civil Rights movement through the lens of literature. What writing helped to ignite the movement? How did writers and artists respond to the struggle for racial justice? How does literature exist as protest? Required reading may include works by Ralph Ellison, James Baldwin, Alice Walker, and Dr. Martin Luther King, Jr. Students should be prepared to not only write analytical and creative assignments but also to practice their public speaking skills.

> *Faculty: Balcita*
> *Fall Semester*
> *Grades 11-12*

Music and Migration: History and Literature of American Roots Music
There are more differences between us than we can readily understand; there are also more similarities and connections, both historically and in our art. We’ll explore departures and continuities across three routes of traditional American migration. Seeking an understanding of the blues, jazz, bluegrass, and country music, we’ll travel from the Mississippi Delta to Chicago, from Appalachia to the Mid-Atlantic megalopolis, and from Oklahoma to Bakersfield, California. Course texts may include Billie Holiday’s *Lady Sings the Blues*, Michael Ondaadtje’s *Coming through Slaughter*, and John Steinbecks’ *Grapes of Wrath*, as well as contemporary documents including the many songs that we will listen to together.

> *Faculty: Wulf, Chapin*
> *This course may be taken for either an English or History credit*
> *Fall Semester*
> *Grades 11-12*

Psychology of Power Through Shakespeare’s Henriad
We will read Shakespeare’s Henriad: Richard II, Henry IV Parts 1 & 2, and Henry V. In class we will be reading the works aloud and watching parts of these plays too. These works are some of Shakespeare’s best-known histories, and they are linked by transfer of the crown. We will

examine and analyze overarching questions around how Shakespeare shares the human emotional response to power. We will also analyze how these plays treat the issue of women and agency. These plays include Falstaff, Shakespeare's greatest comic character, and Hal, a young man pulled between two very different lifestyles. They provide great fodder for comparing and contrasting. We will have other big questions too. Does privilege come with a price of obligation? What is the value, as well as the cost, of patriotic rhetoric? Writing assignments will include analysis and creative pieces.

> *Faculty: Seidenman*
> *Fall Semester*
> *Grades 11-12*

Shakespeare: From Page to Stage
In this course, we will be doing a deep dive on *Henry IV, Parts 1 and 2*, in preparation for the spring Production. We will start with a study of Shakespeare's sonnets, to build comfort approaching Shakespeare's language. We will then begin our close reading of the play. We'll take it line by line, mastering comprehension, teasing out deeper meanings, reading critical interpretations, analyzing character motivation, experimenting with delivery, and imagining production elements. Together, we will build a sense of the world of the play, which we will bring to life in the spring. Students who have been cast in the play are required to take this course, but the elective is open to anyone who is interested in the delights of Shakespeare's language.

> *Faculty: Schwartz*
> *Fall Semester*
> *Grades 11-12*

Writing Practicum
This is an intensive writing workshop that is also about the teaching of writing. Students will write and revise creative nonfiction. In recent years, assignments have included a best earth memory, description of a real or imagined photograph, favorite song analysis, philosophical meditation, and college essay—as well as stories, poems, and AP exam responses. Our focus throughout will be on the process of writing, and students will learn—through reading, discussion, role-playing, and lots of practice—the techniques of effective peer tutoring. We'll tutor writers from the Lower, Middle, and Upper School.

> *After completing the course, students will serve for the rest of their Park careers as tutors in The Michael Cardin '85 Writing Center.*
> *Preference will be given to juniors; only a couple of seats will be held for seniors.*
> *Faculty: Balcita*
> *Fall Semester*
> *Grades 11-12*

Writing Workshop: Short Fiction
This class centers on the workshop experience, in which each student composes and shares a short story that corresponds to a focal point of the craft. We will study dramatic action, setting, characterization, narrative structure, tone, perspective, dialogue, time management, psychological distance, the unreliable narrator, the extension of metaphor, and the delivery of

statement. Students will read a selection of short stories to bolster their grasp of each unit of study. Students in this class must be energetic about critiquing one another's work.

> *Faculty: Farmer*
> *Fall semester*
> *Grades 11-12*

Spring Semester English Courses

Anna, Alice, Akashi: Anna Karenina, Alice in Wonderland, and The Tale of Genji
In this class, we will read three wonderful classic novels. Murasaki Shikibu's *The Tale of Genji*, Lewis Carroll's *Alice in Wonderland and Through the Looking-Glass*, and Leo Tolstoy's *Anna Karenina* range widely across history and cultures, and present the worlds of their times quite fully. They are about how people live–and among other things they are about women working to outwit expectations in order to live their lives–to live as themselves and to live out their own objectives–against the prevailing manners and powers. In this class, we will hope things go well for them, and also compare notes with them as we consider how we would like to live ourselves. Writing will include imitations, short reflections, critical responses, and personal essays.

> *Faculty: Wulf*
> *Spring Semester*
> *Grades 10-12*

Art of the Essay
In this course, we will work toward a deeper understanding of the essay—its history, its elegance, and its inner workings. If the essay represents the mind in motion, then we will seek to harness that motion and shape it into clear, eloquent, and insightful pieces of writing. To do so, we will study the work of published essayists, write essays of our own, and discuss these works in a workshop setting. Forms we will cover may include narrative, meditative, and lyric essays.

> *Faculty: Balcita*
> *Spring Semester*
> *Grades 10-12*

Digital and Electronic Literature
Is a computer programmer a storyteller? Can computers help us craft new literary genres? What is a born digital text? In what ways has digital literature challenged us to rethink the structuring of language, culture, and knowledge itself? This course will help students develop a critical awareness of contemporary digital literature. Students will have the opportunity to learn about literary computational methods, analyze new forms of textuality, apply traditional close reading

practices to multimodal narratives, and write their own digital texts. We will pay close attention to writers from the Global South as they try to reimagine the landscape of digital storytelling.

> *Faculty: Barajas*
> *Spring Semester*
> *Grades 10-12*

Downtown Scene: Literature and Art in New York in the 70s and 80s
In this course, we will enter the world of downtown New York in the 70s and 80s to be among a world of diverse artists pushing against capitalism to make art on their own terms. We'll study the work of poets, writers, artists, and filmmakers who tried to capture real-life depictions of New York's underbelly through guerrilla journalism, handmade zines and fliers, alternative music and neo-expressionist art. Assignments may include Basquiat-like visual art, Warhol-like installations, Eileen Myles-like poetry, Spalding Gray-like monologues, and Velvet Underground-like music.

> *Faculty: Balcita*
> *Spring Semester*
> *Grades 10-12*

Homeric Epic
The first half of the course will be devoted to reading Homer's *Iliad*, which tells the story of the Trojan War, focusing on the great hero Achilles and the decision he must make between a heroic short life and a long life devoid of glory. After reading *The Iliad,* we will turn our attention to *The Odyssey*, Homer's epic about the ultimate survivor, Odysseus, and the complexity of his resilience. Discussion will be conducted primarily in the seminar format, so class participation will be an essential aspect of the class. There will be opportunities to write in response to the readings in both creative and analytical forms.

> *Faculty: Hirsch*
> *Spring Semester*
> *Grades 10-12*

How to Have an Opinion: The Art of Literary and Cultural Criticism
[was *How to Have an Opinion*]
Have you ever disagreed with someone's take on a movie but been unsure how to articulate your dissent? This course gives you the opportunity to practice and hone your skills at holding forth, especially about works of art and culture. For the purposes of this course, the term "art" is capacious, including, but not limited to, literature, song, and film. What do we want from art, anyway? We'll spend a couple of weeks attending to the history of art criticism (what did the ancient Greeks want from art? The modernists?) Then we'll work on developing our own criteria for judgment and train our critical faculties on a variety of artistic works. We may read critics such as Horace, Hanif Abdurraqib, and Jia Tolentino, and we may consider works of art by

Shakespeare, Kendrick Lamar, and Mira Nair. Students will also have the opportunity to select their own objects to critique.

> *Faculty: Najar*
> *Spring Semester*
> *Grades 10-12*

LGBTQ+ Literature
In this course, we will focus on LGBTQ2IAP+ writers, texts, and issues of the past and present. We will read fiction, poetry, and plays that represent some of the experiences, challenges, and joys of being LGBTQ2IAP+. A major focus of this course is critical reading: the ability to not only understand what the text says, but also interpret what the text does on a deeper level. This course will include short daily writing assignments, a creative project, and a literary analysis paper.

> *Faculty: Clifford*
> *Spring Semester*
> *Grades 10-12*

Literature at the End of the World
War, famine, global pandemics, catastrophic natural disasters…zombies. For as long as humans have told stories, we have imagined and spun yarns of the end of the world as we know it. Some stories have served as cautionary tales, while others have been used as commentary to reflect upon the realities of a given time and culture. In this course we will explore a range of apocalyptic stories. Students will consider the ways the end of the world has been portrayed in novels, short stories, essays and religious texts, as well as in popular film and television. Course work will include analytical essays, journal entries, group presentations, student-led discussions and creative writing—including an opportunity for students to craft their own original apocalyptic tale.

> *Faculty: Hannibal*
> *Spring Semester*
> *Grades 10-12*

Our Way of Seeing: Analyzing Literary and Visual Texts
[was *Visual Studies: An Introduction to Our Ways of Seeing*]
How do static and moving images persuade, manipulate, or inspire us? This course introduces students to the study of visual culture. Our work will be to examine how images communicate, persuade, and shape our understanding of the world we inhabit. We will analyze a wide range of visual texts—from literature, advertisement, film, art, and digital culture—through the interdisciplinary lens of rhetorical and cultural theory. By "reading" visual culture critically, students will become familiar with the mechanisms of visual narratives and their role in

constructing social reality. Students will write short essays and create visual artifacts as part of their work in the course.

> *Faculty: Barajas*
> *Spring Semester*
> *Grades 10-12*

Poems and Lives

It seems clear that there is a relationship between writing and living, but what is it? For starters, do we merely write what we live, or do we also live what we read and live differently because of how we write? And as people seeking to understand books and writers, how literally are we to take what we read about a poet's life? In this course, we will ask these sorts of questions as we discuss, write about, and imitate the works and lives of writers from very different times and places: from the archaic Greece of Sappho to Basho's 17th-C Japan, from John Keats' early 19th-C England to Sylvia Plath's and Ted Hughes' version of the 20th C, from Ada Limón's to WB Yeats' critiques of 20th-C structures of power.

> *Faculty: Wulf*
> *Spring Semester*
> *Grades 10-12*

Poetry Writing

In this class, we will allow every poem to be an experiment. We will play with language, attention, emotion, interaction, and structure-- always asking, "What kind of poem will this kind of play make?" What kind of poem comes from sitting in stillness? What kind of poem comes from spontaneity? What kind of poem comes from confession? What kind of poem comes from collaboration? What kind of poem comes from following a strict form? What kind of poem comes from thinking of language as paint we spread on a piece of paper? Though we will engage in regular workshopping, the question will never be "How good is this poem?" Instead, we will train ourselves to ask, "What kind of poem do we have here? How can it become more itself?"

> *Faculty: Schwartz*
> *Spring Semester*
> *Grades 10-12*

Proceed with Caution: Horror Stories

Warning: The literature in this course contains frightening situations, blood-sucking villains, haunted mansions, uncanny valleys, and monsters of the fantastical and everyday variety. We will travel through the dark, mysterious corridors of scary stories seeking to uncover what we fear most, and examining how writers throughout literary history have tapped into our deepest fears. We will explore multiple sub-genres, like mystery, macabre, thriller, apocalyptic, and true crime.

There will be regular short writing assignments, a creative project, and an analysis paper at the end of the term.

> *Faculty: Clifford*
> *Spring Semester*
> *Grades 10-12*

Psychology and Literature
"Character is destiny" -- Heraclitus
"Character is plot" -- F. Scott Fitzgerald
If character is destiny, or at least plot, what is character? To answer that question, we'll explore theories of personality, from the scientifically-validated Big Five to the speculative interpretations of psychoanalysis. We'll use our repertoire of theories to ask crucial questions about the characters we encounter: Why do they do what they do? How do their personalities determine their responses? What environmental or social factors may have affected the development of their personalities? And, of course, we'll be asking these same questions about ourselves.

> *Faculty: Schwartz*
> *Spring Semester*
> *Grades 10-12*

The Afterlife in World Literature
This class will explore how literature expresses our beliefs about the afterlife for human beings. Does our narrative and poetic rendering of the afterlife suggest a faith, a hope, an expectation, or an uninhibited capacity for imagination that actually conveys our entire philosophy of existence? How do these depictions of the afterlife reveal what is most important about being alive in the first place, according to the individual authors and the values of their societies? Is there tension in the relationship between these depictions, or does a certain continuity prevail? The curriculum will span thousands of years, and include fiction and poetry from all over the world. This class involves a nightly commitment to reading and writing.

> *Faculty: Farmer*
> *Spring semester*
> *Grades 10-12*

The Literature of Protest
How do artists protest social and political conditions that concern them, and is such protest art or propaganda? Though we will largely be examining written works of literature, there may also be opportunities to consider music, visual art, and film. We will also read short works of criticism that attempt to define and evaluate political art. Finally, we will attempt to create our own artful protests. Potential texts include: Octavia Butler's *Parable of the Sower*, Claire Vaye Watkins' *Gold Fame Citrus*, excerpts from Ralph Ellison's *Invisible Man*, Joan Didion's "Sentimental Journeys,"

James Baldwin's "Everybody's Protest Novel," excerpts from Doris Lessing's *The Golden Notebook,* and excerpts from Cathy Park Hong's *Minor Feelings*.

> *Faculty: Najar*
> *Spring semester*
> *Grades 10-12*

West Meets East: Chinese Influence on American Literature
[was *West Meets East*]
In this course we examine the influence of Chinese literature on Western, especially American, literature. We will begin with an introduction to the rich tradition of Chinese literature from the past three millennia, then look at how Westerners—with little access to the language or the culture—first made sense of this very different tradition. Finally we will turn our attention to the work of contemporary scholar-poets who actually read and speak Chinese, especially the work of American-born Chinese and recently immigrated writers. Readings will include poetry and prose of Ezra Pound, Amy Lowell, Li-young Lee, and Gish Jen.

> *Faculty: Wulf*
> *Spring Semester*
> *Grades 10-12*

Writing Workshop: Long Fiction
Like Writing Workshop: Short Fiction, this class centers on the workshop experience, in which students compose and share original narrative fiction for peer critique; however, this class emphasizes techniques to extend a story. Students will continue to study the principle elements of narrative craft, but they will focus centrally on structure. This course builds naturally off of the short fiction workshop class, but it does not require any previous experience in narrative writing. The curriculum will include stories ranging from thirty pages (such as work by Francisco Coloane and James Baldwin) to more expansive narratives of up to a hundred pages (such as work by Peter Taylor, Alice Munro, James Joyce, Jack Kerouac, Annie Ernaux, John Steinbeck, Jim Harrison, and Alan Sillitoe). Students in this class must be energetic about critiquing one another's work.

> *Faculty: Farmer*
> *Spring Semester*
> *Grades 10-12*

HEALTH EDUCATION

Wellness 9 and 10
The 9th and 10th Grade Wellness Series empowers students to explore various dimensions of wellness, encompassing physical, emotional, social, intellectual, cultural, and spiritual aspects. Through engaging discussions, hands-on activities, and developmentally appropriate exercises, participants will cultivate essential skills for leading balanced, fulfilling lives. This series adopts a comprehensive approach to nurturing overall wellness and well-being, covering a range of practices from mindfulness and sleep hygiene techniques to the development of interpersonal skills.

> *Meets about once every two weeks*
> *Faculty: Varies*
> *Required*
> *Grades 9 and 10*

Human Sexuality Seminar
The Human Sexuality Seminar provides essential information for youth to become healthy sexually liberated adults. This course includes exploration of biological, behavioral, and sociocultural components of human sexuality. The seminar specifically focuses on reproductive health, sexual behavior, consent and relationship dynamics, intimacy and pleasure, gender and sexual diversity. This seminar utilizes various teaching tools including interactive group work, video analysis, group discussion, and personal reflection. Students will be enrolled during their junior year.

> *Fall or spring semester*
> *Faculty: Edwards*
> *Required*
> *Grade 11*

Additional wellness programming is offered for students in grades 11-12 during class-meeting time. A sampling of programs offered include substance use prevention, mental health awareness, partner violence prevention, and testicular and breast cancer prevention education.

HISTORY

The Park School history department considers the ultimate goal of historical study at the secondary level to be the formation of those attitudes and skills that enable students to understand the world around them so that they can constructively participate in a democratic society. We hope to graduate young people who recognize the role of perspective in the creation of claims about history. We hope they will seek out and weigh competing interpretations before arriving at their own, personal positions on the key issues of their world.

The emphasis in course organization is generally on historical problems, and assignments emphasize a discriminating analysis of both primary sources and secondary interpretations. We employ a variety of readings and teaching techniques to stimulate and develop effective self-expression, both written and oral. Basic historical research skills are taught in required courses, culminating in a major research paper each year.

Three years of history are required for graduation; additionally, most students take at least one elective course in history. Electives in the history department are described below after the three required courses.

Independent Studies can be arranged in the history department for semester credit; every year a small number of students—usually juniors and seniors—seek this opportunity to work independently on a subject of their interest.

Requirements
9th grade: Foundations in History
10th grade: Modern World
11th grade: United States

Full-Year History Courses

History 9: Foundations in History
In 9th -grade history, students will pursue a year-long exploration of history as a tool for examining histories local and global. The goal is to provide students with foundations in skills and understandings they can carry into future history classes and learning experiences in the Upper School and beyond. Students develop essential skills like source analysis and crafting arguments. They will also gain exposure to the wide range of ways to communicate findings. The fall semester focuses on an introduction to skills and modes of doing history, which students will apply as they study major turning points in the history of Baltimore in the World. All of this builds up to students designing and producing their own projects on some aspect of that history.

In the second semester, students will turn to foundational explorations of parts of the world they will examine on a deeper level in future years.

> *Faculty: Taught by department*
> *Full year*
> *Grade 9, required*

History 10: Modern World
At the heart of our study in History 10 is an examination of the modern world and the ways we got to our global present. To that end, we'll be asking some essential questions: What have been foundational commercial, political and technological revolutions in the world between 1400 and the present? How did those revolutions transform the systems of power, ideology, and ecology that shaped the world order? How did different groups reckon with those changes? What lessons are there for understanding the systems that shape our world today? Students will also complete an independent research project, building on the skills they developed in the ninth grade.

> *Faculty: Taught by department*
> *Full year*
> *Grade 10, required*

History 11: United States
This course offers an in-depth look at contingencies, complexities, continuities, and change over time in the history of the United States. The course is organized thematically, working through three chronological sweeps from the 17th century to the present based around the following themes: American Colonies & American Capitalism; American Rights & American Protest; and American Identities & American Empire. We'll ask about rights and privileges, structures of power and resistance, laws and their challengers, cultures and ideas, wealth and poverty, and the United States in a global context. Students will continue to hone historical skills and habits of mind, and work will include an independent research project.

> *Faculty: Taught by department*
> *Full year*
> *Grade 11, required*

Fall Semester History Electives

Art History: Recurring Themes
More than ever before, we live in a world of man-made appearance, and whether we are conscious of it or not, what we see affects us. In this course you will develop your visual literacy and learn to recognize how various cultures have expressed and perpetuated many of their most deeply held values through art and architecture. Our ultimate question is this: how does art (from painting and architecture to advertising and fashion) influence our own sense of reality and shape our own desires? To approach this question in a manageable way, we will examine three or four

major themes that recur throughout art history, such as Sacred Space, The Body, Power & Protest, Gender & Identity and The Environment. We will study a broad range of works, comparing the ways artists from different time periods and cultures have responded to each theme. We'll discuss, read and write about art, we'll watch videos and film clips, and we'll take a field trip or two to see some art in person. (Readings will be provided in class.)

> *This course can be taken as an art or history credit. Please note that once enrolled, changing the departmental credit awarded for this course requires the completion of a class change form and is subject to those deadlines.*
> *Faculty: Asdourian, S.*
> *Fall Semester*
> *Grades 10-12*

Civil Rights Movements and the US Supreme Court

This course examines the evolving role of the U.S. Supreme Court in shaping civil rights throughout American history. Through close reading of the US Constitution and landmark Supreme Court decisions, students will explore how the Court has both advanced and restricted the rights of individuals and marginalized communities. By engaging with primary source documents—court opinions themselves—students will develop their ability to interpret legal texts, evaluate constitutional arguments, and consider the broader social and historical contexts in which these decisions were made. The course invites critical discussion on the balance between justice and precedent, and challenges students to consider the dynamic relationship between the judiciary and movements for social change. The final project will consist of writing a well-researched amicus brief for one of the cases we have studied during the course.

> *Faculty: Golon*
> *Fall Semester*
> *Grades 10-12*

Current Events and Historical Roots

This course will explore current events and their historical underpinnings. We will cut to the core of debates on a variety of national and international issues. Beginning with the current administration, the modern Republican Party and its seeming departure from the long history of the conservative movement in the United States. Students will consider multiple perspectives and various policy decisions on immigration; as well as the United States' involvement with China, Russia and the Middle East. Topics will be supplemented by various readings, podcasts and a daily consumption of various news sources. The ultimate goal will be for students to develop a global citizenship mindset, build a deep understanding of some of the most pressing issues in the world today and grapple with various approaches to addressing them.

> *Faculty: Gahagan*
> *Fall Semester*
> *Grades 10-12*

Genocide in the Modern World
This course examines the phenomenon of genocide in the 20th and 21st century. Despite many international efforts to contain this form of mass violence, genocides have impacted communities across the globe at different points in the modern era. They remain one of the most enduring challenges to humanity.

Through a close examination of case studies (the Armenian Genocide, the Holocaust, and the Rwandan Genocide, among others), we will explore a host of topics. They include: the conditions that have fostered genocide; questions of responsibility, justice and punishment; the development of international structures and processes for dealing with genocide; legacies for impacted communities. Along the way, we'll also dig into the definition of "genocide," how and why that definition has evolved, as well as its legal and political implications.

> *Faculty: Arner*
> *Fall Semester*
> *Grades 10-12*

Music and Migration: History and Literature of American Roots Music
There are more differences between us than we can readily understand; there are also more similarities and connections, both historically and in our art. We'll explore departures and continuities across three routes of traditional American migration. Seeking an understanding of the blues, jazz, bluegrass, and country music, we'll travel from the Mississippi Delta to Chicago, from Appalachia to the Mid-Atlantic megalopolis, and from Oklahoma to Bakersfield, California. Course texts may include Billie Holiday's *Lady Sings the Blues*, Michael Ondaadtje's *Coming through Slaughter*, and John Steinbecks' *Grapes of Wrath*, as well as contemporary documents including the many songs that we will listen to together.

> *Faculty: Chapin & Wulf*
> *This course may be taken for either an English or History credit*
> *Fall Semester*
> *Grades 10-12*

Turning Points in the History of the Modern Middle East
This course will examine the transformations that have taken place in Southwest Asia from the rule of the Ottoman Empire to the aftermath of the Arab Spring. We will not attempt to tell the whole story end to end, but will concentrate on those moments or case studies that best explain how we got where we are in the Middle East today. Themes will likely include an introduction to Middle Eastern art and culture, experiences of and reactions to colonialism, experiments in government, successful and unsuccessful revolutions, conflicting ideas of justice, modernization and its many definitions, nation-states and their alternatives, and the changing and overlapping identities which have united and divided groups in the region.

> *Faculty: Porter*

> *Fall Semester*
> *Grades 10-12*

Spring Semester History Electives

Case Studies in U.S Women's History
"We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness..." *Declaration of Sentiments*, Elizabeth Cady Stanton, 1848

The United States of America was founded on principles of equality, justice, and freedom. Yet as this nation was built, a patriarchy was born: unequal opportunities were bred, unjust systems were instated, and freedom was accessible only to those who were educated, wealthy, white, and male. By studying the exclusion and participation of women in American economic, political, and social life, students in this class will gain a more complete understanding of those who held America accountable to its founding principles. The course will focus on the evolving role of gender and on the struggles and achievements of American women from the mid-nineteenth to late twentieth century. Students will not only examine power relations between institutions, men and women, but they will also gain understanding of the power relations between women of different races, class, cultures, and sexual orientation. Through an inclusive approach, the class will consider case studies of women undermining the patriarchy with the aim of challenging old narratives of American history.

> *Faculty: Gahagan*
> *Spring Semester*
> *Grades 10-12*

Comparative World Governments
This course introduces students to the structures, functions, and guiding principles of governments around the world. By examining a range of political systems—parliamentary, one-party, multiparty, authoritarian, and hybrids—students will gain a deeper understanding of how power is organized, exercised, and limited in different national contexts. Readings will include excerpts from national constitutions, important political texts, and current events. Through case studies and class discussions, students will develop a global lens for evaluating governance and its impact on society. The final project will be to independently create a case study for a world government based on the models we use in class.

> *Faculty: Golon*
> *Spring Semester*
> *Grades 10-12*

Medieval Worlds
Knights in shining armor, Vikings in longboats, or peasants in straw huts: we have inherited romanticized images of medieval days. The knights, Vikings, peasants and others who peopled the medieval world were real people, however, with real problems, dreams, and ambitions. In this interdisciplinary course, we will use works of art and literature, as well as historical documents, to figure out what it was really like to live in the area around the Mediterranean between 1000 and 1300.

> *Faculty: Porter*
> *Spring Semester*
> *Grades 10-12*

Race and Racism in Global Context
What is race? What is racism? How and where did the concept of race emerge? How have understandings of what race means changed over time and space? How do the forms and expressions of racism affect people's lived experiences? After investigating the driving forces, machinery, and consequences of racism in different parts of the modern world, students will study and ultimately advocate for various paths to liberation. Specific topics include the misuse of science (from craniometry to DNA ancestry testing) in racial classification; affirmative action in India and Brazil; efforts to secure reparations for the translatlantic slave trade in the Carribbean and the Indian residential school system in Canada; the colonial legacy of colorism in beauty standards in Asia; and contests over memorialization, from Richmond's Monument Avenue to #RhodesMustFall in South Africa.

> *Faculty: Chapin*
> *Spring Semester*
> *Grades 10-12*

The Vietnam Wars
The struggle for Vietnam occupies a central place in the history of the 20th century. How did it happen? Why were the Vietnamese at war with each other? Why did France, China and the US involve themselves? Why did so many people outside of Vietnam care? Why did it drag on for so many decades? Why does it continue to loom so large in American memory and foreign policy today? This seminar-style course draws on a rich variety of sources and perspectives to explore these questions. Specific topics include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in the rise of nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; the experiences of the Vietnamese; the rise of the anti-war movement in the US; and the lessons and legacies of the conflict for both Vietnam and the United States.

> *Faculty: Arner*
> *Spring Semester*
> *Grades 10-12*

MATHEMATICS

Mathematics enables students to develop a better understanding of our world, to create and discover patterns and ideas, and to appreciate a compelling form of inquiry and argument. Making connections between different areas of mathematics is a major component of our department's program. We believe the study of mathematics is a unified body of knowledge that emphasizes problem solving and generalization. Applications will engage students and promote their ability to communicate and reason mathematically. To these ends, all Park students take courses that allow them to become better problem-solvers. Students learn algebra, geometry, trigonometry, and other topics through a discovery process and are routinely expected to apply these concepts in novel situations.

Requirements
Two years of mathematics are required for graduation, plus two additional years in Mathematics or Science. However, most Park students study mathematics for all four of their years in the Upper School. Students cover the material on the mathematics portion of the SAT by spring semester of junior year.

Students are placed in appropriate mathematics classes by the Mathematics Department and are encouraged to visit the Mathematics/Science Office for assistance from faculty members at any time.

A scientific calculator is required for all mathematics classes. Only Calculus (Accelerated), Advanced Calculus (Accelerated), and Statistics (Accelerated) require students to have a TI-83+ or a TI-84+ graphing calculator. The current recommendation of the department is the TI-30XS MultiView scientific calculator.

Note: Our goal is for students to take the math courses most appropriate for them. All classes within the core curriculum in grades 9, 10, and 11 will appear simply as Math 9, Math 10, and Math 11 on students' transcripts, regardless of level. Our most difficult Math 10 and Math 11 courses are exceptions, in which students' classes will be marked as accelerated.

Full-Year Mathematics Courses

Math 9-1
This course explores advanced algebraic and geometric content through an emphasis on problem solving, flexible reasoning, and formal proof. Topics include graph theory, laws of exponents and radicals, the algebra of rational expressions, quadratic equations, Euclidean and coordinate geometry, and an introduction to unit-circle trigonometry.

> *Faculty: Taught by department*
> *Full year*
> *Grade 9, Math 9-x is required*

Math 9-2, 9-3, 9-4
These courses explore algebra, geometry, and the connections between the two, with an emphasis on developing students' ability to solve problems through a variety of approaches. Topics include algebra, coordinate geometry, systems of equations, trigonometry, quadratic functions, and combinatorics, with a consistent focus throughout on reasoning and proof.

> *Faculty: Taught by department*
> *Full year*
> *Grade 9, Math 9-x is required*

Math 10-1 (Accelerated)
Students expand upon the understanding of algebra and geometry gained in Math 9-1. We explore exponential and logarithmic functions, combinatorics, sequences and series, graphical transformations, polynomials and rational functions, circular motion and the trigonometric functions, trigonometric identities, complex numbers, and begin the study of infinitesimal processes.

> *Faculty: Taught by department*
> *Full year*
> *Grade 10, Math 10-x is required.*

Math 10-2, 10-3, and 10-4
These courses examine algebra, geometry, and discrete mathematics but in greater depth than the previous year, with a continuing emphasis on developing students' ability to solve problems through a variety of approaches. Topics may include graph theory, geometric sequences and series, radicals and laws of exponents, the algebra of rational expressions, exponential functions, further study of quadratic equations, polynomial functions and complex numbers, statistics, and Euclidean geometry.

> *Faculty: Taught by department*
> *Full year*
> *Grade 10, Math 10-x is required.*

Math 11-2 (Accelerated), 11-3, and 11-4
These courses emphasize applications of mathematics and may include the following areas: algorithms, exponential functions, logarithms, trigonometric functions, transformations of functions, polynomial functions, trigonometric identities, combinatorics and probability, and further topics in geometry.

> *Faculty: Taught by department*
> *Full Year*
> *Grade 11*

Calculus (Accelerated)
Concepts and applications of differential and integral calculus are presented. For juniors, a month-long final project, requiring considerable independent work, concludes the course. Students who complete the course successfully are prepared to take the Advanced Placement Calculus AB exam.

> *Prerequisite:* Math 10-1 *or permission of current math teacher*
> *Faculty: Taught by Department*
> *Full Year*
> *Grade 11-12*

Advanced Calculus (Accelerated)
In Calculus, students are introduced to the concept of limits and learn how they can be applied to develop the theory of differentiation (rates of change) and integration (accumulation). This culminates with the fundamental theorems of calculus. Advanced Calculus further develops the techniques of differentiation and integration and serves as a foundation for classes like differential equations, multivariable calculus, and linear algebra. Our curriculum is designed to cover the following: indeterminate forms; logarithmic and implicit differentiation; related rates; integration by parts; partial fraction decomposition; improper integrals; parametric and polar equations; vector calculus as it applies to position, velocity, and acceleration; differential equations and population models; sequences; Taylor and power series. These topics cover all of the material found on the Advanced Placement Calculus BC exam, and will provide a strong foundation for students interested in taking the test.

> *Prerequisite:* Calculus
> *Faculty: Taught by Department*
> *Full Year*
> *Grade 12*

Group Theory: An Introduction to Abstract Algebra (Accelerated)
Abstract Algebra is the study of algebraic structures. This includes the basic algebra you started learning in middle school (i.e., the rules of manipulating real numbers), but can be expanded to matrices, isometries, permutations, polynomials, symmetries, complex numbers, and functions in general.

In this class, we will study the general algebraic structures known as groups, building up theorems from a single abstract definition. We will explore many particular examples of finite groups and come to understand certain rules governing their structure, as well as see some applications of these groups to the sciences (in fields including crystallography, molecular symmetry, and encryption), and to general mathematical problem solving (how many different Rubik's cube configurations are there?).

This is a reading and writing intensive class! Students will be expected to read mathematical writing from the textbook, and problem sets and exams will include proofs - creating a written, logically sound argument in mathematical English.

> *Prerequisite:* Permission of department
> *Faculty: Miller-Breetz*
> *Full Year*
> *Grades: 11-12*

Statistics (Accelerated)
This yearlong course begins by using statistical tools to collect and describe data. In particular, students learn to describe distributions using measures of center, shape, and variability, analyze two-variable statistics, learn survey design and the biases that can come up, and learn good practices for designing experiments. Students then study probability, random variables, and sampling distributions to provide the theoretical grounding for statistical inference. Finally, they learn a variety of ways to construct confidence intervals and test for statistical significance.

This course is designed to prepare students for the AP Statistics exam. Being a strong reader is essential for success in this course. Students should be willing to keep up with a fast-paced syllabus and, if taking the exam, to put in some extra work in April and May.

> *Prerequisite:* Permission of department
> *Faculty: Taught by Department*
> *Full Year*
> *Grades: 10-12*

Fall Semester Mathematics Courses

Calculus 1
Calculus 1 is a first course in the ideas of differential calculus. Students will begin the course by considering the "tangent problem" and go on to study limits and develop a definition of the derivative. Students will then learn to interpret the derivative in context and explore ideas of continuity and differentiability, understanding when derivatives do or do not exist. Before applying the derivative to real-life problems, students will learn a variety of techniques for taking derivatives of advanced functions, all the while strengthening their skills with algebra and modeling physical and social phenomena using mathematical functions.

In this college-preparatory course, entering students are expected to be comfortable with interpreting and graphing functions and have strong algebra skills.

> *Prerequisite:* Math 11-2 *or permission of the department*
> *Faculty: Taught by Department*
> *Fall Semester*
> *Grade 12*

Discrete Mathematics 1
Discrete Mathematics is a contemporary branch of mathematics that focuses on various problems, topics, and algorithms that often have whole-number outcomes. The topics are

grounded in real applications. This course focuses on the mathematical perspective of fairness, value, and individual perception. We study a wide variety of voting methods and examine "fair division" algorithms through the lens of entitlement to estates, apportionment for governing bodies, and an array of continuous cases.

> *Faculty: Taught by Department*
> *Fall Semester*
> *Grades 10-12*

Statistics 1
Students study topics in descriptive statistics: displaying data, describing data sets according to center, shape, and spread, correlation, experimental design, sampling techniques, sampling bias, and probability. Throughout the course, students will demonstrate their knowledge of the material by completing a variety of projects.

> *Faculty: Taught by Department*
> *Fall Semester*
> *Grades 10-12*

Spring Semester Mathematics Courses

Calculus 2
In Calculus 2 students will continue to use the lens of calculus to study functions and their graphs. Building on the concept of the limit, the course opens by studying the "area problem" and using Riemann Sums to approximate areas under curves. After considering applications of Riemann Sums, students will learn the definition of the definite integral and will practice with antiderivatives in preparation for proving the Fundamental Theorem of Calculus. Once the FTC is proven, the course concludes with a survey of some common applications of integration.

> *Prerequisite:* Calculus 1
> *Faculty: Taught by Department*
> *Spring Semester*
> *Grade 12*

Discrete Mathematics 2
Discrete Mathematics 2 will focus primarily on financial applications and data analysis. We will begin with a study of interest rates and how interest develops over time (including discussions of APR, APY, and deferred annuities and installment loans). Then we will closely analyze and create data displays. (Note: Discrete Mathematics 1 is **not** a prerequisite.)

> *Faculty: Taught by Department*
> *Spring Semester*
> *Grades 10-12*

Statistics 2

Topics may include conditional probability, expected value, sampling distributions, the normal distribution, confidence intervals, and hypothesis testing. Note that Statistics 1 is a prerequisite.

> *Prerequisite:* Statistics 1
> *Faculty: Taught by Department*
> *Spring Semester*
> *Grades 10-12*

MODERN LANGUAGE

The Modern Language Department prepares students to communicate successfully in Chinese, French, or Spanish in both local and global contexts. Students completing the program understand culturally diverse perspectives and demonstrate competency in interpretive, interpersonal, and presentational communication skills.

In order to achieve these goals, students are required to complete up to level 3 in one language, OR follow one of the alternatives outlined below. Note: *Students are encouraged to study language all four years in order to take full advantage of our program, including exchange and travel opportunities.*

All students must enroll in Chinese, French, or Spanish in the ninth grade (for special circumstances see below). Current Park students and new students entering the Upper School with previous language experience must take a placement test. The purpose of this assessment is to ensure that students are placed in the most appropriate course according to our program. Students wishing to add a second language may do so in the 10th,11th, or 12th grade, space permitting, and must receive approval from the department chair in advance.

Course content is designed for students with the maturity, analytical skills and experience of high-school aged students. As such, students must be in ninth grade or above to enroll in an Upper School language course.

Every year, we offer one or more exchange or travel programs in a Chinese, French, or Spanish-speaking country for students enrolled in the target language. While abroad, students typically live with host families, attend classes, and engage in cultural activities. Back in Baltimore, exchange participants act as hosts when their partners visit Park. **Acceptance in the travel program is dependent on approval by the faculty and on the student's commitment to complete a full year of study in that language the following year.**

Courses

- Chinese 1, 2, 3, Elective
- French 1, 2, 3, Elective, Intensive French, Advanced Topics in French
- Spanish 1, 2, 3, Elective, Intensive Spanish, Advanced Topics in Spanish

The above classes are year-long, apart from the electives, which are semester-long.

When offered, accelerated courses in French and Spanish provide qualified students with a greater challenge and expect students to work at an advanced level in all skills. Upon successful completion of level 3, students may (or must) choose from elective courses that focus on a topic of interest. When offered, and with the approval of the Department to enroll, the Intensive course in French or Spanish prepares students for the AP exam.

Regardless of level, all of our courses are conducted in the target language and emphasize cultural themes and oral proficiency. In addition, language and intercultural competency skills are

reinforced through grammar review and opportunities to use the language in a variety of contexts.

Requirements
There are several options to fulfill graduation requirements in languages based on where students are placed when they enter Park's Upper School.

Students who are placed in Levels 1 or 2 must
- complete through Level 3 in that language or in a new language, OR
- complete Level 2 in that language and through Level 2 in a *second* language that is new to them.

Ninth-grade students who are placed in Level 3 must
- complete level 3 as well as an additional a year in that language, OR
- complete through Level 3 in a *new* language, OR
- complete through Level 2 in *two different* languages that are new to them.

Ninth grade students who are placed *above* Level 3 (native speakers) must
- begin a new language and complete through level 3, OR
- complete two years of *two different* languages.

Special Circumstances

Language Waiver
Students with a language waiver are exempt from completing the Park's language requirement but are encouraged to try a language class at Park.

New 10th, 11th, and 12th graders
Students who test above level 3, are encouraged to continue the language of their study or try a new language class at Park.

Students who attend Park as part of an exchange or study abroad program
Exchange and Study Abroad students are not required to enroll in language during their stay. Students may enroll in a language course, at the appropriate level, different from their native language, or may apply to become a Teaching Assistant to share their experience and expertise in one of our Chinese, French, or Spanish courses.

International students for whom English is not their first language
International students entering Park as 9th, 10th, or 11th graders are required to complete Level 1 of a language different from their native language during their first or second year at Park. International students entering Park as a 12th grader are not required to study a new language but are invited to do so.

Full-Year Modern Language Courses

CHINESE

Chinese 1

Chinese 1 is the introductory course of Chinese language and culture. Students are expected to become proficient at Pinyin (the phonetic system), learn to communicate with people on simple, everyday topics, and recognize approximately 400 characters by the end of the year. Although writing is not a major emphasis, students are expected to be able to write around 100 characters after the first year. Equally important is the study of culture. Students learn about Chinese traditions, history, geography, and popular culture. Class activities include presentations, songs, movies, and role-playing.

> *Faculty: Hu*
> *Full Year*
> *Grades 9-12*

Chinese 2

This course is a continuation of Chinese I. We continue to focus on various aspects of Chinese culture, and as students practice hearing and producing the four tones and expand their vocabulary, they learn to talk about additional topics, including hobbies, school life, and trips. In reading, they learn 400 new characters, giving them a total of 800 characters by the end of the year. They will by this time be able to write 200 characters without a model. They will also be able to copy accurately and, with the proper stroke, sequence characters that are new to them.

> *Prerequisite:* Chinese 1
> *Faculty: Hu*
> *Full Year*
> *Grades 9-12*

Chinese 3

Chinese 3 is a continuation of Chinese 2. It is taught mainly in Chinese, while English is only used to explain grammar and introduce aspects of culture. Students are expected to be proficient and accurate in the four tones and Pinyin. They continue to expand their vocabulary and learn another 400 characters during the year. By the end of the year, they are expected to be able to communicate with native speakers on many topics, especially those related to everyday life. Included in the goals for the year is expanded listening comprehension with an emphasis on understanding more rapid speech. With the addition of new topics about Chinese culture, students gain a more complete and deeper understanding of China and its people.

> *Prerequisite:* Chinese 2
> *Faculty: Hu*
> *Full Year*
> *Grades 10-12*

FRENCH

French 1

This course is geared towards true beginners as well as students who took French in Middle School and need more time and exposure to build a strong foundation to be ready for level 2. In this course, students will acquire communicative skills and cultural knowledge in order to engage in a variety of everyday situations while discovering the diversity of the Francophone world. In addition, this course strives to develop the tools and habits of mind for students to become independent language learners. Students will work on all four communication skills with an emphasis on oral proficiency. Students are trained to only speak French in the classroom.

> *Faculty: Taught by department*
> *Full Year*
> *Grades 9-12*

French 2 and French 2 (Accelerated)

In this language and culture course, students build on their foundations in French. The course takes a thematic approach to language learning and recognizes the relationships between cultural awareness, communication, vocabulary acquisition, and grammar. An emphasis is placed on cultural competency and oral proficiency, with assessments incorporated into the program. Class content is based on the topics of everyday life (family, friends, school, cities/neighborhoods, etc.). Activities include listening to songs, engaging in conversations, writing short compositions, and reading personal narratives. Students are expected to use French in the classroom. The accelerated course moves at a quicker pace, and students tackle more complex texts and material. Students in the accelerated class are expected to work more independently and with less support.

> *Faculty: Taught by department*
> *Full Year*
> *Grade 9*

French 3 and French 3 (Accelerated)

This class follows the same integrated approach used in French 2. Students build upon their knowledge of French language and their understanding of French-speaking cultures around the world. They are expected, with support, to read and write more independently and to make connections based on previous knowledge. Class content is based on cultural themes (e.g., secularism, travel, gastronomy, sports, music, the environment) and may vary depending on the year. Cultural competency and oral proficiency are still emphasized. In the accelerated section, students are expected to communicate with greater accuracy and to develop their ideas more fully.

> *Prerequisite:* French 2
> *Faculty: Taught by department*
> *Full Year*
> *Grade 10*

SPANISH

Spanish 1

In this introductory course, students will acquire the communicative skills and cultural knowledge to be able to engage in a variety of practical situations while discovering the diversity of the Spanish-speaking world. In addition, this course will develop the tools and mindset to become independent language learners. Students will work on all four communication skills with an emphasis on oral proficiency. Culture is integrated into all aspects of the program, and students are encouraged to speak Spanish in the classroom.

> *Faculty: Taught by department*
> *Full Year*
> *Grades 9-12*

Spanish 2 and **Spanish 2 (Accelerated)**

In this course, students build on their Spanish 1 foundation and continue to develop their interpersonal communicative skills and to deepen their cultural knowledge. Through authentic materials, students continue to explore the depth and diversity of the Spanish-speaking world. This course will review strategies for language learning so that students will continue to build their tools and mindset to be independent language learners. Grammar and vocabulary are integrated into thematic units. Students are expected to use Spanish for all interactions in the classroom. The accelerated course moves at a quicker pace, and students tackle more complex texts and material. Students in the accelerated class are expected to work more independently and with less support.

> *Faculty: Taught by department*
> *Full Year*
> *Grades 9-12*

Spanish 3 and **Spanish 3 (Accelerated)**

In Spanish 3, the curriculum continues a thematic and integrated approach. Students are expected - with support - to read, write, and engage in dialogue. Through the use of authentic materials, students expand their awareness of cultural topics related to the Spanish-speaking world while reinforcing grammar and learning new vocabulary.
In the accelerated section, students will be expected to communicate with greater accuracy and to develop their ideas more fully. Students are expected to work with less support. Students in 3 Accelerated go on to either Intensive Spanish or the Accelerated Elective.

> *Prerequisite:* Spanish 2 *or* Spanish 2 (Acc) (Permission of department for the accelerated level)
> *Faculty: Taught by department*
> *Full Year*
> *Grades 10-12*

Intensive Spanish Language and Culture (Accelerated)

The focus of this course is the acquisition of a higher degree of communicative and cultural competency in Spanish. The approach is a thematic one in which students consider, through

authentic materials, topics related to various themes such as global challenges, science and technology, and personal and public identities. Students will strengthen their interpretive, interpersonal, and presentational skills while reinforcing their knowledge of grammar and expanding their vocabulary.

This course prepares students for the Advanced Placement Spanish Language and Culture examination in the spring.

> *Prerequisite:* Spanish 3 (Acc*) and permission from the department*
> *Faculty: Taught by department*
> *Full Year*
> *Grades 11-12*

Fall Semester Modern Language Courses

CHINESE

Chinese 4: Modern Chinese History
In this course, students will focus on modern Chinese history. Topics will include the late phase of Qing Dynasty, the "Century of Humiliation", the Civil War, in addition to the rise of China in recent decades, etc. Emphasis will be placed on discussion, research, and independent work. Through this content-based course, students will gain a deeper understanding of China and its people while they continue to improve their language skills.

> *This class is offered in alternate years. It is offered this year, but will not be offered in 2026-2027.*
> *Prerequisite:* Chinese 3
> *Faculty: Hu*
> *Fall Semester*
> *Grades 11-12*

Chinese 4: Ancient Chinese History
In this course, students focus on ancient Chinese history, which to some degree has shaped who the Chinese people are today. Topics include most famous dynasties such as Han and Tang, influential thinkers including Confucius, a taste of ancient poetry, and some interesting events that took place over thousands of years. An emphasis is placed on discussion, research, and independent work. Through this content-based course, students gain a deeper understanding of China and its people while they continue to improve their language skills.

> *This class is offered in alternate years. It will NOT be offered this year, but will be offered in 2026-2027.*
> *Prerequisite:* Chinese 3
> *Faculty: Hu*
> *Fall Semester*
> *Grades 11-12*

FRENCH

L'immigration vue à travers le cinéma français

This course will focus on the portrayal of immigration through French Cinema. We will study the major contributions of French cinema through the themes of immigration, marginalization, and discrimination. We will explore contemporary French cinema using a range of different aspects such as racial, cultural, religious, socio-economic, national, and linguistic elements. We will particularly pay attention to the ways that immigration through cinematic lenses includes patterns of ethnicity, gender, class, race, otherness, and structures of identity. The students will be able to write about films, and respond to weekly films and readings.

> *Prerequisite: French 3* or *French 3 (Acc)*
> *Faculty: Hana-Meksem*
> *Fall Semester*
> *Grades 11-12*

La conversation (Accéléré)

In this class you will learn to feel very comfortable speaking French. Through role playing and improvisational activities, you will learn how to communicate in real-life situations. We will study dialogues, which you will then be able to apply to talk with friends, meet new people, and engage with the world in all the ways you do in your native language. Each class will include a pronunciation lecture and practice. You will also learn about enunciation vs articulation and will explore strategies to help you express yourself orally even when you don't have the necessary vocabulary to do so. Two major assignments include a passion project, and an eloquence speech modeled after the yearly "Concours d'éloquence" contest from the Sorbonne University in Paris.

> *Prerequisite: French 3 (Acc) or permission of the department*
> *Faculty: Park*
> *Fall Semester*
> *Grades 11-12*

SPANISH

Arte, Música y Cultura Hispana

This course provides an overview of the rich cultural heritage of hispanic countries, focusing on art, music, and cultural traditions. Through a combination of readings, discussions, and multimedia presentations, students will gain an understanding of the historical, social, and political contexts that have shaped hispanic culture. By the end of the course, students will have a broad understanding of the unique cultural traditions of different hispanic countries, as well as an appreciation for the ways in which these traditions continue to evolve nowadays. Students will improve their speaking and collaborative skills through hands-on and oral communicative activities.

> *Faculty: Behrens*
> *Prerequisite:* Spanish 3, Spanish 3 (Acc), *or permission of department*
> *Fall Semester*

From Silent to Talkie
In this course, students will immerse themselves in the exciting world of film analysis and production. They will begin by exploring the origins of the moving image, from silent films to modern talkies in Latin America and Spain. At the same time, students will deepen their cultural knowledge of the Hispanic world and enhance their Spanish communication skills. They will learn how early films were made and how to understand stories through gestures, body language, and intertitles while exploring cultural themes. As the course progresses, students will create their own short films, starting with basic visual storytelling and gradually incorporating spoken Spanish. This hands-on approach helps build confidence, overcome language challenges, and develop fluency in a creative way.

> *Faculty: Cruz*
> *Prerequisite:* Spanish 3, Spanish 3 (Acc), *or permission of department*
> *Fall Semester*

Jardinería para la vida (Acelerada)
In this fall course, conducted entirely in Spanish, we'll explore how gardening can improve health and help us make connections across cultures and boundaries. We'll take a look at gardening of all kinds in Spanish-speaking communities, including pollinator gardens, migratory bird gardens, and herb gardens. Expect to get your hands dirty as we plan and help plant gardens. Students in this accelerated course will put their advanced language skills into practice by using Spanish for all interactions in the class, and by analyzing readings and audiovisual materials in Spanish. Note: there will be a small fee for materials

> *Faculty: Ransom*
> *Prerequisite:* Spanish 3 (Accelerated*) or permission of the department*
> *Fall Semester*

Los Deportes y la sociedad (Acelerada)
The accelerated elective course "Los deportes y la sociedad" offers an exciting opportunity for students to delve into the vibrant world of sports with a heavy focus on soccer and survey of other sports. The accelerated course aims to enhance students' language proficiency, with a focus on the subjunctive, while exploring the historical, cultural, and sociopolitical dimensions of sports in these nations. Students will be expected to conduct independent research, analyze primary sources for their cultural elements, and explore the connections between organized sports, politics, and culture. The course will culminate with a written essay.

> *Faculty: Steiss*
> *Prerequisite:* Spanish 3 (Accelerated) *or permission of the department*
> *Fall Semester*

Advanced Topics in Spanish (Accelerated): Podcast
In this hands-on Spanish class, students will learn how to create their own podcasts in Spanish while improving their speaking, listening, reading, and writing skills. Students will work with real-life topics, write simple scripts, research cultural themes, conduct interviews, and use

vocabulary and topics relevant to them. Students will explore Hispanic culture, practice pronunciation, and apply different grammar structures in meaningful contexts. The class emphasizes collaboration, creativity, and good communication in Spanish. By the end of the course, each student will have produced an original podcast, gaining confidence and fluency in target language through a dynamic project.

Faculty: Cruz
Prerequisite: Prerequisite: Intensive Spanish Language and Culture (Acc) *or permission of the department*
Fall Semester

Spring Semester Modern Language Courses

CHINESE

Chinese 4: Chinese Society through Film
In the spring semester, students will learn about Chinese society through the study of Chinese films that cover topics ranging from ancient and modern history to the educational system to growing up in China, etc. Emphasis will be placed on discussion, research, and independent work (e.g., film reviews). Through this content-based course, students will gain a deeper understanding of China and its people while continuing to improve their language skills.

This class is offered in alternate years. It will be offered this year, but will NOT be offered next year.
Prerequisite: Chinese 3 *or the equivalent.*
Faculty: Hu
Spring Semester
Grades 11-12

Chinese 4: Chinese Culture Past and Present
In the spring semester, students continue to learn Chinese language through the study of Chinese culture covering topics ranging from Chinese medicine to music, education, and other topics of contemporary society. An emphasis is placed on discussion, research, hands-on projects, and independent work. Through this content-based course, students gain a deeper understanding of China and its people while they continue to improve their language skills.

This class is offered in alternate years. It will NOT be offered this year, but will be offered in 2026-2027.
Prerequisite: Chinese 3 *or the equivalent.*
Faculty: Hu
Spring Semester
Grades 11-12

FRENCH

L'Identité française, c'est quoi?

This course will examine identity development from the perspective of people from different backgrounds while comparing them to our own cultural and personal identity development. We will explore the concept of "French national identity" through engagement in the discussion and interpretation of various contemporary media resources including, but not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. What determines the meaning of French identity in reality and how did French identity evolve over time. The students will discuss and debate a multitude of relevant, real-world topics relating to national identity. This course will facilitate students to gain insight into contemporary issues surrounding the topics of French National Identity in France today.

> *Prerequisite:* French 3 *or* French 3 (Acc)
> *Faculty: Hana-Meksem*
> *Spring Semester*

Le français à travers la musique et les films (Accéléré)

In this class we will watch movies and listen to songs from the French-speaking world. By analyzing their scripts and lyrics, students will learn new cultural and linguistic aspects of French-speaking regions. We will also look at film critiques and song reviews to establish the attitudes of experts vs. audiences. Students will learn the necessary vocabulary related to music and film to be able to discuss them. The culminating project of the course is a two-part assignment where students will choose between music or film. Students choosing film will first have to write the script of a short film in French and then direct and shoot it. Students choosing music will write the lyrics of a song in French and will then compose and perform (or record) the song.

> *Prerequisite:* French 3 (Acc) *or permission of the department*
> *Faculty: Park*
> *Spring Semester*

SPANISH

Los deportes y la sociedad

The elective course "Los deportes y la sociedad" offers an exciting opportunity for students to delve into the vibrant world of sports with a heavy focus on soccer and survey of other sports. This elective aims to continue students' language proficiency growth through a focus on contextual fluency. Students will spend time familiarizing themselves with vocabulary surrounding sports and later begin to explore the historical, cultural, and sociopolitical dimensions of sports in the Spanish speaking world. The course will cover relevant grammatical concepts and it will mainly focus on the connections between organized sports, politics, and cultural significance.

> *Faculty: Steiss*
> *Prerequisite:* Spanish 3, Spanish 3 (Acc), or permission of department
> *Spring Semester*

Podcasting

In this hands-on Spanish class, students will learn how to create their own podcasts in Spanish while improving their grammar, vocabulary, pronunciation, listening, reading, and writing skills. Students will learn how to write simple scripts, research cultural topics, conduct interviews, and express ideas with creativity and clarity. The class emphasizes collaboration, creativity, and communication in Spanish. By the end of the course, each student will have produced an original podcast, gaining confidence and fluency in target language. This class follows the regular-level pace for Spanish.

> *Faculty: Cruz*
> *Prerequisite:* Spanish 3, Spanish 3 (Acc), or permission of department
> *Spring Semester*

Childhood Representation in Spanish Cinema (Accelerated)

This course focuses on the representation of children in Spanish film and how movies reflect history events, culture, gender and politics. By watching and analyzing films from the 1950s to today in different genres, students will gain a deeper understanding of Spanish culture and its diversity. They will also improve their Spanish skills by interpreting scenes, learning idiomatic expressions, practicing grammar, and enhancing their writing and listening abilities. This class is conducted entirely in Spanish.

> *Faculty: Cruz*
> *Prerequisite:* Spanish 3 (Acc) *or permission of the department*
> *Spring Semester*

¡Organiza! Movimientos sociales en comunidades hispanohablantes (Acelerada)

How does change happen? How do communities and individuals respond in the face of overwhelming odds? They organize! This course will look at the many unique and powerful ways Spanish-speaking communities have historically responded to, and are currently addressing, dire situations to recover and expand rights and seek justice. As a culminating activity, students will

lend their own voices and creativity to a social movement in solidarity with a Spanish-speaking community.

> *Faculty: Ransom*
> *Prerequisite:* Spanish 3 (Acc) *or permission of the department*
> *Spring Semester*

Advanced Topics in Spanish (Accelerated): *Descolonizando la comida*
This class centers on the historical and cultural background of the foods from Latin America, the Caribbean, and Spain. Students will learn about the origins of foods from those regions, the cultural influences and different traditions, as well as why food is so important in Hispanic culture. Students will discover this information through the examination of historical, literary, digital and visual materials and will ideally have the chance to develop their culinary expertise!

> *Prerequisite:* Intensive Spanish Language and Culture (Acc) *or permission of the department*
> *Faculty: Behrens*
> *Spring Semester*
> *Grades 11-12*

SCIENCE and COMPUTER SCIENCE

The primary goal of the science department is to engage and challenge our students with the hope of producing thoughtful citizens who have the ability, confidence, and enthusiasm to inquire about the natural world. The science department supports these goals by promoting a durable understanding of the world through the study of chemical, biological, physical, engineering, and computer science principles. Rather than seeing each of these as separate disciplines, we encourage students to grapple with their interaction and mutual influence. In our classrooms, we emphasize processes of inquiry and thoughtful analysis over rote recitation. We help students learn to question what they observe, to look for evidence for and against a particular viewpoint, and to design tests to collect data to develop increasingly sophisticated models. This emphasis on scientific process and creative problem solving encourages an open-minded and rigorous independence of thought that students then bring to bear on the world around them. The science department feels strongly that students should have the opportunity to pursue advanced work in the major disciplines. We feel that this is best accomplished by a rich elective program with curricula designed to meet the interests and passions of students.

Requirements
The State of Maryland requires that students in independent schools take two years of laboratory science as well as two additional years of either math OR laboratory science. Courses that satisfy this requirement are:

- Core 9: Physics, Engineering, and Computer Science (required of 9th-grade students)
- Core 10: Chemistry and Biology (required of 10th-grade students)
- any Biology 2, Chemistry 2, or Physics 2 class.

Students entering Park School in 10th grade will enroll in Core 10: Chemistry and Biology, and the department recommends that these students take a semester of Physics 2 later in their studies.

Accelerated classes
Core 9, Core 10, and the non-accelerated electives are open to all students.

Students in Core 10 may earn accelerated credit for that class during the course of the year.

Each year in March, before students request their courses for the following year, the department reviews student performance and approves students for next year's accelerated classes. These permissions are reviewed annually. As with any academic placement or permission, students may lobby for a change, beginning by speaking with their current teacher.

Full-Year Science and Computer Science Courses

Core 9: Physics, Engineering, and Computer Science
This is the first of two foundational courses in Park's science program. Using an integrated approach, the course examines a careful selection of topics that govern the physical world such as kinematics and electricity, as well as engineering and computer science concepts that dictate the designed world. Integrations of these disciplines consist of utilizing physics as a context for engineering and computer science projects while incorporating computer and engineering skills and models to better understand physics. These concepts will be grounded in hands-on culminating experiences and projects. Throughout the year, the course provides a substantial foundation in laboratory skills with an emphasis on experimentation, design, modeling, and data analysis. Writing is also central to the course, as students learn to form a cohesive argument using both experimental data and scientific theory as support.

> *Faculty: Taught by department*
> *Full year*
> *Grade 9, required*

Core 10: Chemistry and Biology
Core 10 is the second of two foundation courses in Park's science program. This integrated course covers key biological principles, such as ecology, evolution, genetics, and the environment, by grounding them in chemical concepts such as molecular structure and function, solubility, rates of reactions, and equilibrium. The foundational laboratory skills practiced in Core 9 will be expanded upon in Core 10 with an emphasis on original research and statistical significance. The course includes student-driven experimentation both in the lab and outside in Park's extensive campus. The writing component will include exposure to primary sources of literature to support experimental findings. Throughout the year, this course will offer differentiated levels of challenge; accelerated credit is possible for students who routinely select and achieve the highest level of challenge and rigor. Students who complete 60% or more of their summative assessments (mandatory, graded assignments) at the B level will receive Accelerated credit on their transcript for the entire Core 10 year.

> *Prerequisite:* Core 9
> *Faculty: Taught by department*
> *Full year*
> *Grade 10, required*

Physics 2: Mechanics with Calculus (Accelerated)
This physics class is designed to challenge students with a rigorous and in-depth study of the fundamental concepts of mechanics. Topics covered include kinematics, Newton's laws of motion, work, energy, momentum, rotational motion, and gravity. This course will require hands-on lab work, independent problem-solving, and critical thinking in order to apply concepts to real-world examples and solve complex problems. Assessments will take the form of lab reports, problem sets, presentations, and tests. All students will walk away with a deeper

understanding and appreciation of the physical universe as well as with a solid foundation for college-level science classes.

> *Prerequisite:* Core 9 *and* Calculus (Acc)
> *Note: Students who have taken* Physics 2: Mechanics *are not eligible for this class.*
> *Faculty: Pan*
> *Full year*
> *Grades 10-12*

Fall Semester Science and Computer Science Courses

Biology 2: Agricultural Research
In Agriculture students will consider the good, bad and ugly of our food supply system. Agriculture is a science that values the environment, cares about the health of plants, animals and people, and functions on tight profit margins. Expect to learn about the most common crops and livestock farmed in Maryland through interactions with farmers, farm equipment, and emerging technologies. Small or large, diverse or monocrop, young or old, all farms have different challenges and different strengths. With an aging farmer demographic, knowledge, appreciation and advocacy for farms as a consumer or as a future farmer all contribute to giving farming and farmers the respect and resources they deserve. Students will be expected to engage fully with not only plants but also food animals and should be prepared to evaluate their relationship with their food. Students will develop the assessments with the teacher.

> *Prerequisite:* Core 10
> *Faculty: Guarraia*
> *Fall Semester*
> *Grades 11-12*

Biology 2: Ecology and **Biology 2: Ecology (Accelerated)**
The natural world is all around us but we often don't have a well-developed appreciation for how natural systems work and function. Ecology is the study of the interactions between organisms and their environment and we will begin the course by looking deeply into the underlying ecological processes that drive the natural world. Particular emphasis will be paid to population, community, and ecosystem level processes. Students will be exposed to ecology both in theory and practice, through lectures, readings, discussions and various field trips and activities both in our woods and other local environments. Additionally, the concept of global change will be a constant thread throughout the course. As the footprint of human activities on ecological systems continues to expand, it is critical to understand how humans have been drivers of ecological change on multiple scales. The skills this course focuses on include field research and lab research, documentation in a lab notebook, and a heavy component of experimental design. In addition, scientific reading and writing will be required. The accelerated

version of this course will assume more comfort with a faster pace while learning detail-heavy information. It will also be reading and writing intensive.

> *Prerequisite:* Core 10*; permission of the department is required to take this class for accelerated credit*
> *Faculty: Fisk*
> *Fall Semester*
> *Grades 11-12*

Biology 2: Genetics and Biology 2: Genetics (Accelerated)
Starting with a single cell, students will study cell division and learn how genes both control and monitor growth and development. Then students will learn classical Mendelian genetics with Punnett Squares and pedigrees before moving on to modern molecular genetics.. Modern molecular genetics includes transcription, translation and post-translational modification as well as non-Mendelian mechanisms for inheritance. Throughout the course, students will develop and hone the lab skills essential to modern day study of cells and development. Specific genes related to animal and plant health and disease will be highlighted throughout the course. The accelerated version of this course will assume more comfort with a faster pace while learning detail-heavy information. It will also be reading and writing intensive.

> *Prerequisite:* Core 9 *and/or permission of the department*
> *Faculty: Guarraia*
> *Fall Semester*
> *Grades 11-12*

Chemistry 2: Biochemistry
Biochemistry is the water-based chemistry that occurs by biologic systems to allow organisms to survive, function, and grow. Students will learn how organisms use metabolism to break down food into molecules and how those molecules are used to grow cells. How do cells extract energy from sugar molecules? How do cells make the proteins used for metabolism and growth? By answering questions like these, we will cover the basics of catabolism and anabolism at the cellular level.

The course will eventually culminate into a unit on the Foundations of Hair, Skin and Nails. How do our bodies make these macromolecules? What are the cellular factors that make hair, skin, and nails grow strong and what can cause them to be damaged? How can we know when these biological structures are “healthy” or not? How do cosmetics use and other actions taken in the name of “beauty” influence the health of our cells? Students will have the opportunity to fuse science with the humanities through journaling, photography, film-making or taking a tour through the history of not only the products themselves but the cultural shifts in our views on hair, skin and nails

> *Prerequisite:* Core 10
> *Faculty: Peacock*
> *Fall Semester*
> *Grades 11-12*

Chemistry 2: Molecular Gastronomy
This course will cover the biology and chemistry of food and cooking, from the fundamental molecules of food to the thickening of sauces to the starch molecules in bread. We'll delve into the science behind why foods behave certain ways—what happens when you knead bread dough or how whipped cream turns into butter. We will not be cooking from recipes, but rather from fundamental principles, and any eating of our products will be for the purposes of scientific observation. This course will be heavily lab-based and may require some cooking to be done outside of class.

> *Prerequisite:* Core 10
> *Faculty: Peacock*
> *Fall Semester*
> *Grades 11-12*

Chemistry 2: Thermodynamics and Chemistry 2: Thermodynamics (Accelerated)
All around us, the energy of chemical reactions is used to do work; from driving your car to school to powering the cells in your body, life is taking advantage of the energy released by chemical reactions. This course explores the relationship between chemical reactions, heat, and work. Some of the questions we will consider include, where does the energy of chemical reactions come from? How much energy from a chemical reaction is available to do work? How do we drive a process that is not spontaneous by coupling it with ones that are? Why are some chemical reactions so violent and how can we control explosive reactions? Topics covered include stoichiometry, bond energy, enthalpy, entropy, and Gibbs free energy, along with their applications to redox reactions, kinetics, solubility, and equilibrium. This class was previously listed as Explosive Chemistry.

The accelerated version of the course is fast-paced, reading and writing intensive, and requires algebra facility and independent lab work.

> *Prerequisite:* Core 10*; permission of the department is required to take the accelerated class*
> *Faculty: Northcott, B. (regular); Osquist (acc)*
> *Fall Semester*
> *Grades 11-12*

Computer Science 2: Python (Accelerated)
This fast-paced course is an introduction to the Python programming language, a relatively easy language to learn, that provides the basic conceptual underpinnings of the important ideas in computer science. Students spend the first half of the class expanding on the concepts they learned about in Core 9: loops, arrays, string and number manipulation, and functions. In the second half of the course, students begin exploring more advanced issues in computer science,

including graphical interfaces, recursion, object-oriented programming, data structures, and runtime complexity.

> *Prerequisite:* Core 9 *and/or permission of the department*
> *Faculty: Paschke*
> *Fall Semester*
> *Grades 10-12*

Engineering 2: Electrical Engineering
From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. Students will develop key engineering skills including teamwork, communication methods, and technical documentation. Students will analyze, design, and build digital electronic circuits. While implementing these designs, students will continually hone their professional skills, creative abilities, and understanding of the circuit design process. Students will be expected to solve problems and learn through doing, experimentation, and collaboration. An accelerated version of the class is offered in the spring.

> *Faculty: Osquist*
> *Fall Semester*
> *Grades 10-12*

Engineering 2: Mechanical Engineering (Accelerated)
This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students will apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development. This project-based learning course will include solving open-ended problems that provide opportunities to develop planning and technical documentation skills, as well as transferable life skills such as problem solving, critical thinking, collaboration, communication, and ethical reasoning. The last is particularly important as this course will encourage students to consider the impacts of engineering decisions. Some topics covered will include, but are not limited to, product design and development, designing infrastructure and development sustainability, mechanical design, and application of robots. An accelerated version of the class is offered in the spring, as well.

> *Prerequisite: Permission of the department*
> *Faculty: Rogers*
> *Fall Semester*
> *Grades 11-12*

Engineering 2: The Kinetic Sculpture Race

What do a giant pink poodle, an overgrown platypus, and a Viking ship have in common? They were all past entries of the Kinetic Sculpture Race. In this class, students will use the engineering design process to develop a human-powered amphibious vehicle. The team will enter this vehicle in a race hosted by the American Visionary Art Museum in downtown Baltimore. Entrants must propel their mechanized marvels through 15 miles of the city, including sand and mud pits in Patterson Park and a jaunt through the harbor at the Canton waterfront. This course will also be offered in the Spring, where those students will pick up where Fall students left off. All students (Fall and Spring) will participate in the race, which is held the first Saturday in May. This is considered a broadly accessible elective for those students who are interested in an introduction to engineering topics. This course requires facility with algebra, and an eagerness to think outside of the box and solve problems in a systematic way.

> *Prerequisite:* Core 9
> *Faculty: Rogers*
> *Fall Semester*
> *Grades 10-12*

Physics 2: An Experimental History of Science

This course will explore how paradigm shifts have shaped our understanding of the universe. Through lab experiments and data analysis, we will investigate how beliefs and ideas have changed over time. We will look at the impacts of society and history on the development of scientific thought, and the ways that science has impacted society and history. Our topics include the exploration of how changing views of gravity lead to the modern world, from Aristotle through to Einstein. We will explore how alchemy developed into chemistry, and how evolution changed our understanding of biology and society. Students will be assessed through a combination of lab work, quizzes, research writing, and projects.

> *Prerequisite:* Core 9 *and* Core 10
> *Faculty: Northcott, B.*
> *Fall semester*
> *Grades 11-12*

Physics 2: Biophysics (Accelerated)

This course looks to combine and advance students' backgrounds in physics, biology, and chemistry to explore concepts that explain how life works. We will learn how these fields of science converge and will dive into how advanced experimental techniques are used in modern research to solve complex biological problems. Some of the concepts will include protein folding and interaction, entropy in biological systems, how energy drives a lot of interactions, and various laboratory techniques that use physics to explore biological processes. The first half of the course will begin by developing background information and introducing important concepts in biophysics. The second half of the course will be more research-oriented and will both explore how research is done in a college environment and will allow each student to explore independent interests related to biophysics. This class will explore a range of topics that draw on concepts from both Core 9 and Core 10 classes, even though the ideas will be reintroduced. The

accelerated course will get more into the statistics and math involved in biophysics, whereas the regular section will approach the material more conceptually, with a visual exploration of the mathematical concepts involved.

> *Prerequisite(s): Core 10 and permission of department for the accelerated course*
> *Faculty: McNulty*
> *Fall semester*
> *Grades 11-12*

Physics 2: Mechanics
Within the broad category of Newtonian Mechanics, this course picks up where Core 9 left off. With some review of prior content, this lab-based, problem-solving class will cover a deeper exploration into kinematics, Newton's laws, and energy. Depending on the interests of the class, the final unit(s) can cover momentum, circular motion, or gravitation. The course is algebra-based, and students will use algebraic equations and mathematical reasoning to analyze and solve physics problems. It is intended for students interested in Physics or Engineering. All students will walk away with a deeper understanding and appreciation of the field of physics.

> *Prerequisite:* Core 9
> *Note: If you plan to take Physics 2: Mechanics with Calculus (Accelerated) after meeting the math requirement, please do not take this course in prior years.*
> *Faculty: Pan*
> *Fall Semester*
> *Grades 10-12*

Physics 2: Waves
From Simple Harmonic Motion to Sound, Light, and Quantum Mechanics, waves permeate the universe. This algebra-based, experimental focussed Physics class will use labs to investigate the underlying properties of waves and apply them to a wide range of phenomena. Topics will include Vibrations and Waves, Sound and Harmonics, Light and other EM waves, Reflection and Refraction, Interference and Diffraction, and Waves in Modern Physics. Students will be assessed through a combination of Lab work, quizzes, tests, and projects.

> Prerequisite: Core 9
> *Faculty: McNulty*
> *Fall Semester*
> *Grades 10-12*

Spring Semester Science and Computer Science Courses

Biology 2: Aquatic Ecosystems (Accelerated)
As three quarters of the globe is covered in water, this course will introduce you to all of the aquatic ecosystems. We will cover everything from oceans to estuaries, wetlands to lakes, ponds to streams. We will examine the biology and geology of aquatic ecosystems and dive deep into the impact of humans on these ecosystems. This course will be reading, writing, and lab

intensive. There will be short field trips to visit nearby Maryland aquatic ecosystems and opportunities to collaborate with local scientists.

> *Prerequisite:* Core 10 *and permission of the department*
> *Faculty: Fisk*
> *Spring Semester*
> *Grades 11-12*

Biology 2: Environmental Justice
This course will examine the intersection of environmental issues and social justice - exploring how pollution, climate change, and resource distribution disproportionately affects marginalized communities. Students will study historical and recent cases of environmental injustice, analyze policies and activism, and develop solutions for promoting equitable environmental outcomes. Topics covered will range from environmental racism, sustainable development, indigenous land rights, and the role of government and corporations in environmental decision-making.

> *Prerequisite:* Core 10
> *Faculty: Fisk*
> *Spring Semester*
> *Grades 11-12*

Biology 2: Neuroscience of Learning
This course will prepare students to not only learn science most efficiently for themselves, but also to tutor peers in science. By understanding the complex process of learning, students will gain knowledge and appreciation for diverse learning styles. Then, students will learn some of the theories used by science teachers, specifically the many layers of intentional decisions made in Core 9 and Core 10. By reflecting on and reviewing the content from both courses students will firm up their foundations in science and build their skills and confidence to be confident peer tutors at Park and beyond.

> *Prerequisite:* Core 10
> *Faculty: Guarraia*
> *Spring Semester*
> *Grades 11-12*

Biology 2: Plant and Animal Physiology and Biology 2: Plant and Animal Physiology (Accelerated)
Students will learn plant and animal anatomy and physiology through an evolutionary lens. By studying the origins of tissues, organs and systems students will see how interconnected plants and animals are as well as how these systems orchestrate both health and disease. The accelerated version of this course will assume more comfort with a faster pace while learning detail-heavy information. It will also be reading and writing intensive.

> *Prerequisite:* Core 10; *permission of the department is required to take the accelerated class*
> *Faculty: Guarraia (regular); Rogers (accelerated)*
> *Spring Semester*
> *Grades 11-12*

Chemistry 2: Organic Chemistry (Accelerated)
This conceptually challenging course will cover the basics of organic chemistry, the chemistry of carbon, and living things. We will study how molecules are built both in nature and synthetically in the lab, emphasizing the reaction mechanisms—describing the fundamental principles of how they work—rather than memorization. This approach to chemistry is more logical than mathematical, viewing the synthesis of molecules as puzzles to be broken down and reassembled. There will be a hands-on lab component, and students will be able to pursue their own interest in applications of organic chemistry, which could include neurotransmitters, chemical weapons, plastics, and the origins of life on Earth.

> *Prerequisite: Core 10 and permission of department for the accelerated course*
> *Faculty: Peacock*
> *Spring Semester*
> *Grades 11-12*

Chemistry 2: Pollution
Curious about lead and heavy metal poisoning? The effects of birth control compounds on fish in our waterways? How pollutants enter our environment, and how they can be cleaned up? This course will cover the chemical principles behind all the waste and byproducts of human life that end up in our environment. Chemistry content would include chemical reactions, solubility, concentration, state changes, and nuclear reactions. We could end up talking about toxic waste disposal, strategies to break down ocean plastic, or modeling municipal water treatment. This course will also encourage students to work in small groups to pursue original research questions, collect data from our local urban, suburban, and rural environments, and produce research-based advocacy projects to share with our communities.

> *Prerequisite:* Core 10
> *Faculty: Northcott, B*
> *Spring Semester*
> *Grades 11-12*

Computer Science 2: Algorithms & Data Structures in Python (Accelerated)
This course is intended to be a continuation of Python (Accelerated) where students are able to apply their knowledge and mastery of the language to larger-scale projects with an emphasis on various algorithms and data structures. Topics covered include recursion, binary trees, breadth vs depth first search, sorting methods, and object-oriented design.

> *Prerequisite:* Python (Accelerated) *or permission of department*
> *Faculty: Paschke*
> *Spring Semester*
> *Grades 10-12*

Computer Science 2: Software Development in Javascript
Did you enjoy creating basic games in p5.js during Core 9? Are you interested in learning more advanced concepts in computer science while working collaboratively to develop a more complex video game? In this class, students will gain proficiency with using arrays for handling

collections of data, writing their own loops, and using functions to modularize code and improve readability, and learn some object-oriented coding principles. These principles will be introduced while students work on a long-term gaming project. In addition to improving their computer science skills, students will also learn the fundamentals of the Agile software engineering methodology. In this class, students will be expected to work collaboratively with peers.

> *Prerequisite: Core 9*
> *Students who have already taken Python (Acc) should not enroll in this class as it covers the same principles.*
> *Faculty: Osquist*
> *Spring Semester*
> *Grades 10-12*

Engineering 2: Electrical Engineering (Accelerated)
From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. Students will develop key engineering skills including teamwork, communication methods, and technical documentation. Students will analyze, design, and build digital electronic circuits. While implementing these designs, students will continually hone their professional skills, creative abilities, and understanding of the circuit design process. Students will be expected to solve problems and learn through doing, experimentation, and collaboration. The accelerated version of this course is fast paced and much more math-intensive than the regular version. Students who have taken Electrical Engineering (Regular) are not eligible to take this class.

> *Prerequisite:* Permission of the department
> *Faculty: Osquist*
> *Spring Semester*
> *Grades 11-12*

Engineering 2: Environmental Sensing with Arduino
In this project-based class, students will work in small groups to build Arduino-based environmental sensors that can be used to autonomously collect data over a long time period at Park School. This will help us answer big questions like “how is climate change impacting the abiotic factors around Park School?” or “how does the carpool line affect air quality?” Students will build on the arduino skills learned in Core 9 and the ecological data collection and analysis techniques learned in Core 10. Students will explore how sensors work, how to interpret the raw data they generate, and how to calibrate them.Students will design their own sensing unit and engineer a solution that could be used for long-term environmental monitoring based on real

need from other science classes. This class combines environmental science, computer science, and engineering to solve authentic real world problems relevant to the Park School community.

> Prerequisite: Core 9 & Core 10 or permission of instructor
> *Faculty: Osquist*
> *Spring Semester*
> *Grades 11-12*

Engineering 2: The Kinetic Sculpture Race
What do a giant pink poodle, an overgrown platypus, and a Viking ship have in common? They were all past entries of the Kinetic Sculpture Race. In this class, students will use the engineering design process to develop a human-powered amphibious vehicle. The team will enter this vehicle in a race hosted by the American Visionary Art Museum in downtown Baltimore. Entrants must propel their mechanized marvels through 15 miles of the city, including sand and mud pits in Patterson Park and a jaunt through the harbor at the Canton waterfront. This course will also be offered in the Spring, where those students will pick up where Fall students left off. All students (Fall and Spring) will participate in the race, which is held the first Saturday in May. This is considered a broadly accessible elective for those students who are interested in an introduction to engineering topics. This course requires facility with algebra, and an eagerness to think outside of the box and solve problems in a systematic way.

> *Prerequisite:* Core 9
> *Faculty: Rogers & Osquist*
> *Spring Semester*
> *Grades 10-12*

Physics 2: Astronomy
This course will use experiments and activities to explore our growing understanding of the universe. We will learn how we found our place in the universe and study the technologies that have allowed us to develop this understanding. The course will build on this work to explore the solar system and our historic and future exploration of space. We will then study steller and galactic evolution before delving into cosmology ideas. The course will conclude with a unit on astrobiology. This course is accessible to students comfortable with Algebra and Trigonometry.

> *Faculty: Northcott, B*
> *Spring semester*
> *Grades 11-12*

Physics 2: Medical Imaging
How can we examine the inside of the human body without surgery? How does physics make medical imaging techniques possible? This course introduces the physics principles and applications of various medical imaging modalities, including X-ray, Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Ultrasound, and Nuclear Medicine. Students will learn how these techniques use radiation interact with biological tissues and how these interactions create images. Identifying anatomical structures on different types of images will be introduced but won't be the main focus. Instead, this course will focus on the understanding of physics

processes involved in image acquisition, formation, and interpretation. Assessment will consist of problem sets, tests, projects and presentations.

> *Prerequisite: Core 9*
> *Faculty: Pan*
> *Spring semester*
> *Grades 10-12*

Physics 2: Optics with Calculus (Accelerated)
What is light and how can we understand it conceptually, quantitatively, and visually? This course provides an introduction to optical science interwoven with engineering applications. The focus will be on geometrical optics including the following topics: ray-tracing, lens and mirror equations, aberrations, lens design, apertures and stops, radiometry and photometry. There will also be a briefer introduction to wave optics. Students should be prepared to jump into a fast paced course that weaves together hands-on demos/experiments, calculations, and real world applications. Assessment will be through problem sets, lab write-ups, presentations, and tests.

> *Prerequisite: Core 9 and permission of instructor*
> *Co-/Prerequisite: Calculus (Accelerated)*
> *Faculty: McNulty*
> *Spring semester*
> *Grades 11-12*

Physics 2: Renewable Energy
This physics-based course will start out with an introduction to energy and the electric grid. We will discuss renewable and non-renewable forms of energy production and transition to units about specific types of renewable energy including solar, hydro, and wind. In each of these units we will learn about the physics behind these forms of energy production, as well as explore questions such as: Where and why is this form of energy production being used today? What does sustainability mean for both the environment and human communities? How can science help us understand environmental issues and create solutions for a better future? This course will include hands-on projects and labs and will culminate in a final project where students will take a deeper dive into one of the energy production forms discussed earlier in the course.

> *Prerequisite:* Core 9
> *Faculty: McNulty*
> *Spring Semester*
> *Grades 10-12*

PHYSICAL EDUCATION

Requirements
Each student must accumulate six physical education credits for graduation. These may be acquired in a variety of ways. In each of the sports seasons—fall, winter, and spring—students may participate in either the interscholastic athletics program or the physical education program to earn credit. One credit is earned for each season of participation in a physical education class or pre-approved off campus activity, and 1½ credits are given for each season of interscholastic athletics. Managing a team, regardless of level, will earn one credit. Students are strongly encouraged to complete this requirement prior to their junior year.

Physical Education
The mission of the Physical Education program is to provide students with a basic foundation of motor and manipulative skills, an understanding of the importance of physical fitness and sport, and the opportunity to develop effective personal and social skills. Students are provided with the opportunity and information necessary to make decisions about physical activity for their personal challenge, enjoyment, health, self-expression, and social interaction. Our goal is to promote a positive learning environment that meets the needs and abilities of all students, and encourages them to maintain a physically active lifestyle.

Physical Education options
- Ultimate Frisbee (winter, spring)
- Fitness Training (fall, winter, spring)
- PE Leadership (all year)
- Team Manager (fall, winter, spring)
- Game Day Worker (winter)
- “At-Home” PE (fall, winter, spring)
- Off-campus activity (approval needed)

Interscholastic Athletics

Park values participation in the Athletic program as a key component to a progressive education and in the overall development of our student-athletes. Being a member of a team encourages students to understand the value of hard work, commitment, perseverance, and working together toward a common goal. Being a student-athlete requires time and energy and the ability to balance academic and athletic goals. Being a member of a varsity team requires the highest level of commitment, both in time and attitude. We are governed by separate boys’ (MIAA) and girls’ (IAAM) leagues; students participate in the program that fits their gender identity.

Commitment

Attendance for team sports is similar to academic classes: students are expected to arrive on time and fully prepared, physically and mentally ready to participate. Since participation in athletics is credit bearing, athletic commitments take precedence over noncredit extracurricular activities.

Every student wishing to participate will have a roster spot within the program whenever possible. Based on the number of participants or on facility and/or transportation issues, we may need to limit the roster size in a particular program. Should we need to make cuts in a program, we will notify students and families as early as possible. Students must continue to meet the expectations of the program (sportsmanship, attendance, willingness to learn, team work, etc.) throughout the season. We will field 1-2 teams per program based on the number of interested students. Placement is a combination of many factors including experience, skill, commitment, social and emotional maturity, and equal roster size across teams and positions needed at each level. Grade-level is not the determining factor for team placement; each player will be evaluated during the team placement period and positively placed by the coaches on the appropriate team. Sportsmanship is a key component for every program at every level.

Levels of competition

Varsity teams: This is our most competitive level. There are large demands on the student-athletes' time. There could be a few weekend and school break commitments. Playing time is determined by skill, sport IQ, effort, and attendance. Playing time is not guaranteed.

Junior Varsity teams: Competitive experience for those students not making the varsity level. There are significant demands on the student-athlete's time. All students will get meaningful playing time over the course of the season, but not necessarily equal playing time in every game. Playing time is determined by effort, attendance, skill, and sport IQ.

Fall Sports
MIAA Cross Country (V)
MIAA Soccer (V/JV)
IAAM Cross Country (V)
IAAM Field Hockey (V/JV)
IAAM Soccer (V/JV)
IAAM Tennis (V/JV)
IAAM Volleyball (V/JV)

Winter Sports
MIAA Basketball (V/JV)
MIAA Squash (V/JV)
IAAM Basketball (V/JV)

Spring Sports
MIAA Baseball (V)
MIAA Lacrosse (V)
MIAA Tennis (V/JV)
IAAM Lacrosse (V/JV)
IAAM Softball (V)
MIAA Track (V)
IAAM Track (V)

Senior Projects

The Senior Project provides an opportunity for twelfth graders to plan and execute an individual venture and experience some of the demands and joys of work and/or the world beyond their usual high school environment. Each senior may undertake a six-week project at the end of their spring semester. The project is elective; students may also decide to remain in their classes through the end of the year.

As an extension of the experiences that students have accumulated in their classes and co-curricular activities over the course of their high school careers, this project calls on them to create and develop goals that call for intense use of their individual talents and resources. Many students choose to work outside of Park in various service or governmental agencies, schools, hospitals, or business enterprises. Still others choose to develop scholarly interests, researching a particular topic with an expert mentor or to engage in artistic endeavors that go beyond the scope of the courses they've taken at Park.

To develop an individual program of seriousness and quality, preliminary and final proposals are exchanged between students and a faculty review committee over a period of months until a project of mutually agreed-upon intensity and value has been formulated. This process is certainly as important as the project itself. The evaluation of each project is based on the student's daily engagement and on a formal presentation at the end of the project. In a series of mini-classes for freshmen, sophomores, and juniors—as well as parents and friends—seniors describe and reflect on their projects, including the expectations, challenges, and rewards.

Students who find themselves deeply passionate about an idea for their Senior Project such that they would like to think about increasing the time they devote to it are free to propose an Extended Senior Project, which could start as early as the beginning of the second semester. In this scenario, students might divide their time between the project and their remaining academic commitments (for example, taking courses on their A-B-C days and pursuing an internship on their D-E-F days) or explore other means of beginning the experience before the typical April start date. For such a project to be feasible, planning would almost invariably have to begin in the spring of the Junior year.

For more detailed information, including a list of recent past projects, application forms, and a current calendar of deadlines, please see the Senior Projects page of the Upper School website.

APPENDIX

The Constitution of the Upper School Government

The purpose of the Upper School Student Government will be to facilitate and organize communication between students, faculty, and the administration and to express and support student ideas and initiatives.

1. Composition

   The Upper School Student Government will consist of

   a. Student Council officers
   b. Sixteen grade representatives
   c. Two non-voting faculty representatives

   These government members will comprise two bodies: the Student Senate, which consists of all members listed above, and the Student Council, which will consist only of the four Student Council officers. These two bodies shall compose the Student Government.

2. Responsibilities

   a. The responsibilities of the Student Council are to execute student will as expressed by the Student Senate; to organize representation to Faculty and Administrative meetings; to ensure the progress of the Upper School Government; to organize school-wide functions; and to choose a student Speaker to preside over every Student Senate meeting. This student does not necessarily need to be a Senator or Council member. In the event that the Council does not appoint a Speaker for a given meeting, the role will default to the Student Council President.

      The responsibilities of the individual officers are as follows:

      i. President: to act as the primary executive of student will and to serve as a student representative to the Board of Trustees, and as this representative, to attend the meetings of the Board of Trustees, to represent student opinions to the Board, and to relate the discussions and decisions of the Board of Trustees to the Student Senate.

      ii. Vice President: to assist the President, and to execute the responsibilities of the President if the President is unable to do so.

      iii. Treasurer: to manage the Upper School Government's funds.

iv. Secretary: to manage the organizational needs of the Government and to take notes of the Senate meetings and post them in a common space. It is the responsibility of the Secretary to facilitate the election of the Student Council each spring.

b. The responsibility of the Student Senate is to synthesize student opinions into Upper School Government policy and to provide funding for community enhancing committees and student activities.

The responsibilities of the individual Senators are as follows:

i. The representatives to department meetings: to attend the department meetings; to maintain a constant network of communication between themselves and the members of their respective department; to represent student opinions to their respective departments; and to relate the discussions and decisions of their departments to the Student Senate.

ii. The two representatives to Department Chair meetings: to attend every Department Chair meeting, to represent student opinion to the Department Chairs, and to relate the discussions and decisions of the Department Chairs to the Student Senate. The representatives to the Department Chair meetings will be appointed by the Student Council.

iii. The two non-voting faculty representatives: to advise the Senate, to represent faculty opinion to the Senate, and to relate the discussions and decisions of the Senate to the faculty.

iv. Department meeting representatives and Department Chair meeting representatives may be excluded from a portion of their assigned meeting if the head of the meeting so asks. If a representative feels unduly excluded, he or she may seek a resolution of the problem with the Student Council President and the Upper School Principal. Similarly, the faculty representatives to the Senate or any other observers who are not Senators may be excluded from a portion of a Senate meeting at the request of the student council President.

3. Process

a. Meetings and Decision Making

i. The Student Council will meet separately, once a week, as necessary.

ii. The Student Senate must meet once every week for at least one hour unless deemed unnecessary by the Council. Senate meetings will be open to all interested parties

who wish to attend, though only grade representatives and Council members may vote. At the beginning of each meeting, the Secretary will record attendance, and each representative will, as necessary, make a report to the Senate concerning the issues discussed in their respective meetings. The student who presides over the Senate, the Speaker, will list the issues for discussion, and then each of those issues will be discussed and voted upon. The vote will be decided by a simple majority, and a quorum of 2/3 of the Senate must be present to make a binding decision. In the absence of a quorum, absentee voting via proxy form will be permitted at the council's discretion. Failure to return an absentee ballot in the prescribed time will be counted as an abstention. The decision of that vote shall be the official student position, which will then be presented to the Principal of the Upper School. If the vote yields no majority, the Student Council will decide the position, and if the Student Council is unable to reach a simple majority, the President will make the final decision. After the issues from the agenda have been decided upon, the Senate will, at the discretion of the Council, discuss and vote on any other pertinent topics. The representatives will be responsible for relating the opinions expressed in the Senate to their particular meetings. Whenever possible, the class officers will discuss Senate issues at a class meeting and bring the class opinions back to the Senate before a vote is held.

iii. At the request of 1/6 of the student body in writing or a simple majority of senators, any resolution brought before the Senate must be brought before the student body as a whole. Arguments for and against the resolution must be presented, either in assembly or another public forum, before the resolution is voted upon. This resolution must pass by a simple majority of students, where at least 4/5 of the student body has the opportunity to vote, and at least 1/4 does not abstain. The decision of that vote will be the official student position, which will then be presented to the Principal of the Upper School. If 3/4 or more of the student body should abstain from a referendum the referendum shall not pass. The council, by means of a unanimous decision, may overrule any transfer of Senate funds ordered by a referendum.

b. Attendance

i. It is the responsibility of the senators and council officers to attend all of their respective meetings. Absences may be excused in advance or retroactively at the discretion of the council. Any senator or officer who accrues 2 or more unexcused absences in 1 semester will be automatically dismissed from their position and a Special Election will be held to replace them.

c. Elections

i. Timeframe

1. Student Council officers will be elected in an annual assembly of the Eighth through Eleventh Grades in the spring. The organization and operation of the Student Council elections shall be the responsibility of the Student Council Secretary.

2. Four class officers will be elected yearly from each class within 4 weeks of the beginning of the school year. If, after these 4 weeks have passed, any class has failed to elect their officers, the Senate may, at the discretion of the Council, convene without them, and, in this event, the unfilled position(s) shall not count towards the number of Senators required for quorum. Once elected, these officers will be appointed by the Senate to the representative positions specified above. If there is no consensus on the appointment, the Student Council will make the final decision. Two representatives will be appointed to each department.

3. If a Senator should resign from their position, or should be dismissed from their position under Section 3.B. (1), a Special Election shall be held to replace them as soon as possible. The Student Senate shall continue to meet during this time, and, until the election has been held, the unfilled position shall not count towards the number of votes required for quorum.

ii. Procedure

1. Council Elections

Student Council officers shall be elected as follows:

a. The Secretary shall choose a date between 2 and 4 weeks before the election date by which all nominations for Student Council officers must be submitted in writing. The Secretary must make this deadline known in a public forum at least 2 weeks before the deadline, and shall issue a reminder the day before the deadline. Students may only nominate themselves, and may only nominate themselves for one position. Students in the Eighth Grade are not eligible to run for Student Council positions.

b. If, and only if there are no students nominated for a particular Student Council position by the appointed date, the Secretary will reopen nominations for one week for that position only, and will announce this in a public forum. In this event, the elections for that particular position may be delayed if necessary. In the event that one student or more is nominated for a particular position by the appointed date, nominations may not be reopened.

c. Each candidate will be given the opportunity to give a speech to an assembly of the Eighth through Eleventh Grades, and students will have the opportunity to ask the candidates questions. In the event that a candidate is unable to deliver their speech, they may ask another student to read it for them, but that student may not answer questions on the candidate's behalf.

d. The student body will vote by ballot within 12 hours of the assembly. Students may vote for 1 candidate for each position; students will not be permitted to vote for more than one person for a given position, but may write in the name of a student who is not nominated for that position.

e. Ballots shall be counted by the Student Council Secretary, and the count shall be verified by the Dean of Students. In the event that the Secretary is nominated for a Student Council position, the ballots shall be counted again by another student who is not nominated for a position. The student who receives the most votes for a particular position shall be elected to that position. The Secretary shall announce the winners of the election in a public forum, but no other information regarding the outcome may be released.

f. Absentee voting will not be permitted, so long as at least 4/5 of the students in each grade, eight through eleventh, have the opportunity to vote. If less than 4/5 of any grade has the opportunity to vote, the Secretary shall accept absentee ballots for a period of 1 week, after which the ballots shall be recounted.

2. Senator Elections

The administration of elections for grade representatives shall be the responsibility of each individual grade. Grade representatives shall be elected as follows:

a. Interested students shall have the opportunity to nominate themselves, either orally during a class meeting or in writing. All candidates must run as an individual, and only one representative may be elected to fill each of the grade's 4 seats in the Senate.

b. Students shall vote for grade representatives on a ballot listing the names of all candidates in alphabetical order by last name, and students may vote for as many or few candidates as they desire. The 4 candidates who receive the most votes shall be appointed grade representatives.

3. Special Elections shall be administered under the same provisions of regular senate elections. Before the vote is held, a member of the Council must explain

to the grade holding the Special Election why it is necessary. Any student in a given grade may run for election in that grade's Special Election. In the event that a Senator who has been dismissed from their position under Section 3.B. (1) should be reelected, they shall be treated as a new Senator, with zero unexcused absences for the semester.

4. The Student Funded Activities Fund (SFAF), under the articles of the SFAF protocol, is established to provide monetary support from Student Government funds, approved by the Student Senate, for student activities.

5. Ratification and Amendments

    a. This Constitution will be ratified by a 2/3 majority of the Student Body in an election where at least 4/5 of the Student Body has the opportunity to vote.

    b. Amendments will be passed by 1/2 of the Student Senate and then passed by a 2/3 majority of the voting Student Body, where at least 4/5 of the Student Body will have an opportunity to vote and at least 1/3 of the student body does not abstain.

This Constitution will be distributed to the entire Student Body in the program of studies every year.