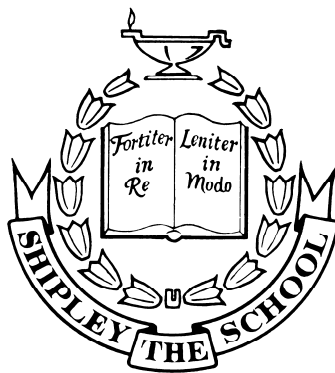


The Shipley School

2007-2008

Upper School Course Descriptions



Part I. Introduction: A Message to the Student

Choosing your course of study is among the most important decisions you will make in your high school career. This booklet is designed to help you by presenting graduation requirements, a curriculum overview, course descriptions by department and elective offerings for the coming academic year. The Course Description Booklet should help you effectively pick out your course selections for the coming year. Please read this booklet carefully and share it with your parents. As useful as this booklet may be, it represents only one source of information. Teachers, department heads, college counselors, class deans and I are available to answer questions and make suggestions. All eighth grade students and all students in grades nine through eleven who are new to Shipley will meet with an Upper School Administrator in individual conferences which parents are requested to attend. In these conferences, each student will choose courses for the next year and plan a course of study through to graduation. In courses where there is a prerequisite, we have highlighted that information. Remember that your course of study must meet all the graduation requirements and should challenge you while still allowing time for co-curricular activities. Parents of current eighth graders who have questions should call Chuck Amidon; parents of students in grades nine, ten, and eleven who have questions should call me.

Margaret van Steenwyk
Academic Dean

Part II. Graduation Requirements and Recommended courses of study

Sixteen high school units are required for graduation including:

Computer Science	1/2 unit (in addition to the Technology and Wellness Course)
English	4 units
Foreign Language	3 consecutive units of one language
*History	2 units (one of which must be United States history)
Mathematics	3 units (with Algebra II as the minimum)
*Science	2 units (one of which must be a life science and the other a physical science)

** Though two units of history and science are required, we do recommend that students take three of each.*

Health and Physical Activity are non-credit graduation requirements.

Forty hours of community service are required for graduation.

The expected student load in grades nine through twelve is **five** major courses.

Part III. Curriculum Overview (See the chart below)

The expected student load in grades nine through twelve is **five** major courses. Ninth graders also take required minors in art, music and technology. Many tenth graders take the required minor in computer literacy, but it may be deferred until junior or senior year. In all grades, there are physical education and health requirements.



	Grade 9	Grade 10	Grade 11	Grade 12
ART	Art Foundations	Studio Art I	Studio Art I Studio Art II	Studio Art I Studio Art II Studio Art III Photo/Digital III
COMPUTER	Technology & Wellness	Computer Literacy	Computer Literacy Java	Computer Literacy Java
ENGLISH	English 9	English 10	English 11 (American Studies)	English 12 Senior Electives
CLASSICAL LANGUAGE	Latin	Latin	Latin	Latin
MODERN LANGUAGE	French Spanish	French Spanish	French Spanish	French Spanish
HISTORY	World History I	World History II Modern European	United States Modern China & Japan History of Religion Russia & Contemporary Europe Modern Middle East (American Studies)	United States Modern China & Japan History of Religion Russia & Contemporary Europe Modern European Modern Middle East
INTERDISCIPLINARY	Theater Arts	Theater Arts Theater Arts Film	American Studies Humanities History of Art Philosophy *Economics *Global Studies Theater Arts Theater Arts Film	Humanities History of Art Philosophy Economics *Global Studies *Shakespeare Studies Theater Arts Theater Arts Film
MATHEMATICS	Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Advanced Math Topics Pre-Calculus Calculus AB Calculus BC Statistics
MUSIC	Music Topics	Music Theory I	Music Theory I Music Theory II	Music Theory I Music Theory II
PERFORMING GROUPS	Chorus Jazz Ensemble Concert Band String Ensemble Chamber Music Groups	Chorus Jazz Ensemble Concert Band String Ensemble Chamber Music Groups	Chorus Jazz Ensemble Concert Band String Ensemble Chamber Music Groups	Chorus Jazz Ensemble Concert Band String Ensemble Chamber Music Groups
P.E. & HEALTH	Team Sports or P.E. Technology & Wellness	Team Sports or P.E. Health	Team Sports or P.E. Health/College Counseling	Team Sports or P.E. Health/College Counseling
SCIENCE	Biological Systems	Chemistry	Biology Chemistry Physics Astronomy	Biology Chemistry Physics Astronomy

*Economics and Global Studies earn history credits

IV. Sample Plans: One of the questions asked each year is, “How does one get it all in?” It is a good question, and there are many different ways students can get in all the courses they desire to take as well as the requirements. In the pages which follow, you will find six sample course plans which reflect some of the diversity possible in course selection.

A) TRADITIONAL PLAN: Four years of the core courses.				
COURSE	9th	10th	11th	12th
ENGLISH	English 9	English 10	English 11 (or American Studies)	English 12
HISTORY	World History I	World History II	US History (or American Studies)	An elective choice
LATIN OR MODERN LANGUAGE	Level I or Level II	Level II or Level III	Level III or Level IV	Level IV or Level V
MATH	Alg I or Geometry	Geometry or Alg II	Alg II or Pre-calc	Advanced Math Topics, Calculus, Pre-calculus, or Statistics
SCIENCE	Biological Systems	Chemistry	Biology, Chemistry or Physics	Biology, Chemistry or Physics
ART	Art Foundations			
MUSIC	Music Topics			
COMPUTER	Technology and Wellness	Computer Literacy		
INTERDISCIPLINARY				

B. STUDIO ART AS A MAJOR COURSE OF STUDY: This student is able to work in three years of art and three years of science and history as well.				
COURSE	9th	10th	11th	12th
ENGLISH	English 9	English 10	English 11 (or American Studies)	English 12
HISTORY	World History I		US History or (American Studies)	An elective choice
LATIN OR MODERN LANGUAGE	Level I or Level II	Level II or Level III	Level III or Level IV	
MATH	Alg I or Geometry	Geometry or Alg II	Alg II or Pre-calc	Advanced Math Topics, Calculus, Pre-calculus, or Statistics
SCIENCE	Biological Systems	Chemistry		Biology, Physics, or Astronomy
ART	Art Foundations	Studio I	Studio II	Studio III Photo/Digital Design
MUSIC	Music Topics			
COMPUTER	Technology and Wellness	Computer Literacy		
INTERDISCIPLINARY				

C. COMPLETION OF LATIN FOUNDATION: Two languages in 9th grade only--then traditional plan with a modern language

COURSE	9th	10th	11th	12th
ENGLISH	9 th Grade English	10 th Grade English	11 th Grade English	12 th Grade English
HISTORY		World History II	US History	Elective
LATIN OR MODERN LANGUAGE	French Level IIIH Latin Level II H	French Level IIIH	French Level IVH	French Level VH
MATH	Alg I or Geometry	Geometry or Alg II	Alg II or Pre-calc	Advanced Math Topics, Calculus, Pre-calculus, or Statistics
SCIENCE	Biological Systems	Chemistry	Biology	Physics
ART	Art Foundations			
MUSIC	Music Topics			
COMPUTER	Technology and Wellness	Computer Literacy		
INTERDISCIPLINARY				

D. DOUBLE LANGUAGES AT HONORS LEVEL FOR 4 YEARS: This student is able to work in three years of science and history as well. Students who choose the double language route should be in honors level in both languages. These students often opt to supplement their curriculum through summer study as shown in this plan.

COURSE	9th	10th	11th	12th
ENGLISH	9 th	10 th	11 th	12 th
HISTORY		World History II	(history course over the summer)	US History
LATIN OR MODERN LANGUAGE	Latin Level II H French Level IIIH	Latin Level III H French Level IIIH	Latin Level IVH French Level IVH	Latin Level VH French Level VH
MATH	Alg I or Geometry	Geometry or Alg II	Alg II or Pre-calc	Advanced Math Topics, Calculus, Pre-calculus, or Statistics
SCIENCE	Biological Systems	(Chemistry over the summer)	Biology	
ART	Art Foundations			
MUSIC	Music Topics			
COMPUTER	Technology and Wellness	Computer Literacy		
INTERDISCIPLINARY				

E) AN INTERDISCIPLINARY BENT: This child has worked in four interdisciplinary studies (American Studies counts for two).

COURSE	9th	10 th	11 th	12th
ENGLISH	9th	10 th	(American Studies)	12th
HISTORY	World History I	World History II	(American Studies)	
LATIN OR MODERN LANGUAGE	Level II	Level III	Level IV	
MATH	Alg I or Geometry	Geometry or Alg II	Alg II or Pre-calc	Advanced Math Topics, Calculus, Pre-calculus, or Statistics
SCIENCE	Biological Systems	Chemistry	Biology, Chemistry, Physics, or Astronomy	Biology, Chemistry, Physics, or Astronomy
ART	Art Foundations			
MUSIC	Music Topics			
COMPUTER	Technology and Wellness	Computer Literacy		
INTERDISCIPLINARY			American Studies	Philosophy Economics

F. MUSIC THEORY FOR TWO YEARS: This student worked in Music Theory by dropping language after level three. Other options would be to take a year off of science and then history (or vice versa).

COURSE	9th	10 th	11 th	12th
ENGLISH	9th	10 th	English	12th
HISTORY	World History I	World History II	US History	Elective
LATIN OR MODERN LANGUAGE	Level II	Level III		
MATH	Alg I or Geometry	Geometry or Alg II	Alg II or Pre-calc	Advanced Math Topics, Calculus, Pre-calculus, or Statistics
SCIENCE	Biological Systems	Chemistry	Biology, Chemistry, Physics, or Astronomy	Biology, Chemistry, Physics, or Astronomy
ART	Art Foundations			
MUSIC	Music Topics		Theory I	Theory II
COMPUTER	Technology and Wellness	Computer Literacy		
INTERDISCIPLINARY				

Part V: Criteria for placement in Honors Level and Advanced Placement Courses

Students who are interested in taking an honors course for the coming year should speak with their parents, current teacher, and advisor. Those considering multiple honors courses should think carefully about the issue of balance. After discussions, interested students should proceed by signing up for the desired course or courses during the course selection process. The Academic Dean will inform students and families of the placement decision as soon as it is made (usually in late spring). Placement into an honors or AP course requires approval of the department head and is subject to final approval by the Academic Dean. The following factors are considered when placing students into honors level courses:

- student's grade average in the particular discipline in question (students who wish to move from a regular course into the honors level need to hold at least a B+ to be considered)
- successful completion of prerequisites (where applicable these are noted in the course description)
- student's desire to be in an honors level course
- prior performance in discipline
- student's record of responsibility with course work: a record of timely submission of work, and reliable class attendance
- student's motivation and interest in the discipline in question
- student's ability and willingness to learn independently
- a recommendation from the student's teacher in the discipline
- placement tests where applicable
- Note: all Advance Placement courses, by nature, are honors courses. The honors/AP label is used for courses such as French IV/V and Spanish IV/V where the honors students are combined with the AP students.

Part VI. Scheduling Matters

It is important to understand that signing up for a particular course does not guarantee you a space in it. Many factors enter into scheduling: approval for honors courses, class size for electives, and scheduling conflicts. If sign-ups should exceed allowable class size in electives such as Russia and Contemporary Europe, Economics, History of Religion, Modern China and Japan, Philosophy, Humanities, Shakespeare Studies, Globalization and Art History, first preference will be given to seniors. **Also, please note that elective courses may be cancelled due to low sign-ups.** In the case of scheduling conflicts, note that conflicts do not become apparent until the schedule is finalized. Thus, we will not be able to inform you of such conflicts until mid to late summer. In such cases, the Academic Dean or Scheduler will call you to inform you of options.

Part VII. Course Requirements

Please note that most courses will require both mid-year and final examinations, papers, or projects of all students. The English, Language, Science, Computer Science, and Interdisciplinary departments will require final exams (school made or AP), papers, and projects for all courses and all students. Additionally, a number of courses in other departments require a final test, paper, or project that is not subject to any exemptions. You will find these requirements listed in the course descriptions.

In the few cases where exemptions are offered, the following criteria will apply:

- ✓ Students may be exempt from an exam in an AP course assuming they have taken the AP exam and hold an average of **B** or better in the course.
- ✓ Seniors may be exempt from an exam in non-AP courses that offer exemptions if they hold an average of **B+** or better in that course.

Part VIII. Summer Study

When planning your schedule, remember that it is possible to take summer courses. Students who take double language for more than one year or students who take studio art often look to summer school as a way to take more history or science. There are many local schools which offer courses that will meet Shipley's requirements. **Note: all summer study for credit or advancement must be approved by the department head and the Academic Dean.**

Part IX: Extra Curriculars:

The academic courses are just one part of the Shipley experience. In addition to your course load, you should consider other ways to involve yourself in the Shipley community. There is a wide variety of activities available at present. As you consider what interests you, you want to also consider balance. Our recommendation is that you look at your academic load and then pick those activities that are most important to you. **We find that being dedicated to a few activities is better than being nominally involved in many. We also recommend that you start involving yourself in extracurricular activities as early as possible in your high school career.** Please consult the Extra Curricular guide (available in print and on our website) for more information about planning.

Part X. Course Descriptions

ACADEMIC SUPPORT

The Academic Support Program is an individualized tutorial program open to students who have specific learning needs or who need special assistance with the curriculum. There is a referral process for this program.

The Academic Support Program is designed to support the academic curriculum by:

- developing a study plan for each student based on: review of student's file, classroom observation and discussions with teachers, parents, and student
- teaching learning strategies according to each student's strengths and weaknesses
- monitoring each student's application of strategies and skills
- assisting students in time management and organization
- maintaining a list of professional tutors
- facilitating peer tutoring
- coordinating classroom accommodations (such as extended-time testing).

If you are unsure as to whether your child is a candidate for this program please contact the Academic Dean.

ART

The art program is one of visual awareness, providing the student with an opportunity for imaginative expression in a non-verbal medium. Students are exposed to both traditional and contemporary techniques and concepts from both western and non-western sources of imagery. On all levels, drawing is emphasized as a means of developing skill in observation. The organization of art elements is taught through design. Other processes explored in the courses are oil, acrylic and watercolor painting; charcoal, pen and ink, and pastel drawing; silk screen, linoleum, embossing and intaglio printing; soapstone and clay sculpture; photography; ceramics; jewelry; weaving and fabric painting; digital art and design.

Art is a required foundation course in ninth grade and may be elected as a major course in tenth, eleventh and twelfth grades. Weekly homework assignments are given, along with class reviews and critiques. In addition, various art activities are offered, the most popular being printmaking. Trips to museums in New York, Philadelphia and Washington are part of the program. The department sponsors trips to Italy to study art and art history. Professional art work is on exhibition in the school house lobby on a monthly basis, and from time to time visiting artists speak to students.

Art Foundations

In the ninth grade, students take art two periods a week for the full year. Elements of line, form, space, color and pattern are explored through two-dimensional projects such as contour line drawing, rendering, printmaking, tempera painting and photography. Usually subject matter is taken from direct observation. Students complete a design project that utilizes the concept of positive and negative space. Additionally, students complete an extended sculpture project in soapstone.

Studio Art I

The first year in Studio Art provides a foundation in two and three-dimensional media. The course covers drawing, design, digital art and design (utilizing Adobe Photoshop & InDesign), painting, sculpture and printmaking. Drawing receives special emphasis. The course emphasizes skill development, but also furthers the student's conceptual understanding of visual and artistic issues. Areas of focus are observational skills, composition, tonality, line, perspective, expression and color. Through regular group discussions (critiques), the students are urged to develop their powers of observing, analyzing and articulating the relevant issues in their work and in the work of others. Tenth, eleventh and twelfth graders are eligible for the course, which meets five periods a week. Weekly homework is assigned. Students will

take a mid-term and a final exam.

Studio Art I Honors

The content of the Studio Art I Honors course is the same as for the Studio Art I. However, the course will be more challenging and have greater expectations than the regular level. Thus more time will be required. In some cases, the honors student will be asked to produce more pieces than in the regular Studio Art I course. As well, the grading standards will be more rigorous. The honors course will emphasize more complex aspects of the various media explored. Weekly homework assignments will be given along with class work. Students will take a mid-term and a final exam. **To qualify for this level, the student must have an A- average by the end of the year in 9th grade Art Foundations.**

Studio Art II

The advanced art courses offer the student an opportunity to explore and develop specific interests. In the first part of the course, the students study drawing in depth and cover contour line, gesture, tonality, rendering and chiaroscuro. During the second part of the course, the focus is on color, design (2D & 3D), photography and computer aided design. In order to develop individual interests, students select a medium to work in for the remainder of the year. Students can explore painting (oil, watercolor, acrylic), sculpture (plaster, clay, stone), pottery (wheel throwing, hand building), printmaking (silkscreen, embossing, intaglio, wood cuts, linoleum cuts), photography, jewelry, illustration and digital art and design. Students are given specific assignments in each area of study. The course emphasizes independent thinking and creative problem solving. **Weekly homework assignments and frequent reviews and critiques will be given throughout the course, which meets five periods a week and is open to eleventh and twelfth grade students who have had Studio Art I. Students will take a mid-term and a final exam.**

Studio Art II Honors

Studio II Honors is for the committed and dedicated art student who has successfully completed level I of Studio Art. The course will be more challenging and have greater expectations than the level II. The subject matter will have a higher degree of difficulty; therefore, it will require more time to complete the projects. Students will be expected to produce more work, and the grading standards will be more rigorous than the Studio Art II course. The honors course will stress more complex aspects of the various media explored. Weekly homework assignments will be given along with the class work. In addition, there will be a mid-term and a final exam. This course is designed for the advanced student who plans to continue to the AP level.

Studio Art III Honors

This course prepares students for college level studio art. It varies from Drawing AP in that it does not require the student to take the AP Exam. In addition to the first semester of drawing, it still offers a full semester of exploration in a specific area of interest. Students can explore painting (oil, watercolor, acrylic), sculpture (plaster, clay, stone), pottery (wheel throwing, hand building), printmaking (silkscreen, embossing, intaglio, wood cuts, linoleum cuts), jewelry, drawing and illustration. Students are given specific assignments in each area of study. **The course emphasizes independent thinking, creative problem solving and risk taking. Studio Art I and II are prerequisites for this course.** Weekly homework assignments will be given along with the class work. In addition, there will be a mid-term and a final exam.

Studio Art III AP – (Drawing AP)

This course prepares students for the AP Drawing Art examination of the College Board. It varies from Studio Drawing Art Honors in that it requires a full semester of exploration in a specific area of interest and a dedicated commitment to art in order to produce the twenty-nine pieces required for the AP exam. Students can explore painting (oil, watercolor, acrylic), printmaking (silkscreen, embossing, intaglio, wood cuts, linoleum cuts) or drawing (pastels, charcoal, graphite, etc). Weekly homework assignments will be given along with the class work. In addition, there will be a mid-term and a final exam. **Students must have the approval of the Art department before entering this course and are required to complete the AP exam. Studio Art I and II are prerequisites for this course.**

Photography/ Digital Art III Honors

This course is open to seniors who have completed Studio Art I and II. The first half of the year is focused on photography, (emphasizing both the technical and aesthetic aspects of the medium) and 2-D drawing and design. Students will use a basic SLR Camera and learn the “wet” photo process from beginning to end. The second half of the year is dedicated to computer aided art and design. As with the photography, this part of the course will focus on both the technical skills and aesthetic strategies of the various applications. The primary programs students will use are Adobe InDesign, Adobe PhotoShop, and Adobe Illustrator. Weekly homework assignments will be given along with the class work. In addition, there will be a mid-term and a final exam.

Photography/Digital Art III AP- (2-D Design AP)

This course is open to seniors who have completed Studio Art I and II. The first half of the year is focused on photography (emphasizing both the technical and aesthetic aspects of the medium) and 2-D drawing and design. The students will use a basic SLR Camera and learn the “wet” photo process from beginning to end. They will use these prints as a foundation for the AP design Exam. The second half of the year is dedicated to digital art and design. As with the photography, this part of the course will focus on both the technical skills and aesthetic strategies of the various applications. The primary programs students use are Adobe InDesign, Adobe PhotoShop, and Adobe Illustrator. **Students must have the approval of the Art department before entering this course and are required to complete the AP exam.** Weekly homework assignments will be given along with the class work. In addition, there will be a mid-term and a final exam.

COMPUTER SCIENCE

The Computer Science program in the Upper School is designed to support meaningful learning with computer technologies. In a lab environment, students further develop their skills in using technology as a tool for accessing, processing, and publishing information. This is accomplished through hands-on computer activities supported by class discussions and additional resources.

The Technology and Wellness course is required for all ninth graders; the Computer Literacy course is required for graduation and is most often taken in tenth grade. Advanced Placement Computer Science in Java is offered for students interested in programming and develops a foundation for later computer studies.

Technology and Wellness

This course is a dual discipline course and meets once a week for a year. In the technology portion of the course, computer skills are assessed and developed as needed, including the operation of a computer system and accessing resources on the school network and the Internet. The course is project-based to allow students to work at their own level of experience. Students will further develop their skills with a spreadsheet, presentation software, database, and multimedia tools, with an emphasis on using these applications in their school work. The use of technology in accessing, evaluating, organizing, and documenting electronic resources for course assignments will be studied together with copyright, and acceptable use guidelines. Internet safety awareness unit include discussions and activities on privacy online, cyber relationships, intellectual property, and cyber harassment.

Computer Literacy

This course meets twice a week for a year and emphasizes the use of technology as a presentation and communication tool. Activities include online projects with other students and creating web sites for presentations. An introductory unit on programming covers the fundamental concepts of program design and structure. Additional topics include the history and development of technology; the impact of technology on society; and opportunities in technology-related fields. Students will create a presentation to demonstrate their understanding of each topic. An advanced section of this course is offered to students who have demonstrated, through previous work, above average computer skills.

AP Computer Science in Java

This course meets five times a week for a year and covers slightly more than the required syllabus of the Computer Science A, Advanced Placement examination. The course emphasizes programming methodologies with a focus on problem solving and algorithms. Topics include: data types, control structures, objects, methods, classes, arrays, and recursion. Lab-based programming assignments are completed in Java, an object-oriented programming language. Course work includes weekly lab projects, programming assignments, tests and quizzes. **Students who maintain a grade of B are eligible to take the Advanced Placement Examination. A grade of B+ or higher in Computer Literacy and the completion of Algebra III or Precalculus are prerequisites for this course.**

ENGLISH

The study of English in the Upper School is designed to enable students to read with confidence and enjoyment and to write with order and clarity. The aim of every reading selection is to give students an opportunity for the wider exploration of the human experience and the world of ideas. In every grade, the students read important literary works of the past and present. Each poem, play, novel or essay is studied for its value as an individual work of art and as an illustration of a literary form or movement.

In ninth and tenth grades, students review and practice grammar and correct usage in several formal units throughout the year. In grades eleven and twelve, correct writing on all papers is an expectation. As necessary, grammar is reviewed in grades 11 and 12. All students also study vocabulary. Exercises in close reading are important at all grade levels but are intensified in the upper grades. At the upper levels, the course of study anticipates college work in method and maturity of content. The reading selections are sophisticated and challenging; class discussion and writing assignments lead the students in new directions through thoughtful inquiry. Many honors students successfully complete the Advanced Placement examination in English Literature. Instruction in composition follows a cumulative scheme emphasizing, in succession, sentence patterns, paragraph development, the organization of a short essay and the longer analytical paper. Writing usually involves analysis of the text that is being studied, but the curriculum also affords time for the writing of original sketches, essays, stories and verse. Some study of film is included in grades 10 through 12 so that students learn to apply their analytical skills to a visual medium.

Ninth Grade English: Foundations of Western Literature

The ninth grade curriculum emphasizes the formal study of some of the archetypal elements of fiction through the use of a short story collection and works such as Catcher in the Rye, Lord of the Flies, The Odyssey, Macbeth, Greek myths, European fairy tales, and the Bible as literature. Poetry is studied both for enjoyment and appreciation and with attention to its technical aspects. Numerous vocabulary and grammar exercises are interspersed with constant writing practice. Students produce frequent short papers, including fiction, personal essays and analytical pieces. Alternative assignments such as oral presentations and visual projects are included as well.

Honors English is offered in Grades 10-12. The honors program calls for more independent work and sophisticated interpretive writing skills, whereas the regular program offers a more teacher-directed and supported approach to reading and writing. Each year the two levels study many of the same texts, though a few texts, as well as the pace and type of assignments and assessments will sometimes differ. Entry into the honors program depends on teachers' recommendations, grade averages, and departmental approval.

Tenth Grade English: World Literature

The literary centerpiece of the sophomore course this year will be Shakespeare's Othello, on which a major analytical assignment is based. In addition, students study a broad range of literature, including poetry and short stories from cultures around the world; plays such as Sophocles' Oedipus Rex and Fugard's Master Harold and the Boys, and longer works such as Hosseini's The Kite Runner and Allende's Eva Luna. Tenth grade also includes formal grammar and vocabulary study, frequent writing assignments, and projects and presentations.

Junior English: American Literature

The theme of the junior year is the American rebel hero. The eleventh grade curriculum is a non-chronological survey of American literature which explores both classic and contemporary texts, such as Hawthorne's The Scarlet Letter, Faulkner's Light in August, and Morrison's Sula; Thoreau's "Civil Disobedience" and Emerson's "Self-Reliance"; Poe's horror stories, Gilman's The Yellow Wallpaper, and contemporary short stories; and the poetry of Whitman, Dickinson, Ginsberg, and Plath, among others. Students write two major analytical papers as well as short personal essays, passage analyses, and timed in-class essays.

American Studies Honors (See the description listed on page 20.)

Senior English: British Literature:

Twelfth grade students begin the year with a brief unit in which they write personal and autobiographical essays which may be used for college applications. They then study a sampling of British literature, such as Swift's satire "A Modest Proposal," Shakespeare's Hamlet (on which a substantial paper is required), Bronte's Jane Eyre, and Conrad's Heart of Darkness. **We strongly recommend that students who wish to be considered for Honors English in their senior year should have been enrolled in Honors English in their sophomore or junior year so that they will have had sufficient practice in the specific analytical skills senior Honors requires.**

Senior Seminars:

In the second semester, seniors have the opportunity to participate in one of three senior seminars. These seminars are heterogeneous and are offered at one level only. Sample seminars are listed below; final offerings for 2006-2007 will be available in the spring of 2006.

Cultural Perspectives:

In this course, students will analyze how culture is defined through literature. They will explore the components of culture, including the attitudes, customs, values, beliefs, language, and institutions that distinguish one group of people from another. By comparing texts, the students will develop a critical understanding of cultural differences and similarities. Questions we will consider include the following: What is culture? How does culture define personal identity? How do authors use stereotyping as a tool to explore cultural assumptions? Fugard's Master Harold and the Boys, Joyce's Dubliners, Larsen's Passing, and Alexie's The Toughest Indian in the World are among the texts we read.

Archetypal Narratives: Myth and Legend

All cultures abound in stories in prose and verse that both reflect and shape the values of the culture. This senior seminar will examine myths and legends from the Western and non-Western traditions, such as the tale of Faust, European fairy tales, and the Arabian Nights tales. The class will look at modern versions of archetypal narratives, as well, such as Gardner's Grendel, which tells the story of Beowulf from the monster's viewpoint; Updike's The Centaur, a retelling of the Prometheus story; Jane Smiley's A Thousand Acres, a contemporary iteration of King Lear; or Goldman's The Princess Bride, a send-up of the fairy tale genre. The seminar will explore the ways in which films like Star Wars or The Matrix reinvent archetypal stories and heroes for contemporary audiences. Excerpts from interpreters of legend and myth like Bruno Bettelheim and Joseph Campbell will help students understand the genre in the context of culture.

Gender in Culture

The purpose of this seminar is to offer a balanced exploration of male and female ways of being in literature and culture. We examine the different voices of male and female storytellers, the kinds of problems male and female protagonists face, and the differing solutions to those problems. We discuss how society defines masculinity and femininity and how gender influences the way people construct their identities. Our texts include a range of genres from major novels such as Jane Austen's Pride and Prejudice or Ernest Hemingway's A Farewell to Arms to plays such as Henrik Ibsen's A Doll's House and Tony Kushner's Angels in America.

Comedy, Tragedy, and Satire

This seminar offers a look at the development of three major genres in the Western tradition from ancient Greece to the twentieth century. Selections from basic critical works such as Aristotle's Poetics, Bradley's Shakespearean Tragedy, and Meredith's "Essay on Comedy" give structure to the examination of both dramatic and narrative works such as, for tragedy, Euripides' Medea and Ibsen's Hedda Gabler; for comedy, Wilde's The Importance of Being Earnest and Wilder's film Some Like It Hot; for satire, Swift's "A Modest Proposal" and Orwell's Animal Farm. The course ends with a study of Kushner's Angels in America. Contemporary media (magazines, films, and television) provide examples of current treatment of traditional genres and help students to evaluate popular cultural artifacts like talk shows, sitcoms, and serial dramas with a critical eye. This course emphasizes the reading of plays, though some novels are included.

The Study of American Film

The film elective will follow two strands of inquiry in its exploration of American film: film language and cultural history. Focusing on a sequence of important works in American film, we will explore the historical, technological and aesthetic influences and how they merge. Some of the films we will be studying include The Graduate, Citizen Kane, Rear Window, It's a Wonderful Life, The Matrix, Double Indemnity and The Searchers. The text is Film: An Introduction by Phillips. Students will learn the language of film and how to write a critical analysis of a film as well articulating relevant cultural contexts for that analysis.

FOREIGN LANGUAGE

CLASSICAL LANGUAGE: LATIN

The Latin program is designed to provide students with the basic tools required to read classical texts in their original form. The approach is traditional, rigorous, and yet supportive of a broad range of linguistic abilities. Students are given a solid grounding in the basic forms and grammar in the belief that there is no better way to engender confidence in translating. In the more advanced classes, students are encouraged to apply their skills so as to be able to interpret texts for themselves, i.e., to think critically.

There are five levels of Latin offered in the Upper School, the fourth and fifth of which are Advanced Placement courses. Latin II and III are offered at both regular and honors levels. Latin IV and V carry the designation of Advanced Placement.

Latin II

The basic forms and grammar are completed via Volume III of the Oxford Latin Course. Emphasis continues to be on mastery of the inflected endings, as well as the development of a scientific approach to translation. Completion of either Latin I or Latin 8 is a prerequisite.

Latin II Honors

This course is open to two groups of students: 9th graders who have completed Latin 8 in the Middle School and have been recommended for honors by the Latin Department, or Upper School students who have completed Latin I with a B+ or better. The Oxford Latin Course Volume III is completed, and then there is an immersion in the prose of Julius Caesar.

Latin III

After an intensive formal review of all basic forms and grammar, this course focuses on the prose of Julius Caesar. "The Helvetian Campaign" in Book I of The Gallic Wars is read closely in order to develop confidence and fluidity in translation.

Latin III Honors

Mastery of Ciceronian prose style is the primary goal of this course. Two works by Cicero will be read, followed by an introduction to the poetry of Vergil. This course will prepare students to enter the Vergil Advanced Placement course the following year. Students in this accelerated sequence will have satisfied their language requirement upon completion of this course.

Latin IV AP

Selections from Vergil's Aeneid are read (as prescribed by the Advanced Placement syllabus) as well as the entire work in translation. Topics covered: meter (dactylic hexameter), rhetorical figures and literary devices, epic form, and historical and political overtones to the work as a whole.

Latin V AP

A selection of works by Horace and Catullus (as prescribed by the Advanced Placement syllabus) form the basis of this study of lyric poetry. Topics covered: lyric meters, Hellenistic influences, poetic genre and the birth of lyric poetry. The Cicero or Ovid component of the syllabus may be incorporated at the discretion of the instructor.

MODERN LANGUAGES

The basic goal of all modern languages is to teach students to understand and communicate intelligible ideas in a language other than their own. To this end, all courses are taught in the foreign language. Of equal importance is to develop an awareness of and appreciation for the daily life and cultural heritage of the people whose native language is being studied. Further goals include developing a life-long interest in the foreign languages and cultures of the world community and encouraging traveling and living abroad for application of foreign language skills. Most students who complete the four/five levels have acquired the necessary skills to communicate effectively with native speakers in real life situations and to place in advanced language courses at the university level. Through the study of grammatical structures in the target language, students can acquire a firmer grasp of the elements of English grammar and the grammar of other languages.

FRENCH

French courses are designed to help students acquire skills in the four areas of language learning: listening, speaking, reading and writing. Throughout the five level course sequence, ample time is devoted to learning more about the French-speaking world: France, Africa, the Caribbean, North America, Southeast Asia, and the South Pacific. Beginning in the first course, French is the language of the classroom. Attention is given to geography, history, social customs, art, music and literature, as well as to current events. A variety of resources is used, including audio and video tapes, overhead transparencies and the internet, to supplement the texts at each level. Additionally, the opportunity to see French language films and other programs is made available for the more advanced students. Foreign travel and study are encouraged for all students during their summer vacation. At the end of level one, the students are evaluated and placed into regular or honors-level classes according to ability and achievement. In honors sections more challenging material is presented and students are expected to maintain a superior level of achievement.

French I

The first year course introduces the student to the French language. Within a short time, the student can ask and answer simple, basic questions as well as read short sentences based on the lesson material. Active oral participation accompanies written exercises which serve to reinforce new vocabulary and grammatical structures. Cultural awareness, presented from the very beginning, introduces the student to a variety of topics dealing with life and customs in the French-speaking world.

French II

The second year course continues to develop and refine the student's language skills: speaking, reading, writing, and listening. Class time is spent primarily in oral activities with homework assignments designed to reinforce new material by means of written exercises. Activities which contribute to cultural awareness continue to be an integral part of this course. It is at this level that total immersion becomes the usual classroom experience. **French II Honors:** the pace is more accelerated and as a result students attain higher proficiency.

French III

The emphasis on basic grammar and written expression continues. All verb forms are reviewed and studied in depth. Expansion of vocabulary is also stressed through a variety of activities which include reading, writing, speaking and listening. Cultural topics include aspects of history and contemporary society in France and French-speaking countries. In the honors section, the students also read extracts of French literature and history, short stories and plays, while the regular section focuses on the daily culture of French-speaking countries. Although level three fulfills the foreign language requirement, many students choose to continue their language study to the advanced levels. **French III Honors:** the pace is more accelerated and as a result students attain higher proficiency.

French IV and V

These courses, usually taken in the junior and senior years, are offered as a two-year sequence. They provide further review and refinement of grammar and vocabulary development with emphasis on speaking, reading for comprehension, and interpretation of material in both oral reports and written essays. The regular course concentrates on readings from a multicultural text, current magazines, newspapers and short stories. Emphasis is also placed on conversation and on listening comprehension. The Advanced Placement course allows students to be prepared for the AP language examination. Reading selections include works of prose and poetry by French writers as well as articles from current magazines and newspapers. Speaking and writing skills are strengthened through conversation, discussion and essays that deal with the material. Students are encouraged to take the SAT II in French during the fourth or fifth year of study. The honors/AP level course includes reading from various sources: recommended works from the Advanced Placement in French literature reading list, various essays, and other material, including literature from around the world. The course also focuses on current events. The students who have completed the advanced levels of French demonstrate a level of proficiency high enough to function effectively in a foreign country. **Note:** all students in levels 4/5 honors and regular classes will be required to complete a final project which will count as their exam grade for the spring semester. **Required prerequisites:** III Honors is a prerequisite for IV Honors and IV Honors is a prerequisite for V Honors.

SPANISH

Spanish courses are designed to help students acquire skills in the four areas of language learning: listening, speaking, reading and writing. Throughout the five level course sequence, ample time is devoted to learning more about the Spanish-speaking world and the various cultures that world includes: Spain, Mexico, the Caribbean, Central and South America. Beginning in the first course, Spanish is the language of the classroom. Attention is given to geography, history, social customs, art, music and literature, as well as to current events. A variety of resources is used, including audio, video, overhead transparencies and the internet, to supplement the texts at each level. Additionally, the opportunity to see Spanish language films and other programs is made available for the more advanced students. Foreign travel and study are encouraged for all students during their summer vacation. At the end of level one, the students are evaluated and placed into regular or honors-level classes according to ability and achievement. In honors sections, more challenging material is presented at a more accelerated pace and students are expected to attain a higher level of proficiency.

Spanish I

The first year course introduces the student to the Spanish language. Within a short time, the student can ask and answer basic questions as well as read short sentences based on the lesson material. Active oral participation accompanies written exercises that serve to reinforce new vocabulary and grammatical structures. Cultural awareness is fostered from the beginning by introducing the student to a variety of topics dealing with life, customs, and geography of the Spanish-speaking world.

Spanish II

This course continues to strengthen the acquisition and refinement of the language skills: speaking, writing, reading and listening. Grammatical structure, with primary emphasis on verb forms, is stressed. Class time is spent on oral activities with homework assignments designed to reinforce new material. Activities which contribute to cultural awareness continue to be an integral part of the course. It is at this level that total immersion becomes the usual classroom experience. **Spanish II Honors:** the pace is more accelerated and as a result students attain higher proficiency.

Spanish III

The emphasis on basic grammar and written expression continues. All verb forms are reviewed and studied in depth. Expansion of vocabulary is also stressed through a variety of activities that include reading, writing, speaking, and listening. Cultural topics include aspects of history and contemporary society in Latin America and Spain. In the honors section, the students also read short literary selections by well-known Spanish and Latin American authors. Although level three fulfills the foreign language requirement, many students choose to continue their language study to the advanced levels. **Spanish III Honors:** the pace is more accelerated and as a result students attain higher proficiency.

Spanish IV and V

These courses, usually taken in the junior and senior years, are offered as a two-year sequence. They provide further review and refinement of grammar and vocabulary with emphasis on speaking, reading for comprehension and interpretation of material in both oral reports and written essays. The regular course concentrates on readings from a cultural text, current magazines, newspapers and short stories. Emphasis is also placed on conversation and listening comprehension. The Advanced Placement course allows students to be prepared for the AP language examination. Reading selections include works of prose and poetry by Spanish and Latin American writers as well as articles from current magazines and newspapers. Speaking and writing skills are strengthened through conversation, discussion and essays that deal with the material. Students are encouraged to take the SAT II in Spanish during the fourth or fifth year of study. The honors/AP level course includes reading from various sources: recommended works from the Advanced Placement in Spanish and Latin American literature reading list, various essays, and other material. The course also focuses on current events. The students who have completed the advanced levels of Spanish demonstrate a level of proficiency high enough to function effectively in a foreign country. **Note:** all students in levels 4/5 honors and regular classes will be required to complete a final project which will count as their exam grade for the semester. **Required prerequisites:** III Honors is a prerequisite for IV Honors and IV Honors is a prerequisite for V Honors.

HEALTH & COLLEGE COUNSELING SEMINARS

Health Seminar

The Health Seminar, an overview of current health issues, is a required, full-year course at each grade level. It is designed specifically for adolescent students who are not only reaching physical maturity but also assuming responsibility for many behavioral patterns that may have an affect on their health throughout their lives. The course intends to motivate the students to healthy behavior through the learning of health-enhancing skills. These skills will be developed through decision-making, problem-solving, planning and critical thinking. Topics include, but are not limited to, the concept of wellness, mental health, mental disorders, issues of race and gender, recognition of values, goal-setting, human sexuality, and relationships. In addition, the health seminars provide an opportunity for the students to talk candidly about issues that concern them. The ninth grade course, Technology and Wellness, focuses on stress management through the development of self-advocacy and study skills in the health portion of the class. The tenth grade course of study focuses on topics surrounding mental and social health. In the junior year, students study CPR /AED and First Aid during the first semester. The College Counseling Program is a required part of the curriculum in Grades 11 and 12, second and first semesters respectively. The second semester of the senior year involves the preparation and completion of a required service project.

College Counseling: Junior and Senior Seminars

The College Counseling Program at Shipley is designed to provide students with the research experience, decision-making skills, and adult support needed to make wise decisions about their futures. The emphasis of the program is on enabling students to understand their accomplishments and values; to clarify their goals; to search open-mindedly for options; and to present themselves effectively in the college admissions process, both in writing and in person. Through a series of individual and group meetings, students are

encouraged to explore many different options as they seek to determine their next step. The goal of the Shipley program is for each student to identify and apply to a range of schools or post-secondary programs that meet their needs and provide a good match for their talents and interests.

Senior Service Projects:

In the second semester of the senior year, students prepare to undertake their Senior Service Projects, a volunteer experience that links them with a variety of non-profit agencies throughout the Philadelphia region. During the semester, students consider where and how they will serve, prepare resumes, and practice for and participate in interviews, culminating in three weeks of service at the organization they have selected. In addition, the semester provides opportunities for seniors to discuss issues related to the transition to college.

HISTORY

The course of study in history is designed to give students a generous understanding of our civilization as well as others, thereby fostering an appreciation and respect for the many cultures of the world, past and present. An awareness of the challenges and problems of the day comes from the frequent discussions of current events in all courses and from a trip to Washington for U.S. History students to observe government in action and to meet Representatives, Senators and other members of the government. Comprehensive reading is integral to the course of study, and becomes more sophisticated and broader in range in the advanced courses. Correct writing is emphasized, encouraged and recognized at all levels. Written assignments in historical analysis demand independent judgment and an ability on the student's part to form and substantiate opinions. Independent work in primary sources, a feature of most courses, brings perception, maturity of judgment and a sense of personal expertise in the area of the student's choice.

The courses below are listed in alphabetical order. The history sequence begins in grade 9 with World History I. A typical sequence would be World History I, World History II or Modern European History, United States history and then an elective.

History of Religion

This course, open only to juniors and seniors, introduces students to the great variety of religions that have appeared over the ages by exploring their basic tenets and searching for common themes within the context of history. It is the premise of this course that anyone wishing to attain an understanding of mankind must learn about the religions of the world. The course is open-ended. It starts in prehistoric times, looking at animism in its various manifestations, and moves to the present day, looking at religions in flux, noting the breakup of today's major faiths into sects and denominations. The daily format of the course varies to include discussions of readings from primary and secondary sources, the viewing of appropriate films, individual student presentations based on research, and meetings throughout the year with adherents of the religion under study or with other professionals in the field. The class takes trips to places of religious interest to hear from specialists in the field. Texts: Eliade Essential Sacred Writings from Around the World; Monroe World Religions; Smart The World's Religions; Smith The World's Religions. Informed discussion of current events is a component of the class, so students subscribe to The Week newsmagazine.

Modern Chinese and Japanese History Honors

Each half of the course begins with a unit on geography, language, and social organization. Students must develop a new vocabulary and an Asian perspective to appreciate and analyze China's and Japan's histories and cultures. The study of both China and Japan begins with a point in their respective histories when fundamental changes are in progress: for China it is the decline of the imperial era and for Japan the unification of fiefdoms and the development of a national identity. Both halves of the course conclude with an effort to understand the modern culture of each nation as well as the ways in which each nation perceives the West through economic relations, political negotiation, and the media. This course concludes with a final paper for all students. This course is open to juniors and seniors. Summer reading: Salzman, *Iron and Silk*. Texts and works excerpted: DeBary, *Sources of Chinese Tradition*; DeBary and Tsunoda, *Sources of Japanese Tradition*; Ebrey, ed. *Chinese Civilization and Society*; Fairbank, *China: A New*

History; Ganley, *Japan: A Short History*; Leonard, ed. *Early Japan*; Minear, ed. *Through Japanese Eyes*; Schell, ed. *The China Reader*; Seybolt, *Through Chinese Eyes*. For the study of contemporary China and Japan, extensive use of articles from *TIME*, *New York Times*, *Wall Street Journal*, *Economist*, *Atlantic*. All students receive *The Week* magazine

Modern European History AP

An elective for students in grades ten through twelve, this course concentrates on the history of Europe from the Renaissance to the present, set in the context of the world as a whole. The course prepares students to take the AP examination in Modern European History, with special training in the techniques of answering document-based questions. Since more than half of the material is also covered in the course entitled World History II, students may take one course or the other but not both. Ninth graders who are seeking admission to Modern European History for their sophomore year must be enrolled in ninth grade Honors English. Texts: McKay, Hill and Butler, [A History of Western Society](#); Weber, [The Western Tradition](#); Palmer and Colton, [A History of the Modern World](#); Palmer, [Historical Atlas of the World](#). Informed discussion of current events is a component of the class, so students subscribe to [The Week](#) newsmagazine.

The Modern Middle East

This course, open only to juniors and seniors, will examine the explosive history of the modern Middle East, in order to develop a basic understanding of the political, spiritual and economic issues at large in the region, as well as an understanding of *all* points of view. Essential topics to cover would include: the creation of the state of Israel and subsequent conflicts, the Cold War, the geostrategic realities of oil, Western views of the Arab world and Arab views of the West, the rise and fall of the Shah of Iran, Pan-Arabism, Islamic fundamentalism and global terrorism. Possible texts: [A Concise History of the Middle East](#) by Arthur Goldschmidt Jr.; [Occidentalism](#) by Ian Baruma; [The Prize: The Epic Quest for Oil, Money and Power](#) by Daniel Yergin; [The Israel-Arab Reader: A Documentary History of the Middle East Conflict](#) by Walter Laqueur (Editor); [The Arabs](#) by David Lamb; [From Beirut to Jerusalem](#) by Thomas L. Friedman. The class will also read works by Arab and Israeli writers, and view films from the region, both fictive and documentary. And because the region is so much in the news on a daily basis, students would be expected to be able to discuss the latest developments as they occur. As appropriate, items will be assigned from such publications as *The New York Times*, *The Atlantic*, *The New Yorker*, and other major news periodicals.

Russia and Contemporary Europe Honors

This course, open only to juniors and seniors, follows two paths, some distance apart at the start of the year but steadily converging until current events and history meet. First, students read [The New York Times](#) daily, virtually all the articles on Russia and Europe. They discuss these stories and look for their origin as far back as that takes us. (Students are also encouraged to follow all the major news stories of the day whether relevant to this course or not.) Secondly, the class follows the course of history from 1945 to the present, glancing back at Marxist-Leninist theory and the two World Wars, and then concentrating on the Cold War, the economic, political and military integration of Europe (EU, NATO), the collapse of Communism and the multiple problems of the Balkans. Future studies close the course. Texts: Attali, [Millennium: Winners and Losers in the Coming World Order](#); Coleman, [The Decline and Fall of the Soviet Empire](#); Hitchcock [The Struggle for Europe: The History of the Continent since 1945](#); Kotkin [Armageddon Averted: The Soviet Collapse, 1970 - 2000](#); [The New York Times](#); and appropriate issues of [Current History](#).

Students who apply for this course are required to write an essay.

United States History

This course is a requirement for eleventh or twelfth grade students. It provides a chronological overview of the history of the United States from the earliest European settlement to the present day. Individual themes pursued through the year include constitutional development, diplomatic history, the economy, minority studies, the role of immigrants and the position of women. Frequent informal discussion of current events forms an integral part of the course. Additionally, there is a trip to Washington, D.C. to observe the

government in action, with interviews with Senators and Congressmen, members of their staffs, lobbyists and others. Text: Bailey, Kennedy and Cohen The American Pageant. Informed discussion of current events is a component of the class, so students subscribe to The Week newsmagazine.

United States History AP

This course follows the format of the U.S. History course described above. There are also weekly readings in primary source material. In addition, the course is an introductory-level college course, leading to the Advanced Placement examination. Students receive much practice for this examination, particularly in document-based questions. Additional texts: Hofstadter The American Political Tradition; Hofstadter, ed. Great Issues in American History; Faragher, et al. Out of Many (document sets). Informed discussion of current events is a component of the class, so students subscribe to The Week newsmagazine.

World History I

A ninth grade elective, this course covers a large part of the early history of the world's civilizations from the Neolithic era to the European Renaissance: Mesopotamia and Egypt; India, China and Japan; West Africa; the Americas; Classical Greece and Rome; Medieval Europe and the rise of Islam. The goal of the course is to provide both a traditional western and a global perspective of ancient and medieval history. In every unit students are introduced to political, economic and social components including the role of women, reform movements and the impact of religion on societies. Texts: Traditions and Encounters by Bentley and Zeigler. Informed discussion of current events is a component of the class, so students subscribe to The Week newsmagazine.

World History II

A tenth grade elective, this course takes the history of the modern world from the sixteenth century to the present through a study of major themes: forms of government (tribal, monarchy, constitutional democracy, fascism, communism); foreign relations (the balance of power, imperialism, international security organizations); economics and society (feudalism, capitalism, class structure, socialism); religious and intellectual development (the great religions of the world, the Scientific Revolution); political theory and practice (human rights, the political spectrum, Enlightenment thinkers); and cross-cultural interaction (trade and trade-routes, colonialism, slavery, conflict and exchange). The class examines these themes in different societies in Asia, Africa, the Americas and Europe, with an emphasis on the European impact on the world and the emerging interdependent global economy. Through essay writing, research projects, class participation and formal presentations students learn how to analyze and synthesize historical material. Discussion of current events also plays a prominent part in this course. Texts: Traditions and Encounters by Bentley and Zeigler. Informed discussion of current events is a component of the class, so students subscribe to The Week newsmagazine.

INTERDISCIPLINARY STUDIES

The Interdisciplinary Department considers the upper level student's growing ability to engage in more abstract and analytical thought. Each course in the department combines at least two disciplines in its examination of material. These elective classes challenge the student to pursue self-directed study, research and performance. Interdisciplinary students examine literary, artistic, musical, scientific, historical and dramatic works, their causes and their relationships to one another. Students will consider racial, cultural, and religious and gender influences. Interdisciplinary Studies encourages observation, critical thinking, individual judgment and evaluation.

AMERICAN STUDIES

American Studies Honors

American Studies is an honors course open to juniors only. The course fulfills both junior English and U.S. history requirements; it meets ten periods a week and counts for two credits. The emphasis in American

Studies is on the connections between history and literature, along with other connections to art, music, architecture and other aspects of culture that are less central to the content of the courses in U.S. history and American literature. The central question is “What is an American?” The use of primary source material is an essential aspect of the course; a wide variety of secondary texts is also used. American Studies seeks to create a college-level tone in a seminar setting; expectations for reading, writing and class participation are therefore high. Students who will thrive in this course are those who enjoy interdisciplinary study and are responsible, independent learners. **Note:** The course in American Studies is not designed to prepare students for Advanced Placement Tests in English or U.S. history. *Students who apply for this course are required to submit an essay.*

Art History AP

An elective for juniors and seniors, this course aims to acquaint students with the history of Western art from prehistoric times to the twentieth century and to provide them with the tools for a critical appreciation of the visual arts. While the focus is predominately on Western art, students will also study art of from non-European based civilizations, such as the art of Islam. Students will examine works of art as primary source documents in order to reveal the social, political, religious, and aesthetic values of a diverse range of cultures. Students learn to ground their opinions through close textual readings and visual analysis and to defend and substantiate their opinions in class discussion. The course is designed as an introductory-level college art history survey and students will be prepared to take the AP examination in May. The primary text is Marilyn Stokstad’s, *Art History*, and we consult Gardner’s *Art Through the Ages* and Sylvan Barnet’s, *A Short Guide to Writing about Art*. Trips are taken to the Frick Collection and the Metropolitan Museum of Art. *Students who apply for this course are required to submit an essay.*

Economics

This elective course explores selected macro- and microeconomics concepts in the real world. Students apply a variety of basic economic principles to unravel the forces behind stories and events in the local, national and global news. They trace the roots of corporate actions and government policies from concepts such as price levels and outputs, inflation and unemployment. Students study the role of stock and debt in funding economic growth, and how the system can go awry as in the case of Enron. Students analyze concepts such as supply and demand in the light of OPEC, and basic monetary principles within the role of the Federal Reserve System. Fiscal policy is investigated using the government’s budget, and foreign policy through NAFTA, the EU, the WTO and globalization in general. They also take a historical perspective, reviewing the role that economics played in the American Revolution, Civil War, World Wars and other historical events. They leave the course with an understanding of basic economic principles and the day-to-day way we experience these principles in action. Texts: Collinge and Ayers *Economics by Design: Survey and Issues*, and selected readings from *The Wall Street Journal*, *The New York Times*, and *The Economist*. *This course counts as a history credit.*

Global Studies Honors: The Cultural, Political and Economic Impacts of Globalization

This interdisciplinary course explores the forces that flatten the world: the technological, political, cultural, scientific, religious and economic influences that both shape and arise from globalization. Can we put the genie of globalization back into the bottle? Do we want to? How is globalization affecting our life in the United States? How do we as Americans view the globalizing world and how are we viewed by others outside our country? This course will investigate these and other questions as students examine the impact of globalization through the lens of current events, foreign policy and international relations, and the role of global organizations such as The World Bank, the IMF, the World Court, NGOs (non-governmental organizations) and civil society organizations. Students will learn basic domain concepts (e.g., macro-economics, technology, sustainability) and apply these concepts in modules including the evolving world market and policing of a global economy; global trends in poverty and wealth; the relationship between superpowers and debtor nations; global trends in health; the trade-offs between growth and environmental sustainability; the role of commodities in a globalizing world; the impact of technology, religion, and political ideologies and other topics. Projects will investigate the multi-faceted impact of a global health epidemic, the future of the oil market and the Shipley community’s experience of globalization using survey-based research exploration. Text material will be enriched with interactions with diplomatic and private sector players, articles, assignments in national and international newspapers, web quests,

interaction with students from other countries and web and survey-based exploration modules. **Students who apply for this course are required to submit a short essay. *This course counts as a history credit.***

Humanities

The course in Humanities is a full-year elective designed for the eleventh and twelve grades student and proposes the fundamentals of cultural literacy needed in higher education. The course considers readings from the Bible, mythology, fairy tales, Classical and Renaissance authors. Students then examine the work's themes as found in painting, sculpture, architecture and music. The last weeks of the class introduce the student to a serious and critical evaluation of film. Outside speakers and specialists from various disciplines often preside. Students also visit a church, a synagogue and a mosque for services and attend performances of opera, drama, and music. Students prepare short weekly research essays on topics related to but not covered in class. The student then presents the findings to the class. Papers may serve as final exams.

Philosophy Honors

Philosophy is an honors course that introduces the eleventh and twelfth grade student to the methods of selected philosophers and to the consideration of the philosopher's moral and ethical values. Readings follow historical chronology. Students prepare weekly papers that develop skills in the clear and orderly presentation of ideas. Each semester requires a major research work that the student then presents formally before the class and a faculty panel. The primary text is the college level The Mayfield Anthology of Western Philosophy. ***Students who apply for this course are required to submit an essay.***

Shakespeare Studies Honors

Shakespeare Studies is an honors course open to Seniors. The course emphasizes developing a complete understanding of Shakespeare's works in their full historical, socio-political, cultural and literary context *through actualization of the text in performance. The student will take Shakespeare from the page to the stage while examining its words, themes and characters* through the lens of English, Theater, History, Gender Studies, Anthropology, Religion and Psychology. The course will also focus on the different ways that Shakespeare has been interpreted, read and performed by different generations, and as such we will include secondary source material in the form of literary criticism, plays and movies. Evaluations will take the form of performances, papers, and quizzes. ***Students who apply for this course are required to submit a short essay.***

Theater Arts

Theater Arts is open to anyone in grades nine through twelve and meets twice a week. The course is graded pass/fail. Beyond scheduled class time, students devote additional time to their projects, especially in grades eleven and twelve. In grades nine and ten, students concentrate on diction, voice control, movement, demeanor and acting fundamentals; poems, one act plays and excerpts provide the texts. During production weeks for major presentations, ninth and tenth graders begin apprentice work in costume construction and stagecraft. In the spring, these students present short theater pieces to show their skills. Grades eleven and twelve continue with acting exercises. At this level, however, students develop skills begun in the apprentice stage, and they design and execute their own costume and staging projects. Eleventh and twelfth grade Theater Arts students are responsible for mounting all Lower, Middle and Upper School productions staged in the main theater.

Theater - Film

An overview of American classical film presented in historical sequence from the silent era to the 1950's. The course offers the student the opportunity to discover actors, directors and films from the first half of the past century from a literary, dramatic and artistic perspective. Since class time is insufficient for full length screenings, students will be assigned films to watch on their own for discussion in class.

Theater – Film II

Continues the first year in greater depth with a concentration on lesser known works of significant but often overlooked artistic merit.

Technical Theater

Technical theater is open to anyone in grades nine through twelve and meets twice a week. The course is graded pass/fail. Beyond scheduled class time; students will be expected to contribute to the technical production of all uses of the school's theatre and other performance spaces. There are both practical and theoretical aspects to the course. The practical skills include; safe tool use, construction techniques, maintenance and use of lighting fixtures and dimming equipment, operation of moveable battens, and the care and use of sound equipment. Theoretical topics include; lighting fixture design, selection of lighting fixtures in the development of a lighting plot, and sound amplification techniques. Projects will include the writing of cues to accompany the script for a show. The depth and sophistication of the topics will depend upon the experience of the students.

MATHEMATICS

The Shipley Mathematics Department has worked consciously to design a curriculum that meets the needs of students with a broad range of mathematical abilities and where curriculum revision and modification are an on-going process. The daily regimen of classwork and homework has been carefully designed to assist the students in their learning. This method of learning encourages independent thought and analysis on the part of the learner. Mathematical concepts are covered in many ways, including analytically, geometrically, and numerically. Emphasis is also placed on communicating mathematical ideas both verbally and in writing. In addition, the use of technology is a driving force in dynamically viewing mathematics. The curriculum reflects the appropriate use of technology to enhance a traditional scope and sequence.

Several levels of mathematics are offered to meet varying student abilities. Honors and AP level mathematics courses offer the most challenging treatment of the material, moving at a quick pace and covering concepts in rigorous detail. Honors and AP level mathematics courses are intended for students who can work independently, have a high level of academic maturity, and bring a strong sense of purpose to the classroom. Level A mathematics courses move at a moderate pace and strive to develop strong analytical skills as well as proficiency in problem solving. Level B mathematics courses move at a more deliberate pace and focus on developing basic mathematical skills. Students new to Shipley are required to take a mathematics placement test to help determine the most suitable course placement. *Students who wish to accelerate their progression in math by pursuing summer study must obtain approval from the math department.*

The courses listed below are in alphabetic order. The sequence of courses is Algebra I; Geometry, Algebra II, Pre-Calculus or Advanced Math Topics. Calculus and Statistics follow Pre-Calculus.

Advanced Mathematics Topics

In this course, students will study new and different algebra topics applicable in our rapidly changing data-driven, technologically rich society. The curriculum guides students through the processes of data analysis and helps students relate their findings to the mathematics that model the given situation. Interesting questions and hands-on investigations are used to motivate students' use and understanding of relevant concepts and algorithms. Topics playing an important role include graph theory, with particular highlights regarding routing and scheduling dilemmas, an investigation of the equity and the application of various voting schemes and decision making protocols, and a basic exploration of probability, statistics and data analysis. **Successful completion of Algebra II is a prerequisite for this course.**

Algebra I

This course begins with a review of fundamental arithmetic and algebraic concepts and techniques and quickly begins to explore these ideas in greater depth. Students solve challenging linear, fractional, and quadratic equations and inequalities and work with systems of equations. Functions are introduced, and the algebraic and graphical behavior of linear and quadratic functions is studied extensively. Development of

ability to read, analyze, and solve problems is stressed, and computational skills are reviewed and practiced. Algebra I is designed to prepare students for Geometry.

Algebra II A and Algebra II B

Topics covered include linear, rational, and polynomial functions, radicals and exponents, complex numbers, exponential and logarithmic functions, systems of equations and the analytical geometry of conic sections. Additional topics may include probability theory, matrix algebra, sequences and series. The graphing calculator is utilized throughout the course to provide students with a visual and numerical interpretation of the algebraic concepts. **Successful completion of Geometry is a prerequisite for this course.** Algebra II A is designed to prepare students for Precalculus, and Algebra II B is designed to prepare students for Advanced Mathematics Topics.

Algebra II Honors

Topics covered include linear, rational, polynomial, and trigonometric functions, radicals and exponents, complex numbers, exponential and logarithmic functions, and systems of equations. Additional topics include probability theory, matrix algebra, sequences and series, and linear programming. The graphing calculator is utilized throughout the course to provide students with a visual and numerical interpretation of the algebraic concepts. Students in the honors section of Algebra II are expected to solve more difficult problems and to work at a higher level of abstraction than the students in regular sections. **Successful completion of Geometry Honors and departmental approval are prerequisites for this course.** Algebra II Honors is designed to prepare students for Precalculus Honors.

AP Calculus AB

Calculus is the study of rates of change and accumulation. This course covers the standard sequence of differential and integral calculus of functions of a single variable. The focus is on understanding the practical meaning and widespread application of calculus, as well as being able to communicate mathematical ideas as expressed numerically, algebraically, and geometrically. The concepts of derivatives, integrals, limits, approximation, and applications are developed in a unifying way in order for calculus to be seen as a cohesive whole. The graphing calculator is used extensively to investigate and dynamically view mathematical topics in calculus. This course provides coverage of the AB Advanced Placement examination syllabus. **Successful completion of Precalculus or Precalculus Honors and departmental approval are prerequisites for this course.**

AP Calculus BC

This course is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The concepts of derivatives, integrals, limits, approximation, parametric and polar functions, improper integrals, logistic differential equations, polynomial approximations and series, and applications are developed in a unifying way in order for calculus to be seen as a cohesive whole. Technology is used regularly by both students and teacher to reinforce the relationships among the multiple representations of mathematical functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course provides coverage of the BC Advanced Placement examination syllabus. **Successful completion of Precalculus Honors and departmental approval are prerequisites for this course.**

AP Statistics

Advanced Placement Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links with actual events. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. The graphing calculator is utilized extensively throughout the course to provide students with a graphical and numerical interpretation of the statistical concepts. **Successful completion of Algebra II Honors or Precalculus and departmental approval are prerequisites for this course.**

Geometry A and Geometry B

The study of geometry teaches students to investigate mathematical patterns, make reasonable conjectures, and prove these conjectures using an axiomatic system. This course covers topics in plane Euclidean geometry, along with basic ideas of coordinate geometry. The course stresses both inductive and deductive logic, with proofs providing a formal grounding in logical reasoning. Explorations with straightedge and compass, patty paper, and the computer application *Geometer's Sketchpad* serve to stimulate student's investigative spirit. Algebra concepts are reinforced throughout the year, as they relate to the geometric topics. **Successful completion of Algebra I is a prerequisite for this course.** Geometry A is designed to prepare students for Algebra II A, and Geometry B is designed to prepare students for Algebra II B.

Geometry Honors

The study of geometry teaches students to investigate mathematical patterns, make reasonable conjectures, and prove these conjectures using an axiomatic system. This course covers topics in plane Euclidean geometry, along with basic ideas of coordinate geometry. The course stresses both inductive and deductive logic, with proofs providing a formal grounding in logical reasoning. Explorations with straightedge and compass, patty paper, and the computer application *Geometer's Sketchpad* serve to stimulate student's investigative spirit. Algebraic concepts are reinforced throughout the year, as they relate to the geometric topics. In the honors section, students are expected to solve more challenging problems and to construct more difficult proofs than they would in the regular sections. Topics in non-Euclidean geometry may also be covered. **Successful completion of Algebra I and department approval are prerequisites for this course.** Geometry Honors is designed to prepare students for Algebra II Honors.

Precalculus

The central theme of this course is functions as models of change. The course provides in-depth coverage of linear, exponential, logarithmic, trigonometric, polynomial and rational function families. The graphing calculator is utilized throughout the course to provide students with a visual and numerical interpretation of the algebraic concepts. **Successful completion of Algebra II A and departmental approval are prerequisites for this course.** Precalculus is designed to prepare students for AP Calculus AB and/or AP Statistics.

Precalculus Honors

Precalculus Honors provides an in-depth study of functions, including linear, polynomial, rational, exponential, and trigonometric. Regression analysis, probability, vectors, parametric equations, and polar equations also may be covered. The goal of the course is to develop an analytical, graphical, and numerical sense of how functions behave. The graphing calculator is utilized extensively throughout the course to provide students with a visual and numerical interpretation of the algebraic concepts. **Successful completion of Algebra II Honors and departmental approval are prerequisites for this course.** Precalculus Honors is designed to prepare students for AP Calculus AB, AP Calculus BC, and/or AP Statistics.

MUSIC

Active participation, increased literacy and informed listening are the focal points of the music program. In all areas of the program, students learn through individual performance and the use of voice or another instrument.

Course work in the Upper School begins with one of the required ninth grade music courses and can be continued as an elected major (Music Theory) in tenth, eleventh or twelfth grades. Students may also pursue musical study through participation in the chorus and/or instrumental ensembles. Additional performance opportunities are offered by the two a cappella singing groups, Madrigals and Madriguys, and by the jazz, string and, handbell ensembles and the concert band. Students can receive private instruction on an instrument or voice by enrolling in the Shipley Private Lesson program.

A variety of performances is presented annually by the department. They include all-school and holiday assemblies, winter and spring concerts, spring instrumental recitals and the annual musical. Student groups

also perform in the community, in such venues as the Constitution Center, local nursing homes, and at other schools in the area. In addition, guest musicians perform periodically for the students as part of the assembly program.

Music Topics

This course, which meets once a week for the entire ninth grade year, is taught as a series of units, during which students explore basic musical concepts in the context of world music. The music of several different cultures is studied, as well as the roots of American Jazz. Students also use Print Music software to compose an original children's song. A departmental music literacy test is given in lieu of an exam.

Advanced Music Topics

This weekly 9th grade course is designed both as a prerequisite for Music Theory and to supplement private instrumental instruction and music ensemble experience. An overview of Chapters I-IV from Benward's "Music in Theory and Practice- Volume I" is presented. Through a variety of methods, students develop an understanding of the vocabulary and fundamentals of music. **Admission to the course is granted through the successful completion of a department administered placement test.**

Music Theory I

This elective course seeks to give students an in-depth understanding of the structure and nature of music through individual and/or group work in harmony, rhythm, ear-training, sight-singing, composition, and melodic and harmonic analysis of Western musical forms. Additionally, students are expected to participate in one or more of the school's performing ensembles. The text used is Benward's Music in Theory and Practice. Supplementary material is drawn from Jones' Music Theory, Cole and Lewis' Melodia, Thompson's Music for Sight Singing, and Anne Carother Hall's Studying Rhythm. The course is open to students in grades ten through twelve.

Music Theory II Honors/ AP

This elective course serves as a continuation of the material covered in Music Theory I. Students work at an advanced level on musical skills. Special emphasis is put on composition, written and oral analysis, and preparation for the Advanced Placement Examination in music theory. Participation in this exam, however, is elective and at the discretion of each student in consultation with the teacher. Texts include Benward's Music in Theory and Practice Volume 2. **The course is open to juniors and seniors who have completed Music Theory I.**

PERFORMING GROUPS

These non-credit electives are open to instrumentalists in grades nine through twelve. The ensembles give students the opportunity to benefit from learning to play in a group setting, while developing individual musical skills on an instrument. Students perform a varied repertoire of music for departmental concerts and other school programs. The ensembles currently offered reflect student interest and include the jazz and string ensembles, upper school handbell choir and the concert band. NB: Admissions to the Jazz Ensemble is by audition only. Members of the Jazz Ensemble are expected to play in Concert Band.

Performing Groups: Upper School Chorus

This non-credit elective course is designed to provide the student with the experience of participating in the music-making process through involvement in a large mixed-voice ensemble. Rehearsals are held twice a week and concepts of vocal production and musical skills are introduced and applied. Repertoire that is accessible, appropriate and representative of a diverse range of styles is selected, rehearsed, and performed for the Shipley community in concerts and at major school functions throughout the year.

Performing Groups: Madrigals

This group is open, by audition only, to boys in Grades 9-12 who are interested in small-group, close harmony singing. This group meets three times a week, and special emphasis is placed on learning healthy vocal techniques and addressing problems of the changing voice. Additionally, members of the Madrigals

must also be members in good standing of the Upper School Chorus. A wide repertoire is explored including representative works from the popular field.

Performing Groups: Madrigals

For girls in Grades 9-12; admission to this performing group is by audition. Madrigals is a select group which sings in close harmony, and explores a repertoire encompassing a wide range of styles and cultures. The group meets three times a week. Additionally, members of the Madrigals must also be members in good standing of the Upper School Chorus. Much of the time is spent on developing vocal techniques and listening skills in order to maintain vocal health, improve intonation and foster solid ensemble singing.

Private Lesson Program

Private half hour music lessons are available by arrangement with our adjunct faculty of professional instrumental/voice teachers. Lessons are usually scheduled during study halls or after school. Students sign up for these lessons once the school year has begun.

SCIENCE

The goal of the Upper School science curriculum is to develop student knowledge of the major scientific disciplines and an appreciation for their interaction with each other. Two years of laboratory science are required for graduation. One must be in a life science and the other in a physical science. Life sciences include ninth-grade Biological Systems and, for juniors and seniors, Biology. The physical sciences are Physics and Chemistry. Courses are listed in alphabetical order. A typical sequence would be Biological Systems, Chemistry, Biology and then Physics. With the exception of Astronomy, all courses in the Science Department are laboratory courses. These are oriented towards discovery through a combination of experimentation/observation and class discussion.

Astronomy

Astronomy is an elective one-year course that will give a student a broad overview of the universe to include its evolution and the stars and planets of which it is composed. The course will emphasize the observational techniques that provide the basic data from which the characteristics of the universe are inferred. The historical perspective will also be covered to illustrate how our view of the universe has changed over the centuries with the introduction of new information provided by new technologies and the new information that those technologies provide. The course meets five periods per week. While there is no weekly laboratory, there will be four observation sessions held at Shipley in the evening. A major paper is prepared in the spring term in lieu of a final examination. The course is limited to fifteen juniors and seniors.

Biological Systems

This ninth grade course focuses on topics of modern biology and the theme of change. We will begin the year with a study of the chemistry of life. We will follow this with a detailed look at evolution, ecology and modern genetics. Later in the school year, we will continue the theme of change by looking at how living organisms (bacteria and viruses to animals) have adapted to their environments. The course emphasizes scientific processes through hands-on activities, projects and labs, including use of the computer and the microscope. A major goal of the course is to use materials that are appropriate for 9th grade students to develop the skill of thinking and communicating scientifically. An emphasis is made on cause and effect so that students will appreciate in some depth just why things happen in the biological world. The class meets six periods per week including lab.

Biology

The major focus of this course is molecular biology and requires prior exposure to chemistry. Topics include the chemical compounds of life, the processes of cellular respiration and photosynthesis, the phases of cellular reproduction through mitosis and meiosis, the steps of Mendelian and molecular genetics, and the methods of biotechnology. During the final quarter of the year, the class focuses on the structure and function of different organs and systems within the human body. Systems under investigation include

digestive, respiratory, circulatory, excretory, immune, and nervous systems. Laboratories and class projects provide hands-on approaches to practicing the scientific method. Formal lab reports allow students to sharpen their scientific writing skills. The class meets six periods per week. **Successful completion of Chemistry is a prerequisite for this course.**

Advanced Placement Biology

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. This class differs from other biology courses with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbook, test format, and lab activities done by AP students are equivalent of those done by college students. The curriculum is designed to encourage critical thinking and requires students to grasp common trends and ideas. The course meets seven times per week and student will be prepared to take the SAT II Molecular Biology Exam and AP Biology exam. **Successful completion of Chemistry Honors is a prerequisite for this course.**

Chemistry

This introduction to Chemistry is open to students in grades ten through twelve. The first semester is dedicated to the study of the fundamental concepts, including elements, molecular structure, chemical bonding and reactions. The second semester focuses more on the application of those topics as they relate to nutrition, energy sources, and environmental issues such as the pollution of air and water. This course emphasizes the learning of concepts, and includes some basic mathematical applications. The course includes cooperative learning, and investigation is encouraged through group discussions and many laboratory activities. The class meets six periods per week, including lab.

Chemistry Honors

This elective is open to students in grades ten through twelve and is based on the Prentice Hall Chemistry program. The course is a rigorous, mathematically-based study of the principles of chemistry. Lecture topics are supported by full-scale, small scale and virtual labs. Topics studied include matter, scientific measurement, atomic structure, the periodic table, chemical bonding and nomenclature, organic chemistry, the mole, chemical equations, ideal gas law, stoichiometry, solutions, kinetics and thermochemistry, equilibrium systems, and nuclear chemistry. The key elements of honors chemistry include student support through the Chemistry ASAP CD ROM, Internet inquiry, mathematical reasoning to promote critical-thinking skills, and ongoing student assessment. The course meets seven periods per week, and it is a good preparation for the SAT II Chemistry Test.

Chemistry AP

This advanced chemistry course provides a rigorous treatment of the principles that are covered in the AP Chemistry curriculum. A relatively mathematical approach is employed, especially in lab experiments and when studying highly quantitative topics such as solubility constants and equilibrium reactions. **It is expected that students will be strong in mathematics and will have had an introduction to chemistry by completing Honors Chemistry. Any exceptions must have the permission of the Department Head and Academic Dean.** Students taking this course will be prepared to take the AP Chemistry exam. The course meets seven periods per week.

Physics

Physics is the study of the physical environment around us, including motion, force, energy, sound, and light. This elective course aims to develop analytical reasoning skills while building a strong conceptual understanding of the physical world. Students will learn to analyze physical situations both qualitatively and quantitatively. Classroom demonstrations serve to illustrate many of the concepts, as well as challenge common misconceptions. A working knowledge of algebra and right triangle trigonometry is assumed. The class meets six periods per week, including lab. This course is open to students in grades eleven and twelve.

Physics-Honors

Honors Physics is a rapidly paced course that uses mathematics including algebra and trigonometry to study classical and modern physics. The course emphasizes analytical thinking in solving problems taken

from the physical world. This is reinforced with experiments in the laboratory and mathematical analysis of data from the experiments. The course treats mechanics, wave motion, sound, light, electricity, magnetism, and topics in atomic physics and quantum theory. **Students must have successfully completed Algebra II and Trigonometry prior to taking Honors Physics.** The class meets seven periods per week including two lab periods. Honors Physics is intended for the student with an interest in science or the student seeking additional challenge. Students who successfully complete the course will be in a good position to take either the SAT II or the Physics AP-B examination.

Physics-AP Mechanics

AP Physics is an intensive, college-level, elective course that teaches Newtonian Mechanics using calculus as the mathematical basis. The course emphasizes the solution of challenging problems in Newtonian Mechanics in both inertial and rotational frames of reference. **Students for whom this is not a second year physics course must be enrolled in calculus or have completed calculus and must have the permission of the Chairperson of the Science Department and the Academic Dean.** The class meets seven periods per week including two lab periods. AP Physics is intended for the student with a commitment to the study of science and the student likely to major in physical science in college. The successful student will be prepared for the Physics AP-C Mechanics examination following completion of the course.

PHYSICAL EDUCATION & ATHLETICS

In order to satisfy the yearly physical education/athletic requirements, **one** of the following plans must be followed:

1. Complete two competitive sports (any 2 seasons). Students are encouraged to take 3 sports per year.
2. Complete one competitive sport plus one semester (2 days per week) of physical education or one season of Independent Study.
3. Complete 2 semesters of physical education – 2 days per week all year.
4. Complete two seasons of Independent Study (except ninth graders who must participate in one team sport.)

SEASONS

Fall--August 20th (pre-season) to November 2nd

Winter—November 12th to February 22nd

Spring-- March 3rd to mid-May

* A reminder that sports and independent studies will operate on a trimester basis. However, P.E. will operate on a semester basis.

*Generally, our teams can accommodate all interested students. However, occasionally facility constraints necessitate a process of selection. Certain sports, such as basketball, tennis, squash, and volleyball have at times oversubscribed which required students to choose alternative offerings. Also, while offerings such as sports photojournalism, trainer, and manager are available for P.E. credit, an individualized fitness program is expected of the student.

NON-COMPETITIVE ATHLETICS AND PHYSICAL EDUCATION:

Student Athletic Trainers

Offered: Fall, winter, spring seasons

Time: After-school - 3:30-5:00 p.m. - Monday-Friday

The purpose of this course is to provide an alternative learning experience for Shipley students who need sports credit. Students are given classroom instruction on all aspects of athletic training/sports medicine

including: First Aid/CPR Certification, basic taping and splinting techniques, basic injury assessment, training room operations, medical documentation, and legal issues. Students participating in this program are required to assist the sports teams during all practices and assigned games, the specified number of which will be determined later. They are graded on attendance, participation, weekly in-services and basic sports medicine techniques.

Physical Education/Fitness

Offered: Semester 1 and 2

Time: Varied class periods during the course of the school day, meets two periods per week.

This course offers activities associated with lifelong fitness. Emphasis is placed on individual training and development of cardiovascular strength and flexibility.

Sports Photojournalism

Offered: Fall, winter, spring seasons

This course is limited to three students per session. It is designed to introduce students to sports photojournalism. Students will cover athletic contests using photographic equipment and write up game summaries for press releases. Each student is expected to include a personal fitness component to this offering.

CO-ED COMPETITIVE TEAM SPORT:

Golf

Offered: Spring season

Time: After-school- 3:30-5:30 Monday-Friday

Co-ed Golf is offered at White Manor Country Club. The club professional teaches techniques and strategy. Competition for varsity level home matches occurs at White Manor.

Swimming

Offered: Winter Season

Time: After-school- 3:30-5:30 on varied days plus some Saturday mornings (Cabrini College)

Practice sites and competition will vary with the availability of the pool. The sport helps students develop strong strokes and an understanding of the competitive swimming experience. The swim team competes in the Friends Schools League

BOYS' COMPETITIVE TEAM SPORTS:

Baseball

Offered: Spring Season

Time: After-school - 3:30-5:30 and scheduled games.

Level: Varsity and Junior Varsity

Throwing, fielding, batting, catching, base running and other baseball skills are taught throughout the season. Players also learn game offensive and defensive strategies. The baseball team competes in the Friends Schools League

Basketball

Offered: Winter Season

Time: After-school - 3:30-5:00 p.m. or 5:00-6:30 p.m. and scheduled games.

Level: Varsity, Junior Varsity and Third Team

The opportunity to learn and perfect skills, develop coordination and agility, and increase speed is the focus of this program. The basketball team competes in the Friends Schools League. .

Cross Country

Offered: Fall Season
Time: After-school - 3:30 - 5:30 p.m. and scheduled meets.
Level: Varsity

The main objectives of this program are to get athletes in top running and aerobic condition and to prepare them for interscholastic competition. A great deal of attention is given to running techniques, running strategy and overall fitness. The cross-country team competes in the Friends Schools League.

Crew

Offered: Spring Season/Fall Season also offered for returning rowers
Time: After-school - 3:00-5:30 p.m. on the Schuylkill River.
Level: Varsity plus other levels (i.e. novice)

The main objective of this program is to learn the basic technical aspects of the crew stroke (on and off the water). A strong sense of teamwork is emphasized. The crew team competes at the local, regional and national levels.

Lacrosse

Offered: Spring Season
Time: After-school - 3:30-5:30 p.m. and scheduled games.
Level: Varsity and Junior Varsity

This program places emphasis on proper techniques and overall physical and mental preparation for a very competitive schedule. The lacrosse team competes in the Northeast Lacrosse Scholastic Athletic Conference and the Friends Schools League.

Soccer

Offered: Fall Season
Time: After-school - 3:30-5:30 p.m. and scheduled games.
Level: Varsity, Junior Varsity and Third Team

The program involves a strong conditioning regimen, the enhancement of basic soccer skills, and the perfecting of more advanced skills and strategies. The soccer team competes in the Friends Schools League.

Squash

Offered: Winter Season
Time: After-school - 3:30-5:30 p.m. or 5:30-6:30 p.m. and scheduled matches.
Level: Varsity and Junior Varsity

Squash is a game of skill and endurance. It requires the mastery of specific skills and the development of overall body conditioning. Shipley is a member of the Middle Atlantic Squash Association and has matches with schools from the tri-state area.

Tennis

Offered: Spring Season
Time: After-school - 3:30-5:30 p.m. and scheduled matches.
Level: Varsity and Junior Varsity

Tennis, a true lifetime sport, supports a varsity and junior varsity team. Players need to have some intermediate knowledge and skill level prior to the start of the season. The development of tennis skills and team strategies plus the enhancement of the competitive edge are all goals for this program. The tennis team competes in the Friends Schools League.

GIRLS' COMPETITIVE TEAM SPORTS:

Basketball

Offered: Winter Season
Time: After-school - 3:30-5:00 or 5:00-6:30 and scheduled games.
Level: Varsity and Junior Varsity

The opportunity to learn and perfect skills, develop coordination and agility and increase speed is the focus of this program. The basketball team competes in the Friends Schools League.

Cross-Country

Offered: Fall Season
Time: After-school - 3:30-5:30 and scheduled meets.
Level: Varsity

The main objectives of this program are to get athletes in top running and aerobic condition and to prepare them for interscholastic competition. A great deal of attention is given to running techniques, running strategy and overall fitness. The cross country team competes in the Friends Schools League.

Crew

Offered: Spring Season
Time: After-school - 3:30-5:30 on the Schuylkill River.
Level: Varsity plus other levels (i.e. novice)

The main objective of this program is to learn the basic technical aspects of the crew stroke (on and off the water) and to develop strong sense of teamwork. Crew competes at the local, regional and national levels.

Field Hockey

Offered: Fall Season
Time: After-school - 3:30-5:30 p.m. and scheduled games.
Level: Varsity and Junior Varsity

Field Hockey requires skill and endurance. Athletes train in specific skills, game strategies and overall body conditioning. The field hockey team competes in the Friends Schools League.

Lacrosse

Offered: Spring Season
Time: After-school - 3:30-5:30 p.m. and scheduled games.
Level: Varsity and Junior Varsity

Lacrosse is a game of skill and technique. Emphasis is placed on developing strong basic skills and creative strategy. The development of overall body conditioning is also an important element. The lacrosse team competes in the Friends Schools League.

Soccer

Offered: Fall Season
Time: After-school - 3:30-5:30 p.m. and scheduled games.
Level: Varsity and Junior Varsity

The curriculum involves a strong conditioning program, the development of basic soccer skills, and the perfecting of more advanced skills and strategies. The soccer team competes in the Friends Schools League.

Softball

Offered: Spring Season
Time: After-school - 3:30-5:30 p.m. and scheduled games.
Level: Varsity and Junior Varsity

Throwing, fielding, batting, catching, base running and other skills are taught throughout the season. Players also learn game strategies and offensive and defensive strategies. The softball team competes in the Friends Schools League.

Squash

Offered: Winter Season
Time: After-school - 3:30-5:30 or 5:30-6:30 p.m. and scheduled matches.
Level: Varsity and Junior Varsity

Squash is a game of skill and endurance. It requires the mastery of specific skills and the development of overall body conditioning. Shipley is a member of the Middle Atlantic Squash Association and has matches with schools from the tri-state area.

Tennis

Offered: Fall Season
Time: After-school - 3:30-5:30 p.m. and scheduled matches.
Level: Varsity and Junior Varsity

Tennis, a true lifetime sport, supports a varsity and junior varsity team. Players need to have some intermediate knowledge and skill level prior to the start of the season. The development of tennis skills and team strategies plus the enhancement of the competitive edge are all goals for this program. The team competes in the Friends Schools League.

Volleyball

Offered: Winter Season
Time: After-school - 3:30-5:00 or 5:00-6:30 p.m. and scheduled matches.
Level: Varsity and Junior Varsity

Volleyball teams work specifically on the skills of passing, serving, spiking and blocking! Other areas that are stressed are overall conditioning, flexibility, team strategy and offensive and defensive plays. The team competes with a combination of Friends Schools and Inter-Ac Schools.

INDEPENDENT ATHLETIC PROGRAMS:

Offered: fall, winter, spring

Students already participating in athletic programs (that the school does not offer) outside of school may complete a petition for athletic credit for submission to the Director of Upper School Physical Education (Mr. Duncan) or Athletic Director (Mr. Serfass) to determine if their programs meet the requirements to receive credit. Petitions must be approved by the Independent Committee in advance of the school year. Petitions are valid for the current year only and must be re-certified for subsequent years. Appropriate forms are available from the Athletic Department. **Petitions for any of the three seasons are due by April 27th. NO petitions will be accepted after that date.** *(Students coming from another school to Shipley have until July 14th, 2007 to submit their petitions.)*

