



THE EPISCOPAL SCHOOL OF DALLAS
2015-16 COURSE CATALOG



THE EPISCOPAL SCHOOL OF DALLAS

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THE EPISCOPAL SCHOOL OF DALLAS

MISSION STATEMENT

The Episcopal School of Dallas prepares young men and women for lives of intellectual discovery, integrity, and purpose. The School develops the unique talent and potential in each student and embraces sound learning, discipline, and faith as essential elements of an educated conscience.

THE FOUNDING TENETS

The Founding Tenets of The Episcopal School of Dallas were created simultaneously with the original Mission Statement. These Tenets provide the structure that enables the faculty, staff, and students to work and study in a faith-centered environment.

DAILY WORSHIP

Nurturing a spiritual relationship with God through the use of the Book of Common Prayer within the context of a pluralistic and diverse student and faculty population.

COMMUNITY

Experiencing mutual trust, respect, and honor while preserving individual identity, uniqueness of thought and personality.

ETHICAL DECISION MAKING

Preparing students for actions which promote the common good through the study of religious and moral paradigms of history and contemporary thought.

SERVICE

Actualizing the advancement of the common good through acts of mercy and renewal here and within the larger community. Daily worship, experiences in community, and studies in ethical decision making prepare members of this community for service to others, the highest manifestation of God's presence in our lives.

STATEMENT OF EDUCATIONAL PHILOSOPHY

Students learn best through the active pursuit of knowledge and the relevant application of that knowledge. We believe this is best achieved in a community that fosters critical thinking, creativity, collaboration, personal responsibility, and intellectual risk-taking in a safe and open environment. ESD educators endeavor to guide students through inquiry-based, real-world learning experiences that yield enduring understanding and encourage students to become life-long learners in an ever-changing global society.

HALLMARKS OF AN ESD STUDENT AND GRADUATE

The Episcopal School of Dallas offers an array of transformative experiences that foster the pursuit of academic excellence within a strong, supportive community that recognizes the individual talents and develops the moral compass of each student towards confidence in self and appreciation and respect for others.

ACADEMIC EXCELLENCE AND RIGOR

ESD promotes enduring understanding through classroom experiences and real-world applications that involve students in the in-depth discovery and development of their talents, skills, and acquired knowledge.

STRONG SENSE OF COMMUNITY

ESD provides strong community-based support and shared goals that help students develop an understanding of and appreciation for the strengths and challenges of the broader community.

UNDERSTANDING OF SELF

ESD nurtures each student's individual talents and skills by providing opportunities for those individual traits to flourish and develop in numerous settings and myriad experiences.

FAITH-INFORMED FOUNDATION OF VALUES

Building upon our Episcopal identity, Founding Tenets, and Code of Conduct, ESD presents students with value-based decision-making and leadership opportunities that help each student develop a strong belief system, educated conscience, and a guiding moral compass.

LOWER SCHOOL | EARLY CHILDHOOD

BEGINNER - PRIMER

INTRODUCTION

At ESD, we believe that young children learn best by interacting and collaborating with others in hands-on investigation and problem solving tasks. Direct instruction along a variety of modalities and exploration of factual information build a storehouse of knowledge used by children to think deeply as they solve problems within an inquiry-based model. Targeted enduring understandings intentionally designed by educators underlie classroom play and work-tasks.

Early childhood teachers serve as guides for children as they encounter the multi-faceted world around them. These educators research, create and organize a classroom environment that maximizes discovery, collaboration and knowledge building. Teachers build a nurturing atmosphere in which children feel comfortable taking risks as they master new tasks and hypothesize about the world outside their window. Educators continuously document student behavior and achievements to best tailor instruction to individual needs.

All early childhood students attend daily chapel and participate in classroom discussions that relate to chapel themes. Spanish, music, physical education, and library enrichment is offered several times a week to extend and enhance the classroom experience.

Families of Pre-Kindergarten through Primer students receive progress reports providing formative feedback about intellectual and social and emotional growth, three times a year. Family conferences are scheduled twice during the year as a time for the teacher and parents to share information about the student.

EARLY CHILDHOOD CURRICULAR OVERVIEW

BEGINNERS

Beginners both learn to play and play to learn through purposefully designed activities that build social, emotional, motor, and cognitive abilities. Through hands-on activities and small group work, students enjoy a busy and productive day. Children draw, paint, listen to and tell stories, work with manipulative materials to understand basic mathematical concepts, make music, and explore the world around them. The use of manipulatives, puzzles, art supplies, and blocks throughout the day also builds the finger and hand strength Beginners need to develop their fine motor skills. Gross motor skills develop as the children acquire a sense of control over their bodies and understand their personal space. They enjoy outside free play where they build confidence and competence on the playground equipment.

The Beginner program introduces children to the routine and structure of a classroom environment. The students begin to learn how to interact with peers and adults by using language to express their feelings and needs. Additionally they become aware of their community, both in a class of ten and in the school at large. A typical day for a Beginner student includes chapel, an art project, individual or

small group exploration in a child-selected or teacher-selected centers, circle time, snack time, an enrichment class, and quiet listening time.

Beginners are our youngest readers and writers. Students memorize poems, sing songs, recite prayers, and learn the Pledge of Allegiance. They are introduced to rhyming words, play oral word games, and discover a variety of literary genres during story and library times. Paper and writing supplies are abundant so children can begin expressing themselves through drawing and writing.

The development of basic number sense is foundational to the mathematical tasks of Beginners. Beginner students are introduced to numerals through their work with the calendar and manipulatives. The students count by rote daily and explore one-to-one correspondence and number conservation.

PRE-KINDERGARTEN

Cognitive demands increase in the Pre-Kindergarten year and children build greater stamina to sustain attention and facilitate growth. Students begin to gain and retain knowledge from unit studies, solve social and academic problems, think creatively, express themselves clearly, and manipulate letters and numbers. Daily story time fosters a love and appreciation for literature as well as the ability to listen carefully. Early literacy activities allow teachers to meet the needs of all students through individual and small group instruction. Work with manipulative materials and the calendar helps to develop an understanding and recognition of numbers and counting.

Socially, Pre-Kindergarten students have many new opportunities for small- and large-group interactions as well as time for independent work and play. The Pre-Kindergarten day includes a daily individualized task, circle and calendar time, large-group teacher-directed activities, snack time, and center time. Pre-Kindergarten students continue to engage in teacher-prepared tasks to develop their fine motor skills.

Pre-Kindergarten students are immersed in literature during story time and begin to share opinions of what they have heard. Classes study one letter a week by learning the name and corresponding sound. Students participate in numerous multi-sensory approaches to literacy and learn to see the connection between oral and written language.

Pre-Kindergarten students are exposed to calendar terms, classification by attribute, sequencing, identification of numerals, awareness of patterns, distinction of shapes, rote counting, relationship of quantity to number, and the experiences of sorting, comparing, and contrasting.

The Pre-Kindergarten curriculum is driven by the theme of “The World Around Us.” Students explore, The World of My School Room, The Changing World Outside My Window in Fall, Winter, and Spring, The World of Long Ago, and The World of Outer Space.

KINDERGARTEN

Kindergarten is an important year for students to build a strong foundation in reading, writing, and mathematical concepts as well as to enhance their communication skills. Students take part in language activities throughout the day that extend their vocabulary and conceptual knowledge. Students are introduced to a wide variety of literature, including stories, poetry, and non-fiction

works. Differentiated reading activities allow teachers to meet the needs of both beginning and accelerated readers. Daily experiences in Writers' Workshop encourage students to express their ideas in written form, and to explore concepts about print and letter sound association.

The Kindergarten math program utilizes the Everyday Math program as well as teacher-created activities. The primary focal points are developing whole number concepts, using patterns, and sorting to explore numbers, data, and shapes. A favorite feature of the program is Friday Math Games. Parent volunteers monitor math centers as students experience both new and familiar math concepts in a small group setting.

In the Kindergarten year, children develop their listening, oral expression, phonemic awareness, and writing skills. Kindergarten students work on phonemic-awareness skills of syllabication, rhyming, and letter/sound manipulation. Students learn to decode written language using their letter/sound knowledge. Knowledge is strengthened through the use of invented spelling in journals and thematic-unit assignments. Kindergartners participate in guided reading groups, as well as independent, "Just Right" reading at each individual's level both at home and at school.

The Kindergarten year begins the use of Everyday Math program. Kindergarten math focuses on numeration skills as well as on number recognition, skip counting, and sequencing. Kindergarten students learn to create and recognize patterns and to explore the concepts of time and money. Children work with length, weight, graphs, and tally marks. Kindergarten students begin to learn addition and subtraction facts through the use of manipulatives and oral story problems.

The Kindergarten curriculum is driven by the theme of "Caring." Students work toward Caring for Our Family and Friends, Caring for Our Community, Caring for Our Culture, Caring for Ourselves, Caring for Our State, and Caring for Our World. At this level, students make connections between their lives and the integrated thematic units studied.

PRIMER

Primer is a transitional year between Kindergarten and first grade. Primer allows the opportunity for students to develop socially, emotionally, and academically. Children build the foundation that allows them to become fluent readers and strong communicators who use a variety of means to explore and represent their thinking and feelings. Curiosity and creative experimentation drive all learning.

Primer students engage in inquiry and project-based learning that draws on children's interests and schema. The expectation is that learning will deepen and skills will grow stronger through a process of research and discovery. The teacher considers herself a guide and collaborator with children and their families.

Primer allows children to thrive in a social environment that creates safety, healthy relationships, and a strong sense of community. Group meetings and conferences occur daily. Children work in small groups, and every student contributes to the care of each other and to the classroom. Families are welcomed as partners in their child's school experience.

Primer students are exposed daily to high-quality literature that enhances their phonetic skills, reading comprehension, vocabulary, fluency, and writing skills. Components of the workshop approach are used to teach a wide variety of reading and writing genres through whole group, small groups, and partnerships. Differentiation is essential to meeting the needs of all students. Children communicate through writing, acting out plays and skits, and working with computers and iPads. Children also present their projects and their work to adult and student audiences throughout the year.

Students explore mathematical concepts using a hands-on approach to learn a variety of problem-solving strategies. Primer students work on number sequences, patterns, skip counting, addition and subtraction, estimation, coin recognition and value, graphs, time, place value, measurement, and spatial awareness. Primer math incorporates Everyday Counts, Calendar Math, and Math Investigations. Children's involvement in mathematics and science support their abilities as creative problem solvers and critical thinkers.

Science and social studies units expose students to real-world situations through authentic experiences. Students take on the role of "researcher" by asking questions, making a plan, gathering information, analyzing data, and explaining their findings. Primer students participate in the Five E model that requires them to engage, explore, explain, elaborate, and evaluate non-fiction resources on a variety of topics. They then use these resources to complete a wide variety of projects. In addition, they have the opportunity to learn from community guest speakers as well as library and online sources. The Primer year culminates in a dramatic performance that demonstrates the social and academic growth the students have acquired throughout this unique educational opportunity.

MUSIC

The purpose of music in the early childhood classroom is to develop young people's innate love of singing, rhythm, and dance by giving them the joyful experience of sharing their talents with others. Each class has music twice a week with a music specialist. Singing, folk dancing, creative movement, pantomime, and playing rhythmic instruments are incorporated weekly. All students participate in the Christmas program, and the spring program showcases all students with songs, dances, dramatics, and rhythmic instruments. All students expand their musical repertoire by singing chapel songs daily.

ART

The art program aims to provide experiences that will enrich the creative life of children and sustain them with a lifelong interest in art. The art program teaches the aesthetics of visual art, the culture that surrounds the art, and the production of individual art pieces. Students explore a wide range of media in pursuit of creative expression while discovering the visual impact of each piece.

TECHNOLOGY

Early childhood students have opportunities to use age-appropriate software and iPads in the classroom in pursuit of curricular goals.

PHYSICAL EDUCATION

Physical education guides children into being physically active for a lifetime. Pre-Kindergarten, Kindergarten, and Primer students attend PE every day, while Beginner students attend twice a week. Physical activity and motor skills form the core of the program. The program also teaches and promotes management skills, lifetime personal wellness, responsibility, cooperation, self-discipline, teamwork, and inclusion of all students. Our youngest students benefit from a purposefully designed motor lab that facilitates both fine and gross motor muscle development, and integration of brain hemispheres.

SPANISH

Early childhood Spanish classes are exploratory in nature, designed for students to build their Spanish vocabulary. Vocabulary acquisition includes greetings, numbers, colors, animals, weather, family members, basic foods, body parts, and clothing. Students learn by exposure to the culture, the people, and the language.

LIBRARY

Library curriculum focuses on literature appreciation through a lively and relevant read-aloud program. Books chosen to reinforce the school's "Virtue of the Month" are shared with all students. Books are also chosen to integrate into all grade-level thematic units.

LOWER SCHOOL | ELEMENTARY

FIRST – FOURTH GRADE

EDUCATIONAL PHILOSOPHY

The elementary school provides a rigorous academic environment that also allows each child to develop his or her unique talents and abilities. The curriculum design is guided by the belief that active, hands-on experiences emphasizing the relationships among disciplines make learning most meaningful for young children. Learning experiences are organized to maintain continuity in learning, and to ensure that the treatment of concepts grows in depth and complexity as the student develops. As they progress through the Lower School, students build a strong foundation in reading, writing, speaking, and listening; develop an understanding of numerical patterns and relationships; explore the natural and physical world around them; and enhance their learning through the use of technology. We strive to design and implement a program that fosters intellectual curiosity, inspiring students to make connections, ask questions, think analytically and critically, and act with integrity.

LITERACY

Our literacy program is based on the knowledge that learning is a process of actively constructing meaning from experience. The Lower School implements a balanced, comprehensive literacy program consisting of Reader’s Workshop, Writer’s Workshop, and Language and Word Study.

READING

Our goal is to engage all students in the world of reading and informational literacy and cultivate a love of literature. Our reading curriculum is founded on the comprehension strategies of metacognition, visualization, asking questions, inferring, determining importance, and synthesizing. These strategies are scaffolded from Kindergarten through fourth grade, providing students with common language and a consistent, solid literacy foundation. Reading lessons are taught in a workshop setting, beginning with a whole-group mini-lesson, followed by independent application of the skill in students’ “just right” reading books. This individualized approach ensures that each child gets differentiated instruction and activities based on student levels and identified needs. Teachers utilize guided reading groups, literature circles, novel studies, and reader’s theater as part of instruction. Finally, readers use reader’s notebooks to house their reading lives: reading interests, comprehension strategies, favorite authors, genre information, and letters to teachers about their reading.

WRITING

Our goal is to engage all students in the practice of written communication in each subject areas so that their thoughts and ideas are clearly communicated and their voices heard. In Writer’s Workshop teachers use mentor texts in a mini-lesson to teach skills and explore writer’s craft. Students keep writer’s notebooks where they keep seed ideas, sketches, photos, lists, invitations, and other mementos to inspire their stories. Teachers utilize guided writing to write with and model their thinking for students. Through the writing process, our writers compose small moments, personal narratives, poetry, informational texts, expository paragraphs, and essays. Within each genre study, writers practice revision techniques as they focus on organization, voice, word choice, sentence

fluency, and conventions to clarify and enhance their writing. In the editing process, writers explore the mechanics (capitalization, punctuation, usage, and spelling) of writing. Finally, upon publication of each piece, writers reflect upon their whole writing process and then celebrate their accomplishments.

LANGUAGE AND WORD STUDY

Our Kindergarten through fourth grade classrooms use Words Their Way, a research-based developmental spelling and phonics program, to support their writing. Students are assessed to determine their developmental stage of spelling, and then individualized word lists are given for students to work with and study. Instead of emphasizing the memorization of words, students sort words to discover associations such as patterns, regularities, and conventions of the English language. Students move through the levels of the program based on their ability to apply their skills to daily writing.

LANGUAGE LAB

The Lower School Language Lab program is a specialized two-year program for second and third grade students identified with reading, spelling, and/or written language challenges. The Lab program utilizes the Take Flight curriculum, an empirically-based intervention program developed at Texas Scottish Rite Hospital for Children. This program addresses the essential components of effective reading instruction including phonemic awareness, phonics, fluency, and reading vocabulary. Spelling and cursive handwriting are also integral aspects of the Language Lab program. Lab, instructed by our specially trained certified academic language therapists, is offered as a daily, small group experience during a student's regular Language Arts time. A student must have a psycho-educational evaluation on file that indicates a learning difference or a functional limitation that warrants placement in Language Lab.

FIRST GRADE

Through group mini-lessons and differentiated small groups, first grade focuses on the many skills necessary to become great readers and writers. The curriculum emphasizes phonemic awareness, phonics, and grammar as well as key features of various types of texts. Fluency, comprehension, literary response, and story analysis are stressed during small reading groups at the children's developmental level. Children also independently read books at their identified reading level daily. During Writer's Workshop, students use the six steps of the writing process to compose descriptive, narrative, creative, informational, expository, and non-fiction writing pieces. First graders also compose journals, science logs, and social studies non-fiction works.

SECOND GRADE

In addition to following the school-wide reading curriculum, the second grade reading program also serves as the basis for language arts and much of the social studies program. Children's literature, as represented in short novels, biographies, and leveled readers, provides the text. Guided small-group reading, silent reading, and class novel studies provide the daily framework of instruction in fluency, comprehension, vocabulary, grammar, and critical thinking skills. Students compose pieces from many genres following the steps of the writing process. Writing topics reflect students' experiences in the language arts and social studies curriculum. Cursive handwriting is introduced mid-year.

THIRD GRADE

The third grade reading and writing curriculum continues to build on the skills gained in previous years. The program emphasizes the relationship between reading and writing using novels, leveled readers, and other children’s literature to teach strategies and skills. Guided reading groups and book clubs emphasize comprehension, literary analysis, critical thinking, and book responses. Through oral and written presentations, students learn to analyze their work and to form opinions of the style and content. Writing is an integral part of all classes, giving students the opportunity to compose many types of writing and to further refine their implementation of the writing process. Cursive practice continues throughout the year.

FOURTH GRADE

The fourth grade reading program is literature-based and emphasizes literary analysis, comprehension, story elements, and critical reading. Writing assignments and oral discussions based on class readings help to reinforce the reading and writing strategies practiced in previous years as well as facilitate more advanced skills. Sustained silent reading is practiced frequently in the classroom, and students keep reader’s notebooks to record reading responses. Students compose more complex essays as well as further develop their skills in writing various genres. Cursive continues into fourth grade.

MATHEMATICS

The elementary mathematics curriculum is a continuation of the adopted “Everyday Math” program. The spiral approach of this curriculum integrates concepts into other subject areas, expanding the range of mathematical experiences. Students explore all the mathematical strands — numeration and counting, operations and relations, exploring data, geometry, measures and reference frames, money, patterns, rules, and functions. The program emphasizes problem solving, critical thinking, algorithm development, and exploration through the use of manipulatives. Fact mastery is continually reinforced, particularly through online games.

FIRST GRADE

The first grade math curriculum emphasizes place value, telling time to within five minutes, money, geometry, fractions, and measurement. We teach first graders to look for and discover the rules and patterns of the number system as represented on a grid. They are expected to master addition and subtraction math facts for automatic recall and use.

SECOND GRADE

Through frequent hands-on activities and games, along with continuous review of key concepts, second graders develop strong problem-solving skills. During the year, students learn new algorithms for addition and subtraction; explore the concepts of geometry, linear measurement, fractions, time, money, and place value; and begin to work with multiplication and division concepts. Story problems and mental math are added components of each unit. Students continue to work on automatic recall of addition and subtraction facts.

THIRD GRADE

The third grade curriculum is a continuation of the K-2 spiral program that emphasizes math as a way of thinking. Students review and extend their skills in multi-digit addition and subtraction and beginning multiplication. They also explore two and three-dimensional shapes and begin computation with fractions and decimals. The program emphasizes critical thinking, algorithm development, and problem-solving skills.

FOURTH GRADE

The fourth grade program integrates mathematics with geography. The students travel around the globe using the *World Tour Guide Book* to gather information, answer questions, and explore data about the earth and the different countries. The work with collected data provides context for the development of more advanced numerical skills. The program reviews and expands the number operations already taught in the lower grades. Students learn to use two-digit multipliers and divide with two-digit divisors. They are also introduced to factoring skills. Throughout the year, the program focuses on the development of varied problem-solving strategies.

MATH CHALLENGES

Math Challenges is designed to meet the needs of first, second, third, and fourth grade students who need math enrichment. These students meet with a math specialist during math instructional times. Math Challenges instruction reflects the current classroom unit of study.

SOCIAL STUDIES

The elementary social studies curriculum is organized around the broad themes of interdependence and cultural change. Grade-level units center on key concepts that integrate ideas from the disciplines of social science as well as material from art, music, language arts, math, and science to help students make connections and see relationships. The skills and knowledge necessary to use maps and globes, read time lines, gather data from research materials, and present research findings in written and oral form are important components of each unit.

The Lower School program emphasizes the development of research skills, using the Super 3 and Big 6 research steps. Students work independently and in groups using multiple sources in order to seek answers to student-generated questions and report their discoveries.

FIRST GRADE

The first grade social studies units focus on the lives of Columbus, Martin Luther King, Jr., and Abraham Lincoln. Students further examine the similarities and differences of life during these time periods as well as life for their grandparents. The Super 3 research method is used for gathering facts about these leaders.

SECOND GRADE

Through a broad, interdisciplinary approach, second graders study the discovery and settlement of the New World. The first unit begins with the migration of early humans from Asia during the last Ice Age, the beginning of agriculture, and the first civilizations in the New World. Students are often introduced to social studies concepts through the use of relevant literature. A biography of Christopher Columbus serves as the basis for a unit on the Age of Exploration. Students gain insight

into the cultural and economic forces that shaped the events of this era and discuss the positive and negative results for both the Europeans and the Native Americans. An introduction to maps and globes is also included. The Jamestown colony and Plymouth expedition provide the focus for the next unit on English colonial expansion. A biography of George Washington introduces the unit on the American Revolution and the beginning of the United States. During the study of the life and times of Abraham Lincoln, students begin to understand some of the issues that led to the Civil War. Biographies of Lincoln, Harriet Tubman, and Martin Luther King, Jr. help students appreciate the racial struggles that have shaped our national life. Throughout the year, the program emphasizes the strong character, courage, and resourcefulness of America's leaders.

THIRD GRADE

How do people work together to solve problems? Through units that integrate concepts from literature, language arts, science, music, and art, third graders learn how different groups of people in different times faced issues and sought solutions to address their collective needs. Throughout their studies students have the continuing opportunity to enjoy literature that brings to life the people of an earlier time. Stories such as *Pioneers Go West*, *The Diary of Hattie Campbell*, *Sarah Plain and Tall*, and *Mr. Tuckett* help students appreciate those who took the risk of new ideas and opened new opportunities for many. These stories also help students understand the issues people face today and the ways Americans must continue to work together to solve the nation's current problems. The study of American tall tales and regional songs enhances the unit on the geographical and cultural regions of the United States. Students present a musical performance in the spring featuring the history of song and dance in America.

FOURTH GRADE

Fourth grade focuses on Texas history and the ethnic diversity in Texas, the richness of its culture, the economic energy of its people, and the variety of geographical settings. The story of Texas begins in pre-Columbian times, and in the culture of the Native Americans who lived in the area before the first Europeans. The history then becomes the story of successive waves of immigrants from the sixteenth century through modern times and the enduring marks each left on the character of the state. Students study the accomplishments of these people and the cultural traditions and dynamic energy that have formed the state and shaped its landscape. Through class discussions, activities, and creative and expository writing assignments, students begin to appreciate the roles key individuals and groups played in the development of the state. As Texas became home to diverse groups of people, its culture reflected a mixture of influences from Spain, Mexico, France, and other European nations. Students will compare the many cultural and economic contributions these populations and ethnic groups brought to Texas. Through group and independent projects throughout the year, students learn to locate information from a variety of printed and online resources, take notes, paraphrase, and present information clearly and logically.

SCIENCE

The elementary science program offers students opportunities to experience science individually and in cooperative groups. Hands-on activities that allow children to observe, describe, and organize data about the world around them form the core of the curriculum. Each year, students are exposed to content in the life, physical, and earth strands that complement their studies in other areas. A

sequenced introduction of science concepts and thinking processes moves students toward an understanding of the scientific method. The FOSS system is the base of many elementary science units. FOSS supplies students with developmentally appropriate activities that reflect five themes: pattern, structure, interaction, change, and system. Second and third grade science units and activities are integrated with social studies, language arts, and math. In fourth grade, science is a separate class, taught by grade-level teachers. At all levels, learning science by doing science is emphasized.

FIRST GRADE

First grade science includes observation, classification, measurement, recording, and prediction. The students begin the year studying the earth's landforms and natural resources. A butterfly unit follows as students raise monarch butterflies from larvae to adults. During the monarch study, geography is taught by observing the incredible migration of monarchs. In the spring, students are involved in an in-depth study of ponds and prairies with emphasis on topography, vegetation, conservation, pond life, water cycle, and frogs and toads. Also included is a study of owls and other birds of prey. The unit includes a daytrip to our Wolf Run campus where students participate in nature walks, scavenger hunts, and other prairie activities.

SECOND GRADE

In second grade, science students explore the interdependence of all life on earth by extending their skills of observation, classification, measurement, recording, and predicting. Many science lessons are designed to complement social studies units. The year begins with a study of the Ice Age and the creation of a mural based on the Lascaux cave paintings. Students are introduced to the work of archaeologists by observing and classifying ancient artifacts. Along with the study of early explorers, students are introduced to the properties of water and the importance of the earth's water cycle. The principles of flotation, displacement, and buoyancy are explained in simple terms. A highlight of the second semester is the study of trees and forests. Basic requirements of all living things, photosynthesis, food chains, and interdependency are key concepts of this unit. The production of the second grade musical brings the multidisciplinary study to an exciting conclusion. A short unit on weather is also a part of the study of earth science. In physical science, students explore the states and properties of matter. During the study of atoms, molecules, and particles, students are introduced to the Periodic Table of Elements and build simple molecule models.

THIRD GRADE

In third grade, students explore life science through the study of nutrition and digestion. In their unit on earth science, students study changes in the earth's crust due to erosion, weathering, volcanic activity, and earthquakes. They also explore the water cycle and rock cycle, extending their skills of observation and classification as they identify a variety of rocks and minerals. Simple machines are the focus of study in a unit on physical science. Hands-on experiences allow students to construct simple machines and explore the concepts of motion and force. In every unit, students work in cooperative groups to gather, record, and interpret data; make predictions; test hypotheses; and present their findings.

FOURTH GRADE

The fourth grade science curriculum is an exploratory program that develops and fosters high-level thinking skills. It is designed to promote and sustain the students' natural curiosity and develop, both in the classroom and the laboratory, the ability to explore, discover, and investigate some of the fundamental truths of science. Activities feature hands-on experiences that encourage autonomous thinking. The year begins with an exciting study of inventors and inventions. Students then explore static electricity, permanent magnetism, simple electricity circuitry, and electromagnetism. The next unit focuses on the human body. Students are introduced to the basic structural systems of the body and the ways these systems work together to provide movement. The study of life science continues with a unit on the sense organs, the brain, and an in-depth unit on the eye. The dissection of a cow's eye provides an opportunity to compare the human eye with that of an animal.

RELIGION

All students attend daily chapel. During this time, students learn about important virtues and watch Bible stories come to life.

FOURTH GRADE

The chaplain teaches a 30-minute religion class, one time per week for each fourth grade homeroom. The goal of the course is to familiarize students with the books of both the Old and New Testaments of the Bible. Students hear different stories and learn how to find passages in the Bible by given chapter and verse.

TECHNOLOGY

The goal of the Lower School computer instruction is to help students develop the necessary technology skills to be effective and productive in an increasingly digital world. It is guided by the six strands of the ISTE National Educational Technology Standards:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem-Solving, and Decision-Making
- Digital Citizenship
- Technology Operations and Concepts

FIRST GRADE

Students begin by analyzing the parts of the computer and the ways they interact and are introduced to beginning word processing and graphics programs in first grade. These programs are used to create projects related to curricular classroom study in math, science/social studies, and the annual global study. Students explore a variety of devices as they communicate original ideas using digital tools. The goal of technology use is to ignite curiosity in exploration and the desire to become life-long learners.

SECOND GRADE

Second graders engage in learning activities through digital storytelling and inquiry based research using Super 3 techniques applied to integrated classroom curricular topics in math, science, social studies, and global studies. Students learn to format text and use clipart and images while creating documents in word processing, publishing, and presentation software programs. They produce multimedia projects on a variety of platforms and devices.

Students learn secure login procedures and ways to access networked files and are introduced to proper keyboarding skills. Second grade students gain confidence as they employ technology skills in new and creative ways.

THIRD GRADE

Students learn proper techniques for touch-typing with an emphasis on correct posture, hand position, and home row keys. Student improvement is tracked based upon words per minute and accuracy. In the classroom, students use NEO portable keyboards to type stories and do journaling and brainstorming that are imported to the computer in order to edit, save, and print.

After examining online safety procedures, students engage in web-based research on various topics using the Big 6 research model to produce documents and multimedia and live presentations on integrated classroom curricular topics in math, science, social studies, and relevant global topics. Students develop presentation skills by using the SMART Board interactive whiteboard and iPads. Third grade students demonstrate effective problem solving strategies through hands-on application of technology devices.

FOURTH GRADE

By fourth grade, students have developed an efficient technology repertoire. They are expected to master touch-typing proficiency at a minimum level of 20 words per minute with 90 percent accuracy. They use the Internet for research related to classroom topics, employing the Big 6 research model. Information literacy is explored, and students learn to critically analyze websites and other information as well as to source citations. Internet safety and Netiquette techniques are essential life skills developed by each fourth grade student. Presentations students create include a variety of multimedia formats, implementing critical thinking and problem-solving skills.

Fourth graders develop communications skills and learn to work with others in collaborative learning environments. They hone skills in spreadsheet design, create charts and graphs, and improve map analysis skills. In addition, students continue working with digital photography, photo editing tools, and robotics and animation programming. Fourth graders use technology to construct knowledge, ask questions, propose solutions, and develop a broad understanding of the cultural, ethical, and legal implications of technology usage in the 21st century.

ART

The art program provides experiences that enrich the creative life of the children and sustain them with a life-long interest in art. The art program teaches the aesthetics of art, the culture that

surrounds the art, and the production of individual art pieces. Student activities include drawing, painting, printmaking, sculpting, and crafts.

MUSIC

The purpose of music in the elementary grades is to awaken the child's interest in music through singing, playing musical games, folk dancing, and playing off-type instruments and recorders. A full-time music specialist teaches music to Primer through fourth-grade students for 30 minutes, twice a week. In addition, each grade level prepares an anthem to be sung for Eucharist.

Each grade level also presents a musical play for the parents and student body. The music teacher's responsibilities also include directing two after-school musical ensembles. ESD Singers is an auditioned fourth grade choir that meets once a week and performs at school functions as well as in the community. The curriculum in first through fourth grades is based on the Kodaly method, a developmental music approach.

MODERN LANGUAGE

In accordance with the ESD Classical and Modern Languages Department objective of exposure to languages other than their own, elementary students at this stage are required to study Spanish. The children learn vocabulary and culture through song, dialogue, artistic expression, games, and total physical response activities.

The course is interdisciplinary and, when applicable, the units parallel those taught by classroom teachers. There is also coordination with the elementary music program. The Department Chair, Heads of School, and Administration assess the effectiveness of the program yearly, and recommendations are made and implemented accordingly.

PHYSICAL EDUCATION

The purpose of physical education is to guide children to be physically active for a lifetime. Four full-time Lower School physical education specialists accomplish this by providing students with an opportunity to engage in physical activity designed for their developmental level. Pre-Kindergarten through fourth grade students participate in physical education for 30 minutes each day while Beginner students attend twice a week. The program is guided by the National Content Standards developed by the Council on Physical Education for Children (COPEC) and National Association for Sport and Physical Education (NASPE). The curriculum is student-centered and developmentally appropriate. Physical activity and motor skills form the core of the program. It teaches and promotes management skills, self-discipline, and inclusion of all students. ESD also emphasizes learning correctly rather than being competitive to promote lifetime personal wellness, responsibility, cooperation, and diversity. The Lower School has adopted the textbook *Dynamic Physical Education for Elementary School Children*, written by Dr. Robert P. Pangrazi, as the primary source for our curriculum. ESD also uses other supplemental resources such as *Children Moving* by Dr. George Graham and *Fitness Gram*, written by the Cooper Institute for Aerobics Research. Resources are also gleaned from conferences, conventions, school visitations, and other textbooks.

LIBRARY

All students, Beginner through fourth grade, are scheduled for a weekly library class. Two full-time librarians staff our library with the assistance of close to 100 parent volunteers. The curriculum focuses on literature appreciation and research. Students begin checking out their own books in Kindergarten. ESD allows students the freedom to select books that reflect their passion to learn about the world, but are also guided to choose pleasure reading books that will build their confidence and strengthen their comprehension.

First and second graders begin to learn formally about the organization of the library using our online catalog. Third and fourth graders spend about half of their library classes on information skills (including location, research, and information literacy.) ESD encourages third and fourth grade teachers to schedule additional time for library research in conjunction with their class projects. The Super3™ (K-second grade) or the Big6™ (third and fourth grades) research models are followed in all classes to encourage students to think creatively, form their own questions, and recognize the importance of libraries as institutions of lifelong learning in the 21st century.

The librarians work with teachers and students on the selection of “Just Right” books for pleasure reading and encourage participation in two incentive reading programs, the Texas Bluebonnet Award and ESD’s own Flying Angels.

The library is available for the entire school community: students, teachers, staff, and parents.

MIDDLE SCHOOL FIFTH – EIGHTH GRADE

INTRODUCTION

The mission of the Middle School division is to provide a supportive environment that allows students to explore and develop their intellectual, creative, and physical abilities with confidence. We encourage students to think independently, to love learning, and to act with moral and social responsibility within a life guided by faith.

OUR PHILOSOPHY

The Middle School of the Episcopal School of Dallas is an institution in which each student is given the opportunity to develop superior academic skills within an environment girded by expectations of honorable conduct and self-discipline. We believe that students learn best when, they are challenged by passionate teachers; who are determined to convince young people that learning is a joy. We believe that developing qualities of integrity, tolerance, character, and kindness are as important as educating the mind. We believe that each of these traits is best learned in a faith-centered environment in which each student is considered to be made in the image of God.

Upon completion of Middle School, ESD students are well prepared to meet the challenges of the Upper School — academically, creatively, physically, and socially.

GRADING SYSTEM

The Episcopal School of Dallas operates on an academic semester calendar. In-class grades are determined on a numerical scale. Quarter grades are reported on a letter basis. Grade Reports are issued at the close of each quarter. The Grade Report provides an evaluation of the student's academic performance, effort, and behavior. Additional information is provided through the teacher's comments.

| Letter Grade | Numerical Value | Letter Grade | Numerical Value |
|---------------------|------------------------|---------------------|------------------------|
| A+ | 97-100 | C+ | 77-79 |
| A | 93-96 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 65-66 |
| B- | 80-82 | F | 64 or below |

ACADEMIC HONORS

To qualify for the Headmaster's List, a student must receive an "A" in all courses. To earn Honor Roll status, a student must receive a "B" or above in all courses.

MIDDLE SCHOOL CURRICULUM OVERVIEW

FIFTH GRADE

- English
- Mathematics
- History & Geography (United States)
- Science (General)
- Phenomenon of Language
(French, Spanish, and Chinese)
- Study Skills
- Fine Arts
 - Art
 - Band
 - Choir
 - Dance
 - Sculpture
 - Strings
 - Theater (Mime)
- Religion (Hebrew Scripture/Studies)
- Study Skills
- Computer Foundations I
(for 5th or 6th grade)
- Physical Education

SIXTH GRADE

- English
- Mathematics
- History (United States)
- Science (Life)
- Classical Heritage--Introduction to Latin
- Fine Arts
 - Art
 - Band
 - Choir
 - Dance
 - Sculpture
 - Strings
 - Theater (Original One-Act Play)
- Religion (People of Faith)
- Computer Foundations I (for 5th or 6th grade)
- Physical Education

SEVENTH GRADE

- English
- Mathematics (Pre-Algebra)
- Global Studies
- Science (Earth and Chemistry)
- Classical and Modern Language Electives
(French IA, Latin IA, Mandarin Chinese IA, or Spanish IA)
- Fine Arts
 - Art
 - Band
 - Choir
 - Dance
 - Sculpture
 - Strings
 - Theater (Improvisation, Readers' Theater)
- Religion (Gospel) (for 7th or 8th grade)
- Computer Foundations II (for 7th or 8th grade)
- Physical Education/Athletics

EIGHTH GRADE

- English
- Mathematics (Algebra)
- History
- Science (Earth and Physics)
- Classical and Modern Language Electives:
(French IB, Latin IB, Mandarin Chinese IB, or Spanish IB)
- Fine Arts
 - Art
 - Band
 - Choir
 - Dance
 - Sculpture
 - Strings
 - Theater (Scene Studies)
- Religion (Gospel) (for 7th or 8th grade)
- Computer Foundations II (for 7th or 8th grade)
- Physical Education/Athletics

MIDDLE SCHOOL COURSE DESCRIPTIONS

ENGLISH

The primary focus of the English Department is to help students achieve the ability to read and think critically, and communicate effectively in a variety of written and spoken modes. As students progress through the scope and sequence from Pre-K through the senior English curriculum, their skills in recognizing the elements of literature, appreciating the complexity and coherence of good writing, understanding the major periods in literary history, and reading works that challenge their perspectives and philosophies should also evolve. They learn to apply the rules of standard usage to their own speaking and experiment with various modes and styles of writing, learn to synthesize materials from a variety of sources, and gain confidence in literary analysis. They should become acquainted with the most common roots, prefixes, and suffixes; develop their vocabularies; and learn to make appropriate word choices. Students in the Middle School build vocabulary through reading and discussion; teacher-generated lists related to lesson content; and on-going, individualized self study using Membean online.

FIFTH GRADE ENGLISH

This course explores the theme of personal strengths and challenges through reading and writing workshops. During literature circles, the students will read and study a variety of works. Past works have included *The Cay* by Theodore Taylor, works by Gary Paulsen, *Grimm's Fairy Tales*, and *Maniac Magee* by Jerry Spinelli. Students will engage in a full writing process (brainstorming, drafting, revising, editing) to produce paragraphs and essays in a variety of modes. Mini lessons in grammar, vocabulary, and spelling will help students to express their ideas with correctness, clarity, and precision. Students are expected to read additional books of their own choosing and to report on their reading in a variety of ways. Textbooks include *Super Grammar* and the *Wild Side* reading skills series.

SIXTH GRADE ENGLISH

In sixth grade, English students focus on an active engagement with text through a variety of inquiry-based approaches through collaborative discussions, activities, and projects that create an educational framework for questioning and discovery. Students read and analyze a range of writing including informational texts, short fiction, novels, a play, and poetry. Titles from past core reading in the course have been *Drums, Girls, & Dangerous Pie*, *Boys without Names*, and *The Giver*. Students explore how structure, point of view, and literal and figurative language contribute to the reading experience. These activities encourage the development of analytical reading skills as well as the acquisition of a larger vocabulary to help express reading comprehension.

Writing in sixth grade English helps students exhibit an increased sophistication in the coherent organization of ideas as well as the depth of the support for those ideas through example and evidence. Students use technology to compose and publish documents, find resources, and gather information. A collaborative peer group structure encourages the ongoing development of a sense of

audience to whom the students write with intention. Students practice descriptive, narrative, expository, and persuasive writing.

SEVENTH GRADE ENGLISH

In this course, students hone their writing skills using a variety of analytical and creative modes; reinforce communication skills through an ongoing review of grammar, spelling, usage, and mechanics; build vocabulary by both working through a text and by manipulating essential word found in their reading; and apply the elements of literary criticism to works in several genres. Students read nonfiction, drama, novels, and outside reading as well as short stories, poetry, myths, and legends from several cultures. The reading begins in the summer with four books read; one is an all-read that is the focus of the year's beginning inquiry-based team activity. Agatha Christie's *Mousetrap* gains the limelight in the next inquiry-based team activity directed toward understanding character. Dickens' *Christmas Carol* is served as its season begins, with the viewing of the play-acting as desert. Bradbury's *Fahrenheit 451* begins the new year and serves as the foundation of a project-based inquiry into media and personal manipulation of the truth; at the same time, students engage in independent reading of young adult novels which ends in a team reading contest called the Battle of the Books. The final book of the year is Twain's *Tom Sawyer*; it will be the inspiration of a narrative-writing initiative that asks the student to incorporate the recently learned intricacies of verbal phrase and clause into their depictions of personal experience.

EIGHTH GRADE ENGLISH

This inquiry-based course includes vocabulary development through the self-study program called Membean; grammar review; literary analysis, with emphasis on essay development, organization, and revision; creative writing inspired by the course literature; and oral presentations. The year begins with an in-depth and inquiry-based study of *The Old Man in the Sea*, focusing on discussions of character and the redefinition of the hero. Literature taught in its historical context allows students to focus on noble heroes who redefine faulty codes. Texts includes both multi-genre and poetry anthologies, and past texts have included *The Sword in the Stone* (White), *Night* (Wiesel), *Romeo and Juliet* (Shakespeare), and *To Kill a Mockingbird* (Lee). Students are expected to read at least one book per semester outside of the classroom. In addition, students use the library and their own devices for research, note-taking, project development, and essay writing and revision.

FIFTH AND SIXTH GRADE LANGUAGE LABS

The Language Lab is offered to fifth and sixth graders with a documented learning difference who need additional support in the areas of reading fluency and accuracy, reading comprehension, written language and spelling, and study skills. Content from the curriculum is combined with supplemental materials to improve these skills in a small-group setting with a specialized teacher during the school day.

STUDY SKILLS CLASS

This class meets for one quarter during a student's fifth grade year. It is designed to present activities that teach awareness of best practices in organization of time and materials, self-awareness of strengths and weaknesses, and study skills for homework preparation and test preparation. The class will also offer an emphasis on strengthening the academic vocabulary that crosses all areas of the curriculum.

MATHEMATICS

The Middle School curriculum is designed to develop a basic understanding of the real number system and the application of that system in solving problems, including those considered “real-world.” Beginning in the seventh grade, those students whose performance indicates high aptitude, achievement, and interest in mathematics are invited to enroll in an honors curriculum. This advanced curriculum allows students to complete Algebra I while in Middle School, paving the way for the study of calculus during the senior year. Prospective students must have honors grades in mathematics courses, a history of commensurate standardized test scores, a demonstrated work ethic, and the recommendation of the mathematics faculty.

FIFTH GRADE

This course builds on the skills and work habits of students by reviewing and then expanding on topics covered in previous years. These include place value concepts; recalling basic math facts quickly; the four operations with whole numbers (with emphasis on multiplying and dividing by two-digit numbers); graphing; customary and metric measurement units; the concepts of and the four operations with decimals and fractions; and such topics from geometry as perimeter, area, circumference, volume, angles, triangles, quadrilaterals, and other two- and three-dimensional figures. Of these topics, fractions receive the most attention. Students also explore algebra through concrete manipulatives, ratio, and probability. Manipulatives, games, brainteasers, and logic problems supplement the Everyday Math Series. There is particular emphasis on utilizing reliable study skills, honing computational skills, developing math confidence, and working cooperatively in small and large groups.

SIXTH GRADE

This course encompasses several basic topics such as operations with whole numbers, decimals and fractions, percents, geometry, measurement, and pre-algebra. The study of data and graphs, patterns, variables, number theory, ratios, proportions, probability, and integers is also included. The course emphasizes the ability to communicate mathematically. Some concepts are presented using manipulatives, thus providing a bridge between the concrete and the abstract, and cooperative learning takes place as students work in pairs and teams. These methods are combined with traditional teaching to provide a variety of learning experiences for each student.

PRE-ALGEBRA (SEVENTH GRADE)

This course includes the study of a wide variety of topics that form the foundation for algebra and geometry courses in Upper School. Such topics include variables, exponents, mathematical properties, order of operations, using transformations to solve equations and inequalities in one variable, whole numbers, integers, rational numbers, operations with signed numbers, operations with fractions, decimals and percents, ratios, proportions, geometry, area and volume, and probability. Word problems illustrate practical applications of topics.

HONORS PRE-ALGEBRA (SEVENTH GRADE)

This course includes the study of the following: variables, positive and negative exponents, mathematical properties, order of operations, using transformations to solve equations and

inequalities in one variable, integers, rational numbers, operations with signed numbers, operations with rational numbers (including algebraic fractions), decimals, percents, ratios, proportions, geometry, area and volume, graphing linear equations, probability and statistics, and the application of algebra to right triangles. Topics are covered with a greater degree of sophistication than that found in the pre-algebra course. The problems are more difficult, and the pace is faster. Problem solving is emphasized throughout the year.

FOUNDATIONS OF ALGEBRA (EIGHTH GRADE)

This course is designed to give students a thorough grounding in algebraic concepts. It is the first half of the first-year algebra curriculum that will be completed in the Upper School's Algebra I-B course. Topics in Algebra I-A include operations with positive and negative numbers, powers, simplification and evaluation of algebraic expressions, multiplication and factorization of polynomials, equations with one and two variables, quadratic equations, and systems of equations. Throughout the course, all types of equations studied are used to solve word problems.

ALGEBRA I (EIGHTH GRADE)

This eighth grade course begins with the study of operations with real algebraic expressions (constant and variable). The algebraic properties are introduced early in the course and prove valuable for the duration of the course. Students solve equations and inequalities of various types, including linear, quadratic, radical, and absolute value. They also study linear and quadratic functions, both analytically and graphically. They work with expressions of higher degree later in the course and encounter worded problem situations throughout the year. This course (or its Upper School equivalent) is required for graduation.

HONORS ALGEBRA I (EIGHTH GRADE)

This course begins with the study of algebraic properties, applying them to simplify algebraic expressions. Students solve equations and inequalities, including those involving absolute value. Operations with polynomials lead to factoring and solving quadratic equations. These equations are also solved by completing the square and by using the quadratic formula. Within the Cartesian coordinate system, students analyze and graph both first- and second-degree functions. Word problems serve to stress application and reinforce concepts. Because this is an honors course, emphasis is placed on the concept of a function and the functional nature of the equations studied.

HISTORY

The History Department has two primary goals. We emphasize the acquisition of factual knowledge and the understanding of historical, social, political, and economic concepts. The subject mastery goals reflect an attempt to foster an understanding of the past and to establish its relationship to the present. We want students to understand that interpretations of historical events may vary widely and that no single interpretation is likely to represent absolute truth.

FIFTH GRADE

In this course, students study the geography and history of America beginning with the early civilizations of North America and concluding with the Civil War and Reconstruction. Key topics

include native civilizations, European colonization, the English colonial empire, the American Revolution and Constitution, the growth of the new country, and the conflict between the states and its resolution. Students utilize primary sources (including maps), develop expository writing skills, collaborate to achieve new understanding, and acquire research skills. The emphasis on research culminates with a documented essay including thesis development and the use of multiple resources. Major goals of the course include understanding the relationship between American history and the history of the world, recognizing the importance of studying the past, and finding pleasure in the learning process.

SIXTH GRADE

American author William Faulkner once said, “History is not was, history is.” That sense of currently living and participating in the ongoing saga of the United States is one of the themes of the sixth-grade course. Studies cover the years from the Gilded Age through the modern era, touching on the South during Reconstruction; moving to the settlement of the West; and then, finally, examining the industrialization and urbanization that swept through the East. At that point, the students look at the inventions of the 1900’s and the ways machines changed our lives, the ways men such as Theodore Roosevelt changed the Presidency, and the ways the Great War changed our world. Students also survey the Roaring 20’s, the Depression of the 1930’s, the era of Franklin D. Roosevelt with the New Deal and WWII, and the beginning and end of the Cold War. Both computer and library research skills are developed through various written exercises and projects. In the spring, the sixth grade travels with faculty and staff to view firsthand our nation’s capital and various historical and re-created sites in Virginia. A formal research paper related to the Washington study is a third-quarter component of the curriculum.

SEVENTH GRADE

Students explore diverse areas of the world including countries of Latin America and Asia. The framework of the course is geography and its five themes: location, place, human/environmental interaction, movement, and region. In addition to current issues in countries of these areas, the study focuses on the individual elements that are essential components of every culture, including economics, religion and philosophy, political science, sociology, fine arts, and daily life. Students learn to read and draw conclusions from a wide range of data portrayed in maps, charts, graphs, diagrams, symbols, and photographs. The examination of a variety of topics will automatically incorporate an interdisciplinary approach with clear connections to English, science, and other academic disciplines. Reading of realistic fiction and nonfiction books with settings in the focused areas will help students to identify with the countries and with historical events in a more personal way.

EIGHTH GRADE

The eighth grade history course uses a thematic approach to explore the issues of injustice, suppression, and intolerance seen in key moments in our world’s history in order to develop students’ critical reading and thinking skills as well as to challenge them to analyze and interpret historical documents, acquire cultural literacy, and learn to consider alternative perspectives. An overriding theme of the course is leadership and discussing how to apply the eighth grade theme of “Looking Beyond Ourselves” to the coursework. Throughout the year students study various leaders

and their legacies (whether positive or negative) from this class as well as from their respective foreign language class, in order to determine the common characteristics of effective leaders. Students will also apply the study of leadership to their own lives for the purpose of developing a sense of identity as young leaders. There will be collaborative English/history projects over the course of the year as we study similar themes and connect literary and historical figures with the issues we face in the modern world.

SCIENCE

The Middle School science curriculum is designed to promote and sustain the students' natural curiosity and develop, in the classroom, the outdoors, and the laboratory, the ability to explore, discover, and investigate some of the fundamental truths of nature. Fifth and sixth grade students carry on experimental activities and watch demonstrations in the general and life sciences. The seventh grade Earth Science and Chemistry and eighth-grade Earth Science and Physics courses are lab-oriented, with much emphasis placed on learning earth processes while practicing safe lab procedures and the interpreting of data; iPads are a major learning tool.

All of the Middle School science courses continue to develop each student's understanding of the practices associated with scientific inquiry and engineering design. These real-world practices combine skills and knowledge that involve students in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. Additionally, teachers draw upon a set of recognizable cross-cutting concepts that unite all of the scientific domains. While studying the life sciences, physical sciences, or earth and space sciences, students will identify, use, and evaluate patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.

FIFTH GRADE: GENERAL SCIENCE

This course will encompass physical science, life science, and earth and space sciences. The class design will be inquiry-based and explore the nature of science while using technology. There will be labs and activities to enhance the students learning, and the use of the quarry and greenhouse will be incorporated into various lessons. The students will develop a strong foundation for all sciences.

SIXTH GRADE: LIFE SCIENCE

This course investigates living processes and the types of organisms that occur on the earth. The course covers the following broad topics: cell physiology, botany, human biology, ecology, microbiology, and genetics. The activities and laboratories help provide an awareness and appreciation for science through observation, classification, measurement, and interpretation of data, emphasized through a field exercise conducted at Dinosaur Valley State. Students gain a base of scientific facts and concepts that enables them to continue to learn and develop a style of logical thinking.

SEVENTH GRADE: EARTH SCIENCE AND CHEMISTRY

This course uses chemistry and projects to explain major Earth processes, including the formation of minerals, rocks and fossils, weathering, and erosion. Geologic time and the use of topographic maps also will be investigated. Chemistry topics covered include the periodic table, properties of matter, atoms, elements, compounds, chemical bonding, and chemical reactions. This year of science also explores topics in environmental science, including water, soil chemistry, and energy, and includes a field exercise at Wolf Run.

EIGHTH GRADE: EARTH SCIENCE AND PHYSICS

This course uses physics to explain major Earth processes, including climate and weather, astronomy, plate tectonics, earthquakes, and volcanoes. Physics concepts covered include motion and energy, forces and motion, heat, magnetism, wave motion, sound, and light. The course makes use of collaborative and experiential learning exercises. One of these exercises includes researching and then creating and giving a presentation to the class on an advanced topic in astronomy. Another involves creating a model building to be tested on an earthquake simulator and then researching an historic earthquake to learn about what engineers are doing to minimize destruction caused by earthquakes.

CLASSICAL & MODERN LANGUAGES

Teaching students about languages and cultures other than their own is the primary focus of the Language Department. Students explore linguistic structures through the skills of listening, speaking, reading, and writing at all levels. As students progress, they seek to foster an appreciation for literature, daily life, arts, and sciences in the cultures of the language of choice. The Middle School language curriculum is designed to allow students in fifth and sixth grade to sample French, Spanish, Chinese, and Latin before selecting a language of concentration for the Upper School graduation requirement. Fifth graders take Phenomenon of Language (POL). Sixth graders study Latin in Classical Heritage. Students in the seventh and eighth grade begin language study toward Upper School graduation requirements.

*Upper School students must complete at least three **consecutive** levels of study in one language in order to meet graduation requirements. Languages offered in the Upper School include French, Latin, Mandarin Chinese, and Spanish.*

FIFTH GRADE

All students in fifth grade take Phenomenon of Language (POL), a study of French, Spanish, and Mandarin Chinese. Students become familiar with the skills and discipline necessary to learn a second language. In French and Spanish students are introduced to verb conjugations and the concept of agreement, and they explore the similarities among Romance languages via cognates. In the Chinese rotation, students are introduced to simplified characters and the system of tones. Major topics covered in POL include the following: pronunciation, greetings, numbers, calendar, classroom objects, family, weather and seasons, fables, food, clothing, geography, and practical situations.

SIXTH GRADE

Classical Heritage gives students a foundation in the culture of Ancient Greece and Italy. This is also an exploratory Latin language course. Students see the influence of Latin, not only on the Romance languages but also on English. The following topics are included in this course: Greek and Roman mythology, readings in elementary Latin, Latin vocabulary and English derivatives, and the geography of the ancient and modern Mediterranean area.

SEVENTH GRADE

Students begin their foreign language election for Upper School credit with French IA, Latin IA, Mandarin Chinese IA, or Spanish IA to be taken in seventh grade.

EIGHTH GRADE

Students in the eighth grade continue their study of either French IB, Latin IB, Mandarin Chinese IB, or Spanish IB. If students continue with the study of the same language in the Upper School, successful completion of IA and IB counts towards US graduation requirements.

FINE ARTS

In accordance with the Mission Statement, the Fine Arts Department provides an environment for an increased understanding of self, artistic and creative talents, and our relationship to other people and the world. Middle School Fine Arts classes are offered in fifth through eighth grades. These quarter-long courses are based on the development of artistic technique, creativity, and perceptual skills in a variety of media, highlighting the role of self-assessment.

2-D ART: DRAWING, PAINTING, & PRINTMAKING

2-D studio art courses teach the “language” of visual thought and expression using a variety of techniques, materials, and mediums. Students produce drawings, paintings, and prints with a focus on the fundamentals of composition, design, color theory, the modeling of form, and the illusionistic creation of space. The classes are designed to enrich student appreciation for their own and others’ artistic achievements. Art history is also explored at each grade level and integrated into the curriculum by the applied project that is presented. When appropriate, field trips are taken in collaboration with coursework.

3-D ART: SCULPTURE

3-D studio art courses are designed for students who want to learn how to create geometric, organic, and realistic forms. Construction methods in wood, metal, and various other mediums are explored. Sculptural terms and historical perspectives are integrated with projects.

BAND

Middle School Band courses are performance-based studies of woodwind, brass, and percussion instruments and corresponding literature from a range of styles and historical periods. The courses emphasize reading music, development of musicianship, performance techniques, idiomatic characteristics of each instrument, solo performance, and ensemble performance. Each year of

instruction serves as preparation for the subsequent year, including participation in Upper School Band. Performance opportunities may include public concerts, Lessons and Carols, playing in chapel, All-Region honor band, Concert & Sight Reading competition, and Solo & Ensemble competition. Students are financially responsible for their own instruments and supplies. There are no prerequisites for fifth grade.

CHOIR

Middle School Choir classes focus on making music together with the best choral sound possible. We learn vocal warm ups, we sing in many languages, we sing in unison and in harmony, and we continue to develop fluency in sight singing and general music proficiency. Performance opportunities include Fall and Spring Concerts, Lessons and Carols, community service singing trips, and singing for Chapel. Students are also encouraged to audition for TPSMEA and TCDA Honor Choirs.

DANCE

There are no pre-requisites for dance at any grade level. Middle School students will be introduced to (or continue) basic classical technique training and the history of dance. Students will also explore other genres of dance based on the interest and skills of the class participants. Each successive year of dance is individualized for the skill levels of the students in the class. Small performance opportunities will be provided to showcase the students' work.

THEATER

There is a wide span of studies offered for Middle School Theater students. In fifth grade, the focus is pantomime, with the emphasis on physical expression and emotional acting. In sixth grade, the students write and perform an original one-act play. In seventh grade, the focus is on Readers' Theater, comedy, and improvisation. The eighth grade is a scene-studies class working from pre-scripted plays. Technical theater is integrated into all middle school theater classes. All of the theater classes culminate in performances.

STRINGS

There are no pre-requisites at any level in strings, just willingness and a desire to learn. Students will learn the basics of their chosen instruments and basic musicianship through a variety of musical genres and historical periods. They will also be presented multiple opportunities for performance throughout the term and school year. Everyone is encouraged to participate in the after school strings club that meets once a week throughout the year to enhance their learning. Students are financially responsible for their own instruments and supplies though ESD will help to arrange instrument rental. Prices will vary depending on the instrument.

RELIGION

The purpose of religion classes is to educate students about the nature of religion in age-appropriate ways. The aim of classroom instruction is not to proselytize but to lay a foundation of scriptural knowledge that will assist students in recognizing scriptural allusions in literature, understanding

religious themes in history, and coming to their own understanding of the divine. Courses reflect the Jewish and Christian sense of a holy, moral God who has made humankind in God's image. Reason, experience, and knowledge of religious traditions are combined to nurture students' spiritual, ethical, and intellectual growth. Methods include reading, writing, oral presentations, videos, and experiential components.

FIFTH GRADE: HEBREW SCRIPTURE STORIES

(A one-quarter course.)

This class provides a review of the great stories of people and their relationship with God as revealed in the book of Genesis. Basic theological concepts are explored in an age-appropriate manner.

SIXTH GRADE: PEOPLE OF FAITH

(A one-quarter course.)

This course examines the lives of individuals from many areas of the world and diverse religious faiths in Biblical, historical, and contemporary times. While most examples come from the Judeo-Christian tradition, major figures from other religious traditions are also considered. Each student is paired twice with another student to select an individual, research that person, and make a presentation to the class. Students are expected to relate the faith and actions of those figures presented to their own beliefs, values, and experiences.

SEVENTH OR EIGHTH GRADE:

THE GOSPEL ACCORDING TO MARK

(A one-quarter course; taken in either seventh or eighth grade.)

This course analyzes and interprets the life, ministry, and teachings of Jesus. It is organized to explore in-depth the Parables of Jesus, the Miracles of Jesus, and the Passion of Jesus. Studies include elements from all four of the Gospel accounts. The cultural, political, religious, and historical setting from which Christianity arose is investigated. Students are asked to relate scripture to basic Christian doctrines, liturgy, Western culture, the human condition, and their own lives.

COMPUTER SCIENCE

The goal of Middle School computer instruction is to help students develop the necessary technology skills to be effective and productive in an increasingly digital world. It is guided by the six strands of the ISTE National Educational Technology Standards: Creativity and Innovation; Communication and Collaboration; Research and Information Fluency; Critical Thinking, Problem Solving and Decision-Making; Digital Citizenship; and Technology Operations and Concepts. Computer instruction happens through both formal computer classes and integration into subject area courses. The following courses introduce students to computer topics that are not covered through technology integration in the regular classroom.

FIFTH OR SIXTH GRADE: COMPUTER FOUNDATIONS I

(A one-quarter course.)

Students will study computer history and learn about basic computer architecture and operations. Correct procedures and operations are reinforced in all projects. Ethical issues in computer use are discussed and emphasized in every aspect of the class. Students will learn techniques for taking and editing digital photographs, and they will make a simple web page using HTML and CSS; web pages will incorporate images. Students will be introduced to computer programming using Scratch. Programming topics include planning and execution of a simple program, use of variables, logical thinking, conditions, and loops.

SEVENTH OR EIGHTH GRADE: COMPUTER FOUNDATIONS II

(A one-quarter course.)

A computer science unit introduces students to the basic methods and structures of programming. Using Scratch and LEGO robots, students will deepen their understanding of programming logic and debugging as well as the use of variables, conditions, and loops. Throughout the course, students use digital tools to enhance work and communication. Ethical issues in computing are emphasized in all activities.

PHYSICAL EDUCATION

FIFTH GRADE AND SIXTH GRADE

Fifth and sixth graders participate in a wide range of activities to enhance the development of skills and knowledge necessary for the student to create lifelong habits of physical activity and wellness. The program is movement based. Physical fitness, motor-skill development, learning to play, and implementing basic game strategies remain the primary focus and class objectives.

SEVENTH AND EIGHTH GRADE

Seventh and eighth graders are offered a variety of individual and team sports in the hope of encouraging an active lifestyle. Students not participating on an athletic team participate in a physical education class that is movement based. Fitness training and lifetime activities are emphasized.

ATHLETICS

FALL

Cross Country (boys and girls), Field Hockey (girls), Football (boys), Volleyball (girls)

WINTER

Basketball (boys and girls), Soccer (boys and girls), Wrestling (boys)

SPRING

Baseball (boys), Golf (boys and girls), Lacrosse (boys and girls), Softball (girls), Tennis (boys and girls), Track (boys and girls)

LIBRARY

The Gill Library, an information center for students and faculty, strives to meet both curricular and recreational resource needs. Librarians and classroom teachers work collaboratively to design and prepare integrated lessons that incorporate research skills into the curriculum. The library embraces the philosophy that research is a process. It is the thinking process, which benefits the students, not just the ultimate “find.” A special link to research steps, located at www.esdallas.org/library is posted to facilitate all research endeavors.

Currently, the Gill Library houses 25,000 items. The collection can be accessed on campus or online from home. The web-based catalog allows users to locate, cross-reference, and retrieve desired information. The library also has access to a collection of e-reference books and subscribes to 16 online databases, such as JSTOR and Proquest, that support research and curriculum goals.

The Gill Library’s latest online acquisition is OverDrive, a digital library that allows 24/7 access to a growing collection of eBooks and audio books. Students and faculty can download the OverDrive collection to all electronic devices, including smartphones, eReaders, tablets, laptops, and computers.

The Middle School library program guides students through all steps of library skills. Each year, the basics are reinforced and new tools, both print and electronic, are introduced. Topic conceptualization and definition techniques lead to quality research projects that are planned by the classroom teacher and the librarian. Emphasis is given to locating and documenting information, as well as processing and evaluating sources.

Literature reading and discussion activities happen regularly in the library. The Texas Bluebonnet Master Reading List is promoted in grade five; the Texas Lone Star and Tayshas reading lists are promoted in grades seven and eight. All Middle School grades participate in the annual ESD Battle of the Books.

ENRICHMENT

- Fifth grade first overnight trip to Wolf Run
- Sixth grade trip to Washington, D.C.
- Seventh grade archeology trip to Wolf Run
- Seventh grade overnight to Sky Ranch
- Eighth grade adventure trip to Colorado
- Eighth grade leadership activities
- Advisory Program
- Community Service Program
- Daily Chapel
- Outdoor Education
- Visiting Artists/Authors
- Writers’ Forum
- Vestry

UPPER SCHOOL

NINTH – TWELFTH GRADES

INTRODUCTION

The academic program of the Upper School represents a four-year college preparatory curriculum that provides broad training in the liberal arts and sciences and stresses independent thinking, writing, critical reading, discipline, and creativity. Homework and outside preparation are required. Students may expect to spend 30 to 45 minutes per day outside of class on each academic subject. Honors and AP courses are available to qualified students upon faculty recommendation and may require significant extra effort and preparation outside of class.

The daily schedule allows time for students to meet with teachers outside of class. Each student is assigned a faculty advisor who provides guidance, counseling, and support. Advisors and students share in conversation at weekly lunch meetings and advisory meetings. During the lunch period, there are relaxed opportunities for conversations with faculty and friends. Teachers and students may schedule brief tutorial sessions throughout the week.

The Upper School Handbook is the official policy guide and may be found at www.esdallas.org.

GRADUATION REQUIREMENTS

| | |
|--------------------------------------|---|
| English | 4 units |
| Mathematics | 3 units taken in Upper School |
| History | 3 units – World Cultures, World History, American History, ½ Gov't |
| Science | 3 units – Biology, Chemistry, and Physics |
| Classical/Modern Language | 3 units in the same language* |
| Fine Arts | 1 unit (including ½ unit in a performance-based or hands-on course) |
| Religion | 1 unit (including ½ unit for freshman World Cultures) |
| Computer Science | ½ unit (with programming component) |
| Physical Education | 2 units – Physical Education and Athletics (6 trimesters) ½ unit – Health & Wellness |

** Successful completion of a Level I language taken in the eighth grade applies toward graduation requirements in the Upper School if the student continues to study the same language in the Upper School.*

In addition to the course requirements for graduation, daily attendance in Chapel and participation in the Outdoor Education Program and Community Service are required. It is important to note that some colleges require additional units of world languages, mathematics, or science. Students and their families are responsible for checking college entrance requirements.

CLASS SCHEDULES AND COURSE LOAD

Student schedules are designed from student-generated course requests. All students must be enrolled in a minimum of five courses each semester. At least four of the courses must be core courses chosen from Classical and Modern Languages, Computer Science, English, Advanced Placement Fine Arts, History, Mathematics, Religion, or Science. Physical Education and the remaining Fine Arts courses complete the schedule. Students who want to enroll in more than six courses total or more than three Honors or AP-level courses must have the approval of the Head of Upper School. Students are assigned study hall during open class periods in the daily schedule.

DROP/ADD POLICY

Students must maintain a minimum load of five courses, including four core courses. Students may drop or add courses within seven (7) school days of the beginning of each semester without consequence. After the seven-day deadline, students enrolled in only five courses must receive semester grades for all five courses and wait until the end of the semester to drop or add a course.

Students enrolled in more than five courses have until the second and fourth quarter interims, respectively, to drop a course. A grade of WP (withdrawal/pass) or WF (withdrawal/fail) is recorded on the transcript if the drop occurs after the seven-day deadline. WP and WF grades are not included in the student's grade-point calculation.

GRADE REPORTS

The academic year is divided into four quarters. Grade Reports are issued at the close of each quarter. The Grade Report provides an evaluation of the student's academic performance, effort, and behavior and includes the teachers' written comments.

Semester grades are the official grades of record for graduation credit and are recorded on the student's transcript. The semester grade is computed by combining 40 percent of each of the two-quarter grades and 20 percent of the exam grade. Semester examinations are given in December and May. The following grade scale will be used through the Class of 2018:

| Letter Grade | Numerical Value | Grade |
|--------------|-----------------|-------|
| A+ | 97-100 | 8 |
| A | 90-96 | 7 |
| B+ | 85-89 | 6 |
| B | 80-84 | 5 |
| C+ | 75-79 | 4 |
| C | 70-74 | 3 |
| D | 65-69 | 2 |
| F | Below 65 | 0 |

The new 4.0 scale, which will begin with the Class of 2019, will appear in the Student Handbook.

ADVANCED PLACEMENT AND HONORS CLASSES

Although every effort is made to challenge all students through the standard curriculum, beginning in the ninth grade students may be placed in classes designated as Honors or Advanced Placement (AP) using the following procedure:

During the second semester, a student may be encouraged by a teacher who feels the student might profit from a more challenging curriculum to apply for an Honors or AP class in that subject for the next year. To be considered for such courses, the student submits an online form requesting approval for each course. A student not so encouraged may also apply for consideration after consulting his or her teacher. The Department Chair will confer with members of the department who have previously taught the student and seek input from the Dean and Head of Upper School. Some departments may require further assessment or testing before approval. The student is then notified of the decision made on the student's application. He or she is also advised regarding how many total Honors or AP classes to take. All placement decisions require final approval of the Department Chair and the Head of Upper School.

Students new to the school are evaluated through grades and teacher evaluations from their previous schools, writing samples in their admissions packets, ISEE or other standardized test scores, and departmental assessments to be administered after acceptance.

WEIGHTING OF HONORS & ADVANCED PLACEMENT COURSES

Upper School grades in Honors and AP courses are weighted one quality point higher than the grade earned each semester. Grades of "D" or "F" are not weighted. Starting with the Class of 2019, the new 4.0 scale will have its own weights for Honors and AP courses.

CUMULATIVE GRADE POINT AVERAGE

The cumulative grade point average earned at the Episcopal School of Dallas is calculated using semester grades for courses taken at ESD only. Grades for all courses taken at ESD will be averaged into the GPA. If a course is repeated, the second grade earned will be averaged into the GPA. However, both grades are included on a student's transcript; a second grade does not replace the original grade.

CLASS RANK

The policy of ESD is to rank numerically only the top 10 percent of students at the end of the senior year and not to rank the remainder of the class. A student must have attended ESD for two years to be ranked. The honor students are announced at the end of their senior year.

SUMMER SCHOOL POLICIES

SUMMER COURSE WORK

All summer course work taken outside of ESD must be approved by the Head of the Upper School and the appropriate Department Chair if it is to be added to the ESD transcript. To meet a graduation requirement and/or receive academic credit, a course must be taken at ESD Summer School if it is being offered unless approved by the Head of Upper School. If a course is not offered at ESD, students must receive the approval of the appropriate Department Chair and the Head of Upper School before enrolling in the course. While some courses taken in outside programs may be added to the ESD transcript, grades for such courses will not be averaged into the student's GPA.

SUMMER SCHOOL GRADE REPORTS

Semester-equivalent courses will receive a final semester-equivalent grade report. A semester-equivalent exam or project will be given. Full year-equivalent courses will receive semester-equivalent grades. Semester-equivalent exams or projects will be given for semester-equivalent coursework in full-year-equivalent summer courses. Seniors are not exempt from exams in summer school.

SUMMER SCHOOL DROP/ADD POLICY

Students may drop a summer school course within three school days of the beginning of each summer semester without consequence. After the three-day deadline, a grade of WP (withdrawal/pass) or WF (withdrawal/fail) is recorded on the transcript. WP and WF grades are not included in the student's grade point calculation.

STUDY HALL

Study halls are a regular period in the school day. Attendance in study hall is required. Study halls are to be quiet and orderly. Students must arrive with the necessary study materials and be prepared to work for the duration of the period. Students may not use electronic devices, such as cell phones, during proctored study hall.

UPPER SCHOOL CURRICULUM OVERVIEW

CLASSICAL & MODERN LANGUAGES

French I, II, III, IV

- French II, III, IV - Honors
- French V- Culture and Communication
- AP French Language & Culture

Latin I, II, III

- Latin II, III – Honors
- Latin IV- Latin Literature and its Influence
- AP Latin
- Latin Seminar
- Mandarin Chinese I, II, III, IV (Levels II-IV are Honors)
- AP Chinese Lang. & Culture
- Spanish I, II, III, IV
- Spanish III, IV Honors
- Spanish V- Cultural and Linguistic Fluency
- AP Spanish Language & Culture

COMPUTER SCIENCE

- Honors Computer Science*
- Robotics Programming*
- AP Computer Science A
- Advanced Computer Science – Honors
- Computer Animation*
- Advanced Robotics*
- Honors Advanced Robotics*
- Mobile Apps Development

ENGLISH

Freshman English

- Freshman English - Honors

Sophomore English

- Sophomore English Honors: Humanities

Junior English

- AP Language & Composition

Senior English

- AP Literature & Composition

Creative Writing I: Play Writing*

Creative Writing II: Short Story*

Journalistic Writing I, II

Intensive Journalistic Writing III, IV

Yearbook Production*

FINE ARTS

Band

Beginning Acting

Advanced Acting

Technical Theater (Beg. & Adv.)

Mixed Choir

Concert Choir

Dance

Chamber Ensemble I, II

- AP Music Theory

Tournament Speech/Debate

Film Studies I, II *

Film Production* III, IV, V

Introduction to Design

Foundations of Art

Sculpture II, III, IV *

- AP Studio Art - 3-D Design: Sculpture or Ceramics

Wheel Throwing I*

Ceramics II, III, IV, V*

Studio Art II, III

- AP Studio Art: Drawing or 2-D
- Portfolio

Photography I

Photography II: Experimental Process*

Photography II: Digital Design*

Photography III: Independent Studies

- AP Studio Art - 2-D Design: Photography
- AP Art History

HISTORY

World Cultures

World History

- AP World History

United States History

- AP United States History

United States Government*

- AP U.S. Government & Politics

Economics*

- AP Comparative Government & Politics
- AP Macroeconomics*
- AP Microeconomics*

Economics*

- AP European History

The American Presidency*

Middle Eastern History*

The U.S. Constitution*

The Sixties*

20th Century Conflicts*

MATHEMATICS

Algebra I

Geometry

- Geometry - Honors

Algebra II

- Algebra II - Honors

Pre-Calculus

- Pre-Calculus - Honors

Calculus

- AP Calculus AB
- AP Calculus BC

AP Statistics

Algebra III

PHYSICAL EDUCATION

Physical Education

Athletics

Health and Wellness*

Lifetime Fitness Activities

Mountain Biking

Personal Fitness Training

Sports Medicine

RELIGION

World Cultures

Biblical Literature*

Ethics*

Transformation*

SCIENCE

Biology

- Biology - Honors
- AP Biology

Chemistry

- Chemistry - Honors
- AP Chemistry

Physics

- AP Physics I
- AP Physics II

Environmental Science*

Forensic Chemistry*

Human Anatomy & Physiology*

Scientific Design and Analysis*

Engineering I*

Engineering II*

Psychology

- Honors and AP
- * Semester-long courses

UPPER SCHOOL COURSE DESCRIPTIONS

CLASSICAL & MODERN LANGUAGES

The aim of the department is to expose students to the classical and modern languages in the liberal arts tradition of a college preparatory school. The programs in the department are directed towards language learning and acquisition skills and the observation and appreciation of cultures. Students at all levels practice communication skills through authentic media, including regular use of a language lab. Our students learn how other languages work and see how English is tied into a universal linguistic and cultural phenomenon.

SUBJECT MASTERY GOALS:

- To communicate in the language of study
- To gain literacy in authentic media materials
- To develop a positive attitude towards learning other languages and a desire to continue to study them
- To acquire a greater linguistic appreciation and increased knowledge of one's own language
- To become familiar with second-language acquisition techniques and to increase cognitive skills
- To gain an appreciation for and ease with other cultures by understanding their customs and responding appropriately
- To broaden one's perspective of the world and to promote mutual understanding among diverse peoples
- To read literature in the language of study
- To make interdisciplinary connections among the arts, literature, geography, science, and history
- To increase opportunities for life experiences and to bolster maturity and self-confidence

GRADUATION REQUIREMENTS

Three units in the same language (successful completion of a Level I language taken in the eighth grade applies toward graduation if the student continues to study the same language in the Upper School.) *Many students take an optimal four or five units, or they begin a second language as an elective.*

FRENCH I

(A two-semester course; 1 unit credit.)

This beginning course stresses the development of the four language skills: listening, speaking, reading, and writing. Students concentrate on learning the foundations of the French language, including vocabulary, idiomatic expressions, and grammar structures. Students are introduced to the culture of France and French-speaking countries.

FRENCH II or • HONORS FRENCH II

(A two-semester course; 1 unit credit. Prerequisite: French I and Departmental Approval for Honors.)

French II continues to develop the four language skills: listening, speaking, reading, and writing. The focus is on the increasing acquisition of thematic vocabulary, grammar structures, and verb tenses. Students continue to study French culture with an emphasis on Paris through the use of authentic materials. The honors course continues the study of spoken and written French begun in French I. The fundamental forms and structures are reviewed and new grammatical concepts are

introduced. The class is conducted in French and students are expected to communicate in the target language. Students are expected work with authentic materials, making in-depth cultural connections.

FRENCH III or • HONORS FRENCH III

(A two-semester course; 1 unit credit. Prerequisite: French II and Departmental Approval for Honors.)

French III emphasizes interpersonal exchanges and the use of more complex sentence structures, tenses, and vocabulary. Students continue to study French society and culture through a variety of authentic sources. The honors class covers the French III curriculum at an accelerated pace with additional readings, vocabulary, and grammar. The study of grammar is detailed and in-depth. Students are expected to write and speak French on a regular basis.

FRENCH IV

(A two-semester course; 1 unit credit. Prerequisite: French III and Departmental Approval for Honors)

French IV includes an in-depth review and study of French structures, grammar, and vocabulary. A major focus is placed on improving listening, speaking, reading, and writing skills through study and discussions of different aspects of French culture and geography. The honors course is a preparatory course for AP French, which focuses on grammar and vocabulary in the context of the four language skills: listening, speaking, reading, and writing. To this end, we use authentic materials from literature and media from France and French-speaking areas of the world. The course is conducted primarily in French.

FRENCH V – CULTURE AND COMMUNICATION

(A two-semester course; 1 unit credit. Prerequisite: French IV, French IV Honors, or French V AP.)

This course focuses on French civilization in the areas of geography, history, politics, economics, social markets, culture, and daily life in France. Students learn how to write résumés, business letters, and emails. Exploring a variety of multimedia sources, students produce written and oral communications requiring social etiquette and formality, and are equipped with the knowledge necessary to work in French commerce at home and abroad and to live successfully in a Francophone country. The curriculum will demand a greater leadership role from post AP students who wish to take this course as Advanced French.

• AP FRENCH LANGUAGE AND CULTURE

(A two-semester course; 1 unit credit. Prerequisites: French IV and Departmental Approval.)

This course focuses on increasing proficiency in the four language skills through review of grammar and exposure to authentic documents. The course involves extensive readings and discussion of works around the six integrating themes required from the AP College Board. The class is conducted entirely in French. Students take the AP French Language and Culture examination in May.

LATIN I

(A two-semester course; 1 unit credit.)

Latin I covers classical pronunciation, vocabulary and derivatives, syntax, and reading and writing in Latin. Students are introduced to the grammar of an inflected language. Noun and pronoun case

usage and the present tense of regular and irregular verbs are some of the concepts covered. The course includes a study of the life and customs of the ancient Romans.

LATIN II or • HONORS LATIN II

(A two-semester course; 1 unit credit. Prerequisite: Latin I and Departmental Approval for Honors)

Latin II continues the study of grammar and derivatives and increases competence in reading Latin. Students learn all verb tenses and voices, verbal adjectives, the comparison of adjectives, and more. A study of Roman culture and history in the Republican period is incorporated into the course content. The honors course covers the Latin II curriculum in depth as students are presented with more detailed and advanced grammatical concepts, which aim to develop their abilities to read prose and verse genres in Latin literature.

LATIN III or • HONORS LATIN III

(A two-semester course; 1 unit credit. Prerequisite: Latin II and Departmental Approval for Honors)

Latin III focuses on more complex grammar as students finish *The Oxford Latin Course*, and it explores history and people in the transition from Republic to Empire. The course works toward proficient reading of unadulterated texts. The honors course covers the Latin III curriculum in depth with additional readings, vocabulary, and grammar. The honors course offers good preparation for the reading in AP Latin or Honors Latin IV.

LATIN IV

(A two-semester course; 1 unit credit. Prerequisite: Latin III)

Latin IV is survey course introducing students to Latin literature. The course reinforces grammar and works at comprehension and enhanced sight-reading skills. Students examine the culture, politics, and literary style of different Republican and Augustan-era authors through selected readings of Latin poetry and prose and cultural studies.

• HONORS LATIN IV

(A two-semester course; 1 unit credit. Prerequisite: Latin III Honors or Departmental Approval)

Latin IV Honors is designed for those students who have completed Latin III Honors but are not yet ready for AP Latin. This advanced course aims to polish students' mastery of grammar and syntax and focuses on reading unadulterated Latin texts, including but not limited to selections from Caesar's *Commentarii de Bello Gallico* and Vergil's *Aeneid*. Students practice translating seen and unseen passages, and they will engage in the contextualization and literary analysis of texts.

• AP LATIN

(A two-semester course; 1 unit credit. Prerequisite: Latin IV Departmental Approval.)

In this course, students translate from books 1, 4, 5, and 6 of Caesar's *Gallic Wars*, and books 1, 2, 4, and 6 of Vergil's *Aeneid*. In addition to translating passages of prose and poetry accurately from Latin into English, students develop skills in grammar, syntax, and literary style. They will write analytical essays and explore themes of leadership, *virtus*, and *pietas*. Students take the AP Latin exam in May.

• LATIN SEMINAR

(A two-semester course; 1 unit credit. Prerequisite: AP Latin and Departmental Approval)

Latin Seminar focuses on the in-depth reading, research, and study of a few selected authors. Readings may include, depending on student and instructor interest, Roman historians such as Livy and Tacitus, Latin elegists such as Ovid and Catullus, or Roman philosophers such as Cicero and Seneca.

MANDARIN CHINESE I

(A two-semester course; 1 unit credit.)

This course will focus on the development of introductory listening, speaking, reading, and writing skills. Students will learn spoken Mandarin Chinese using the Pinyin system of Roman letters and will be introduced to the writing of Chinese in simplified Chinese characters. They will hone grammar skills and build vocabulary as they learn to ask and answer questions, make short presentations, and engage in short reading and writing activities. They will develop an appreciation of Chinese culture through a study of Chinese traditions, history, customs, and art forms.

- HONORS MANDARIN CHINESE II

(A two-semester course; 1 unit credit. Prerequisite: Chinese I and Departmental Approval)

Chinese II gives students a more in-depth understanding of the written and spoken language. It stresses more advanced grammar using new scenarios for writing and conversation and emphasizes learning by reading Chinese characters rather than Pinyin as in Chinese I. Discussing Chinese culture in more detail will provide focus for new vocabulary.

- HONORS MANDARIN CHINESE III

(A two-semester course; 1 unit credit. Prerequisite: Honors Chinese II)

This course will focus on more advanced grammar and vocabulary. The textbook introduces approximately 350 new items of vocabulary and covers topics that are of interest to high school students. Reading, writing, and correct pronunciation will be emphasized this year, and speaking and listening skills will be further developed through audio and visual activities, discussions, and oral presentations. Students will also learn deeper, secondary meanings of words already in use.

- HONORS MANDARIN CHINESE IV

(A two-semester course; 1 unit credit. Prerequisite: Honors Chinese III)

Chinese IV is conducted in Chinese and, while it adds to the vocabulary and grammar skills from previous years, it emphasizes written Chinese. New scenarios are introduced as topics of conversation and writing. Students will use a Chinese Pinyin input system to do computer assignments and will gain a deeper understanding of Chinese history and culture. Review and practice will prepare students for Chinese V Honors.

- AP CHINESE LANGUAGE AND CULTURE

(A two-semester course; 1 unit credit. Prerequisite: Departmental Approval)

AP Chinese Language and Culture is a full-year course that enables students to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture, the use of various authentic multimedia and literary materials, and the study of advanced-level Chinese linguistic structures and expressive styles. Students enrolled in AP Chinese

Language and Culture will be expected to perform at a level commensurate with the requirements of the AP Exam.

SPANISH I

(A two-semester course; 1 unit credit.)

This course is an introduction to the language, culture, and geography of Spanish-speaking countries. Emphasis is placed on the fundamentals of listening, speaking, reading, and writing. Skills are developed through multiple resources. Students learn basic vocabulary and grammar, such as the concept of agreement, pronoun usage, and the present and preterit tenses.

SPANISH II or • HONORS SPANISH II

(A two-semester course; 1 unit credit. Prerequisite: Spanish I and Departmental Approval for Honors)

Spanish II covers grammatical concepts such as pronoun placement and verb tenses and mood. Students continue to build on their vocabulary. They enhance their speaking and listening skills through the use of the language lab; small group projects further help develop speaking abilities. Continued study of customs and the arts throughout the Spanish-speaking world allows students to perfect their reading and writing skills. The honors course covers the Spanish II curriculum in depth and is designed to further develop students' communicative skills by providing them with a strong grammatical base and an expanded vocabulary. Increased emphasis is given to writing and reading, including cultural material, folk tales, and legends.

SPANISH III or • HONORS SPANISH III

(A two-semester course; 1 unit credit. Prerequisite: Spanish II and Departmental Approval for Honors)

This course focuses on more complex grammar and vocabulary. Students learn about Spanish and Latin American culture by reading short stories and articles. Speaking and listening skills are further developed through audio activities and oral presentations. Writing skills are developed through short compositions and dictations on a variety of topics. Class is conducted in Spanish. The honors course covers the Spanish III curriculum at an accelerated pace with additional grammar, vocabulary, and readings. The study of grammar is detailed and in-depth. Students are required to write dialogs and compositions and to give oral presentations in Spanish on a regular basis. Exposure to authentic language use is advanced through videos, podcasts, and a variety of newspapers and online articles in Spanish.

SPANISH IV or • HONORS SPANISH IV

(A two-semester course; 1 unit credit. Prerequisite: Spanish III and Departmental Approval for Honors)

Spanish IV continues the development of the four basic skills of reading, writing, listening, and speaking, with a focus on writing and speaking through the use of a variety of texts and oral presentations. Grammar is reviewed, and students write compositions and dictations on different topics. Videos and audio activities are used to enhance listening skills. As an extension of the Spanish IV curriculum, the honors course covers authentic literary texts of various genres that provide the context through which a review of grammar is conducted and the acquisition of new vocabulary is attained. A major focus is placed on increasing the proficiency of the four language skills through discussion, giving oral presentations, listening to authentic material, and writing essays. Both Spanish IV courses are conducted in Spanish.

SPANISH V

(A two-semester course; 1 unit credit. Prerequisite: Spanish IV)

This course is designed for the advanced-level student who wishes to continue building proficiency in all areas of Spanish language acquisition: reading, writing, listening, and speaking. Students will be engaged in different conversations, and they will have the opportunity to interact and discuss high-interest topics. The course delves into poetry and prose, opinion pieces, and film. To help them expand their knowledge of the Spanish-speaking world and the local Spanish-speaking community, they will read and summarize current events articles in Spanish and will keep journals about events in Dallas' Spanish-speaking community. Additionally, they are required to perform two hours of community service per quarter during which they will use Spanish at least 75% of the time. Our frame of reference is *Revista. Conversación sin barreras*. Class is conducted in Spanish.

- AP SPANISH LANGUAGE AND CULTURE

(A two-semester course; 1 unit credit. Prerequisite: Departmental Approval.)

This course requires a higher degree of proficiency in speaking, writing, listening, and reading. The written skills are reinforced through letter compositions and by writing essays which integrate audio and written DBQs. Formal and informal speaking skills are further developed through discussion, listening to authentic material from media sources, and analyzing Latin American and Spanish cultural products. This class is conducted in Spanish. Students take the Spanish Language and Culture AP examination in May.

COMPUTER SCIENCE

The goal of computer instruction at the Upper School level is to prepare students to be successful and productive in an increasingly digital world and to provide students an introduction to the field of computer science. Computer programming will be a significant component in every Upper School computer course.

SUBJECT MASTERY GOALS

- To use digital media and environments to communicate and collaborate with others
- To use digital resources responsibly and ethically; to understand legal and ethical issues in the field of computing
- To use digital tools for locating, evaluating, and analyzing information from a variety of sources; for managing resources; and for making decisions
- To use digital tools for design and innovation, self-expression, and problem-solving
- To demonstrate fluency in the selection and use of appropriate technology tools to support learning; to interact with the world of people and ideas, and to create unique products
- To develop, through the use of a variety of hardware and software, the flexibility to adapt to change and the capability to learn new technology products and systems

GRADUATION REQUIREMENTS

½ unit taken in Upper School

COMPUTER ANIMATION*

(A one-semester course offered in the fall and spring; ½ unit credit. Prerequisite: none)

This course will introduce Adobe Flash as a tool for creating dynamic graphic content for personal use, school projects, or use on the web. Students will be introduced to basic programming concepts through the use of ActionScript 3 to control behaviors of objects and to add user interactivity. Students will apply basic animation principles to create transitions, add animation effects to text and graphics, and create short animated presentations.

MOBILE APPS DEVELOPMENT*

(A one-semester course offered in the fall and spring; ½ unit credit. Prerequisite: none)

Handheld computing devices are swiftly replacing traditional computers as the primary way most users interact with email, the Internet, and their own personal data. Creating mobile apps can be profitable or simply an engaging platform for personal expression. This course will introduce programming concepts through the development of applications for mobile devices. Students will create apps that respond to internal events (device orientation, the clock, or a timer), user events (a button click or text entry), and external events (receiving a text or data from the web). The class will program with blocks, simplifying the coding aspects. This allows students to focus on the logic of each program and the design of the user interface. Android will be the development platform for the class. Android tablets will be available for testing and deployment of student work. The skills learned in the class will be transferable to development for other platforms.

ROBOTIC PROGRAMMING*

(A one-semester course offered in the fall; ½ unit credit. Prerequisite: none)

This course will introduce concepts in computer programming through robotic activities, using the LEGO and iRobot Create systems and a C-based programming language. Students will build robots and will program them to be increasingly autonomous, using feedback from touch, light, sounds sensors, and web cams. This is a hands-on class, and while the computer programming strand is important, students will also have opportunities to experiment with engineering design. Teamwork and communication are important aspects of the class. This course is recommended for students interested in joining the award-winning ESD Robotics Team.

ADVANCED ROBOTICS*

(A one-semester course offered in spring; ½ unit credit. Prerequisite: Robotic Programming or Honors Computer Science class and participation on the ESD Robotics team)

This course is offered in the spring semester, concurrent with the Botball competition season. It affords students the opportunity to deepen their understanding of the design, mechanics, and programming of autonomous robots. Mechanical systems include iRobot Create, VEX, and LEGO components. Information about the robot's environment is captured through a color-sensing camera as well as touch, light, and range-finding sensors. Software developed in KISS-C runs on a CBC robot controller unit to determine the robot's behavior. Project planning, documentation, and teamwork are key components of the Botball competition and will be an integral part of the class. This course may be repeated for credit with department approval.

- HONORS ADVANCED ROBOTICS*

(A one-semester course offered in the spring; ½ unit credit. Prerequisite: Robotic Programming or Honors Computer Science, participation on the ESD Robotics team, and Department Approval)

This course is offered in the spring semester, concurrent with the Botball competition season. It affords students the opportunity to deepen their understanding of the design, mechanics, and programming of autonomous robots. Mechanical systems include iRobot Create, VEX, and LEGO components. Information about the robot's environment is captured through a color-sensing camera as well as touch, light, and range-finding sensors. Software developed in Kiss-C runs on a CBC or KIPR Link robot controller unit to specify the robot's behavior. Project planning, documentation, and teamwork are key components of the Botball competition and will be an integral part of the class. This honors-level robotics class is offered for students with a demonstrated knowledge base and ability in programming and robot mechanics. Students are expected to create advanced designs, effectively use feedback from a variety of sensors, write software incorporating complex decision-making, and increasingly integrate higher level math functions into code libraries. This course may be repeated for credit with department approval.

- HONORS COMPUTER SCIENCE*

(A one-semester course offered in the spring; ½ unit credit. Prerequisite: none)

This course begins with the basic concepts of computer architecture and operations, followed by a formal study of object-oriented programming based on the Java Programming language. Students will work with data elements, Java Library classes, and simple decision control structures through Java code reading and writing. This course is intended to prepare students for Computer Science A AP.

- AP COMPUTER SCIENCE A

(A two-semester course; 1 unit credit. Prerequisites: Honors Computer Science, completion or current enrollment in Algebra II, and Department Approval)

This course will provide a deeper study of Java Programming, including program design (data abstraction, class hierarchies), program implementation (encapsulation and information hiding, programming constructs, control structures), program analysis (debugging, error handling), and standard data structures and algorithms. This course will prepare the student for the AP Computer Science A exam.

- ADVANCED COMPUTER SCIENCE HONORS

(A two-semester course; 1 unit credit. Prerequisites: AP Computer Science A and Department Approval)

This course will cover advanced topics in Java Programming. It will provide more depth and programming experience on AP Computer Science A course topics. It will cover additional data structures (two dimensional arrays, stacks, queues, linked lists, heaps, maps and sets), more advanced data operations (iteration, hashing, quicksort, heapsort), and more detailed program analysis (throwing exceptions, algorithm efficiency). Students in this course will complete a yearlong class project focused on the real-world application of computer science concepts.

ENGLISH

As a college preparatory school, we aim to read challenging and appropriate works and design meaningful curricular experiences that will increase a student's critical thinking, stimulate intellectual curiosity, foster open-mindedness toward diverse perspectives, assist in developing personal integrity, and bring about a sense of awareness of a larger community here at ESD, in the city of Dallas, and in the world. Reading, discussing, and writing about classic and contemporary texts of literary merit assist our students well in such discovery. The English Department encourages students to recognize elements of literature, appreciate the complexity and coherence of good writing, develop a personal voice in their own writing, grapple with language in its myriad forms and meanings, and read works that challenge their perspectives and philosophies. A variety of texts--written, visual, and online--are used to help students acquire skills scaffolded meaningfully throughout the curriculum. Thus, the main goal is not to have students read a book simply to understand a story; rather, the main objective is to have students study a book as a means to some other, some greater end, such as becoming more critical readers, thinkers, and writers in a world within--and beyond--this campus.

SUBJECT MASTERY GOALS

- To read, think, and communicate effectively
- To be lifetime readers and to enjoy reading
- To be open-minded to and knowledgeable about diverse perspectives and philosophies
- To write effectively in various modes
- To draw inferences, perceive relationships, recognize logical fallacies, and draw logical conclusions
- To read with expression and present discussion comments with depth and coherence
- To make oral presentations effectively

GRADUATION REQUIREMENTS

4 units

FRESHMAN ENGLISH

(A two-semester course; 1 unit of credit.)

This writing-intensive course will explore important social themes, including the journey as metaphor, through a study of short stories, poems, plays, novels, articles, films, and other visual media. Students will learn how to apply their knowledge of literary, rhetorical, and visual techniques to the analysis of a wide variety of written and oral modes of communication and to use these techniques in their own essays and projects. Mini-lessons will be used to reinforce discrete skills involved in vocabulary acquisition, oral communication, and the writing process (brainstorming, organization, drafting, revision, editing). Products will include formal literary analyses, personal narratives, debates, student-led discussions, and oral presentations of research. Previously studied works include authors such as Salinger, Cisneros, Steinbeck, Homer, Sophocles, and Shakespeare.

•HONORS FRESHMAN ENGLISH: Perspectives on the Journey—Self and World

(A two-semester course; 1 unit of credit. Prerequisite: Departmental Approval.)

This course focuses on analyzing and interpreting both classical and contemporary texts from a cultural perspective. Students read novels, plays, poetry, and essays while examining their own sense of self in connection to the global society in which they live. They question, research, and understand the way the writing style of a literary work reinforces the ideas, rituals, and viewpoints of the culture that it both reflects and affects. Writing assignments are frequent and complex; they are designed to sharpen critical thinking, close reading, and effective writing skills. Authors range from Homer and Shakespeare to Fugard and Mahfouz.

SOPHOMORE ENGLISH

(A two-semester course; 1 unit of credit. Prerequisite: Freshman English)

This course encompasses a survey of the literature of world cultures, including short stories, poetry, drama, and novels, and continues the development of writing skills and techniques. Previously studied works include authors such as Golding, Satrapi, Sophocles, Achebe, and Kafka. Students review previously introduced language skills and pursue new ones through essays that thematically integrate two or more works of literature. In addition, students develop topics in both analytical and creative compositions, giving particular attention to the refinement of the thesis statement. Students are expected to use in-text citations that are relevant, thoughtfully analyzed, and successfully integrated into the text.

•HONORS SOPHOMORE ENGLISH

(A two-semester course; 1 unit credit; Prerequisites: Application and Departmental Approval)

This course will challenge students to read with breadth and depth from the canon of world literature integrated with art, music, and philosophy of each period studied. Whole works will comprise much of the curriculum, and students will examine the way texts from around the world and throughout history portray human experience. Students will be challenged to produce thoughtful literary analyses as well as persuasive and creative pieces. Previously studied works include authors such as Satrapi, Achebe, Sophocles, Dante, Dostoevsky, and Garcia Marquez.

JUNIOR ENGLISH

(A two-semester course; 1 unit credit. Prerequisite: Sophomore English.)

This course surveys literature of the United States and complements the junior American history course. Previously studied works include authors such as Gaines, Hawthorne, Twain, Fitzgerald, and a wide range of American short stories, poetry, and essays. Written assignments consist of narrative and expository writing, formal literary analysis, term projects, and creative writing. This course is required for all juniors except those taking AP English. Basic texts include *The American Tradition in Literature*, *Writing with Style*, and *A Writer's Reference* (Hacker).

•JUNIOR ENGLISH: AP LANGUAGE & COMPOSITION

(A two-semester course; 1 unit of credit. Prerequisites: Sophomore English and Departmental Approval.)

AP English focuses on the development of an individual writing voice through narratives and blended essays that mix narrative, expository, and analytical writing. We will emphasize a conversational voice, the way that a student would talk intelligently but naturally during a class

discussion. Students recognize the arc between writer and reader and how the two meet in the middle. Their own writing reflects the depth and dualities that they have wrestled with in the reading, the best reflecting what John Trimble calls “a fierce attachment to an idea.” In May, students take the Advanced Placement exam in English Language and Composition.

SENIOR ENGLISH

(A two-semester course; 1 unit of credit. Prerequisite: Junior English.)

This course explores the concept of “the educated conscience” through the lenses of classical, post-colonial, and contemporary world literature. Focusing on aspects of conscience, character, and community, students will explore how a skillful use of language is essential not only to gain self-knowledge but also to participate effectively in a larger community. Selected texts will serve to reinforce previously introduced language concepts and assist the student in refining critical thinking, reading, and oral communication and written composition skills. Each student enrolled in Senior English will be required to engage in a year-long study that combines research of a personal nature, culminating in a final “senior statement” that reveals each student’s declaration of the essential elements that comprise his or her own “educated conscience.” In essence, after study and reflection, students will explore how their own character will improve a community beyond themselves. Previously studied works include authors such as Hosseini, Hesse, Orwell, and Shakespeare.

•SENIOR ENGLISH: AP LANGUAGE & COMPOSITION

(A two-semester course; 1 unit of credit. Prerequisites: Junior English and Departmental Approval.)

Senior AP Language and Composition focuses on the close reading of a variety of texts in order to deepen the students’ understanding of the ways writers use language to achieve purpose and affect their audiences. Students discuss their readings in class and write about what they have read. Students also write research-based position papers on a wide-range of controversial topics. Representative works from various genres are selected from *The New Yorker* magazine, which serves as the course text, and selected extended works of fiction such as George Saunders’ *On December Tenth: Stories*. Other timely sources include nonfiction works related to current events, such as *Is Satire Saving Our Nation?: Mockery and American Politics* by McClennen and Maisel. In May, students take the Advanced Placement exam in English Language and Composition.

•SENIOR ENGLISH: AP LITERATURE & COMPOSITION

(A two-semester course; 1 unit of credit. Prerequisites: Junior English and Departmental Approval.)

This senior-level course explores the concepts of “the educated conscience”; gender, class, and race; and cultural identity and difference through the lenses of classical, post-colonial, and contemporary world literature, including selections from British and American literature. Selected texts—primarily works written from the sixteenth century to today—will serve to reinforce previously introduced language concepts and assist the student in refining critical oral communication and written composition skills. AP English Literature and Composition students will engage in a careful reading and critical analysis of imaginative literature, including the novel (social fictions), drama (public spectacle and interior spaces), and poetry (an imaginative awareness of experience). Past works studied include Toni Morrison’s *Beloved*, Conrad’s *Heart of Darkness*, Shakespeare’s *Hamlet*, and selected poems representative of various literary movements. Writing includes frequent timed essays

as well as longer pieces that require a close reading of the text and outside criticism. In May, students take the Advanced Placement exam in English Literature and Composition.

CREATIVE WRITING: POETRY & PROSE*

(A one-semester course offered in the fall; ½ unit of credit.)

This course is open to juniors and seniors who have the passion to hone their talent as creative writers and a willingness to fine-tune their work. The coursework includes reading the work of many published writers, daily writing assignments, and active “workshopping.” Emphasis is given to writing and evaluating pieces that may be selected for publication in *Itinerary*, our school’s literary magazine. Primary texts include *The Poet’s Companion* and *Bird by Bird*.

CREATIVE WRITING: THE SHORT STORY*

(A one-semester course offered in the spring; ½ unit of credit. Junior or senior standing.)

This course focuses on the writing of short fiction based on techniques in classic and contemporary short stories. Integral parts of the course are written and oral class responses, as well as a great deal of revision work. The class will read selected short stories from anthologies and periodicals.

CREATIVE WRITING: PLAYWRITING*

(A one-semester course offered in the fall; ½ unit of credit. Junior or senior standing. Sophomores with English teacher recommendation)

This semester-long course focuses on the process of conceiving, drafting, analyzing, and polishing a short (ten-minute-long) one-act play. Students will begin with an in-depth study of the play *Our Town* by Thornton Wilder, analyzing many of its “beats” (micro-scenes/theatrical units) to understand how Wilder reveals characters and relationships. Students will also learn how to *format* a finished script according to industry standards. Exercises in dialogue, character development, conflict, and structure are a vital part of the course. Class meetings will focus on the writing, reading, and discussion of student work as well as the analysis of selected published scenes.

JOURNALISM I

(A two-semester course; 1 unit of credit.)

This introduction to journalism includes the history of the newspaper in the U.S., freedom and responsibility of the press, and journalistic writing: news, features, sports, and opinion. Particular emphasis is on researching, interviewing, and writing clearly and concisely. Additional skills include headline writing, proofreading, page design, copyediting, and photojournalism. Students use computers for extensive research and desktop publishing (Adobe Creative Suite.) The first-year student writes columns, editorials, reviews, and stories and joins the *Eagle Edition* staff for the last issue of each year. The fundamental textbook is *Inside Reporting* by Tim Harrower. Other sources include the *Associated Press Stylebook*, *The Dallas Morning News*, *USA Today*, *Sports Illustrated*, *ESPN*, *Entertainment Weekly*, and *Rolling Stone* magazine. Highly recommended is a summer journalism workshop between freshman and sophomore year.

JOURNALISM II

(A two-semester course; 1 unit of credit. Prerequisite: Journalism I and Departmental Approval.)

This course reviews and reinforces the topics learned in Journalism I. The J-II student is responsible for helping to plan, write, edit, design, and produce all issues of the *Eagle Edition*. As a staff member and page editor, he/she has the responsibility of designing a page, laying it out on the computer, and proofing it. *The Radical Write* by Bobby Hawthorne is the basic text. Classroom resources include magazines, newspapers, and Adobe Creative Suite reference books. An optional trip to Columbia University in New York during spring break helps students reinforce skills they learn during the year. Highly recommended is a summer journalism workshop between sophomore and junior year.

INTENSIVE JOURNALISTIC WRITING III

(A two-semester course; 1 unit of credit. Prerequisite: Journalism II and Departmental Approval.)

Third-year journalism students will be section editors (news, features, sports, opinion) and/or hold a staff position such as circulation manager, ad manager, or special assignments. The students also continue to work on techniques of persuasion and argument for editorials and to develop their voice through personal columns. In addition to polishing research, interview, and writing skills, advanced students are required to cover a controversial topic for an in-depth news and/ or feature topic for the newspaper's center spread. All writing includes the process approach: brainstorming, focusing, organizing, writing, editing, and rewriting. Leadership skills are developed while planning, editing, and supervising layout of sections of the newspaper. Classroom resources include magazines, newspapers, and InDesign and Photoshop reference books. An optional trip to Columbia University in New York during spring break helps students reinforce skills they learn during the year. Highly recommended (and required for the future editor-in-chief) is a summer journalism workshop either in Dallas, Austin, or elsewhere between junior and senior years.

INTENSIVE JOURNALISTIC WRITING IV

(A two-semester course; 1 unit of credit. Prerequisite: Intensive Journalistic Writing III and Departmental Approval.)

The fourth-year student has a major editorial leadership role on the staff, so leadership skills and journalism ethics are priorities. As a senior editor, this student will direct section editors, artists, photographers, and designers as they publish seven issues of the student newspaper during the year. The advanced student must concentrate on editing skills while he/she polishes writing and design styles. *The Eagle Edition Stylebook and Staff Manual*, *AP Stylebook* and the *Newspaper Designer's Handbook* by Tim Harrower are the basic texts. Other classroom resources include *Adobe InDesign CS5* by Kvern and Blatner, *InDesign Classroom in a Book*, *Adobe PhotoShop*, *The Best of Newspaper Design* published by the Society of News Design, the *Associated Press Stylebook*, *The Dallas Morning News*, *USA Today*, *Sports Illustrated*, *ESPN*, *Entertainment Weekly*, and *Rolling Stone* magazine.

YEARBOOK PRODUCTION*

(A one-semester course offered in the fall; ½ unit of credit.)

This course is a production course and includes page layout and design, writing copy and captions, pictures, headlines, and ethics in journalism. Course will balance in-class critiques with production of the school yearbook, *Carillon*.

FINE ARTS

In accordance with the Mission Statement, the Fine Arts Department provides an environment for an increased understanding of self, artistic and creative talents, and our relationship to other people and the world. Students are required to take one year of Fine Arts in the Upper School to meet graduation requirements. At least one semester of this requirement must be fulfilled by an experiential, hands-on course.

SUBJECT MASTERY GOALS

- To explore the joy of creating and appreciation of artistic forms
- To develop confidence in one's own personal vision and expression
- To assess critically and analyze an artistic discipline
- To solve problems and develop reasoning skills
- To become culturally literate and involved participants in the community

GRADUATION REQUIREMENTS

1 unit (including ½ credit in an experiential class, indicated by a star (**))

The Life Studies Philosophy Statement below has been developed and adopted by the Episcopal School of Dallas to more clearly define the creating and displaying of life drawings.

The Episcopal School of Dallas is committed to the arts. Our goal is to advance the appreciation and education of art. This includes the creation and display of life drawings. Because ESD recognizes that there are disparate feelings that exist regarding life drawings, we employ faculty evaluation of all art works displayed on campus and the school has designed a Reconsideration Policy to address concerns.

PERFORMING ARTS

BEGINNING ACTING

(A two-semester course; 1 unit credit)

Beginning Acting is a course designed to develop acting skills starting with the basic skills necessary for performance. Various acting exercises will be practiced as well as the exploration of various acting methods, including Stanislavski, Meisner, and Adler. In addition to scene work, students will be introduced to a variety of audition techniques and improvisations preparing them for theater performances produced outside of the classroom. Contemporary American playwrights will be studied and used for scene study.

ADVANCED ACTING

(A two-semester course; 1 unit credit: Prerequisites: Beginning Acting and audition, or teacher recommendation)

Advanced Acting is designed for the serious theater student. After a review of acting styles from Beginning Acting, students will explore more stylized and historical performance techniques and

literature. Scene work will include Greek theater, French, farce, and early American theater and musical theater. Students may be required to attend and compete in individual events at the Texas State Thespian Convention.

DANCE*

(A one- or two-semester course; ½ or 1 unit credit for Fine Arts; or may be taken for P.E. Credit: one semester for 1/3 unit credit, or two consecutive semesters (year-long) for 1 unit credit.)

This course is designed for students at all levels of dance. Classical technique training is given. Genres include ballet, modern, and jazz. Other genres of dance will be introduced based on the skills and interests of the class participants. Class participants can expect field trips and participation in workshops at local colleges, universities, and dance organizations providing greater learning opportunities for students. Students participating in the class can choose to receive either P.E. credit or Fine Arts credit. Some outside rehearsal time might be required for performances. The class may be repeated each year for additional credits in either P.E. or Fine Arts.

BEGINNING TECHNICAL THEATER*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: none; class is open to 9th through 12th graders.)

This course is designed for students who are interested in the backstage aspects of theater. Students will be introduced to basic elements of design and construction of sets, costumes, props, lighting, sound, makeup and special effects. All participants are required to serve as running crew for at least one major production. Attendance at work time and rehearsal time outside of school hours are also required.

ADVANCED TECHNICAL THEATER*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Beginning Technical Theater or Departmental Approval.)

This course is designed for students who are looking to advance the knowledge acquired during Beginning Technical Theater. Students will take on leadership roles in productions, working their peers as department heads and rotating through each of the technical areas of set construction, costumes, lighting and sound. Advanced students will work through the entire design process, from concept and renderings to implementation. These students will have opportunities to implement their own designs for productions. All participants are required to serve as a member of a design team or running crew for at least one major production. Attendance at work time and rehearsal time outside of school hours are also required.

MIXED CHOIR

(A two-semester course; 1 unit credit)

This course provides an opportunity for students to sing and perform as individuals and as members of an ensemble. During the first semester, the students may participate in All-State choir auditions. The choir members participate in chapel services, the fall concert, and the Lessons and Carols service. In the second semester, the choir participates in TPSMEA Solo/Ensemble Contest and Cabaret Night, which includes choreography instruction.

CONCERT CHOIR

(A two-semester course; 1 unit credit. Prerequisite: Departmental Approval)

This course is for Upper School students who are interested in singing in an ensemble with a high degree of musicianship. During the first semester, students are encouraged to participate in the TPSMEA All-State Choir auditions. The choir participates in daily chapel services and performs at the Fall Concert, Lessons and Carols, and the annual musical production. In addition, other performance opportunities may include participation in the TPSMEA Solo/ Ensemble Contest, ISAS Arts Festival, and Cabaret Night.

BAND

(A two-semester course; 1 credit. Prerequisite: Departmental Approval)

Upper School Band is a continuation of Middle School Band as a study of woodwind, brass, and percussion instruments and literature. Emphasis is on ensemble and solo performances. Performance opportunities may include concerts, TPSMEA All-State Honor Band, ISAS Fine Arts Festival, Concert and Sight Reading competition, Solo and Ensemble competition, and/or playing at school events. Students are responsible for their own instruments and supplies.

CHAMBER ENSEMBLE I

(A two-semester course; ½ credit. Prerequisite: Departmental Approval)

Upper School Chamber Ensemble I is an introduction to string ensemble performance techniques and basic music theory. This course is designed to improve individual and ensemble performance abilities. Students are encouraged to participate in TPSMEA All-State ensembles, Region Orchestra, Solo/Ensemble contests, and the ISAS Arts Festival. The ensemble will perform on the Fall Choir Concert, Lessons and Carols, chapel services, and other ESD community events throughout the school year. An all school combined recital will be presented in May of each school year. Students are required to rent or own their instrument.

CHAMBER ENSEMBLE II

(A two-semester course; ½ credit. Prerequisite: Chamber Ensemble I or Departmental Approval)

Upper School Chamber Ensemble II is a continuation of and builds upon the string ensemble performance skills and music theory knowledge acquired in US Chamber Ensemble I. More challenging repertoire and more advanced music theory concepts will be performed and explored. Students are encouraged to participate in the TPSMEA and other events described in US Chamber Ensemble I.

• AP MUSIC THEORY

(A two-semester course; 1 unit credit. Prerequisite: Departmental Approval)

This course is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The course will include aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. Musicianship skills, like dictation, sight-singing, and keyboard harmony will be emphasized.

SPEECH/COMMUNICATIONS*

(A one-semester course offered both semesters; ½ unit credit)

This course is designed to develop verbal and nonverbal communication skills. Students will begin to explore and practice public speaking, visual presentation aids, receiving and giving critiques, advocacy skills and interpersonal and business communication skills. Students will have the opportunity to participate in various activities and practice and demonstrate their communication skills.

TOURNAMENT SPEECH/DEBATE*

(A one- or two-semester course, ½ or 1 unit credit; Prerequisites: Speech/Communications or Departmental Approval)

This course is designed for students who want to develop their speaking skills at the competitive level. Students will participate in various speaking events, such as debate and mock trial. Those students who choose to take the class for only the fall semester must compete in two events by the end of the semester. Those students who choose to take the entire year must compete in three speech events and make one presentation at the school.

FILM STUDIES I*

(A one-semester course offered in the fall; ½ unit credit. Prerequisites: none; the class is open to 9th through 12th graders.)

This course provides the beginning film student with a general history of cinema from the silent period to contemporary films. Students will learn about some of the industry's most influential directors and their films. In addition, the student will learn about early Hollywood and film noir. The second quarter will be spent studying non-fiction film, including direct cinema and documentary. Guest speakers and viewings are part of the film studies curriculum.

FILM STUDIES II- FILM EDITING*

(A one-semester course offered both semesters; ½ unit credit. Prerequisites: Film Studies I)

This course provides the beginning film student with a better understanding of film editing. Students learn the basics of editing that includes title design, trailers, genre adaptations, public service ads, and comedy. Students have the opportunity to work with the Final Cut Pro editing system, sound, and narrative development. The students will also make an original film.

FILM PRODUCTION III (offered both semesters), IV (spring only), AND V (as needed)*

(A one-semester course; ½ unit credit. Prerequisites: Film I and Film II or Departmental Approval)

This course provides the more advanced film student with a deeper understanding of editing, narrative development, and cinematography. Class time will be spent working as a film production company, as well as in individual production. The student will expand his/her understanding of the entire filmmaking process. The interested film student has the opportunity to take multiple semesters of advanced film for credit.

VISUAL ARTS

INTRODUCTION TO DESIGN (2D & 3D)*

(A one-semester course offered both semesters; ½ unit credit)

This course is designed for students who want to fulfill ½ of their Fine Arts graduation credit. This course includes hands-on activities in 2D and 3D studies, as well as critical discussions regarding the art making process. Students will have opportunities to explore basic 2D and 3D design as it relates to the principles of drawing and painting, as well as the development of 3D construction and form.

PRINTMAKING I

(A two-semester course; 1 unit credit; Prerequisites: none.)

Beginning students will be introduced to the joys of printmaking and the principles of design. The projects reinforce drawing and 2D design skills, as well as concept development. Students will explore techniques of relief painting, intaglio, solar plate etching, chine collé, and monotypes. Students will develop a visual vocabulary through making art and engaging in dialogue. Critiques will be an essential part of the learning process as students learn to articulate their observations about what they see.

FOUNDATIONS OF ART

(A two-semester course; 1 unit credit. Prerequisites: Departmental Approval with “B+” or higher average in eighth grade art)

This course is a prerequisite for all students interested in taking more than one year of Visual Arts. Students interested in pursuing an Advanced Placement Studio Portfolio in their junior or senior year will need to enroll in this course. It is a studio art course divided into four one-quarter rotations. In this exciting art and design course, students will experience a variety of three-dimensional and two-dimensional studio processes. These processes may include ceramics, photography/digital, printmaking, drawing, painting, two-dimensional design, and other methods to be determined. Traditional studio materials, digital cameras, scanners, printers, and Adobe Photoshop software will be used in creating artwork. Critiquing skills will be developed. Works created in this course might be considered for an Advanced Placement portfolio.

SCULPTURE II*

(A one-semester course offered both semesters; ½ unit credit. Prerequisites: Foundations of Art or Departmental Approval)

This class is designed to further the student’s knowledge of basic sculpture techniques and 3D design. It will include a more in-depth exploration of the subtractive and additive methods of working in sculpture that were first introduced in Foundations of Art, as well as an emphasis on spatial awareness.

SCULPTURE III*

(A one-semester course offered both semesters; ½ unit credit. Prerequisites: Foundations of Art and Sculpture II or Departmental Approval)

This course will continue the development of technical skills, aesthetics, and problem-solving techniques with an emphasis on the pursuit of more personal imagery. Students will experience the three key methods of working in sculpture: arranging shapes in space, carving and modeling, and assembling. Investigating form, volume, and mass, along with instructional critique, will help students develop their critical thinking skills and their personal and artistic ways of working.

SCULPTURE IV*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Foundations of Art, Sculpture II, Sculpture III, or Departmental Approval)

This course is for students who want to further their skills in sculpture. Techniques will include all that have preceded and will focus on a more thorough understanding of design. This class is designed to encompass the learning of terminology associated with 3D design, as well as the technical, historical, aesthetic, cultural, and contemporary concerns of sculptors. The students will begin a portfolio and learn how to prepare for a senior show or to qualify as an AP student in 3D design.

•AP STUDIO ART: 3-D DESIGN - SCULPTURE

(A two-semester course; 1 unit credit. Prerequisites: Foundations of Art, Sculpture II, Sculpture III, or Departmental Approval)

In this advanced level course, students design and execute their own sculpture projects based on the theme of their choice. Students will prepare a portfolio of artworks with requirements outlined by the College Board's Advanced Placement course description for 3D Design. The portfolio will consist of digital images of the student's own artwork. Copies of these digital images may be used for college and scholarship applications, as well as the College Board AP Studio Art exam. Seniors will plan and execute a public exhibition including a digital presentation, artist talk, and a reception.

WHEEL THROWING I*

(A one-semester course offered both semesters; ½ credit. Prerequisite: Foundations of Art. Limit: 10 students)

This introductory course in learning to throw on the potter's wheel is based on the traditional manner of teaching. Students will learn to wedge, center, open, and pull a cylinder before advancing to the next assignment. Each assignment will introduce a new technical skill. This course provides an in-depth exploration of the cylinder and bowl. Various surface treatments, glaze applications, and kiln firing processes will be explored. An overview of the historical importance of ceramics and the contemporary role of ceramics in the world today will be discussed. Critiquing skills will be developed.

CERAMICS II*

(A one-semester course offered both semesters; ½ unit credit. Prerequisites: Foundations of Art, Wheel Throwing I, or instructor approval; for hand building: Foundations of Art or Departmental Approval. Limit: 10 wheel throwing students and five hand-building students)

This course will focus on the continued development of technical skills and aesthetics in the pursuit of a personal imagery. With instructor approval, students will have the option of hand-building or throwing on the wheel. Hand-built images will continue to evolve based on the prior experience of

each student. Images may be sculptural or functional in design. In wheel throwing, students will continue to learn new technical skills. Students will master each skill before advancing to the next assignment. Examples of wheel throwing assignments include coffee cups with pulled handles, lidded objects, and manipulation of form. Scheduled group critiques and spontaneous individual critiques will be held throughout the semester. An overview of contemporary ceramics will be presented through video, digital, and slide presentations.

CERAMICS III*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Foundations of Art, Wheel Throwing I, Ceramics II, or Departmental Approval. Limit: 10 wheel throwing students and five hand-building students.)

This course will focus on the continued development of technical skills and aesthetics in the pursuit of a personal imagery. With instructor approval, students will have the option of hand-building or throwing on the wheel. Images may be sculptural or functional in design. Hand-built images will continue to evolve based on the prior experience of each student. In throwing on the wheel, students will continue to learn new technical skills and will master each skill before advancing to the next assignment. Examples of wheel throwing assignments may include lidded objects, plates, bottles, and combined forms. Group and individual critiques will be held throughout the semester. These critiques will focus on identifying the visual vocabulary of the work presented. An overview of contemporary ceramics will be presented through video, digital, and slide presentations.

CERAMICS IV*

(A one-semester course offered both semesters; ½ unit credit. Prerequisites: Foundations of Art, Wheel Throwing I, Ceramics II, and Ceramics III, or Departmental Approval)

This course is an in-depth exploration of image-making and will focus on the development of critical thinking in the pursuit of a personal imagery. Each student must be confident in technical skills before entering this class. With instructor approval, students will have the option of hand-building or throwing on the wheel. Images may be functional or sculptural in design. Students will begin to assemble a coherent body of work while continuing to explore surface treatments, glazes, and various firing procedures. An overview of American ceramic artists and ceramic movements dating from 1950 to the present will be presented through video, digital, and slide presentations. Students will become articulate in the discussion and critique of presented work.

CERAMICS V*

(A one-semester course offered both semesters; 1/2 unit credit. Prerequisites: Foundations of Art, Wheel Throwing I, Ceramics II, Ceramics III, and Ceramics IV or Departmental Approval)

This course is an in-depth exploration of image-making and will focus on the development of critical thinking in the pursuit of a personal imagery. Each student must be confident in technical skills before entering this class. With instructor approval, students will have the option of hand building or throwing on the wheel. Images may be functional or sculptural in design. Students will begin to assemble a coherent body of work while continuing to explore surface treatments, glazes, and various firing procedures. An overview of American ceramic artists and ceramic movements dating from 1950 to the present will be presented through video and slide presentations. Students will become articulate in the discussion and critique of presented work.

- AP STUDIO ART: 3-D DESIGN- CERAMICS

(A two-semester course; 1 credit. Prerequisites: Foundations of Art, Wheel Throwing I, Ceramics II, Ceramics III, or Departmental Approval)

In this advanced level studio course, students must be self-motivated and proficient in technical skills. This course continues to focus on the development of critical thinking in the pursuit of a personal imagery. Students will organize a portfolio of artwork that demonstrates the strength and breadth of their artistic abilities. Each student will prepare this digital portfolio as outlined by the Advanced Placement College Board. These portfolios may be used for college applications and scholarship applications, as well as the College Board AP Studio Art exam. Seniors will plan and install a gallery exhibition, including a digital presentation and a reception.

STUDIO ART II

(A two-semester course; 1 unit credit. Prerequisites: Foundations of Art)

In the fall semester, this intermediate-level studio course will focus on the continuation of the development of observational and technical drawing and painting skills. Students will utilize a variety of media and techniques. In the second semester, students will be introduced to the computer as a tool in developing drawings, paintings, and two-dimensional designs. Students will utilize various programs such as Adobe PhotoShop, Illustrator, and Google SketchUp. Critiquing skills will be developed throughout the year.

STUDIO ART III

(A two-semester course; 1 unit credit. Prerequisites: Foundations of Art and Studio Art II, or Departmental Approval)

In the first semester, students in this advanced-level studio class will create art that explores color theory, painting, mixed media, and printmaking. Students will create works relating to major movements in art of the 19th and 20th centuries. In the second semester, students will create art that explores drawing, painting, and printmaking. Students will broaden their visual vocabulary of styles and techniques. Critiquing skills will be developed throughout the year.

- AP STUDIO ART - DRAWING OR 2-D PORTFOLIO

(A two-semester course; 1 unit credit. Prerequisites: Foundations of Art and completion of both semesters of Art I, and at least one semester of another studio art course in any of the studio areas, or Departmental Approval.)

This is an Advanced Placement studio class in which students will prepare portfolios of their best original artworks with the requirements outlined by the AP College Board. This course is an advanced-level directed studies studio in which students design and execute their own projects based on a theme of their choice. Students will prepare a portfolio of artworks with requirements outlined by the Advanced Placement College Board. The portfolio will consist of digital images of the student's own artwork. The portfolio may be used for college applications, and scholarship applications as well as the College Board AP Studio Art exam. Seniors will plan and execute an exhibition that will take place in the Jennifer and John Eagle Gallery.

PHOTOGRAPHY I

(A two-semester course; 1 unit credit. Prerequisite: Foundations of Art)

This course explores various concepts and compositions conveyed through the art of photography. Students study the history of photography and its evolution as an art and science. Black-and-white darkroom technique is emphasized first semester. Students become familiar with the fundamental parts and functions of traditional single-lens-reflex film cameras. They learn photographic processes by shooting images with film, developing film, and enlarging and developing prints. Alternative darkroom processes and digital photography are introduced second semester. Students use digital cameras and Adobe Photoshop software to capture and enhance images in our state-of-the-art iMac computer lab. Students need to provide their own digital SLR cameras; Nikon or Canon are recommended.

PHOTOGRAPHY II - DIGITAL DESIGN*

(A one-semester course offered in the fall; ½ unit credit. Prerequisites: Foundations of Art and completion of Photography I)

Technical aspects and aesthetic concerns of digital imaging are the emphasis of this advanced course. Students will explore sophisticated digital camera shooting techniques and the applications of Adobe Photoshop software tools, scanners, and printers for the creation of sophisticated art pieces. Critiquing skills will be developed. Students need to provide their own digital SLR cameras; Nikon or Canon is recommended.

PHOTOGRAPHY II - EXPERIMENTAL PROCESS*

(A one-semester course offered in the spring; ½ unit credit. Prerequisites: Foundations of Art and completion of Photography I)

The initial focus in Photo II - Experimental Process is to expand the creative process of photography to a more professional level. This semester the students will explore a high level of critical and analytical ways of creating imagery. Pre-visualization and conceptual planning is highly emphasized to achieve an independent portfolio in the end. The students will practice a variety of photographic techniques to develop an individual artistic style. Students need to provide their own digital SLR cameras; Nikon or Canon is recommended.

PHOTOGRAPHY III - INDEPENDENT STUDIES

(A two-semester course; 1 unit credit. Prerequisites: Foundations of Art and completion of Photography I and at least one Photography II semester, or Departmental Approval)

The initial focus in Photography III - Independent Studies is the student's ability to finish the course as an independent artist and to have the knowledge of what is expected from a professional photographer. Advanced lighting techniques will be introduced, as well as the business side of photography. Assignments will be given by the instructor with the focus on independent study by the student. At this level, the student has developed an individual artistic style and interest in a specific subject. At the end of this course, the student will understand how to use professional tools for optimum results with the completion of an advanced portfolio. Students need to provide their own digital SLR cameras. Nikon or Canon is recommended.

- AP STUDIO ART: 2-D DESIGN- PHOTOGRAPHY

(A two-semester course; 1 unit credit. Prerequisites: Foundations of Art and completion of both Photography I semesters, and at least one Photography II semester or Departmental Approval)

This course is an extensive investigation of the interrelationship between subject matter, concept, and technical decision-making in the production of a college level body of artwork. Students develop an advanced portfolio of images in preparation for the College Board AP Studio Art exam. Seniors will plan and execute a public exhibition including an artist talk.

- AP ART HISTORY

(A two-semester course; 1 unit credit. Prerequisites: Junior or Senior standing and Department Approval)

This survey course spans the development of art from prehistoric times to the present. The emphasis is on painting, sculpture, architecture, and performance art. Although the majority of the course traces art in the Western tradition, this course also touches on non-Western art and culture. Students learn to recognize various periods and styles, as well as to develop their critical writing and thinking skills. Students visit museums and galleries throughout the Metroplex. Students may choose to take one or two semesters; those who enroll in both semesters will take the College Board Advanced Placement Art History exam in May. This course may serve as either a history or a fine arts credit.

HISTORY

The History Department at ESD has two primary goals: the acquisition of factual knowledge and the understanding of historical, social, political, and economic concepts. Subject mastery goals reflect an attempt to foster an understanding of the past and establish its relationship to the present. The development of critical thinking skills is central to all of our courses. Additionally, the curriculum is designed to provide students with a working knowledge of how political, social, economic, and cultural systems fit into contemporary world affairs.

SUBJECT MASTERY GOALS

- To be able to critically read and interpret both primary and secondary historical documents
- To write clear and concise analytical essays about varied substantive historical and social issues
- To evaluate critically and perceptively historical patterns and connections on a global basis
- To develop an understanding of the origins and characteristics of the United States' political system and economic and cultural patterns
- To gain a working knowledge of the concepts of citizenship and an individual's obligations to society and its institutions
- To possess a working knowledge of the wide diversity of cultures in the world
- To have a working knowledge of global map and geography skills that allows for recognition and identification of major geographical and political entities around the globe

GRADUATION REQUIREMENTS

3 units – World Cultures (counts for ½ unit of credit in History), World History, American History, ½ Government

WORLD CULTURES

(A two-semester course; ½ unit credit in Religion, ½ unit of credit in History)

This course will investigate the interplay between religion and geography throughout history. Students will explore the major world religions and learn about how geography and history have influenced the development and continued growth of these religions. This course is intended to provide a foundation of basic skills like critical writing, historical research, primary source analysis, and interpretation of a variety of texts. The course emphasizes an overall respect for diversity and an understanding of the unity of the human experience. Students will examine their own culture and beliefs, as well as the nature of religious experience. A major goal of this course is to encourage the development of a global perspective. In today's interconnected world, it is imperative to have an awareness of the similarities and differences in different cultures.

WORLD HISTORY

(A two-semester course; 1 credit. Prerequisite: Sophomore or Junior Standing.)

This course covers the major developments since the Renaissance. Rather than focusing only on Western Europe, the global nature of the text and the many outside readings allow students to see how events, trends, and ideas from all parts of the world interact and affect people wherever they live. Emphasis is also placed on current events. A variety of media is used to enhance discussions on cultural developments. Since much of the second semester is devoted to the 20th century, students receive a thorough grounding in events that directly shape their lives, and they have the opportunity to discuss pertinent issues in class.

• AP WORLD HISTORY

(A two-semester course; 1 unit credit; Prerequisite: Sophomore Standing and Department Approval)

The purpose of the AP World History course is for students to develop a greater understanding of the development, evolution, and expansion of globalization. This understanding is developed through factual knowledge and development of advanced analytical skills. This course focuses on the nature of global changes, their causes and consequences, and comparisons among the societies of the world. It emphasizes relevant knowledge in union with interpretation of primary and secondary sources that analyze leading interpretive issues and types of historical evidence. The course focuses on cultural, political, economic, and technological information that, along with geography, allows the student to explore the entire human experience. Research and writing will be an integral component of the course, with a major project in the spring and numerous AP practice essays throughout the year. This class is available to selected sophomore students and will culminate in their AP World History examination in May.

UNITED STATES HISTORY

(A two-semester course; 1 unit credit. This course should be taken in the Junior year.)

This course is a survey of the major social, cultural, political, and economic developments in the United States from colonial times to the present. Students are expected to be familiar with the essential facts of American history and to have developed a critical understanding of the people and events shaping the American character. A five-to seven-page research paper with Chicago style documentation is required in the second semester.

- AP UNITED STATES HISTORY

(A two-semester course; 1 unit credit. Prerequisites: Departmental Approval and Junior or Senior standing.)

This course is a survey of American history from colonial times to the modern era with emphasis on the political, economic, and diplomatic events of United States history, as well as the social and cultural evolution of the American people. The course also aims to familiarize students with the critical thinking skills and research methods of the historian through comparison and analysis of both primary and secondary source materials. Several outside projects are required, and students are required to take the AP Exam at the end of the course.

UNITED STATES GOVERNMENT*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Junior or Senior standing.)

This course examines the historical and fundamental principles of the U.S. Constitution, the application of those principles within our political institutions, and the rights and responsibilities of citizens. The class investigates how the government is run, how it interacts with the people, and how it has changed or been changed over its history.

- AP U.S. GOVERNMENT AND POLITICS*

(A one-semester course offered in the fall; ½ unit credit. Prerequisites: Departmental Approval and Junior or Senior standing.)

This course provides a more in-depth analysis of the American political system. Beginning with an examination of the constitutional underpinnings of our political system, the course will analyze the fundamental principles in the context of the historical development and contemporary adaptation of civil rights, civil liberties, institutions, and policy within our system. Primary focus is placed on the analysis and interpretation of the political processes, theories, concepts, and data within our federal system of government. Multiple outside readings are used in addition to the textbook. Students are required to take the AP exam at the end of the course.

- AP COMPARATIVE GOVERNMENT AND POLITICS*

(A one-semester course; ½ unit credit. Prerequisite: Junior or Senior standing and Departmental Approval.)

This one semester college level course, designed to prepare students for the Advanced Placement exam focuses on government and politics in other countries and provides a theoretical framework to compare political systems around the world. At the conclusion of the course, students should be able to describe common types of governments and cultures in the world, compare and analyze their governments and societies, and describe their interaction in a global world. The main countries of focus are the United Kingdom, Russia, China, Mexico, Nigeria, and Iran.

ECONOMICS*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Junior or Senior standing.)

This course introduces the tools and concepts of economic analysis. A study of microeconomics and macroeconomics is included with an emphasis on developing the vocabulary necessary for discussing, reading, and understanding basic economic and political issues. The application of economic

concepts and vocabulary to national and international issues is encouraged through student-led discussions of political and economic topics.

•AP MICROECONOMICS*

(A one-semester course offered in the fall; 1 unit credit. Prerequisite: Junior or Senior standing and Department Approval.)

The purpose of the AP Microeconomics course is to provide an in-depth study into the smaller, finer workings of the economy. In particular, students focus on the cost-benefit analysis of thinking, using supply and demand graphs to envision and manipulate a variety of markets (perfectly competitive, oligopolies, monopolistically competitive, and monopolies), and to see how consumers and producers interact in markets. In addition, students see the impact of government on these specific markets.

•AP MACROECONOMICS *

(A one-semester course offered in the spring; ½ unit credit. Prerequisite: Junior or Senior standing and Department Approval.)

This course will offer an in-depth examination of macroeconomic principles and their applications. Emphasis will be placed on fiscal and monetary policy, as well as international trade and finance. The course will prepare students to take the Advanced Placement exam in macroeconomics.

•AP EUROPEAN HISTORY

(A two-semester course; 1 unit credit. Prerequisite: Junior or Senior standing and Departmental Approval.)

This course covers the period from the late Middle Ages to the present. The political, social, economic, intellectual, and artistic developments of Europe during this period provide the framework for the course. In addition to a text, secondary and primary source materials are used to study these developments. Throughout the year a series of take-home essays, DBQ essays, and objective tests are assigned. Students are required to take the AP exam in May.

20th CENTURY CONFLICTS: A Social, Economic, and Cultural History of Change*

(A one-semester course offered in the fall of odd-ending academic years (e.g., 2016-2017); ½ unit credit. Prerequisite: Junior or Senior standing.)

The course will examine the incorporation of industrial and pre-industrial societies into the realm of twentieth century total war. To that end, we will investigate the mechanization of war through the use of strategic bombing, nuclear war, and the employment of women or minorities on the home front. In the second section of the class, we will emphasize the changes in the developing war with studies on terrorism, child soldiers, and guerrilla warfare. Finally, we will look at changes that are cultural or psychological in nature, such as the dehumanization of the enemy, culture wars, propaganda, and genocide.

THE AMERICAN PRESIDENCY

(A one-semester course offered in the spring odd-ending academic years (e.g., 2016-2017); ½ unit credit. Prerequisite: Junior or Senior standing.)

The American Presidency will examine the powers of the executive branch as outlined in the Constitution, how those powers have evolved from the founding, and the ways various administrations have used, not used, or misused these powers. The course, in many ways, will be a study of leadership. It is anticipated that a large part of the course will deal with administrations from the early 20th century to the present.

THE U.S. CONSTITUTION

(A one-semester course offered in even-ending academic years (e.g., 2015-2016); ½ credit. Prerequisite: junior or senior standing or permission of department.)

This course is designed for students interested in law, government, politics, and current events. Students will first develop a basic understanding of the nature and purpose of written constitutions, the structure and content of the U.S. Constitution, and a variety of approaches to constitutional interpretation and analysis. After that base has been established, topics will be selected from a range of issues that are significant in contemporary political and civic discussions, including the tension between national security and civil liberties in wartime; the role of religion in public life; race and the law; the conflicts built into our federal system, including those between branches of the federal government and between the states and the national government; and so-called social issues such as abortion, affirmative action, and gender-related rights. The basic texts for the class will be the Constitution itself and federal case law, primarily U.S. Supreme Court decisions. Skills to be developed include the close reading of legal texts and the development of persuasive arguments based on factual evidence, law, and reason.

MATHEMATICS

The Upper School curriculum is designed to promote a deeper understanding of mathematical abstractions and the ability to solve problems using sound logical progressions. With the fast-developing role of technology, students now have the ability to see mathematics in a dynamic fashion in all their courses from algebra through calculus. It is the department's intent that all ESD students graduate with the ability to communicate correct mathematical processes coherently in both written and spoken form. Our graduates should be well prepared to pursue college studies in mathematics or related fields.

SUBJECT MASTERY GOALS

- To solve problems using basic computational skills involving whole numbers, integers, fractions, decimals, percents, and measurement systems.
- To recognize and interpret relevant information and choose appropriate strategies to solve problems.
- To communicate mathematically through written and spoken expression.
- To read and interpret probabilistic and statistical data.
- To learn appropriate use of tools such as manipulatives, calculators, and computers.
- To recognize, compare, and reason with geometric figures.

- To reason analytically, logically, graphically, and numerically.
- To recognize patterns and functional relationships.

GRADUATION REQUIREMENTS

3 units taken in Upper School

ALGEBRA I-B

(The second half of a two-year course; 1 unit credit.)

This course represents the conclusion of a traditional first-year algebra curriculum. It builds on the foundations laid in the preceding course at a pace designed to foster each student's maximal understanding. Course topics include the study of functions (linear and quadratic) and their graphs, linear inequalities, quadratic equations, and a formal introduction to exponents and radicals. Students will expand and deepen their use of the graphing calculator and also work throughout the year on worded problems situations. Later in the course, students work with expressions of a higher degree.

ALGEBRA I

(A two-semester course; 1 unit credit.)

This course begins with the study of operations with real algebraic expressions (constant and variable). The algebraic properties are introduced early in the course. Students solve equations and inequalities of various types, including linear, quadratic, and absolute value. They also study linear and quadratic functions, both analytically and graphically. They work with expressions of higher degree later in the course and throughout the year encounter worded problem situations. (This course is intended for ninth grade students who have not satisfactorily completed a half-year of Algebra I.)

GEOMETRY or • HONORS GEOMETRY

(A two-semester course; 1 unit credit. Prerequisite: Algebra I and Departmental Approval for Honors.)

This course is a traditional study of Euclidean geometry, with significant modeling using the SmartBoard. Students continue to learn how to construct logical proofs, and utilize elements of discovery in learning about the geometric world. Topics to be studied include lines, angles, polygons, parallelism, perpendicularity, similarity, introductory right triangle trigonometry, circles, area, volume, and coordinate geometry. The honors course covers the same topics listed under Geometry but in greater depth and intensity.

ALGEBRA II or • HONORS ALGEBRA II

(A two-semester course; 1 unit credit. Prerequisite: Geometry and Departmental Approval for Honors)

This course begins with a quick review of the concepts and techniques developed in the first-year algebra course. The students then expand their understanding of algebra, both in breadth and in depth. Topics previously studied are revisited from a function perspective. Graphing calculators allow the student to explore graphically the behavior developed analytically. The following functions are studied in Algebra II: absolute value, linear, quadratic, higher-order polynomial, exponential, logarithmic, radical, and rational. Complex numbers, conic sections, sequences and series, and linear programming are also introduced in this course. The honors course covers the same topics listed

under Algebra II, but in greater depth and intensity. Because the honors course is specifically a preparation for Honors Precalculus, the material will heavily emphasize functions.

ALGEBRA III

(A two-semester course; 1 unit credit. Prerequisite: Algebra II.)

This course utilizes a survey of mathematical analysis techniques used in the working world, thus providing valuable experience with organizing and analyzing information. Students interested in a career in business, accounting, psychology, and computers will benefit from this course. The course will utilize the graphing calculator, Microsoft Excel, PowerPoint, and other tools in the instruction and presentation of student work. Work will be inquiry based, and students will complete at least one project per quarter.

PRECALCULUS or • HONORS PRECALCULUS

(A two-semester course; 1 unit credit. Prerequisite: Algebra II and Departmental Approval for Honors).

The intent of this course is the deepening of the students' general understanding of functions using both analytical and graphical approaches. This course places special emphasis on the study of trigonometric functions and includes a comprehensive survey of trigonometry. Trigonometric functions also serve as the introduction to two new types of functions, parametric and polar. Successful completion of this course should sufficiently prepare a student to take calculus in the following school year. The honors course is a comprehensive treatment of functions, including, but not limited to, the following types: linear, quadratic, rational, radical, exponential, logarithmic, and trigonometric. Additional topics to be studied include vectors, parametric and polar functions, combinatorics, and probability. Some calculus topics are also introduced.

CALCULUS

(A two-semester course; 1 unit credit. Prerequisite: Precalculus.)

This course is an introduction to the study of calculus. It begins with a review of pre-calculus topics and proceeds with a study of limits. The concept of function continuity, already introduced at an intuitive level in pre-calculus, is clearly defined and explored. The course focus then moves to the derivative and its applications. Elements of integral calculus are then explored as time permits. Successful completion of this course should more than adequately prepare the student for a first-year course in college calculus.

• AP CALCULUS AB

(A two-semester course; 1 unit credit. Prerequisite: Precalculus and Departmental Approval.)

This course follows the syllabus prescribed by the College Board. That syllabus presupposes a solid grasp of both the concepts and the mechanics of the algebra and pre-calculus sequence. AB Calculus begins with the study of limits. Later topics of study include the continuity of functions, derivatives and their applications, antiderivatives, definite integrals and their applications, separable differential equations, and miscellaneous techniques of integration. Students are expected to take the Advanced Placement examination in May. Candidates who achieve sufficiently high scores on this examination generally receive a semester's credit or advanced placement from the university into which they matriculate. Students enrolling in this college-level course should thus expect a demanding pace,

both in the classroom and in their preparation at home. For this reason, enrollment in this course is closely monitored.

- AP CALCULUS BC

(A two-semester course; 1 unit credit. Prerequisite: Honors Precalculus and Departmental Approval.)

This course follows the syllabus prescribed by the College Board. BC Calculus covers all of AB Calculus, along with some additional material. The additional topics include vectors, polar coordinates, advanced differential equations, more applications and techniques of integration, as well as sequences and series. BC Calculus students are likewise expected to take the Advanced Placement Examination in May. Candidates who achieve sufficiently high scores on this examination generally receive a full year's credit or advanced placement from the university into which they matriculate. Students enrolling in this college-level course should thus expect an extremely demanding pace, both in the classroom and in their preparation at home. Enrollment in this course is closely monitored.

- AP STATISTICS

(A two-semester course; 1 unit credit. Prerequisite: Completion of Precalculus and Departmental Approval.)

This course will acquaint students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the gathering and analysis of realistic data. The concepts and methods presented in this course have obvious applicable value. Students are expected to take the Advanced Placement Statistics examination in May.

PHYSICAL EDUCATION/HEALTH

The purpose of this program is to enhance the total development of each student and increase the skills and knowledge necessary for each student to create life-long habits of wellness.

PROGRAM REQUIREMENTS HEALTH AND WELLNESS

One semester of Health and Wellness is required for graduation. The requirement is to be completed before the start of the junior year. Students in Health and Wellness will receive a semester letter grade and one-half credit recorded on their transcript. The semester grade for Health and Wellness is included in the student's cumulative grade point average.

HEALTH AND WELLNESS*

(A one-semester course to be completed in the 9th or 10th grade.)

This course focuses on the health components of physical fitness, nutrition, and the benefits of exercise. The course concludes with a unit on positive lifestyle choices and stress management.

PHYSICAL EDUCATION

Six activity credits (Physical Education or Athletics) are required for graduation. Two activity credits are required each year during the freshman and sophomore years; juniors and seniors are required to

complete at least one activity credit each year. Activity credits are graded as Pass (P) /Fail (F) and are noted as Physical Education on the transcript with the appropriate number of partial-credits recorded on the transcript. Pass/Fail grades are not included in the student's cumulative grade point average. Students may fulfill their Physical Education or Athletics requirements by participating in the following:

LIFETIME FITNESS ACTIVITIES *(1 activity credit)*

This course emphasizes the total conditioning of the body, including the cardiovascular, body composition, strength, and flexibility components of fitness. Students will be challenged to take personal responsibility for their lifetime fitness and wellness. Students will take part in a variety of activities that may include team and individual sports, core training, yoga, spin, resistance training, low impact aerobics, cardiovascular cross training and other fitness activities.

MOUNTAIN BIKING *(1 activity credit)*

This course is designed to provide each student the opportunity to enjoy off-road biking as a means to staying physically active. Students will learn to ride a mountain bike and go on a trail ride off campus. They will also have the opportunity to strength train. Participation in this class is designed to increase each student's fitness level, knowledge of physical fitness and mountain biking, and appreciation of the benefits and enjoyment of a healthy lifestyle.

PERSONALIZED FITNESS TRAINING *(1 activity credit)*

This course is designed to provide each student the opportunity to set and achieve personal goals towards a higher personal fitness level, increase each student's knowledge of physical fitness, and gain a better appreciation of the benefits and enjoyment of a healthy lifestyle.

RELIGION

The Upper School curriculum is designed to introduce students to an academic study of religion and aims to develop a greater understanding of the Judeo-Christian faith as well as other major world religions. A variety of elective courses challenge students to reflect on morality and ethics in modern society, the meaning and purpose of life, and the significance and influence of the Bible in Western culture. Living in a world frequently impacted by religious intolerance, students are better equipped to respond intelligently when they are familiar with foundational beliefs and practices of a variety of religious traditions, including their own.

SUBJECT MASTERY GOALS

- To encourage a deep and lifelong desire to pursue justice and truth
- To have a clear understanding of the world's major religions, including core beliefs, practices, ethical traditions, and sacred texts
- To analyze various religions' sacred scripture in their cultural and literary contexts
- To foster better understanding of people and cultures from diverse religious backgrounds
- To examine, critique, and affirm personal and universal values in the light of contemporary culture and religion
- To use moral reasoning to resolve ethical dilemmas

- To grapple with theological questions and answers and examine personal beliefs as well as the nature of religious experience
- To become familiar with a wide selection of Hebrew scriptures and the New Testament and develop an understanding of their influence on the arts and literature of Western culture

GRADUATION REQUIREMENTS

1 unit (½ unit in ninth grade World Cultures and ½ unit in junior or senior year.)

WORLD CULTURES

(A two-semester course required for all freshmen; ½ unit credit in Religion, ½ unit of credit in History)

This course will investigate the interplay between religion and geography throughout history. Students will explore the major world religions and learn about how geography and history have influenced the development and continued growth of these religions. This course is intended to provide a foundation of basic skills like critical writing, historical research, primary source analysis, and interpretation of a variety of texts. An overall respect for diversity and an understanding of the unity of the human experience will be emphasized. Students will examine their own culture and beliefs, as well as the nature of religious experience. A major goal of this course is to encourage the development of a global perspective. In today's interconnected world, it is imperative to have an awareness of the similarities and differences in different cultures.

BIBLICAL LITERATURE*

(A one-semester course offered in the fall; ½ unit credit. Prerequisite: Junior or Senior standing.)

This course aims to familiarize students with the most important texts of Judaism and Christianity. Students use literary and historical analysis in order to understand and better appreciate Hebrew Scriptures and the New Testament. The Bible's influence and impact on history, literature, and the arts is also examined. Through scripture students explore the nature of religious thought and are given valuable insights into human nature and themselves.

ETHICS*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Junior or Senior standing.)

This course is a study of ethics with an emphasis on relating universal principles and students' values to moral issues. Students will analyze works of contemporary fiction and nonfiction to help them learn methods of ethical reasoning. The goal of the course is to help students become aware of their own values and decision-making processes, especially in conflicted or ambiguous situations, and to encourage students to reflect on traditional religious and universal values.

TRANSFORMATION*

(A one-semester course offered both semesters; ½ unit credit. Prerequisite: Junior or Senior standing.)

What gives life meaning and purpose? How can individuals achieve their highest potential? This class will explore how religious beliefs and practices throughout human history have been a means towards "ultimate transformation." Students will study how various individuals from different times and cultures have pursued the quest for salvation, enlightenment, satori or self-actualization. Students will also become informed interpreters of sacred stories and scriptures from many of the

world's greatest religious traditions. The goal of this class is to encourage students to broaden their understanding of religious experience, and examine their own beliefs.

SCIENCE

Science courses in the ninth through 12th grades offer a traditional college preparatory curriculum. This curriculum fulfills our students' need for the basic science education necessary for all adults to be productive, responsible, and informed citizens in today's world. It also prepares those students who wish to continue their study of science in college. A variety of science elective courses broadens understanding and allows students to pursue deeper interests. AP classes are offered for students who wish to pursue their studies at a higher level.

SUBJECT MASTERY GOALS:

- To develop the ability to research a problem and access information from a variety of sources; to develop the ability to use the scientific method while examining information
- To acquire scientific knowledge in order to better understand and interpret natural phenomena
- To develop processing skills
- To have a positive attitude toward science by understanding the role of science in everyday life; to gain a lasting appreciation for the process of science
- To develop the ability to learn cooperatively
- To interact with the environment in a positive and beneficial manner; to develop a moral attitude toward the environment
- To develop a good understanding of how to maintain physical health and well being
- To develop an awareness of and the ability to adjust to a changing world and its problems
- To develop an understanding of how technological tools can aid in the scientific discovery process

GRADUATION REQUIREMENTS

1 unit each of biology, chemistry, and physics.

BIOLOGY

(A two-semester course; 1 unit credit. Required for graduation.)

This course is an inquiry-based study of the characteristics and organization of living things. Topics include cell structures and functions, cellular processes, an introduction to inorganic and organic chemistry, human nutrition and digestion, environmental principles, evolution, and the molecular genetics of multicellular organisms. Lab exercises, experimental design, graphing, and lab reports are important components of this class.

• HONORS BIOLOGY

(A two-semester course; 1 unit credit. Prerequisites: B+ or higher average in eighth grade science, entrance exam, and departmental approval.)

This course provides a detailed survey of the form and function of living things with an emphasis on molecular biology. The topics covered include the scientific method, the chemistry of life, energy

transfer, genetics, molecular genetics, evolution through natural selection, and plant and animal form and function. Inquiry-based laboratory investigations complement class discussion and promote critical thinking skills. The course employs pre-Advanced Placement methodology, preparing the student for future course work in AP or undergraduate sciences.

- AP BIOLOGY

(A two-semester course; 1 unit credit. Prerequisites: biology, chemistry, and departmental approval.)

This is a college-level course fostering an in-depth level of understanding. The course helps the student develop a conceptual framework for modern biology by addressing four “Big Ideas” evolution drives the diversity of life; biological systems use free energy and molecules to grow, reproduce, and maintain homeostasis; living systems store, transmit, and respond to information; and biological systems interact with each other. Students will develop advanced inquiry skills during laboratory investigations and gain an appreciation for current social and ethical issues at various points in the course. Several outside projects are required, and students take two mock AP exams in preparation for the required AP exam at the end of the course.

CHEMISTRY

(A two-semester course; 1 unit credit. Required for graduation. Prerequisites: biology, Algebra I, and completion of or enrollment in geometry.)

This course investigates matter and change, measurements, problem-solving, atomic structure, nuclear chemistry, periodic law, chemical bonding, writing formulas, nomenclature, equations, stoichiometry, gas laws, solutions, acids and bases, and organic chemistry. Labs and activities are held as appropriate to the topic being studied, and formal lab reports will be written.

- HONORS CHEMISTRY

(A two-semester course; 1 unit credit. Prerequisites: The student must have completed biology, have completed or be enrolled in Algebra II with exceptional performance (A or B+), pass an entrance exam, and have departmental approval.)

In the first semester, this course deals with problem-solving techniques, structure and arrangement of atoms in the Periodic Table, combining of atoms to form molecules, and nuclear chemistry. Heavy emphasis is placed on writing molecular formulas and equations. The second semester deals with prediction of products, stoichiometry, the states of matter, solution chemistry, reaction rates, equilibrium reactions, electrochemistry, and organic chemistry. Labs are held throughout the course to complement the material covered in class.

- AP CHEMISTRY

(A two-semester course; 1 unit credit. Prerequisites: Biology, Honors Chemistry, and/or Departmental Approval.)

This course is a college-level course. The first semester is a review of the topics covered in Honors Chemistry. The students are expected to have the maturity to handle large amounts of material in a more independent manner. Homework is given daily but not checked daily. Instead, weekly quizzes are given over the same material. Testing is done once a month on average and plays heavily on the overall grade. The students spend one double period a week in the lab and are expected to perform the experiments with minimum help from the instructor. They are also expected to complete one

problem set of equations from old AP exams each week. Second semester is spent performing in-depth studies of thermodynamics, chemical equilibrium, kinetics, electrochemistry, nuclear chemistry, and some organic chemistry. Students are expected to take the AP exam.

PHYSICS

(A two-semester course; 1 unit credit. Prerequisite: Chemistry)

This course is a classical physics course that introduces students to a quantitative method of looking at the physical world. Topics covered include motion, mechanics, Newton's Laws, forces, energy, momentum, light, reflection, simple harmonic motion, fluids, waves, sound, and thermodynamics. Technology along with problem solving using math (algebra + basic trigonometry) are incorporated to gain well-rounded knowledge of physics concepts. Hands-on lab activities will be conducted to demonstrate topics learned in class and develop data analysis and interpretation skills.

• AP PHYSICS I

(A two-semester course. 1 unit credit. Prerequisites: Algebra II and Chemistry)

In this course students will explore the first semester of college physics. The main principles of study will be Newtonian mechanics (including rotational motion); work energy and power; mechanical waves and sound; and simple circuits. This course will encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Twenty-five percent of instructional time will be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations.

• AP PHYSICS II

(A two-semester course. 1 unit credit. Prerequisites: AP Physics 1)

In this course students will explore the second semester of college physics. The main principles covered are fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. Students will focus on disciplinary practices, which promote a more engaging and rigorous experience. The students will use representations and models to solve problems, plan and implement data collection strategies, and engage in scientific questioning to extend thinking. Twenty-five percent of instructional time will be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations

CHEMISTRY OF MEDICINE*

(A one-semester course offered in the fall of even-ending academic years (e.g., 2015-2016); ½ unit credit. Prerequisites: The student must have completed chemistry and biology with a B+ or better average or receive department approval.)

Chemistry of Medicine is the study of organic chemistry and biochemistry as it pertains to the chemistry of living organisms. Chemistry of Medicine focuses on two main areas, synthetic organic chemistry and organic chemistry of living tissue. The first quarter will include of a review of the basic concepts of molecular structure, including chemical bonding, molecular geometry, electronic and atomic structure, and acid-base chemistry. It will introduce the fundamental classes of organic (carbon) compounds and begin the study of aliphatic and aromatic compounds. The second quarter of the course will involve a study of the four major classes of macromolecules: carbohydrates, lipids,

proteins, and nucleic acids. Emphasis will be placed on chemical structures, regulation, biological roles and metabolism of amino acids, peptides, lipids, carbohydrates, and nucleotides. It will include the metabolism of carbohydrates and lipids as it applies to nutrition. The students will then study how current knowledge of macromolecular function is applied to human health and disease.

ENGINEERING I*

(A one-semester course offered in the fall, ½ unit credit. Prerequisites: Algebra II and Chemistry; concurrent enrollment in Physics (any level) recommended but not required)

This course is part of a two-semester program covering basic concepts in engineering for high school level students. While not a requirement for Engineering II, the course will cover, at an elementary level, the engineering concepts that are common to the study of the major fields of engineering: chemical, civil, mechanical, and electrical. While mathematics is central to the study of engineering, only basic algebra will be needed to understand the material. Topics covered in the course will be basic mechanics of forces and dynamics of simple systems, mechanics of materials, heat and fluid flow concepts, simple engineering calculation methods, fundamentals of electricity and magnetism, and a review of chemical principles. Knowledge of these topics will provide the students with the skill set they will find helpful for doing design work in Engineering II.

ENGINEERING II*

(A one-semester course offered in the spring, ½ unit credit. Recommended: Engineering I)

This one-semester course will engage Upper School students in engineering problem-solving and design. To allow multiple opportunities to experience the excitement of finding creative solutions to practical problems, students will complete three major design projects. All projects will involve some level of design and construction work as well as laboratory level tests. The projects will involve a team effort but will be evaluated on both a team and individual level. The students will be required to write final engineering project reports and make a presentation to the class.

ENVIRONMENTAL SCIENCE*

(A one-semester course offered in the spring; ½ unit credit. Prerequisite: biology)

This course examines environmental issues that are of global and national concern. Included are discussions on human population growth, energy resource use, global climate change, and effects on biodiversity. Both sides to issues are presented along with the economic impact of addressing the problem. A major research paper or project presented to the class on a topic of student interest is required. Participation in field trips is required. Lectures and discussions are supplemented with recent newspaper and magazine articles, videos, DVDs, computer simulations, and laboratory activities.

FORENSIC CHEMISTRY*

(A one-semester course offered in the fall; ½ unit credit. Prerequisite: biology and chemistry)

Students will immerse themselves in the world of criminal investigation and learn how forensic scientists collect, analyze, and process evidence to solve a crime. Classroom exercises will include simulated classroom “crimes” in which students will engage in deductive reasoning activities, practice math skills, and perform forensics labs. Using the scientific inquiry process, they will collect clues, test and analyze evidence, and draw conclusions to solve the crime. A medical examiner will be

brought in to demonstrate how science and the law come together. Lab activities include a glass lab, chemical analysis of unknown substances, hair classification, lip and finger print test, DNA inquiry, handwriting analysis, fiber match, and blood lab. The students will write a case study report and study famous serial killers. The textbook for this course is *Criminalistics* by Richard Saferstein.

HUMAN ANATOMY AND PHYSIOLOGY*

(A one-semester course offered in the fall; ½ unit credit. Prerequisite: Biology.)

This course is heavily lab-oriented and begins with the topics of homeostasis, anatomical planes and directions, and histology. The course proceeds with a study of the gross anatomy of human organs and organ systems with concurrent study of the physiology of those systems. The body systems surveyed vary each semester but may include the integumentary, musculoskeletal, circulatory, immune, urinary, and nervous systems. A preserved mammal representative is dissected throughout the course. Routine first aid and/or emergency medical techniques that apply to a particular organ system under study are discussed. A major independent research project is required.

PSYCHOLOGY*

(A one-semester course offered in the spring; ½ unit credit. Prerequisite: Biology)

This course will focus on individual behavior and different approaches, including cognitive, behavioral, biological, psychoanalytic, and humanistic, to examine people and analyze why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, the ways the brain works, and psychological testing. Using the scientific inquiry process, students will research different approach methods and design an experiment that could be performed in order to test or prove a certain theory. The class will also have four guest speakers and perform experiments on the topics of dreams and information processing.

SCIENTIFIC DESIGN AND ANALYSIS*

(A one-semester course offered in the fall of odd-ending academic years (e.g., 2016-2017); ½ unit credit. Prerequisites: Biology and Chemistry)

This course consists of four to six units. Every unit is centered on a lab that is self-contained lessons lasting two to four weeks. The course includes a complete system of qualitative inorganic analysis and a review of important principles including kinetics, equilibrium, thermodynamics, organic synthesis, and prediction of chemical reactions.

ATHLETICS

FALL:

Men: Cross Country, Football, Crew

Women: Cross Country, Volleyball, Field Hockey, Cheerleading, Crew

WINTER:

Men: Basketball, Soccer, Wrestling, Swimming

Women: Basketball, Soccer, Swimming

SPRING:

Men: Crew, Golf, Tennis, Track, Baseball, Lacrosse

Women: Crew, Golf, Tennis, Track, Softball, Lacrosse

LIBRARY

The Gill Library, an information center for students and faculty, strives to meet both curricular and recreational resource needs. The librarians and the classroom teachers work collaboratively to design and prepare integrated lessons that incorporate research skills into the curriculum. The library embraces the philosophy that research is a process. It is the thinking process, as well as the ultimate “find” which benefits the students. A special link to research steps, located on the Libraries page of www.esdallas.org, is posted to facilitate all research endeavors.

SUBJECT MASTERY GOALS

- To understand how to access information
- To understand how to apply information to a specific purpose
- To develop critical thinking skills necessary to distinguish sources one from another
- To understand and accept all responsibilities that come with being a borrower
- To appreciate the library as a lifelong information and recreation resource
- To demonstrate confidence in the use of all libraries

Currently, the Gill Library houses 25,000 items. The collection can be accessed on campus or from home from the ESD web page: www.esdallas.org. The web-based catalog allows users to locate, cross-reference, and retrieve desired information. In addition, the library has access to a collection of e-reference books and subscribes to 16 online databases, such as JSTOR and Proquest, that support research and curriculum goals.

The Gill Library’s latest online acquisition is OverDrive, a digital library that allows 24/7 access to a growing collection of eBooks and audiobooks. Students and faculty can download the OverDrive collection to all electronic devices, including smartphones, eReaders, tablets, laptops, and computers. Research assignments that involve analysis and interpretation are the norm in the Upper School. Information-gathering strategies and evaluation and application techniques that students have previously learned in the library are put to use and refined. Particular attention is given to teaching correct bibliographic citation of a variety of print and online sources using Noodle Tools, a web-

based bibliography composer. Library mastery goals are stressed to prepare students to feel comfortable and capable in their future university library environments.

ENRICHMENT

- Advanced Placement Program
- Advisory Program
- College Guidance Program
- Community Service Program
- Daily Chapel
- Extracurricular Clubs
- Honors Program
- Literary Magazine (*Itinerary*)
- Newspaper (*Eagle Edition*)
- Robert H. Dedman Lecture Series
- SMU Model United Nations Program
- SMU Women's Symposium
- Visiting Artists/Authors
- Yearbook (*Carillon*)

OUTDOOR EDUCATION

The Episcopal School of Dallas has always involved students in the outdoors. Field trips, overnight camp-outs, and extended trips give students hands-on experience in academic areas while building a sense of community and developing respect for the environment. The program is age appropriate and driven by the curriculum, involving grade-level teachers in designing and planning experiences.

The Wolf Run Outdoor Education Center serves as a center for outdoor education for the school. The natural setting of the property, located one hour north of Dallas (near Anna, Collin County, Texas), features rolling hills integrated with mature woods, a lake, two streams, and a farmstead and barn built to historic mid-nineteenth century specifications. The property also features several historic home sites dating from the mid to late nineteenth century. There are two bunkhouses, an outdoor amphitheater, nature trails, and a lodge.

The programs and facilities at Wolf Run offer ESD students from prekindergarten through 12th grade a broad range of educational experiences in the outdoors. These include programs in archaeology, astronomy, creative writing, environmental science, ecology, Texas history, and outdoor performing arts.

COMMUNITY SERVICE PROGRAM

One of the graduation requirements at the Episcopal School of Dallas is participation in the Community Service Program. Based on the four Founding Tenets of the school, the Community Service Program is designed to prepare our students for a lifetime of service to others.

PROGRAM GOALS

- To provide help where needed in many areas of society
- To understand their lives in relation to others and feel a sense of responsibility towards the greater community
- To broaden students' horizons through exposure to a wide range of experiences
- To foster the relationship between ESD and the Dallas community
- To recognize that they are serving God by serving others

GRADUATION REQUIREMENTS

Students must complete a total of 50 hours of community service, 25 during the freshman and sophomore years and 25 during the junior and senior years. Students may accumulate hours beginning in the summer before their freshman year. During the junior and senior years, students are strongly encouraged to serve at least 20 of their 25 required hours at one nonprofit organization. All students are responsible for recording their service hours in x2VOL within Naviance.

Students may volunteer for any nonprofit (501c3) organization anywhere in the world. *Exceptions and limitations: Students may earn a maximum of fifteen hours per year volunteering directly for ESD, for one's place of worship, or for a private camp unless the camp is designed for underprivileged or special needs campers. Outreach projects sponsored by the school or one's place of worship will count toward the student's community service requirement.*

PRESIDENT'S VOLUNTEER SERVICE AWARD REQUIREMENTS

Every January, ESD recognizes Upper School students with the President's Volunteer Service Award, a nationally recognized award sponsored by the President's Council on Service and Civic Participation. This program is strictly voluntary and for those students wishing to excel in the area of community service.

- Freshmen must complete 50 hours of community service between June 1 following their eighth grade year and the first day of classes following Christmas break of their freshman year.
- Sophomores, juniors, and seniors must complete 100 hours of service in 12 consecutive months.
- Hours may roll over from one year to the next. For example, if a freshman earns more than 50 hours before January of his or her freshman year, he or she may apply the additional hours toward the next year's award. (For example, if a student completes fifty hours in October of his/her freshman year, he/she may begin earning 100 hours for his/her sophomore year, etc. at that time. The student has 12 consecutive months to complete the 100 hours.) A minimum of thirty hours of service must be completed during the senior year.
- Yearly limitations: Of the yearly requirement for the President's Award, students may earn a maximum of 30% of their hours volunteering directly for ESD and/or their place of worship.