Upper School

Curriculum Guide

2017 - 2018

INTRODUCTION

As with any curriculum guide, this is a document in flux. Each year we not only evaluate each class to ensure that both content and pedagogy are consistent with best practices, but we also look for ways in which we can enrich our course offerings to allow students to explore new subjects in a formal way or to continue their study of existing subjects in deeper, more meaningful ways. For the 2017-2018 school year — we have added or revived a bevy of new classes, including:

- Literature Seminar: Short Stories
- Advanced Math Topics
- Advanced Science Topics: Genetics
- Advanced Placement Chemistry
- City Planning
- Advanced Historical Research
- The American South
- U.S. History: 1960-1980
- Advanced Placement European History
- Advanced Placement U.S. Government and Politics
- Music Fundamentals

While our individual courses may change, our philosophy does not. It is our deeply held belief that a dynamic, student-centered curriculum; curious, disciplined learners; and talented, innovative teachers (in fact, the most honored independent school faculty in the state) is a recipe for academic success. By walking with our students and helping them master skills of reflection, critical thinking and self-discovery, the Heathwood Hall faculty strives to inspire students to a life of learning, personal excellence, and service both to God and to their fellow human beings. Welcome to the 2016-2017 curriculum guide —we invite you to explore this year's course offerings.

GRADUATION REQUIREMENTS

To meet graduation requirements, each student must complete successfully the following.

English 4 credits	Science 3 or 4 credits*
Mathematics 4 credits	Social Studies 3 or 4 credits*
Religion 1 credit	Languages 3 credits (same language)
Fine Arts 1 credit	Physical Education 1 credit
Computer .5 credit	Other 3.5 credits
Senior Exhibition 1 credit	**TOTAL 26 credits *plus* 20 hours community service each year**

**A total of 7 credits in the science and social studies disciplines, to be satisfied with a minimum of 3 in one and 4 in the other.*
Note: Students seeking admissions to a 4-year public university in South Carolina must earn a minimum of four credits in science.

A maximum of one credit in Physical Education will be granted through full participation in interscholastic athletics, at the rate of 1/4 credit per season. In sequential courses such as mathematics and foreign language, a minimum standard is necessary before the next level of the subject may be undertaken. If the final grade falls in the "C- or D" range, summer work will be required, or the course may need to be repeated the following year.

INTERNATIONAL STUDIES DIPLOMA PROGRAM (ISDP)

Students who wish to go beyond the requirements of the standard Heathwood Hall diploma may elect to participate in the ISDP, a program designed to give students a greater understanding of the issues, history, and structures necessary to be productive global citizens. In addition to taking specified courses in the languages, sciences, and humanities, ISDP candidates must participate in an international experience, complete additional community service, and produce an internationally-themed Senior Exhibition. For more information, consult Appendix A.

VISUAL ART CONCENTRATION

Students who wish to exceed the Fine Arts requirement of the standard Heathwood Hall diploma may elect to participate in the VAC, a program that challenges, recognizes, and celebrates a student's drive to pursue the arts. In addition to taking specified Visual Arts and Art History classes, VAC candidates must catalogue on-campus studio time every semester, complete an artist apprenticeship during Winterim, produce an art-themed Senior Exhibition, and generate an ambitious Art Exhibit during the Spring semester of the Senior Year. For more information, consult Appendix B.

SENIOR EXHIBITION

In the senior year, every Heathwood Hall student must complete a "Senior Exhibition" a yearlong project that requires sustained and substantive independent research in an academic area of the student's choice. The Exhibition, which takes the form of either an academic paper or original product and contextualization, must exhibit knowledge, scholarly research, and appropriate methodology. In the late spring, a public symposium is held, and each student presents his/her work. Upon successful completion of the Exhibition, the senior receives one credit of independent study in his/her academic discipline.

GPA INFORMATION

Heathwood Hall computes GPAs (grade point averages) on a 100-point scale for all Upper School students. These GPAs are calculated from grades received in courses taken during grades 9-12. Both Honors and AP courses are weighted (3 points and 5 points, respectively) in determining the grade point average. The weight is used only to compute the GPA and does not alter the year-end grade on the transcript. Grades for courses in the academic areas of English, foreign languages, history, social studies, religion, mathematics, and science are used to determine a student's academic GPA. Grades from other elective courses, such as PE, Fine Arts, and Yearbook are not used to compute the academic GPA. A few courses are graded on a pass/fail basis, and these receive credit but are not calculated in the student's GPA. Students applying to in-state public universities will also have their Uniform Grading Scale conversion clearly printed on their transcript.

CLASS RANK

Heathwood Hall has a strong academic program and a relatively small senior class, each member of which is college-bound. It is our belief that a report of each student's class rank

would be statistically invalid. Consequently, class rankings are calculated for in-house use and typically are not included on the school transcript. However, a class rank will be reported when required for certain scholarship consideration and other programs, as necessary.

COURSE REGISTRATION INFORMATION

Upper school students in grades 9-11 are expected to carry a minimum of **six courses each semester**, of which at least four must be academic (English, mathematics, science, history/social studies, foreign languages, religion). Seniors are expected to take a minimum of five courses each semester, in addition to fulfilling the requirements of the Senior Exhibition. Course registration forms will be available for enrolled students in the spring prior to the beginning of the school year, and students should complete the registration form with the utmost care. With the assistance of parents, teachers, and advisor, students choose appropriate classes that conform to the requirements of the core curriculum, as well as the student's interests and long-term objectives. All Course Registration forms should be signed by both the student and a parent before being submitted. Students must be formally enrolled with the Business Office for the next school year before being scheduled in any course.

PLANNING CONSIDERATIONS

In planning one's educational program, each student should challenge him/herself by taking a strong and varied course load with a mixture of required and elective courses. It is true that colleges are impressed with students who extend themselves academically by taking extra courses and advanced courses for which they are qualified. It is not wise, however, to overextend oneself. Before making the final course selections, each student should consider his/her entire school involvement, including athletics, service commitments, and other extracurricular activities. Students are urged to seek advice from teachers, advisors, and college counselors. All students should examine their curricular progression through their senior year before making the final selection for the next year's course load.

If a qualified student chooses to take courses labeled "Honors" or "Advanced Placement," it is suggested strongly that he/she take no more than two or three of these courses in a single year.

- Each student must take at least **six courses each semester**, including a minimum of four academic subjects (English, math, religion, science, history/social studies, and modern/classical languages).
- Elective options in visual or performing arts, computer, and physical education are strongly recommended.
- If a student includes a one-semester course as one choice, he/she must be sure to select one for each semester. Indicate second choices for all electives in case a preferred class is undersubscribed or in conflict with an academic core course.
- Grades and credits from classes at other schools or from online classes are transferable and applicable to the Heathwood graduation requirements as long as they are from fully accredited educational institutions.
- If a student is interested in pursuing Heathwood Hall's International Studies Diploma or Visual Art Concentration Program, he/she should review carefully the requirements of the program and register for classes accordingly. Classes that satisfy the program's requirements are indicated in the Curriculum Guide with an ISDP or VAC designation.
- Honors and AP courses are offered to students who have demonstrated the aptitude, work ethic, and previous academic performance to be successful. In order to enroll in

an Honors or AP course, a student must satisfy the academic requirements and be recommended by the department. Interested students should consult with their current teachers about appropriate course placement.

- Courses designed as "Honors" (H) are accelerated and require a strong background and more intensive preparation than other courses. They will be labeled as “Honors” courses on the transcript and receive a three-point weighting in the GPA calculation. Honors science courses require concurrent enrollment in our ½ credit science research course.
- Courses labeled "AP" are Advanced Placement courses designed to prepare students for the College Board Advanced Placement examinations. They are the equivalent of college level courses, and taking the Advanced Placement examination is required for completion of the course. They will be labeled as “AP” courses on the transcript and receive a five-point weighting in the GPA calculation.
- A student may receive credit only once per academic course. If a student repeats an academic course for which credit has been granted, the grade will be reflected on the transcript and calculated in the GPA, but the credit will not be counted as one of the credits required for graduation.
- A year-end grade below C- in an academic course (especially in math and languages) may necessitate summer school or another form of remediation. Failure to follow the School’s recommendations will likely require repetition of the entire course during the following school year.

Upper School
Recommended Program at a Glance

	9th	10th	11th	12th
1	English	English	American Literature	English
2	Math	Math	Math	Math
3	Physics I	Chemistry	Biology	Elective
4	World History	World History II	United States History	Elective
5	Foreign Language	Foreign Language	Foreign Language	Elective
6	Computer/Fine Arts	Religion/Fine Arts	Elective	Elective
7	PE/Religion/Study Hall	PE/Computer/Study Hall	Elective/Study Hall	Free Period
Standard Course Load:	6-7	6-7	6-7	5-6

Upper School Course Guide

ENGLISH

The English department seeks to engage, instruct, and inspire students in the value and art of reading and writing. **At all grade levels**, students read from a variety of genres as they are introduced to the characteristics of and relationships between fiction, non-fiction, essays, poetry, and drama. At the same time, we sharpen writing skills by assigning not only analytical essays, but also research papers, personal narratives, argumentative essays, and lyric poems. Because we believe that individualized, one-on-one teaching is the best way to help students hone their writing skills, every English class includes student-teacher writing conferences beyond the classroom as part of the course requirements. All grades study vocabulary and grammar as well.

Composition and Literature: The Foundations [grade 9]
This course allows underclassmen to begin their study of English at Heathwood with the fundamentals of drama, poetry, and short fiction from around the world. Students enjoy classics such as *Antigone*, *Macbeth*, and *The Odyssey* in an energized, approachable manner. They pose questions to connect the classics to their own lives: Was the rebellion of Antigone worth the cost? What would Odysseus post on his Facebook page? Would Macbeth make a good coach? Students examine symbolism and foreshadowing with the southern gothic genre, reading the shocking twists and turns of Flannery O'Connor. Students in this course write for various audiences and with many purposes throughout the year.

British Literature and Composition [grade 10]
A survey course of British literature, English 10 introduces students to works ranging from *The Canterbury Tales* and *Hamlet* to poetry of the Romantic era and the novels of Jane Austen. Students will learn to read these texts in terms of thematic expression, formal construction, and historical background. Vocabulary enhancement as well as the improvement of creative, analytical, and research writing skills are central to this course.

British Literature and Composition (Honors) [grade 10]
Requires departmental approval.
This advanced course will survey British literature from medieval poems such as *Beowulf* to 20th-century novels like *The Spy Who Came in from the Cold*. In addition to primary literary texts, students will read and respond to scholarship and critical analysis, with forays into cultural, genre, and historical studies. The course will emphasize the development of creative, analytical, and research writing skills as well as vocabulary enhancement in the context of joining the conversations in and around British literature.

American Literature and Composition [grade 11]
Inspired by such iconic American writings as *The Glass Menagerie, The Scarlet Letter, Moby Dick, Walden, The Great Gatsby,* "The Yellow Wallpaper", and "I Have a Dream," this course examines the promise of America, the American imagination, and the power and responsibility of the individual. Poetry is also studied, particularly works of the Harlem Renaissance and American nature poetry. Continuing the English department's emphasis on composing in a

variety of genres, English 11 includes writing assignments that vary from the creative poem to the expository/analytical paper and the research project.

AP English 11 – **English Literature and Composition** [grade 11]
Requires departmental approval, which is based on previous English grades, PSAT Critical Reading performance, work ethic, ability to meet deadlines, and writing skills.
Involving students in careful, close reading and critical analysis of poetry, short stories, novels, drama, and nonfiction prose, AP English 11 is a college-level course that seeks to sharpen students' awareness and understanding of the means by which writers convey meaning in their works. Along with careful reading, students are required to complete several types of writing assignments, including creative, interpretive, and analytical styles. Students study primarily American literature through texts similar to those of English 11.

AP English 12 – **English Language and Composition** [grade 12]
Requires B+ or higher in previous English classes, satisfactory PSAT/SAT critical reading scores, and departmental approval.
This is a prose-based course with two major goals: to help students become better critical thinkers, readers, and writers and to prepare them to do well on the AP Language and Composition exam. As such, the primary focus of the course is on rhetoric and writing, particularly argumentation, analysis, and synthesis. Students will read from a wide variety of genres and times periods, including authors ranging from Dante to Cormac McCarthy.

Creative Writing [grades 10-12] (one semester)
This course is designed for students who already have an interest in creative writing and are looking to extend their composition skills. Using a combination of textual analysis, writing exercises, and workshops, students in this class will develop their skills in creative nonfiction, poetry and short fiction. The course culminates in a formal portfolio of writing in a particular genre.

Rhetoric and Composition [grade 12] (one semester)
Rhetoric and Composition is a second-semester senior class required of all seniors not in AP Language and Composition. In the class, students will study topics ranging from figures of speech to logical fallacies. They will then be able to apply these principles, both in the analysis of texts created by others and in the strengthening of their own written and oral persuasion. Texts in this class will be largely non-fiction.

The American South [grades 11-12]
This course is a one-semester historical survey of the culture, society, and sociology of this unique region of the United States. Using a multi-disciplinary approach, that will incorporate the study of such elements as history, literature, music, language (dialects), race, gender, film, and cuisine, students will ultimately be asked to reach their own conclusion as to what constitutes this "place" known as "the American South." *English or Social Studies credit

Short Stories [grades 11-12] (one semester)

US History: 1960-1980 [grades 11-12]: (one semester)
This one-semester course will examine American history from 1960 to 1980. Topics will include Cuba and Vietnam, the Counterculture, Civil Rights, the Women's Movement and the rise of the modern conservative movement. This is a time of tremendous change, and we will use film, music, television, art and literature, alongside historical scholarship, to better understand the era. **Social Studies or English credit *English or Social Studies credit

MATHEMATICS

Algebra I
Algebra I reviews pre-algebra skills and explores a variety of topics in algebra. These topics are approached via traditional practice methods and problem-solving techniques. The topics include linear equations and inequalities, graphing, systems of equations, powers, radicals, polynomials, quadratic equations, and data analysis.

Geometry
Prerequisite: Algebra I
This course provides a thorough introduction to classical Euclidean geometry and emphasizes the deductive reasoning process. Topics include a study of lines, angles, triangles, circles, polygons, solid figures, and how they are related. It uses the concepts of coordinate geometry, proofs, congruence, similarity, area, volume, and transformations to analyze the different topics.

Algebra II
Prerequisite: Geometry
Algebra II is an extension of the skills and concepts developed in Algebra I. It includes the study of various functions, such as quadratic, exponential, and logarithmic. Real and complex numbers, linear equations and inequalities, systems of equations, factoring and its applications, and matrices are also introduced. Throughout the year of study there are applications of these topics to problem solving.

Honors Algebra II
Requires departmental approval, which is based on previous math grades, PSAT math performance, and teacher recommendation.
Honors Algebra II is an in-depth study of the topics of regular Algebra II including polynomials, rational and irrational functions and matrices. It provides students the opportunity to develop the skills and knowledge they will need to be successful in their study of upper level mathematics.

Precalculus
Prerequisite: Algebra II
Precalculus is designed for students to build upon the fundamental high school math sequence (two years of algebra and geometry) and further prepare them for college math study. This course surveys advanced algebraic concepts and trigonometry. Topics include quadratic functions, inverse functions, complex numbers, equations and inequalities, rational functions, exponents, logarithms, and trigonometry.

Honors Precalculus
Requires departmental approval, which is based on previous math grades, PSAT math performance, and teacher recommendation.
Honors Precalculus challenges the students to investigate and understand topics in Analytic Geometry and Trigonometry. It moves beyond the fundamentals by exploring principals underlying these areas and using the TI-89 to investigate and interpret mathematical behavior.

Introduction to Calculus (one semester)
Prerequisite: Precalculus
Usually taken in conjunction with Probability and Statistics, Introduction to Calculus is a one-semester course that introduces students to topics that will be covered in a college level calculus course. Students study functions, graphs and models, differentiation and its applications, and integration and its applications.

Probability and Statistics (one semester)
Prerequisite: Precalculus
Usually taken in conjunction with Introduction to Calculus, Probability and Statistics is designed to provide an introduction to probability and statistics with applications. Topics include descriptive statistics, basic probability models, random variables, discrete and continuous probability distributions, statistical estimation and testing, confidence intervals, and an introduction to linear regression.

AP Statistics [10^{th} – 12^{th} grade]
Requires departmental approval, which is based on previous math grades, PSAT math performance, and teacher recommendation.
AP Statistics is designed for students who have completed AP Calculus or Introduction to Calculus. The course models an introductory college statistics course and relies heavily on the TI 83/84 calculator and Minitab computer software. Main topics include exploring data, planning a study, anticipating patterns, and statistical inference. Students are expected to take the AP Statistics Exam at the conclusion of the course.

AP Calculus AB [11^{th} – 12^{th} grade]
Requires departmental approval, which is based on previous math grades, PSAT math performance, and teacher recommendation.
AP Calculus is comparable to a college calculus course, and students are expected to take the AP exam in May to seek college credit. The course emphasizes a multirepresentational approach to calculus with concepts and problems represented graphically, numerically, analytically and verbally. Topics include functions, limits, differentiation, integration, the fundamental theorem of calculus, continuity and also applications of the above topics.

AP Calculus BC [11th-12th grade]
Requires departmental approval, which is based on previous math grades, PSAT math performance, and teacher recommendation.
Calculus BC is an extension of Calculus AB; as with any AP course, Calculus BC students are expected to take the AP exam in May to seek college credit. This course seeks to develop the students' understanding of the concepts of calculus by emphasizing a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive

whole rather than a collection of unrelated topics

Advanced Math Topics [12th grade]
Requires departmental approval, which is based on previous math grades, PSAT math performance, and teacher recommendation.
Advanced math topics is a year-long course that will introduce students to various topics covered in a multivariable calculus and/or linear algebra.

HISTORY/SOCIAL STUDIES

World History (ISDP) [grade 9]
In World History, a required course for all ninth graders, students learn to recognize how different societies have developed through time. Students learn to recognize, by studying the evolution of ideas, culture, government, and society, how various aspects of our culture have come to us from other times. The course focuses on events from the dawn of ancient civilizations to the development of European nation states with emphasis on geography, religion, art, literature, music, and economics. World History assists students in the development of college preparatory skills including note taking, critical reading, writing and research.

City Planning [grades 9-12]
This course will present a historic overview of city planning in the United States beginning in the 19th century. Students will examine the original underlying principles of city planning, and how the field has evolved reactively to political, social, and economic issues. The utilization of planning theories and methods to improve urban settings and foster sustainable neighborhoods will be studied. The class will engage firsthand with Columbia leadership in the continuation of the Sally Salamander project.

World History II (ISDP) [grade 10]
Required of sophomores, this course traces the basic narrative of events and movements in world history from 1450 until 2000. It is a study of the unfolding events, including an analytical understanding of the "change over time" principles involved. The course strives to facilitate understanding of the complexity of current world affairs. The class will focus on political, religious, artistic, economic, social, and intellectual themes. Emphasis will be placed upon those political and cultural institutions of Western Civilization upon which the foundations of the United States were built. Students will be expected to work with both original and secondary sources to develop their sense of history as an interpretive discipline. They will be encouraged to develop more sophisticated approaches in their essay writing with a special emphasis on the use of evidence and the development of an argument.

AP European History [grades 10 & 12] (ISDP)
Requires departmental approval, which is based on previous history grades, PSAT critical reading performance, and teacher recommendation.
The AP European History course focuses upon developing students' understanding of European History from 1450 to the present. The course will challenge students analytically and prepare them for the AP European History examination in May. Open to highly qualified sophomores and seniors, selection is based upon student performance and interest, test scores, and teacher recommendations.

Advanced Historical Research [grades 10-12] (one semester - offered all year)
This course focuses upon the writing, editing, and publishing of an official history of Heathwood Hall Episcopal School, from 1951 to the present. Students will engage in original research, interviews with current and former school personnel, interviews with alumni, compiling artifacts and photographs, and writing the historical narrative of Heathwood Hall beginning with its founding in the Heathwood Mansion.

Government and Economics [grades 10-12] (one semester) (ISDP)
This course is a study of U.S. government and economic principles. There is an emphasis on the United States (U.S.) Constitution and its underlying philosophy, the functions of the three branches of government, and the rights and responsibilities of US citizens. Students will then examine basic economic principles to include the operation of product and factor markets, the role of government in markets, and the workings of the financial sector. The course is intended to increase awareness of how our society functions, both politically and financially. In addition to unit exams and a term paper, students will be responsible for keeping abreast of relevant current events and actively participating in class discussions.

United States History [grade 11]
The regular history class for juniors, this course examines key issues in American political, social, and economic history. United States History emphasizes important college preparatory skills such as essay writing, research, critical thinking, and discussion. A major research paper project is required during the second semester. Topics covered during the first semester include: the American Revolution and the shaping of the Constitution, the Early Republic, the Sectional Conflict, the Civil War, and Reconstruction. In the second semester, the topics include: Industrialization, Progressivism, the emergence of the U.S. as a world power, the World Wars and the Great Depression, the Cold War, postwar American society, and foreign relations in the post-Cold War world.

AP United States History [grade 11]
Requires departmental approval, which is based on previous history grades, PSAT critical reading performance, and teacher recommendation.
AP United States History is designed to develop students' analytical skills and factual knowledge of American History. The course provides preparation for intermediate and advanced college courses. In addition to reading various college-level historical interpretations, students examine a wealth of primary documents, maps, statistics, and pictorial evidence of America's past. Students learn to provide sophisticated written analysis of the central themes and relevant documents of United States history. Classroom activities include lecture/discussions, simulations, and research projects. All students enrolled in this course are required to take the Advanced Placement United States History Examination.

The American South [grades 11-12]
This course is a one-semester historical survey of the culture, society, and sociology of this unique region of the United States. Using a multi-disciplinary approach, that will incorporate the study of such elements as history, literature, music, language (dialects), race, gender, film, and cuisine, students will ultimately be asked to reach their own conclusion as to what constitutes this "place" known as "the American South." *Social Studies or English credit

Global Issues [grades 11-12] (one semester) (ISDP)
This course will expose students to many of the global challenges that will be facing our world in the coming years. It is designed around those issues and problems that affect our shared humanity and will require a global commitment to solve. Topics include global population shifts, climate change, poverty, immigration policies, terrorism and the Middle East, global financial stability and education. Students participate in discussions, group exercises, and presentations that are designed to enhance understanding of the complexity of these global challenges.

Psychology [grades 11-12] (one semester)
This course provides students with an introduction to psychology - the scientific study of behavior and mental processes - using case studies, field experiments, and individual student research. The works of Freud, Skinner, and Maslow are explored, along with other major contributors to the field of psychology. With a focus on adolescent issues, students review and discuss human development, personality, motivation, and psychological disorders. Students will explore practical applications of psychology and demonstrate the relevance of psychology to daily life.

US History: 1960-1980 [grades 11-12]: (one semester)
This one-semester course will examine American history from 1960 to 1980. Topics will include Cuba and Vietnam, the Counterculture, Civil Rights, the Women's Movement and the rise of the modern conservative movement. This is a time of tremendous change, and we will use film, music, television, art and literature, alongside historical scholarship, to better understand the era. **Social Studies or English credit

AP Human Geography [grades 11-12] (ISDP)
Requires departmental approval, which is based on previous history grades, PSAT critical reading performance, and teacher recommendation.
Equivalent to an introductory college course in human geography, this course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students learn how to interpret maps and to employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Main topics include the dynamics of human population growth and settlement patterns, cultural dimensions, economic activities, political organization, agriculture and rural land use, urbanization, regionalization, and globalization. Open to highly qualified students in grades 11-12, selection is based upon student performance and interest, test scores, and teacher recommendations.

AP United States Government and Politics [grades 11-12]
Requires departmental approval, which is based on previous history grades, PSAT critical reading performance, and teacher recommendation.
Students will study broad theories of United States (U.S.) government, analyzing distinctive cases to provide a thorough understanding of U.S. political processes and functions of government, as established by the Constitution. The powers and roles of the three branches of government will be emphasized, and modern political concepts applied to this historical framework. Political participation and the development of public opinion as a byproduct of mass media, interest groups, and political parties will be analyzed. The course will also provide a comparison study of civil liberties and civil rights, and their interpretation as ruled by the U.S. Supreme Court. All students

enrolled in this course are required to take the Advanced Placement United States Government and Politics Examination.

SCIENCE

A minimum of three credits are required for graduation, but students seeking admission to a four-year public university in South Carolina must earn a minimum of four credits in science.

Physics I [grade 9]
This is a lab-based qualitative study of the central concepts of physics that concentrates on matter and energy, and Newtonian mechanics. The goal of the course is to develop conceptual understanding of basic physical principles while developing critical thinking and problem solving skills. Data collection and analysis are stressed in the laboratory and involve the use of analog as well as electronic data collection techniques. Logger Pro ® and Excel® will be used in data analysis. The pacing and mathematical skills required are appropriate for students currently enrolled in Geometry or Algebra I.

Honors Physics I [grade 9]
Requires an A- or better in 8th grade science and math courses, research project proposal acceptance, and department approval.
This is a lab-based qualitative and algebraic study of the central concepts of physics that concentrates on matter and energy, and Newtonian mechanics. The course emphasis is on conceptual understanding and critical thinking and problem solving skills as well as quantitative analysis of physical principles. Data collection and analysis are stressed in the laboratory and involve the use of analog as well as electronic data collection techniques. Logger Pro ® and Excel® will be used in data analysis. The course moves at a faster pace and requires stronger math skills than a non-honors course. The pacing and mathematical skills required are appropriate for students with a strong algebra foundation. Concurrent enrollment is required in Honors Science Research, in order to design and implement an independent research project and prepare for its presentation at the SC Junior Academy of Science Annual Meeting.

Science Research [grades 9, 10, & 11] (yearlong, meeting on alternate days)
Requires concurrent enrollment in honors science class.
This course introduces and reinforces the basic principles of scientific research and strives to develop the skills associated with performing and presenting authentic scientific research. It is a separate course from the Honors Science class, meets twice a week, and earns a separate grade with ½ course credit. Assessment is based on "Research Checkpoint" rubrics and is composed of scores on the component parts as outlined on the Research Timeline. Research results are submitted via a formal research paper and presented at the annual SCJAS meeting. Attendance and presentation at the HHES Science Symposium and the SCJAS meeting are required.

Chemistry I [grade 10]
Prerequisite: Physics I
This course is a lab-based approach to exploring and investigating fundamental principles and concepts of chemistry. Topics include: matter and behavior, periodic properties and patterns, nomenclature, qualitative/quantitative analysis of reactions, stoichiometry, calorimetry and molecular structure. There is a strong emphasis on concept building, basic problem solving skills, application of math and calculator skills, scientific report writing, and research of related chemical issues.

Honors Chemistry I [grade 10]
Prerequisite: Physics I, research project topic acceptance, and department approval. Requires B+ or higher in previous Honors math and science courses, or an A in general math and science courses.
This course is an interactive lab-based study of chemical principles requiring strong problem-solving skills and experimental analysis, sound scientific report writing skills, and ready math acumen. Instructional topics include all those in Chemistry I, as well as additional topics and lab techniques. These include: chemical equilibrium, acids and bases, thermochemistry, spectrophotometry, titrations, and solution preparation. Experimentation is more often student designed with greater mathematical complexity and logical interpretation. Concurrent enrollment is required in Honors Science Research (see description above), to design and implement an independent research project and prepare for its presentation at the SC Junior Academy of Science Annual Meeting.

Astronomy [grades 10-12]
Prerequisite: Physics I and completion or concurrent enrollment in geometry
This course is an introduction to observational astronomy and includes historical analysis of the development of the basic concepts of modern observational astronomy and of current theories of astronomy and cosmology. Topics include the history of astronomy, the study of gravity and planetary motion, optical astronomy, the solar system, properties of stars, stellar evolution, galaxies, and cosmology. Modern astronomy, physics, and space exploration will be connected with units on ray optics, telescopes, and spectroscopy. Extensive use of Internet material is interposed at various times in the course. Students must attend a minimum of 2 evening or early morning star-gazing programs and a possible field trip to a meeting of the Midlands Astronomy Club.

Biology [grade 11]
Prerequisite: Physics I, Chemistry I
This introductory course will follow a molecular and cellular biology approach and emphasize seven unifying principles: 1) Evolution: patterns and products of change, 2) Interaction and interdependence, 3) Genetic continuity and reproduction, 4) Growth, development, and differentiation, 5) Energy, matter, and organization, 6) Maintenance of dynamic equilibrium, and 7) Science, technology, and society. Students will participate in frequent inquiry based laboratory investigations and in extensive plant growth and development lessons conducted in the Robert Clark Greenhouse on campus. Laboratory experiences are integral to learning cooperative learning, critical thinking, technical writing, problem solving, data collection and analysis, as well as developing an understanding of fundamental lab techniques and biological concepts.

Honors Biology [grade 11]
Prerequisite: Physics I, Chemistry I, research project topic acceptance, and department approval. Requires B+ or higher in previous Honors math and science courses, or an A in general math and science courses.
This course is an inquiry-based study of molecular and cellular biology, including biochemistry, cellular energetics, genetics, biotechnology, evolution, diversity of life, and ecology. Critical thinking is fostered with problem solving activities. The pacing and depth of study are designed to prepare students for Advanced Placement science courses. Concurrent enrollment is required in Honors Science Research (see description above), to design and implement an independent research project and prepare for its presentation at the SC Junior Academy of Science Annual Meeting.

Advanced Science Topics: Forensics [grades 11-12] (one semester)
Prerequisite: Chemistry and Biology. Concurrent enrollment in Biology required for juniors.
This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Advanced Science Topics: Genetics [grades 11-12] (one semester)
Prerequisite: Chemistry and Biology. Concurrent enrollment in Biology required for juniors.
This course surveys key topics in the field of genetics, including Mendelian genetics, the chromosomal and molecular basis of inheritance, biotechnology, and bioethics. Students learn about genetic analysis tools, forming and testing hypotheses, proper data collection, and forming conclusions. The laboratory component emphasizes genetic analysis of model organisms, such as Wisconsin Fast Plants and fruit flies.

Anatomy and Physiology [grades 11-12] (one semester)
Prerequisite: Chemistry and Biology. Concurrent enrollment in Biology required for juniors.
This course is a survey of the structure and function of the major human body systems. An introduction to life and body organization and each of the major organ systems of the body will be investigated. Emphasis will be on how the body systems work together to provide homeostasis, how the body functions in the healthy and diseased states, and bioethical concerns. The laboratory component emphasizes gross and histological anatomy through dissections and investigations of physiological processes.

Organic Chemistry [grades 11-12] (one semester)
Prerequisite: Chemistry
This course is an advanced, lab-based course designed to introduce students to a variety of topics in organic chemistry. Organic chemistry is the study of compounds that contain the elements carbon and hydrogen. Other elements, in particular, one or more of the halogens, oxygen, nitrogen, sulfur or phosphorus may also be found in organic compounds. This course will focus on the structures, properties and reactions of natural and synthetic organic compounds. During the lab, students will use various techniques to study, synthesize and analyze various organic molecules.

AP Biology [grades 11-12]
Requires departmental approval, which is based on previous science and math grades, PSAT performance, and teacher recommendation.
The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course for science majors. The intent of the course is to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, connecting concepts in and across domains, and applying knowledge to real life situations. Core concepts and their application via science practices are the basis of the AP Biology curriculum and focus on the chemistry of life, cells, cell processes (energy and cell communication), genetics and information transfer, evolution, and interactions among biological and ecological systems. This course focuses on developing the concepts through science practices at the molecular, cellular, organism, population, and ecosystem levels. Successful completion of the AP Biology course will enable students to

undertake, as first-year college students, upper level courses for which biology is a prerequisite or to fulfill a basic laboratory science course requirement. Additional lab periods and the AP Biology Exam are required.

AP Chemistry [grades 11-12]
Requires departmental approval, which is based on previous science and math grades, PSAT performance, and teacher recommendation.
AP Chemistry provides student with a college-level foundation to support future advance course work in chemistry. Students will cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics in atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, advanced stoichiometry, thermodynamics and equilibrium. Additional lab periods and the AP Chemistry Exam are required.

AP Environmental Science [grade 11-12] (ISDP)
Requires departmental approval, which is based on previous science and math grades, PSAT performance, and teacher recommendation. Concurrent enrollment in Biology is required for juniors.
This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Successful completion of the AP Environmental Science course will enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science. Additional lab periods and the AP Environmental Science exam are required.

AP Physics C — Mechanics [grades 11-12]
Requires departmental approval, which is based on previous science and math grades, PSAT performance, and teacher recommendation. Concurrent or prior enrollment in Calculus or Introduction to Calculus is required. Concurrent enrollment in Biology is advised for juniors.
AP Physics C-Mechanics is a college level, calculus-based course in classical mechanics that is designed to prepare students for the AP Physics exam in mechanics. The course objectives are to provide students with an in-depth understanding of Newtonian mechanics and to help them develop successful problem-solving strategies for real physical problems. Students will also develop the skills associated with experiment design, data collection, and various analysis techniques. The main topics in this course are motion, forces, kinetic and potential energy, rotation, angular momentum, equilibrium, gravitation and oscillations. Additional lab periods and the AP Physics C (mechanics only) exam are required.

LANGUAGES (ISDP)

Beginning in the seventh grade, Heathwood Hall students may begin a two-year foreign language study that provides one upper school credit. Students may select among Spanish, French, and Latin. Each class emphasizes grammar, vocabulary, speaking, reading comprehension, and writing skills. If a student receives a year-end grade of a D to a C- (65-72) in a first or second year course, he or she will be required to complete summer work and pass an end of review exam with a 73 or above before moving on to the next course level.

French II
Prerequisite: French I or IB
In the second level, there is an important emphasis on oral and aural skills. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics.

French III
Prerequisite: French II
In this intermediate course, there is a continuation of the emphasis on oral/aural skills. Students read more challenging pieces of writing, and write more extensively. A more thorough study of grammar allows them to develop more sophisticated levels of self-expression.

Pre-AP Honors French IV
Requires departmental approval; open to high-achieving 11th and 12th grade students with a genuine interest in the study of the French language and culture.
Through thematic readings, a study of French cinema, and more in-depth grammar, students are expected to verbalize their ideas and reactions to the readings and the films by participating in class discussion and by writing compositions. The experienced language learner will also be exposed to a variety of topics in French culture and current events, using them as a content guide to create discussions, debates and presentations. Students will practice and develop accuracy, clarity and precision in conveying their intended message.

AP French V
Requires departmental approval; open to students who satisfactorily complete Honors French IV.
The AP French Language and Culture course is intended for students who have successfully completed four years of French study and demonstrated the enthusiasm and aptitude necessary for a college-level course. These students have shown significant competence in the interpersonal, interpretive, and presentational modes of communication. This course will be structured around six themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. In each unit students will focus on a variety of sources, including but not limited to current events, literature, and film. The goal will be to refine communication skills as well as an understanding of the relationship between cultural practices and perspectives.

Latin II
Prerequisite: Latin I or Latin IB
This course builds on the foundation laid in Latin I. The students will continue acquiring a working vocabulary and will become proficient in more complex elements of sentence structure and syntax while learning the basics of paragraph and argument structures, rhetorical and poetic devices, and stylistic considerations.

Latin III
Prerequisite: Latin II
This course completes the students' course of grammar and vocabulary and moves them into reading unadapted ancient authors. The students will continue building conversational Latin skills. They will improve their ability to analyze rhetorical and poetic devices, to follow an

argument, and to critique the style of a text. They will also begin to use Latin texts as evidence of the culture that produced them.

Honors Latin IV
Requires C+ or better in Latin III
Although this is primarily a reading course, the use of conversational Latin will be continued. The students, in collaboration with their instructor, will choose suitable unadapted Latin texts to be read for enjoyment, discussed and critiqued in class, and used to draw conclusions about the authors' culture(s). The three overarching questions for this class will be: What does the text say? Why does the text express itself in the way that it does? What does the text tell us about the culture that produced it?

AP
Spanish I
This first year class is an introductory course that teaches the basics of the Spanish language. Students will learn to communicate in a variety of social settings using simple sentences, creating language by combining familiar vocabulary and grammar structures. They will listen to native speakers on DVD, and write and present simple skits from the material studied. By the end of the year, students should be able to sustain basic conversations, express personal preferences and observations, and respond to direct questions in the target language.

Spanish II
Prerequisite: Spanish I or IB
In this intermediate course, students continue to develop their reading, writing, oral and aural skills as they are exposed to more detailed, authentic texts and videos in the language. Emphasis is placed on interpretive activities that build interpersonal and presentational communication. A detailed study of the present, past and future tenses, as well as practice with command forms and object pronouns, provides students a strong grammar base on which to create more sophisticated language. Students conduct interviews and create commercials, stories and newscasts in this Level 2 class. By the end of the year, students should be able to offer a defense for personal opinions, interpret and respond to social situations in the language, and relate effectively to real-world situations using the target language.

Spanish III
Prerequisite: Spanish II
The third in a series of three required consecutive levels, Spanish III introduces more sophisticated sentence structures and verb tenses such as the four subjunctive tenses. The students are expected to engage in meaningful conversation with ease, to understand the essential points of a lecture, narrative, conversation or explanation. Students have ample opportunities to do presentations. Teacher approval is required at the end of this course to place into level IV as well as a minimum grade of 80% for the year.

Honors Spanish IV - Advanced Spanish Conversation
Prerequisite: Spanish III
Requires departmental approval; open to high-achieving juniors and seniors not interested in following the Pre-AP program.
At this level, the experienced language learner will be exposed to a variety of topics in Spanish literature and media, using them as a content guide to create discussions, debates and presentations. Students will practice and develop accuracy, clarity and precision in conveying their intended message. Level 4 speakers will improve their ability to narrate and describe in

the major time frames (past, present & future), as well as to maneuver through a variety of communicative tasks and situations.

Pre-AP Honors Spanish IV
Prerequisite: Spanish III
Requires departmental approval; open to high-achieving juniors and seniors interested in following the Pre-AP program .
Through literary and document based readings, more in-depth grammar, and extensive writing, students are asked to verbalize ideas, do comparative studies and discuss literary points. Listening comprehension is brought to a higher level with audio broadcastings, authentic films and student participation in class discussions. The course provides extensive practice in the following modes of communication: Interpersonal writing/ speaking; Presentational writing/speaking.

AP Spanish V
Requires departmental approval; open to students who satisfactorily complete Honors Spanish IV.
This course focuses on the preparation needed to successfully master the skills and material for the AP Spanish Language Examination in May. The development of skills in answering Document Based Questions and in recording such answers and presentations are essential to this course. There is an expectation of grammar mastery by the fifth level, and its application to correct writing of essays and short personal correspondence is also crucial. Listening comprehension is broadened by listening and understanding authentic broadcasts and tapings. This is a rigorous course that provides preparation for intermediate and advanced college placement in Spanish.

English Enrichment
English Enrichment is a course that is required of all non-native English speakers studying full-time in the United States for the first time and constitutes a student's foreign language class for the year. Class activities are designed to strengthen students' English skills in reading, writing, speaking and listening; guide and assist students in their exposure to both American life and school culture; to provide targeted work in English grammar, vocabulary, idiom; and to prepare students for their work with the TOEFL examination.

RELIGION

One credit is required to meet Heathwood's graduation requirement. All of the courses below are one semester in length, so students must take a minimum of two. Some of the classes, as indicated, may be counted as either a social studies or religion credit.

Multicultural Studies [grades 9-12] (one semester) (ISDP)
Multicultural Studies may be counted as a religion or social studies credit. The course is designed to provide students with an introduction to multicultural studies and some of the challenges and opportunities presented by an expanding global and more inter-connected society. Students will examine different cultures within the United States of America. They will explore various expressions for living to include, but not limited to, cultural identifiers such as social class, gender, ethnicity, and religion. Classroom activities will include discussions, small group dialogue, computer lab research, special projects and student presentations.

New Testament [grades 9-12] (one semester)
This course is an in-depth study of the Gospel of Mark and the historical context of the life of Jesus of Nazareth. Other readings from Holy Scripture and contemporary works serve to expose the students to how Hebrew Scripture and the Christian Testament influence 21st century life.

Old Testament [grades 9-12] (one semester)
This course focuses primarily on the Books of Genesis and Exodus and presents the major historical and literary themes of Hebrew Scripture. This course will provide students with an overview of the Law and the Prophets and an introduction to the shared history of Judaism, Christianity and Islam.

World Religions [grades 9-12] (one semester) (ISDP)
World Religions, a seminar-style course with an emphasis on writing, may be counted as a religion or social studies credit. Students will explore the primary ideas and practices of many different religions. The course requires extensive reading and a final paper or product.

ELECTIVES

Acting [grades 9-12] (one semester)
Acting is a course designed for serious theatre students seeking to explore and develop their acting skills. Students will focus on character creation and development, the actor's tools, and the actor's process. Projects will range from physical and vocal character explorations to monologue and scene study. The course will include a final monologue and scene Showcase. Acting students will also have the opportunity to participate in various productions and attend Drama Festivals throughout the year.

Art History [grades 9-12] (yearlong, meeting on alternate days) (VAC) (ISDP)
In Art History, students will explore the age-old question of what art is by studying the major artistic movements from pre-history through the modern era. Students will develop a discerning eye by comparing and contrasting works of art and architecture from around the globe. The course will allow students to bring art to life by test-driving various artistic media and taking field trips to art museums and auction houses.

Band [grades 9-12] (yearlong, meeting on alternate days)
In the upper school band class, instrumentalists continue to develop their music reading skills and knowledge of their individual instruments. An emphasis on overall musicianship is achieved through preparation for performances as a large ensemble and with smaller groups. In addition to two formal performances in the fall and spring, the Jazz Band, Pep Band and various chamber ensembles can be heard throughout the school year at a variety of events and chapel services. Band students also have the opportunity to audition for the South Carolina Region Band and All State ensembles, which are comprised of students representing both public and independent schools.

Ceramics [grades 9-12] (one semester) (VAC)
This course is a survey of methods and techniques used to manipulate clay into form. Slab, coil and other hand-building processes will be covered with an introduction to the potter's

wheel and basic throwing techniques. Sculptural and functional purposes will be examined as various glazing techniques are also explored.

Chorus [grades 9-12] (yearlong, meeting on alternate days)
This course is designed for the performance of musical selections utilizing the study of music theory, music history, and ear training. Students experience training in breathing techniques, posture, diction, intonation, balance and overall musical aspects of the voice. Seasonal concerts and community performances are required functions. Selected students may participate in solo and ensemble festivals, All State Chorus auditions, regional and national festivals. After-school or before-school rehearsals may be required.

Chorus: a capella [grades 9-12] (yearlong, meeting on alternate days)
Requires departmental approval
This course is for the advanced, a cappella singer. This choir has performed locally, nationally, and internationally in the past years. Students are expected to attend all performances and any extra after or before school rehearsals.

Drawing [grades 9-12] (one semester) (VAC)
This course is an introduction and study of drawing techniques and materials. Observational and Perspective Drawing will be learned while also practicing the fundamentals of 2-D design. Students will learn techniques for careful observation of 3-D objects and environments in order to render this observed information on a 2-D drawing surface. Students will learn and use drawing and design terminology and become familiar with important historical artists.

Environmental Art [grades 9-12] (one semester) (VAC)
Students utilize natural and other found materials to create two-dimensional and three-dimensional artworks displaying a conceptual awareness of materials and purposeful relationships with the environments surrounding the artworks. Students study a range of related art traditions, including Land Art, EcoArt, Public Art, Ephemeral Art, and Site-Specific Art.

Graphic Arts and Multimedia [grades 9-12] (one semester, or yearlong, meeting alternate days) (VAC)
This course covers the use of Gimp, painting programs, drawing, 3-D drawing, page layout, PowerPoint, comic book design and a web page design project. Students will use scanning, digital cameras, and the Internet to capture graphics, then import them into projects. Student projects will determine the grade for the course.

Introduction to Computer Programming [grades 9-12] (one semester)
This course will provide students with a solid background in standard computer logic, which will enhance problem-solving skills. It is designed to be a rewarding and fun learning experience for students who have no prior programming experience and also for those who have been exploring programming on their own. The curriculum centers around the CodeHS online course, which is a series of hands-on lab activities, so the majority of class time will be spent working independently on programming challenges.

Computer Programming II [grades 9-12] (one semester)
This course is for students who have successfully completed Introduction to Computer Programming and want to continue learning more advanced material. Students will complete

the entire CodeHS online course, along with classroom lessons and activities. While students learn to code, they will be developing problem-solving and logical thinking skills that will prepare them for the jobs of the future.

AP Computer Science [grades 11-12]
Requires departmental approval; open to high-achieving 11th and 12th grade students who have completed both Intro to Computer Programming and Computer Programming II (or who have demonstrated mastery in computer programming).
AP Computer Science is a college-level course that requires students to take the corresponding AP exam in May. Students will benefit from both classroom instruction and a subscription to an online course. Through the study of the Java programming language, students will learn the essentials of computer science. Topics include: data types, algorithm development, decisions and loops, arrays, structures and files, recursion, searches and sorts, data abstraction, and classes.

Music Fundamentals [grades 9-12]
Music Fundamentals is open to any student looking to further their understanding of and experience with various musical concepts and skills such as notation, rhythm, listening, harmony, history, terminology and many other aspects of overall musicianship. Beginning and expert musicians alike will benefit from dedicating time in their class schedule to learn and practice in a very hands-on, self-paced manner through the use of keyboards, percussion, voices, other instruments and technology. Music Fundamentals is designed to equip students with the prerequisite skills necessary to begin the AP Music Theory curriculum.

Painting [grades 9-12] (one semester) (VAC)
Prerequisite: Drawing
This course is an introduction and exploration of painting techniques and materials. Students become familiar with wet media through experimentation as well as the continued observational rendering practices of Drawing class. Students will learn the fundamentals of color usage while working with Acrylic and watercolor paints, mixed-media collage and basic printmaking techniques. Historical and contemporary artists will be examined through image-based lectures.

Photography [grades 9-12] (one semester) (VAC)
DSLR Camera and Laptop required
This is an introduction to Digital SLR camera operation and an exploration of photographic art making practices. Personal Laptop computers will be used for basic editing and storage, but the class will focus more on the use of the camera as a tool for personal artistic expression and visual communication. The history of photographic art making will be examined.

Public Speaking [grades 9-10] (one semester)
This class provides an overview of the essential skills necessary for effective oral communication as it examines the principles and practices of effective public speaking, argument, and debate. Contemporary and historical speeches serve as models for improving student skills. Students construct and present arguments in a debate format with an emphasis on developing critical thinking skills. Objectives of the class include building self-confidence, enhancing interpersonal relationships, resolving conflict, applying effective interviewing techniques, interacting with groups, dealing with stage fright, and speaking in front of a group. Students present an original oratory piece in lieu of a final exam.

Strength and Conditioning [grades 9-12] (one semester, or yearlong, meeting alternate days)
Strength and Conditioning is a training course focused on building all students from the ground up by using sound exercise physiology principles based on scientific knowledge and practical experiences. Each student will take part in initial screening and assessments to determine their current needs and a comprehensive plan will be developed based on the following criteria: moving efficient, moving strong and moving fast. Through designated periods of the course, student progress is evaluated based on the initial screenings and assessments in order to determine progress over time. The goal of the course is to allow students to become well-rounded independent individuals who understand the importance of proper training and nutrition in order to reach optimal levels of health and performance.

Studio Art [grades 11-12] (may be taken up to four semesters for a 1/2 credit each semester.) (VAC)
Prerequisite: three semesters of visual art and consent of instructor
This course is designed for highly motivated students who have acquired the foundation skills necessary to produce a self-directed body of artworks. Exploration and experimentation are encouraged in an effort to identify the student's artistic interests and goals. The student will develop and maintain a digital portfolio to track progress, which may also be used for college and scholarship applications during the student's senior year. Most class time will be used for independent work, but periodic group exercises, critiques, lectures and films will serve to broaden the student's art making experiences and exposure to the art and criticism of others. Final semester Seniors in Studio Art will also produce a cohesive and well-presented public solo exhibition during the final weeks of the semester. For their exhibits, Seniors will research solo Art Exhibitions, produce an Artist Statement, Exhibit Card/Invitation, and be responsible for Framing, Exhibit Layout/Design and Installation.

Study Hall [grades 9-11] (one or two semesters, or yearlong, meeting alternate days)
No academic credit is given for this faculty-supervised study period.

Theatre Arts [grades 9-12] (one semester)
Theatre Arts is an introductory course offering students an overview of the dramatic arts. Students will explore acting, directing, technical theatre, and play production. Theatre Arts students will receive first hand play production experience, making design and staging decisions for Heathwood plays. Students will also have opportunities to participate in various productions and attend Drama Festivals throughout the year.

Video Editing [grades 10-12] (one semester) (VAC)
This course will cover the making and editing of video projects, digital picture enhancement, sound editing and post production DVD creation. The grade for this class will be determined by student achievement in the completion of seven different projects.

Wilderness Exploration [grades 9-12] (one semester)
Students are introduced to skills and techniques related to modes of wilderness exploration including climbing, paddling, and camping. At the same time, students explore aspects of ecology and geology as they relate to natural environments conducive to wilderness activities. Field trips to backcountry areas are an integral part of the class.

Yearbook [grades 10-12] (one semester)
This course is designed to support the production and publication of the school yearbook. There is limited enrollment, and excellent English and artistic skills are needed for this class. Students have the opportunity to be creative while they use their writing skills and learn new techniques in layout and composition, photography and teamwork. The software and cameras used in this class are expressly digital, and all layouts are completed on the computer. Students work individually to produce their assigned pages, and deadlines are strictly followed. A combination of creativity, attention to detail, and hard work is needed to produce a great yearbook.

Yoga [grades 9-12] (one semester)
In this class, students will utilize yoga practices to become more physically, mentally, energetically, and emotionally fit. This class will present a wide variety of yogic techniques, with an emphasis on asana practice (yoga poses) designed to develop flexibility, improve stability, and increase muscular strength and endurance. Focus will be placed on correct physical alignment and safe practice. Yoga students will learn concepts of physical fitness, identify stress reduction techniques, gain an increased ability to concentrate, learn breathing techniques and develop relaxation methods.

APPENDIX A: INTERNATIONAL STUDIES DIPLOMA PROGRAM

In order to graduate with the special ISDP seal, a student must successfully complete all of the following requirements. All documentation must be submitted no later than May 1st of the student's graduation year.

1. **Coursework** – In addition to the internationally-focused classes that all Heathwood students take (World History, World History II—or AP World History or AP European History—and twelfth grade English), the ISDP student must take at least 3.5 additional credits in classes designated as ISDP. Examples are listed below:

   5th year language, a third language, AP Environmental Science, AP World History, Global Issues, Government and Economics, Multicultural Studies, AP Human Geography, World Religions.

   Level IV of a modern language (French or Spanish). An ISDP student may elect to study Latin through level III, but in such cases, the student must also take at least two years of a modern language (French or Spanish) (which will be applied towards the student's ISDP course credits).

   Important note: In order to remain in the program, students must maintain a minimum C (73) average in every ISDP class, including World History, World History II, and English 12.

2. **International Experience** – Each ISDP student must complete an international experience in order to receive the International Studies diploma. For each of the following options, the student must submit a reflection paper of no fewer than 300 words upon the completion of his or her experience. Options for this experience include winterim, summer exchange or study trips, a long-term foreign exchange with a home stay, or a long-term hosting of a foreign exchange student.

3. **Community Service** – An ISDP student must complete an additional five (5) hours of community service that requires direct engagement with an international culture. The service may take place locally or internationally. The ISDP community service experience must include first-hand encounters with individuals from other countries or cultures. The 5 hours are in addition to the 20 hours per year required by the school and may be earned at any time after the student commits to the pursuit of the International Studies Diploma. The *Upper School Community Service Certification of Completion* may be used to document the hours.

4. **Senior Exhibition** – An ISDP student must have an international element to his or her Senior Exhibition. This element must be approved by the Academic Dean.

5. **International Speakers/Activities** – Each ISDP student must attend at least two international/cultural events. The student must submit a reflection of at least 100 words for each of these events.

APPENDIX B: VISUAL ART CONCENTRATION

Interested students should contact Lisa Norman and Scotty Peek to discuss and construct their course schedules for the upcoming semester and years. Students may apply for admittance to the Art Concentration during 9th or 10th grade year. Students beginning their 11th grade year may be considered if previous coursework allows for the fulfillment of the Art Concentration requirements. Interested students will be interviewed by Art Faculty, including an examination of previous artworks to determine acceptance into the Art Concentration. In order to graduate with the VAC diploma distinction, a student must successfully complete all of the following requirements. All documentation must be submitted no later than May 1st of the student's graduation year.

1. **Coursework** – The VAC student must complete Drawing and take at least 3 additional directed classes designated as VAC (minimum of 2 credits). VAC courses (directed) include:

   Painting, Sculpture, Environmental Art, Ceramics, Photography, Graphic Arts, Video Editing, or other directed Special Topics Art Courses

   Studio Art (self-directed) in <u>both the Junior and Senior Year</u> (2 total credits of Studio Art)

   1 Art History course (1/2 credit)

2. **Studio Time** – Each VAC student must catalogue a minimum number of hours of studio time outside of class meetings – 120 hours per academic year for 10th, 11th, and 12th grade. A minimum of 60 hours must be worked on-campus per year. Up to 60 hours per year may be catalogued off-campus.

3. **Winterim Experience** – A VAC student must spend at least one Winterim serving as an apprentice to an artist working in a relevant medium.

4. **Senior Exhibition** – A VAC student must choose an art-themed topic for either the Research Paper (Option A) or the Product and Paper (Option B) of the Senior Exhibition requirement.

5. **Art Exhibit** – Each VAC student must produce an ambitious Art Exhibit during the Spring Semester of their Senior Year.