



# Castilleja

## Course Catalog

### 2019-2020

1310 Bryant Street • Palo Alto • CA • 94301 • (650) 328-3160 • Fax (650) 326-8036

[www.castilleja.org](http://www.castilleja.org) • [info@castilleja.org](mailto:info@castilleja.org)

## Mission Statement

Castilleja School educates motivated young women to become confident thinkers and compassionate leaders with a sense of purpose to effect change in the world.

## Diversity and Inclusion Statement

Each member of the Castilleja community is responsible for fostering an equitable, respectful, and just community. Together, we commit to learning from diverse voices and experiences, and we aspire to engage our differences with courage, honesty, intellectual curiosity, and respect. We believe this commitment to diversity and inclusion is essential to developing compassionate leaders.

## Statement of Philosophy

Castilleja School, founded in 1907, is dedicated to providing a rigorous college preparatory education for young women in grades six through twelve. It is the only non-sectarian, all-girls middle and high school in Northern California. Located in Palo Alto, the school benefits from the proximity of Stanford University and Silicon Valley, and its student body reflects the region's ethnic and economic diversity.

Castilleja's philosophy is shaped by both tradition and current research that affirm the academic and personal advantages of girls' schools. We demonstrate this conviction in the conscious attention we pay to the needs, issues, pedagogies, and opportunities particular to girls. While our emphasis is on the development of the intellect, Castilleja is committed to the education of the whole person: heart, body, and spirit, as well as mind.

Castilleja is committed to excellence. We believe in small classes led by dedicated teachers who exhibit strong academic preparation, enthusiasm for teaching and learning, and concern for each student. We value a curriculum that blends traditional teaching with thoughtful innovation, and we applaud both individual achievement and successful collaboration. We expect students to master information, use technology effectively, and develop the critical thinking skills that support life-long learning. Castilleja recognizes the importance of parents who are involved with their daughters' education and encourages them to work in partnership with the school.

Castilleja fosters leadership in the classroom and through a wide assortment of cocurricular offerings, including team sports, clubs, community action projects, student government, dramatic and musical performances, peer advising and tutoring, art and science exhibits, teaching assistantships, and exchange programs. We recognize each student's individuality and help her excel in her unique interests.

Castilleja expects students to participate as citizens of a small school and a larger world. We promote, through experience and example, the development of self-confidence and concern for others, and the capacity for responsible risk-taking and ethical decision-making. Conscience, Courtesy, Character, Courage and Charity - Castilleja's Five Cs, which date back to the school's founding headmistress - still resonate, reminding students that personal values must accompany academic achievement.

Castilleja prepares graduates to succeed at the most rigorously challenging colleges in the nation and to pursue lives committed to personal fulfillment, social responsibility, and leadership.

# Gender Policy at Castilleja

The following policy, approved by the Castilleja Board of Trustees, reflects the practice of Castilleja both past and present. Gender policies at Castilleja will continue to reflect both the Mission of the school and the Diversity and Inclusion Mission Statement and will be reviewed annually.

## School Identity

Castilleja is a school for girls in grades 6-12. The pursuit of the motto “Women Learning, Women Leading” has led Castilleja to infuse its curriculum with a scaffold of relevant, hands-on, and real-world educational experiences, in order to educate young women to become the innovators and change agents who will tackle the complex challenges of tomorrow. The design of programs at the school is based upon research that addresses the educational needs of girls. These programs are therefore described using gendered language. For example:

- *Castilleja’s Math program, based upon research on how girls learn, ensures students have the confidence to solve complex Math problems, persist in the face of challenges, and resist the fear of failure.*
- *Castilleja’s English classes and much of the literature analyzed examine the lives of women and teach a breadth of writing types with an emphasis on encouraging students to develop their own voices.*
- *In partnership with teachers, the ACE center offers students opportunities to extend their learning beyond the classroom, to ensure they grow in the competencies necessary to close the leadership gap for women.*

The language used by the school to describe the school’s mission and programs is gendered. Members of the school community are expected to make every effort to honor the name and pronoun preference of each student and may choose to use non-gendered language when speaking to groups of students. Every student has the right to be addressed by a name and pronouns that correspond to the student’s gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, Castilleja will allow such students to use a chosen name and gender pronouns that reflect their identity.

## Admission

Castilleja seeks to enroll students who are intellectually curious, actively engaged, strong members of their school community, and who embody and appreciate our core values and appreciate these values in their classmates. In partnership with students and parents/guardians, Castilleja prepares young women to be self-directed learners and compassionate leaders. Experienced Castilleja teachers, coaches and advisors tailor classroom instruction and cocurricular programming to the unique needs of girls, creating an incomparable environment for girls to thrive. As a school for girls, Castilleja will consider any applicant who aligns with the mission of the school and identifies as a girl, whether or not that identity is different from the gender identity traditionally associated with the person’s physiology, assigned sex at birth, or school records.

## Inclusion

Castilleja is a school committed to inclusion, where every student is given the opportunity to thrive, to learn, and to grow. If, during her attendance, a student transitions away from identifying as a girl and wishes to remain enrolled at Castilleja, they have an opportunity to do so and will be supported within our community. We are committed to ensuring a safe place for every student as they explore their evolving identities.

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## Course Selection

Each spring, Castilleja students refer to the Course Catalog, which contains descriptions of all courses offered, to help them select courses for the upcoming academic year. In addition to the Course Catalog, students receive instructions for online registration and a list of special requirements for meeting prerequisites and obtaining course approvals.

Students begin by filling out course plans and discussing them with their parents and their advisor. In setting their long-range academic goals, as well as their specific selections for the upcoming year, students are encouraged to talk with their teachers, their advisor, the Department Heads, the Castilleja College Counselors, their Class Dean, and the Head of Upper School, or the Head of Middle School, as applicable. After students have drafted their plans and completed online course registration, they obtain a parent/guardian signature, and then submit the form to their advisors for consultation and approval. Once the advisor and Class Dean have approved the student's request form, it is submitted to the Head of Upper School or Head of Middle School, who checks to be sure that the requests meet the school's graduation requirements and the student's academic goals and abilities. Rising juniors and seniors should seek approval from their Castilleja college counselor as well. **NOTE: Upper School students must take a minimum of four courses per semester to be considered a full-time student in good standing.**

We strongly recommend that students limit themselves to no more than four AP and/or Advanced Topics (AT) courses per semester. Students taking five AP/AT courses are advised to limit themselves to only five courses total.

## Add/Drop Policy

A student wishing to add or change a course may do so during the first two weeks of a course. Permission to add a course is contingent on available space and ease of scheduling. The Registrar will not add a student to a class who has not gone through the process described on the Add/Drop Form.

An Upper School student wishing to drop a course may do so any time before the first marking period, around mid-semester. Permission to drop a course after the deadline will generally not be granted. Any course dropped after the deadline will appear on the student's transcript as a WP or WF (Withdraw Pass or Withdraw Fail).

The process of adding, dropping, and changing courses is outlined on the Add/Drop Form available in the Registrar's Office (third floor of the Arrillaga Campus Center). Most course changes will involve discussion with the Division Head, the Class Dean, the student's advisor, the course instructor(s), the Registrar, the college counselors, and the parent/guardian of the student.

## Independent Study

Occasionally, a junior or senior may wish to pursue studies in an area beyond the most advanced class offered at Castilleja, or she may wish to explore an area of interest outside the range of our normal course offerings. This student could consider a semester of independent study, for credit or no credit, when approved by the Head of Upper School and Department Head.

The process for proposing and approving an independent study **must be completed in the preceding semester**. The student must seek a faculty member who is willing and qualified to supervise the independent study project. She writes a formal, detailed proposal outlining the full scope of the independent study. The faculty advisor and the student determine the meeting times and agree upon the assessment instruments. The student then submits the proposal to the Department Head and Head of Upper School for their signatures. If the proposal is approved and signed, the Head of Upper School will consult the Department Head and determine the amount of credit to

be given, if any, and will notify the Registrar. When the independent study is completed, the faculty advisor will inform the Head of Upper School and Registrar.

*Students may take no more than one independent study course per semester. Typically, an independent study would not count as part of a student's minimum course load of four core courses. Juniors and seniors may have a maximum of six classes, including any independent study.*

## Online Courses

Castilleja is a member of One Schoolhouse (formerly Online School for Girls). **After** consulting with the college counselors, students may consider One Schoolhouse online courses in areas where we do not offer an equivalent AP or AT course. All One Schoolhouse courses count as part of the overall Castilleja course load, and courses taken are listed on the Castilleja transcript. Students are limited to one online course per semester.

## Middle School Requirements

3 years each:

**English**  
**Fitness and Wellness**  
**History-Social Science**  
**Mathematics**  
**Science**  
**Visual and Performing Arts**  
**World Languages**  
**Participation in Community Partnership Program**  
**Participation in Global Program**

and **8th grade speech**

**Electives** - Offerings vary from year to year and vary throughout the year.

## Upper School Requirements (for students in the Classes of 2020, 2021, and 2022)

4 years **English**

- English I
- English II
- AP English Language: American Voices
- AP English Literature seminars (two semesters)

2 years **Fitness and Wellness**

3 years **History-Social Science**

- Global Identities and Institutions: Early Modern World History to the Present
- The Individual and Society: An Introduction to Social Science and Philosophy (one semester)
- US Government: The Constitution, Policy, and Civil Rights (one semester)
- United States History

3 years **Mathematics**

- Algebra II
- Geometry
- one additional year

3 years **Science**

- Physics
- Chemistry
- Biology

- 2 years **Visual and Performing Arts**
  - Core Arts
  - one full-year course in a single arts discipline
- 3 years **World Languages**
  - through level III of Chinese, French, or Spanish
- 4 years **Global Leadership Program**
  - participation in Global Weeks and Global Investigator Program
- 4 years **Community Leadership Program**
  - participation in FLEX programming

and **Presentation of Senior Talk**

## Upper School Requirements (for students in the Class of 2023 and beyond)

- 1 sem **Computer Science and Engineering**
  - Introduction to Computer Science in Java (one semester)
- 4 years **English**
  - English I
  - English II
  - AP English Language: American Voices
  - AP English Literature seminars (two semesters)
- 2 years **Fitness and Wellness**
- 3 years **History-Social Science**
  - Global Identities and Institutions: Early Modern World History to the Present
  - The Individual and Society: An Introduction to Social Science and Philosophy (one semester)
  - US Government: The Constitution, Policy, and Civil Rights (one semester)
  - United States History
- 3 years **Mathematics**
  - Algebra II
  - Geometry
  - one additional year
- 3 years **Science**
  - Physics
  - Chemistry
  - Biology
- 2 years **Visual and Performing Arts**
  - Exploration in the Arts (one semester)
  - one full-year course in a single arts discipline
  - one additional semester
- 3 years **World Languages**
  - through level III of Chinese, French, or Spanish
- 4 years **Global Leadership Program**
  - participation in Global Weeks and Global Investigator Program
- 4 years **Community Leadership Program**
  - participation in FLEX programming

and **Presentation of Senior Talk**

# Middle School Course Offerings

## English

English 6  
English 7  
English 8

## Fitness and Wellness

Fitness and Wellness 6  
Fitness and Wellness 7  
Fitness and Wellness 8

## History-Social Science

History 6: The Ancient World: People, Places, and Ideas  
History 7: Faith and Human Experience  
History 8: Themes in US History

## Mathematics

Math 6  
Pre-Algebra  
Algebra I

## Science

Science 6  
Science 7  
Science 8

## Visual and Performing Arts

### Sixth Grade

Art 6: Explore and Create\*  
Music 6: Sing, Play, Jam\*  
Theatre 6: Telling Stories\*

### Seventh Grade

Art 7: Making Portraits\*  
Dance 7: Dancing to the World's Beat\*  
Music 7: Discovering the Joy of Music-Making\*  
Theatre 7: Creating Characters\*

### Eighth Grade

Art 8: Design and Fashion\*  
Ceramics 8: An Introduction to Hand-Built Forms\*  
Dance 8: Choreography\*  
Movietime 8\*  
Theatre 8: Acting\*  
Theatre 8: Production\*  
Music 8: Glee\* #

## World Languages

### Chinese

Chinese IA  
Chinese IB  
Chinese I #  
Chinese II

### French

French IA  
French IB  
French I #  
French II

### Spanish

Spanish IA  
Spanish IB  
Spanish I  
Spanish II

\* one-semester course

# not offered in 2019-2020



# Upper School Course Offerings

Please see course descriptions for detailed information about required course sequences and prerequisites.

**NOTE:** In order for a class to be offered, a minimum of eight students must be enrolled.

## Computer Science and Engineering

Introduction to Computer Science in Java\* (fall or spring)  
Advanced Topics in Computer Science: Software Product Development  
Artificial Intelligence: Technology Shaping your Future\* (fall)  
Engineering I: The Design and Science of Everyday Things\* (fall)  
Engineering II: Electro-Mechanical Systems Design\* (spring)  
Advanced Topics in Computer Science: Object-Oriented Problem Solving and Design in Java\* #  
Computer Science: Algorithms and Design\* #

## English

English I  
English II  
AP English Language: American Voices  
AP English Literature Seminars:  
African American Women Writers\*  
British Literature – the Nineteenth Century\*  
British Literature Since 1900\*  
Contemporary World Literature\*  
The Family in Literature\*  
The Literature of Immigration\*  
Poetry\*  
Shakespeare\*  
Short Fiction\*  
Unreliable Narrator\*

## Fitness and Wellness

Fitness and Wellness I  
Fitness and Wellness II

## #not offered in 2019-2020

### History-Social Science

Global Identities and Institutions: Early Modern World History to the Present  
The Individual and Society: An Introduction to Social Science and Philosophy\*  
US Government: The Constitution, Policy, and Civil Rights\*  
United States History Honors  
AP United States History  
Advanced Topics in History-Social Science: Art History\* (fall)  
Advanced Topics in History-Social Science: Research and Writing\* (spring)  
Asian American Studies\* (fall)  
International Relations: Global Politics and Contemporary Issues\* (fall)  
Introduction to Psychology: The Science of the Mind and Behavior\* (fall)  
Latin American History\* (spring)  
Macroeconomics: Models for the Future\* (spring)  
World Religions in the Modern World\* (spring)  
Advanced Topics in History-Social Science: European History\* #  
America in the Sixties\* #  
Gender Studies: The Science and Politics of Gender\* #  
Introduction to Philosophy\* #

### Mathematics

Algebra II and Trigonometry  
Algebra II and Trigonometry Honors  
Euclidean and Analytic Geometry  
Euclidean and Analytic Geometry Honors  
Introductory Calculus AB  
Introductory Calculus BC Honors  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Descriptive Statistics & Data Analysis\* (fall)  
Math Modeling\* (fall)  
Advanced Topics in Mathematics: Mathematical Foundations of Machine Learning\* (spring)  
Advanced Topics in Mathematics: Multivariable Calculus\* (spring)

\* one-semester course

## Upper School Course Offerings (cont.)

### Science

Physics  
Chemistry  
Chemistry Honors  
Biology  
Biology Honors  
Advanced Topics in Biology: Genes, Development and Evolution  
Advanced Topics in Chemistry: Equilibrium, Kinetics and Thermodynamics  
Advanced Topics in Physics: Modern Mechanics  
Astronomy\* (spring)  
Biotechnology and Bioethics\* (fall)  
Global Climate Change\* (spring)  
Organic Chemistry\* (fall)  
The Biology and Economics of Cancer\* #  
Human Physiology\* #

### Visual and Performing Arts

Exploration in the Arts (fall or spring)  
Dance  
Dance Production Workshop I\* and II\*  
Advanced Dance Production Workshop  
Music  
Vocal Music Workshop I\* and II\*  
Songwriting and Music Production Workshop\* (spring)  
Advanced Vocal Music Workshop\* (fall & spring)  
Advanced Topics in Music: Theory and Musicianship  
Theatre Arts  
Theatre I\* and II\*  
The Actor and The Director\* (fall & spring)  
Visual Art  
Ceramic Design I\* and II\*  
Drawing and Painting I\* and II\*  
Photography I\* and II\*  
Advanced Visual Art\* (fall & spring)  
AP Studio Art (Drawing and Painting or Photography)

### World Languages

Chinese  
Chinese I #  
Chinese II  
Chinese III  
Chinese IV  
Advanced Topics in Chinese: Language and Literature  
Advanced Topics in Chinese: Chinese Seminar  
French  
French I #  
French II  
French III  
French IV  
AP French Language  
Advanced Topics in French: French Seminar  
Spanish  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
AP Spanish Language  
Advanced Topics in Spanish: Spanish Seminar

\*one-semester course

#not offered in 2019-2020

### Research Methods Seminars

These modular seminars focus on science process and laboratory skills while introducing science research not generally covered in the core science courses. Each module will emphasize skills such as critical thinking, data analysis, collecting and processing evidence, and computer programming through a rigorous, lab-based course. Students taking one or more of these modules will be better prepared for research-based internships and will receive preferential, though not exclusive, treatment when internships are assigned. These modules will also provide a springboard for students who wish to do independent research to participate in science competitions. *Prerequisites: may vary based on module content; teacher recommendation*

### Humanities modules

The Humanities modules are a series of workshop-style modular seminars where students can explore different genres and forms of writing. Students experiment with different ways of gathering material and write, then workshop their pieces, receiving feedback from their peers and from the instructor.

Both the Research Methods Seminars and the Humanities modules are optional. There is no homework, and students do not receive grades or credit.

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## What's New in 2019-2020

### **New Courses in the Middle School**

Music 6: Sing, Play, Jam (see page 33 for description)

### **New Courses in the Upper School**

Introduction to Computer Science in Java (see page 12 for description)

Engineering II: Electro-Mechanical Systems Design (see page 12 for description)

The Literature of Immigration (see page 16 for description)

Advanced Topics in History-Social Science: Art History (see page 21 for description)

Asian American Studies (see page 21 for description)

Latin American History (see page 22 for description)

Macroeconomics: Models for the Future (see page 22 for description)

World Religions in the Modern World (see page 22 for description)

Math Modeling (see page 27 for description)

Advanced Topics in Mathematics: Mathematical Foundations of Machine Learning (see page 28 for description)

Advanced Topics in Mathematics: Multivariable Calculus (see page 28 for description)

Exploration in the Arts (see page 35 for description)

Songwriting and Music Production Workshop (see page 36 for description)

Advanced Topics in Spanish: Spanish Seminar (see page 44 for description)

### **Name changes**

Cultures and Civilizations is now Global Identities and Institutions: Early Modern World History to the Present

The American Political System is now US Government: The Constitution, Policy, and Civil Rights

# COMPUTER SCIENCE & ENGINEERING

**Not all courses are offered every year.**

## Introduction to Computer Science in Java

This course introduces students to programming and problem solving within a visual context using the Java programming language. Students will learn fundamental topics in computer science including algorithms, data structures, and object-oriented programming. Students will use Java and Java libraries to design and implement animated and interactive computer graphics and image processing techniques. *This course is required for ninth graders, and open to sophomores, juniors, and seniors.*

## Advanced Topics in Computer Science: Software Product Development

The ubiquity of mobile devices has created unprecedented opportunity for developers with the requisite skills and knowledge to create software products that effect change in the world. This course is an introduction to the skills, concepts, practices, and perspectives required to design, develop, and maintain real-world software products for mobile devices. Students will learn the object-oriented programming language Swift, the iOS software development kit, the Model-View-Controller design pattern, human-centered design, and product development and project management processes. Working in collaboration with a client in our local community, student teams will identify a genuine problem or need, develop a product specification, design and implement software using tools and techniques that drive the development process, and deliver the product or a prototype to the client at the conclusion of the course. *Prerequisites: Successful completion of AT CS: Object-Oriented Problem Solving and Design in Java (or equivalent) and Department recommendation, which is based on the student's demonstrated interest in computer science, and work habits that indicate that they can independently manage the challenge and time demands of an AT curriculum.*

## Artificial Intelligence: Technology Shaping Your Future

The prevalence of artificial intelligence (AI) has increased dramatically in the last few years. Many people are unaware that AI is a key technology behind personal assistants (Alexa, Siri, Google), autonomous vehicles, predictive analytics (Amazon and Netflix recommendations) and medical diagnostics just to name a few areas. This course has three primary goals. First, it will help you understand what AI is, at a conceptual level. Secondly, the course will give you an overview of the key application areas and teach you to assess the potential benefits and risks of this technology in an application area. Finally, you will be given an opportunity to write a technology forecast for an application that is of personal interest to you. *Open to juniors and seniors or by Department recommendation*

## Engineering I: The Design and Science of Everyday Things

Every day we interact with engineered systems. This course is intended for students who are curious about the stuff that makes modern life what it is. We will look at everyday technology and ask, "How does it work?", "Why was it built that way?", and "How can it be improved?" This course will operate at the intersection of science (the description and explanation of natural phenomena) and engineering (the application of scientific principles to practical ends). Engineering and design concepts will be taught through hands-on projects in the Bourn Idea Lab, while the physics behind the technology will be explored through experiments, lectures, and problem solving. The course will cover introductory topics in structural, electrical, and mechanical engineering, including circuits, electric motors, simple machines, and structures. *Prerequisite: Physics*

## Engineering II: Electro-Mechanical Systems Design

Building on skills and concepts learned in Engineering I, this course introduces students to designing and developing electro-mechanical systems for addressing environmental issues. Through project experiences in the opening units of the course, students will learn fundamental topics in mechanical and electrical design including 3D computer-aided design (CAD), fabrication, and assembly; basic electronics; and control systems and programming. The final unit of the course will focus on the culminating project, in which student teams will apply skills and knowledge gained earlier in the course, as well as the engineering design process, to prototype a

sustainable solution to a global environmental problem. *Prerequisite: Engineering I (DSET) or Department recommendation.*

Courses not offered in 2019-2020

Advanced Topics in Computer Science: Object-Oriented Problem Solving and Design in Java (not offered in 2019-2020)

This course introduces students to object-oriented problem solving and design within a visual context using the Java programming language. Students will learn fundamental topics in computer science including object-oriented program design and implementation, program analysis, data structures, algorithms, and recursion. Students will use Java and Java libraries to design and implement models and simulations, animated and interactive computer graphics, and data visualizations. *Prerequisites: Introduction to Computer Science in Java (or equivalent) and department recommendation, which is based on the student's demonstrated interest in computer science, and work habits that indicate that they can independently manage the challenge and time demands of an AT curriculum.*

Computer Science: Algorithms and Design (not offered in 2019-2020)

This course is an introduction to the field of Computer Science, with two central aims: to give students the tools to take a computational problem through the process of design, implementation, documentation, and testing; and to introduce students to the breadth of Computer Science as a discipline. Topics include functional and imperative programming in Python, object-oriented design, user interface, computer organization, logic circuitry, assembly language programming, debugging, theory, and current events. *Open to sophomores, juniors, and seniors*

## ENGLISH

**The goal of the English Department is to help students become attentive readers and clear writers. The curriculum is founded on great works of world literature chosen to introduce students to important literary traditions, to help them learn to develop and defend their own ideas, and to foster a lifelong love of reading.**

English 6

This course strives to deepen a curiosity and appreciation for language and literature. We will read across the genres and across time and place. Our readings create the core for engagement and conversation and push us to see beyond our own perspective. This class will require you to read closely, look for larger ideas, and make connections beyond the text. Vocabulary is generated by our reading, and grammar begins with student writing.

Representative texts:

Selected poetry; Creation myths; Fairy tales; Bible stories; *D'Aulaires Book of Greek Myths*; *The London Eye Mystery*, Siobhan Dowd; *The Evolution of Calpurnia Tate*, Jacqueline Kelly

English 7

English 7 is an exploration of identity in literature and life, touching on issues of conformity, coming of age, judgment, and the ways identities develop and change. We read short stories, a graphic novel, pop culture texts (such as advertisements and music videos), and full-length books ranging from classics to thought-provoking contemporary young adult novels. Grammar lessons are drawn from the literature, with a focus on building clarity and precision of expression. Students develop a portfolio of analytical, creative, and persuasive pieces as they sharpen their ability to communicate their ideas to a wide range of audiences. Overall, this course is designed to challenge the growing minds of young teenagers while fostering a deep and lasting engagement with reading, writing, and discussion.

#### Representative texts:

*Out of Left Field*, Ellen Klages; *American Born Chinese*, Gene Luen Yang; *The Diary of Anne Frank*; selected poetry; *Cyrano de Bergerac*, Edmond Rostand, translated by Brian Hooker

#### English 8

English 8 explores a range of increasingly complex texts and concepts through the lens of “coming of age.” Students use the following essential questions to frame, develop, and deepen their thinking throughout the year: What does it mean to come of age? What’s gained and lost as we mature? How does our internal growth affect the ways in which we perceive and interact with the world around us? How do our relationships with ourselves and others evolve as we grow up? English 8 also serves as the crucial bridge between middle school and high school; students become comfortable tackling challenging works of literature and diving into deeper levels of analysis. Students build their analytical skills to produce rich paragraphs and some longer essays driven by clear thesis statements and carefully chosen evidence. Daily discussion allows students to find and develop their own voices. Creative and persuasive writing are also important components of the curriculum, and the study of grammar and vocabulary guides students to greater variety and precision in their use of language.

#### Representative texts:

*The House on Mango Street*, Sandra Cisneros; *The Book Thief*, Markus Zusak; *When the Emperor Was Divine*, Julie Otsuka; *Romeo and Juliet*, William Shakespeare

#### English I

English I travels through texts from both classical and contemporary foundational traditions, all of which have at their core the themes of heroic journeys and the process of self-discovery. The assignments in both semesters provide students with a strong foundation in close textual analysis with an emphasis on crafting strong arguments, along with grammar and vocabulary mastery, as well as presentation design and delivery. All areas of the course are designed to help students develop their own voices, increase their self-awareness as writers and readers, and hone their analytical, critical, and interpretive skills.

#### Representative texts:

*The Samurai’s Garden*, Gail Tsukiyama (summer reading); *The Catcher in the Rye*, J.D. Salinger; *The Odyssey*, Homer; *Oedipus Rex and Antigone*, Sophocles; *Othello*, William Shakespeare; *Their Eyes Were Watching God*, Zora Neale Hurston

#### English II

English II provides a strong foundation in the genres of literature: poetry, short stories, drama, novels, and persuasive essays. As students study works both classic and contemporary, students continue to develop critical reading and analytical writing skills. These major texts are joined by in-depth studies of non-fiction essays, short stories, and poetry. Students continue building vocabulary and refining their grammar and usage skills. English II also offers opportunities for students to expand their expressive abilities through creative writing assignments and performance-based presentations.

#### Representative texts:

*Macbeth*, William Shakespeare; *Wuthering Heights*, Emily Brontë; *The Importance of Being Earnest*, Oscar Wilde; persuasive essays; selected short stories and poems

#### AP English Language: American Voices

With an eye on examining the American identity, the junior-year AP English course introduces students to great works and significant genres of American literature, continuing their literary education in familiar genres and introducing them to new genres (e.g., literary non-fiction) and new media. Wherever possible, the course intersects with the U.S. History course to deepen students’ understanding of the ideas, landscapes, and global influences that have shaped American history and literature. The course is designed to heighten and refine students’ powers of observation – of both literature and the world around them – through close reading and

frequent and varied compositions. Students will broaden their repertoire by writing across a range of genres; assignments include profiles, personal narratives, responses to literary criticism, comparative arguments, and essays that combine elements of all these genres. Students will develop the confidence to write about what they think and what they notice, not just what they think their teacher might want to hear.

Representative texts:

*The Bullfighter Checks Her Makeup*, Susan Orlean; *Hiroshima*, John Hersey; *The Adventures of Huckleberry Finn*, Mark Twain; *The Great Gatsby*, F. Scott Fitzgerald; *The Things They Carried*, Tim O'Brien; *We Need New Names*, NoViolet Bulawayo; *Sula*, Toni Morrison; *The Refugees*, Viet Thanh Nguyen; *The Awakening*, Kate Chopin; Selected poetry and essays

AP English Literature: Seminars (12th grade)

Seniors complete the required English sequence with two one-semester courses, chosen from the following. **Not all courses are offered each year and AP English Seminars for 2019-2020 will be announced later this spring.** Seniors may take more than one course each semester, depending on their schedule and availability.

African American Women Writers

An introduction to literature written by African American women from an historical perspective, through a wide range of genres: novels, stories, poetry, and essays; with additional student presentations on a selection of important African American women in the arts. The class will concentrate on thematic connections as well as the differences and diversity within this rich literary tradition, exploring the ways that authors both represent and disrupt ideas of racial identity, femininity, masculinity, community, and sexuality. Representative texts include: post-slavery narratives by Sojourner Truth and Harriet Jacobs; short stories and novels by Zora Neale Hurston, Octavia Butler, Gloria Naylor, Nella Larsen, Toni Morrison, Ntozake Shange, and Z.Z. Packer; poems by Phillis Wheatley, Gwendolyn Brooks, Maya Angelou, June Jordan, Rita Dove, and Tracy K. Smith; essays by Alice Walker, Audre Lorde, and Claudia Rankine; and a play by Lynn Nottage. As a whole, the course will enrich students' knowledge base of American literature, as well as offer them valuable tools for analyzing the critical similarities, contradictions, and variations in the representation of African American women's voices through a social justice lens.

British Literature—the Nineteenth Century

Frankenstein. Scrooge. Jane Eyre. Heathcliff. Elizabeth Bennet. Sherlock Holmes. Dr. Jekyll and Mr. Hyde. Some of the most memorable characters in all of literature live in the poetry and fiction of 19th-century England. The century began with the exuberant poetry of the Romantics and ended with the emergence of the modern novel. In this course, students will travel from 1800 to 1900, from Xanadu to Baker Street, meeting the great characters and voices of an extraordinary era of great literature. Reading will include the Romantic poetry of Wordsworth, Coleridge, Keats, Shelley, and Byron; novels by Jane Austen, Charles Dickens, Mary Shelley, Thomas Hardy, and Robert Louis Stevenson; and the dramatic monologues of Tennyson and Browning.

British Literature Since 1900

The beginning of the 20th century in England witnessed a profound change in established social order. Writers struggled to give voice to the dissonant nature of "modern" life, breaking away from traditional literary modes and forms. In this course we will examine stories of reaction—to the past, the self, and society—set in a world which no longer seems to function according to established structures of meaning. From the birth of modernism through the beginnings of a new century, we will read fiction and poetry that offer new ways of conceiving identity and culture. Our syllabus will include works by Ford Madox Ford, Virginia Woolf, John Fowles, Jeanette Winterson and others. This course will be blended: we will meet in our classroom and online. As we begin the course, we'll find ourselves entirely in the classroom; with each successive unit, we'll be migrating more and more online. By the end of the semester, you should expect to meet as a full class perhaps one or two times per week, rather than the usual four class periods. In the remaining class periods, you will be meeting in small groups, meeting with the teacher for a tutorial-style discussion or paper review, or working individually online.

### Contemporary World Literature

This course uses recent works of literature from around the globe as a lens through which to examine a particular theme or issue, which changes from year to year. Recent themes have included exile, immigration, personal and national identity, and gender.

### The Family in Literature

This course will explore literature through the lens of family relationships. How do a character's family and culture of origin inform her story? How does a character's racial, cultural, ethnic, gender, or sexual identity interact with his familial identity? What defines a family? How and why can each individual member of a family experience a completely different reality within that family? How might these different experiences be faithfully represented in a literary work? In addition to reading and analyzing works of literature, students will be asked to reflect on their own notions of family through regular journal entries and the creation of their own cultural genogram - a family-tree-like tool that allows students to better understand and discuss their cultural and familial identity. Possible readings include Alison Bechdel's *Fun Home*, Zadie Smith's *On Beauty*, Gabriel Garcia Marquez's *One Hundred Years of Solitude*, William Faulkner's *As I Lay Dying*, Jane Austen's *Pride and Prejudice*, Shakespeare's *Hamlet*, and a collection of short fiction and poetry.

### The Literature of Immigration

In this literature course, we will think about how we tell stories about immigration. We will study some common features of immigrant narratives in a variety of genres: multilingualism, disorientation in time and space, and alternative ways of forming communities and audiences. We will read works that reach towards the archetypal in their portrayals of immigrant journeys, like Shaun Tan's picture book *The Arrival*. And we will consider works that take us, sometimes against our will, into an exhilarating hyper-specificity, like *The Brief, Wondrous Life of Oscar Wao*. Within this problematic of the universal and particular, we will use several theoretical frameworks to understand the formal innovations and the power dynamics that shape immigrant narratives.

### Poetry

Coleridge wrote, "Prose is words in their best order; poetry is the best words in their best order." This course will sample the panoply of such words from the past millennium, with primary emphasis on the work of the past three centuries. Our focus will be on the poems themselves—how they sound, look, mean, and work—and on the varying contexts in which they may be read. These contexts include: the life and career of the poet; important poetic movements; verse forms ranging from the strictly patterned to the seemingly random; and the social/historical context of the work. Students will write a variety of critical essays on selected poems and a major paper examining one poet's work in depth. They will also reflect on poetry in both prose and verse as they compose responses in reading journals.

### Shakespeare

This "no homework" Shakespeare course is designed especially for second semester seniors, to give students the luxury and pleasure of reading and discussing 4-5 important plays by Shakespeare at a leisurely, enjoyable pace, entirely during class meetings. The short writing assignments (1-2 per play) will also take place during class. We will focus on close reading and important themes, as well as directorial and performance choices in selected film versions of each play, analyzing the texts in light of a variety of different critical and theoretical perspectives. The reading in recent years has included *The Merchant of Venice*, *Hamlet*, *Measure for Measure*, *As You Like It*, and *The Taming of the Shrew*. Members of the class also organize and perform in the annual all-school Shakespeare Birthday Celebration.

### Short Fiction

Storytelling is a universal occupation, extant in every culture. Yet not all stories are best told at great length. This course will examine the role of short fiction—novellas, short stories, flash fiction, and micro-fiction—in a global context. The course readings will encompass many of the classic short story writers from the American, British, and European traditions, such as Henry James, Kate Chopin, and Albert Camus. However, we will also spend time with writers from shores farther abroad: Jorge Luis Borges, Jhumpa Lahiri, Margaret Atwood, Junot



Diaz, and Gabriel Garcia Marquez. Midway through the semester, we will dedicate a portion of our time to creative writing, focusing primarily on the art of flash fiction.

#### Unreliable Narrators

All narrators, in fiction and in life, might be considered unreliable. This course will focus on the choices authors make when they create narrators who mislead their audiences, substituting their own perceptions for the purported reality of their worlds. We'll examine stories told by children and adults, by participants and observers, and we'll consider the effects of these different (and differently reliable) voices on the stories they tell. Texts will include *The Turn of the Screw*, *The Good Soldier*, *We Have Always Lived in the Castle*, *Slaughterhouse-Five*; and a variety of short stories, poems, children's books and films.

## FITNESS AND WELLNESS

**The goal of the Castilleja Fitness and Wellness program is to empower students with the knowledge that will enable them to make informed choices for lifelong fitness, health, and well-being.**

#### Fitness and Wellness 6

Fitness and Wellness 6 is an integrated program in which students engage in a variety of developmentally appropriate units. Fitness units include cooperative games, swimming, team and individual sports such as Tchoukball, track and field, pickleball, and striking and fielding. Fitness components are integrated into all units. Emphasis is placed on acquisition and building of movement skills through sequential learning and practiced motor patterns, and then applied in activities or games. Students have opportunities for creativity and self-expression while collaborating on group routines in the Acro-Yoga and Circus units. Wellness units give students the opportunity to engage in discussions, connect with peers, share authentically, practice skills through role play, learn skills related to overall social and emotional health, and to reflect on their individual journey. Students participate in a series of lessons and activities to promote healthy choices about emotional health, communication, relationships, nutrition, exercise, time management, and human growth and development. Students acquire the knowledge and skills needed to care for their changing bodies and developing minds.

#### Fitness and Wellness 7

In Fitness and Wellness 7, students participate in a variety of developmentally appropriate units, including Water polo, Ultimate, basketball, badminton, and lacrosse. Fitness activities focusing on the many health and skill-related components of fitness are integrated in all units. The overall content of the curriculum emphasizes acquiring and improving skills, and a gradual introduction of strategies and tactics, which are then applied in activities and games. Students have opportunities for creativity and self-expression while collaborating on group routines in the Design Your Own Game unit. Wellness lessons focus on developing an understanding of self and group dynamics through an exploration of personal values, self-esteem, relationships, body image, and diversity. Through partner work, small and large group discussions, individual and collaborative activities, students develop a deeper understanding of interpersonal relationships, and effective group interaction.

#### Fitness and Wellness 8

Fitness and Wellness 8 is an integrated program in which students engage in a variety of fitness units that further their earlier Middle School experiences and bridge to the Upper School curriculum. Fitness blocks incorporate exercises that target both skill and health-related components of fitness, and in particular, students become more familiar with cardiovascular and muscular strength training through experiences with a diverse range of fitness equipment. Some of these workouts are intertwined with team games in a stations format, while others occur in the fitness center. Units in field hockey and flag football extend the invasion games units experienced in sixth and seventh grade fitness. Unique to eighth grade are units introducing yoga, indoor cycling, and climbing. In Wellness, activities focus on developing and maintaining a balanced lifestyle by establishing a foundation built on positive relationships and thoughtful decision-making. During units covering sexual

education and body awareness, emphasis is placed on maintaining a healthy self-respect as the girls encounter choices and new experiences. Group dynamics and the opportunity for independence and responsibility are highlighted during the week-long class trip to Washington, DC.

### **Fitness and Wellness I and II**

The Upper School Fitness and Wellness program is designed in a holistic manner, where messages given in Wellness are threaded through Fitness opportunities.

#### **Fitness I and Fitness II**

The Upper School fitness program provides students with opportunities to participate in lifetime fitness activities, such as strength training, team games, indoor cycling, yoga, and indoor climbing. Students have the opportunity to personalize their experience by selecting modules that meet their personal needs and goals. The fitness program is designed to help you learn about and enjoy physical activity through the development of skills, knowledge, and attitudes necessary to maintain a healthy lifestyle. Units for both freshman and sophomores include both health and skill related components of fitness.

#### **Wellness I**

Wellness I is a required course for all ninth graders. The course addresses many of the challenges the young women of our community may experience. With their transition to Upper School, students are supported through discussions focusing on time management, being new to Upper School, and leading a balanced life. The course concentrates on a broad range of topics dealing with the theme of developing a student's ability to make well-informed and responsible decisions pertaining to health and personal development. Attention is given to getting to know oneself and looking at how one contributes to the formation of a community of ninth-grade students. Topics include, but are not limited to: stress management, mindfulness, relationships and communication skills and gender and sexuality.

#### **Wellness II**

Wellness II is a required course for all tenth graders. Students are trained and certified in Adult CPR, Child CPR and Infant CPR, as well as Standard First Aid and AED use through the American Red Cross program. They acquire the knowledge and skills they need to keep safe and to give care in medical emergencies, such as choking, cardiac arrest, or allergic reaction. Teen safety is the major focus of sophomore wellness; therefore, other units include topics such as driving, substance abuse, safe social networking, and teen relationships. In addition, assertiveness training expands on the communication skills learned during freshman year, and when combined with the physical and strategic components of self-defense, sophomores acquire more confidence when they face challenges or feel threatened.

## **HISTORY-SOCIAL SCIENCE**

**The History-Social Science Department believes that a deep understanding of the past provides a sophisticated lens to understand the present and view the future. It seeks to inspire in Castilleja students a love of learning in general and of the humanities in particular. The Department offers students required and elective courses appropriate to their developmental levels. It offers survey and elective courses in world and American history as well as foundational and elective courses in economics, political science, psychology, philosophy. It seeks to enrich these courses with such sister disciplines as literature and the arts. The Department believes that Castilleja graduates should be well-versed in these disciplines and also be effective communicators. To that end, students have opportunities to practice their skills in critical thinking, thoughtful reading from a variety of sources including current events, analytical writing, and both formal and extemporaneous speaking.**

### History 6: The Ancient World: People, Places, and Ideas

From our earliest human ancestors to the fall of Rome, this course explores what it means to be human and how civilizations around the world have developed and declined. We begin by reading about Herodotus and asking, "What is history?" Throughout the year we review and refine our answers learning how to analyze a primary source and how to provide evidence to defend our claims. Our first semester study of civilizations leads us from Mesopotamia and Egypt to Greece. Second semester we study ancient south and east Asia, Rome, and the Maya. Projects all involve student choice and voice; students create historical replicas, illustrations, iMovies, posters, and oral presentations. Throughout the year, we enjoy interdisciplinary lessons with science called People of the Earth. We ask questions about diversity and inclusion, especially with attention to women's experiences, and about the role of government and what makes a good society. Girls begin to construct their own ideas about world issues and to see themselves as historical actors.

### History 7: Faith and Human Experience

This course is a continuation of the study of civilizations begun in the sixth grade. The course begins with the founding of Islam and moves chronologically to the exploration of the Americas. Through text readings, projects, discussion group activities, and documentary videos, students learn about Western and non-Western people and cultures from the period 500 CE up through modern times. Seventh grade students learn how to take notes, and develop their skills in written and oral expression. Additionally, they learn to translate contemporary news into an infographic about a modern world issue. Lastly, students learn about the role of science in history by investigating Renaissance technology to better understand da Vinci's inventions. Students' understanding is further enhanced through the integration of history and technology. The course ends with a study of European explorations as a natural segue to the studies of colonial America in 8th grade.

### History 8: Themes in US History

Themes in US History continues the middle school history arc for students and prepares them for success in high school history and social science courses. The course covers significant themes including the diversity of people, the structure of the federal and state governments, the work of historians, social activism and change, current events, and how we remember and memorialize history. While students continue to develop as independent researchers and thinkers, they examine core events in US history and the skills they need to understand and make meaning from those events. Students have choices about some of the topics they examine in depth and they connect what they learn to current events. The course also helps prepare them for their trip to DC

### Global Identities and Institutions: Early Modern World History to the Present

This is a required, year-long course for freshmen that introduces students to the political, economic, social, and cultural histories of the Western and non-Western worlds from the 15th through the 20th centuries. It emphasizes global interactions and connections – from the Great/Columbian Exchange through the world wars, decolonization, and international realignments – that affected Europe, the Americas, Africa, East Asia, and the world of Islam. The course emphasizes a solid grasp of appropriate content, chronology, and geography; it fosters an understanding of historical themes, such as international relations, causation, change over time, and comparison/contrast between or among different societies; and it helps students achieve competence in analytical and expository writing. Works of world literature such as *Germinal*, *Night*, and *Things Fall Apart* enrich the course content and act as primary sources. The 9th grade history classroom supports the interdisciplinary 9th grade project, V & V, through advanced research skills, collaboration opportunities, and presentation requirements. It encourages critical thinking in regular examination and analysis of primary source documents, both written and visual, as well as in age- and grade-appropriate assessments.

### The Individual and Society: An Introduction to Social Science and Philosophy

What is a just society? What is a virtuous citizen? What forces shape human behavior? What methods can be used to evaluate human behavior? This required one-semester course taken sophomore year is an introduction to social, political, and economic thought and the relevant disciplinary approaches to understanding human behavior and social relationships. The course examines key social, political, and economic philosophies that emerged in response to eternal questions about the relationship between the individual and society. Students

will develop the ability to critically engage with the ideas important philosophers, including: Plato, Aristotle, Confucius, Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Mill, Smith, Marx, Keynes, Huxley, Skinner, Dawkins, Chomsky, Orwell, and Arendt. Student voice is encouraged regularly through structured discussions, argumentative essay writing, and a culminating project in which students formally present their beliefs on an important social, political, or economic issue. Classroom activities include in-class projects, interactive lecture, small group discussion, and a social psychological experiment with APA-style lab report.

#### US Government: The Constitution, Policy, and Civil Rights

What are the roots of political thought and government in the United States? How has the Constitution been interpreted over time? What is the structure of US government and how does it compare to other nations? This required one-semester course taken sophomore year traces the origins, development, and structure of the US political system through the Supreme Court's evolving interpretation of the Constitution. Using a constitution-centered text and supplemental materials, students critically evaluate significant events and issues that have shaped the US's democracy from its founding to the present. The course examines constitutional issues in regard to civil liberties and civil rights, powers and processes of the three branches of government, the role of political parties, media, interest groups, and social movements in the political arena. In addition to interactive lecture and discussion, the class conducts formal debates on current issues. Each student will also co-facilitate a roundtable discussion on current political topics of their choice. Additionally, students will also develop their understanding of the legislative process through a mock Congress, in which they draft and attempt to pass reform proposals for the school. The course concludes with an independent research project in which students identify an area for reform in the US political system and propose a policy solution based on an alternative found in a foreign country.

#### United States History Honors (*Note: taught in a combined class with AP US History*)

Open to eleventh and twelfth graders, United States History Honors is a two-semester course that introduces students to the critical issues of our nation's past. The chronological narrative provides a perspective on both historical development and contemporary events. While the course represents the traditional topical approach to US history, the syllabus has equal emphasis on the exciting diversity of the US's cultural and social heritage. Through the incorporation of primary and secondary sources, the curriculum encourages students to refine their skills in critical analysis, effective oral communication, discussion in seminars, and expository writing. Students take a final semester exam in May, after which they identify and research a topic of historical significance in an interdisciplinary project with their English class. *Students may take U.S. History in either the eleventh or twelfth grade; however, the History Department recommends taking the course in grade eleven due to the course's topical alignment with AP English Language: American Voices*

#### AP United States History (*Note: taught in a combined class with US History Honors*)

Advanced Placement United States History is a college-level two-semester course open to eleventh and twelfth grade students. The course requires extensive reading and analytical writing. Students examine varying interpretations of US history and methods of historiography. The class includes a session each week devoted exclusively to a seminar discussion in which the students assume the responsibility for preparation and leadership. Students learn to draw parallels between historical events and identify common thematic threads. After the AP exam second semester, students identify and research a topic of historical significance in an interdisciplinary project with their English class. Students take the U. S. History AP exam in May. *Students may take U.S. History in either the eleventh or twelfth grade; however, the History Department recommends taking the course in grade eleven due to the course's topical alignment with AP English Language: American Voices*

#### Junior and Senior Electives

**The purpose of the elective program in the History-Social Science Department is to support and extend the required courses. The elective program enables students to follow a passion by deeply exploring and engaging in the study of variety of subjects and themes. Rigorous, established standards which anticipate college level classes underpin the elective offerings. Not all courses are offered every year.**

### Advanced Topics in History-Social Science: Art History

AT Art History is a one semester elective covering the global arts from the Renaissance through to the modern day. Critical analysis of images and debates surrounding the visual arts will expose students to a variety of moments in history, while focusing specifically on artifacts designed to either question or maintain political, social, cultural, and economic power and influence. Students will specifically examine patronage, class, belief systems, gender, ethnicity, and cross-cultural interactions. The course will employ research methods that art historians use to determine the cultural value of a work produced at a given time. We will also take a couple of trips to local museums to supplement our learning. Students will pursue a research topic of their choosing with the possibility of a practical art component as part of their final thesis. Curiosity, being able to work collaboratively, and the ability to give and receive feedback from peers are key to this class. *Open to juniors and seniors*

### Advanced Topics in History and Social Science: Research and Writing

This advanced seminar class offers seniors an opportunity to identify and pursue a scholarly research topic of personal interest. Students will build on skills learned in previous classes as they acquire more advanced research skills. The class offers the advantage of working both independently and cooperatively in a small class that promotes peer review and an exchange of ideas. Student curiosity, independence, and initiative will drive the process. In partnership with the instructor, the library, and outside scholars as needed, the student will craft a paper of approximately 15-25 pages in length that she will share with the community and explore options for external publication. The structure will facilitate a manageable pace and include: identifying a researchable question, conducting a literature review, generating original questions, maintaining an annotated bibliography, respecting a timetable for submissions, and revising the preliminary draft. For example, a student will learn how to promote a “conversation” among her sources as she hones her own argument. *Prerequisite: AP United States History. By May 2019 students will submit a brief statement identifying a proposed area of study and including a rationale for why an exploration of this subject would be useful and informative.*

### Asian American Studies

This course will provide an introduction to the history of Asian Americans and its relevance to contemporary issues. Course content will include the first wave of Asian immigration in the mid- to late-19th century, the rise of anti-Asian movements, the experiences of Asian Americans during WWII, the emergence of political advocacy and the Asian American movement in the 1960s, and the new wave of post-1965 Asian immigration. The course will examine the role these experiences played in the formation of Asian American identity. Additional themes and societal issues include racial stereotyping, assimilation, and the model minority, as well as the continuing legacies of racism as they pertain to Asian Americans. *Open to juniors and seniors*

### International Relations: Global Politics and Contemporary Issues

International Relations (IR) is a one-semester elective for juniors and seniors who seek an intellectually rigorous course in contemporary international affairs. This course introduces students to the fundamental concepts and theory behind IR and seeks to develop an understanding of the actors in the global community. Area Studies teams allow students to report on current world affairs bi-monthly. By the end of the class, students will be able to examine contemporary events from an informed international relations perspective. Students gain the necessary vocabulary and critical thinking and writing skills to discuss issues and evaluate scholarly work in the field. They also gain a greater understanding of America’s foreign policy and the U.S.’s role in global affairs. Readings and discussions examine issues related to politics, economics and the environment in the field of international relations. Guest speakers with expertise in various areas of international relations enhance student learning. A final project focuses on global economic and environmental challenges. This class follows a seminar format with a high degree of student participation. *Open to juniors and seniors*

### Introduction to Psychology: The Science of the Mind and Behavior

This one-semester elective is an introduction to the field of psychology. The course is a survey, exploring essential topics, theories, and research methods of contemporary psychology. Topics include historical underpinnings of the field, biological bases of behavior, motivation, learning, sensation and perception, cognitive

processes, speech and language, social behavior, developmental psychology, individual differences and the nature and treatment of major mental disorders. Special emphasis will be given to recent advances in neuroscience as it elucidates issues in psychology. The course is divided into the ten aspects of psychology and follows the American Psychological Association's (APA) guidelines for high school psychology. The chief goals are to understand the scientific methods and applications of modern psychology. Ivan Pavlov put it well, "Don't become a mere recorder of facts, but try to penetrate the mystery of their origin." This course will incorporate a variety of learning approaches. Class time will often involve activities, demonstrations, or applications of the reading. In-class activities will be paired with student discussion, reflection, and formal assessments. *Open to juniors or seniors*

#### Latin American History

This seminar-style survey course will take students south of the Río Grande, from México to Tierra del Fuego, with detours in the Caribbean as well. We will briefly study pre-Columbian civilizations, as well as the colonial and independence periods, paying particular attention to the experiences of women. Later units will include the transition into the 20th century, with a strong emphasis on post-independence struggles for national, social and economic liberation. As part of learning about the current situation in Latin America and the Caribbean, students will collaboratively engage in projects designed to stimulate community action, and will make their learning visible to the broader community. *Open to juniors and seniors*

#### Macroeconomics: Models for the Future

Macroeconomics is a one-semester elective that explores the fundamentals of macroeconomics including the nature of markets, the role of government in promoting greater efficiency and equity in the economy, the role of money and financial institutions, key economic indicators, and the increasing role of global markets. Students apply economic theory through problem solving, case studies on current events, by leading and participating in class seminars, and listening to expert guest speakers. Students will demonstrate their understanding through summative assessments, class and seminar participation as well as projects. As a final project, students will more deeply explore emerging macroeconomic models. *Open to juniors and seniors*

#### World Religions in the Modern World

This one semester elective will explore the world's religions in local, national and international contexts with the goal of deepening students' cultural competence. The class will study each of the world's major religions in chronological order: Hinduism, Judaism, Buddhism, Christianity, and Islam. Students may choose any religion or belief system to research for their final projects. *Open to juniors and seniors*

#### Courses not offered in 2019-2020

##### Advanced Topics in History-Social Science: European History (not offered in 2019-2020)

AT European History is a one semester elective covering the French Revolution to modern day. Students engage in the interpretive practices of historical thinking: finding and decoding primary sources, identifying different points of view, building original analysis and writing persuasively. Examining the essential questions over the course of two hundred years of European history will provide insight into the nature of European political authority, the practices and changing expression of collective identities in Europe and ideologies premised on growth and equity. Seminar leadership and independent research ensure each student assumes the role of historian and demonstrates mastery over the course of the semester. Throughout the semester students will independently curate artifacts about a country in Europe to provide the evidence for their final research project. *Open to juniors and seniors*

##### America in the Sixties (not offered in 2019-2020)

There's something happening here

What it is ain't exactly clear

--The Buffalo Springfield, "For What It's Worth"

The sixties was a watershed decade in United States history. There was plenty “happening here”—the charm of the Kennedy presidency, the moral protests led by Martin Luther King, the Vietnam War and the FBI, the mass student protests and the urban riots, the tragedy of the political assassinations, the exuberance of the rock revolution and Woodstock. Beneath it all, we will try to get “clear” on what happened, why it happened, and what it meant and still means for US history. The sixties was both a culmination of the history that preceded it and a creator of what was to come. Few contemporary events—from presidential politics to “Black Lives Matter”—can be fully comprehended without understanding the sixties. That understanding will be our quest. *Prerequisite: US History*

**Gender Studies: The Science and Politics of Gender (not offered in 2019-2020)**

This one-semester elective surveys the scientific debate about gender and the brain, as well as the ongoing political struggle for gender equality in the context of evolving social and scientific perspectives on gender difference. The course traces the contrasting philosophical perspectives to do with gender difference, as well as current research and emergent theories in the cognitive sciences and challenges to these claims. The course also examines issues of gender discrimination and oppression and the rise of women’s and LGBTQ+ movements to counter these forces. Topics include political participation and equality, labor rights, poverty, abortion, Title IX, domestic violence, lesbianism, sexual harassment, pornography, religious tradition, prostitution, and human trafficking. Integral to the course is an analysis of legal remedies (Supreme Court decisions, federal laws, and international agreements) that have been applied to improve the political and economic standing of women and members of the LGBTQ+ community. Key feminist and LGBTQ+ voices are explored in journal articles and excerpted readings. The class is in a college-level format, with student facilitated “artifact seminar” discussions based on a current artifact(s) and/or article(s) that relate to issues of gender (or orientation). The course includes experiential and in-class activities, video documentaries, and guest speakers. As a final “praxis” project, students in pairs will organize a consciousness-raising action, taking knowledge, information, or analysis from the course into a public realm. *Open to juniors and seniors*

**Introduction to Philosophy (not offered in 2019-2020)**

What is truth? reality? goodness? These are the fundamental questions posed by philosophy, or rather, these are the questions addressed by philosophy and posed by life. Philosophy is thus a foundational discipline, meditating upon the issues of knowledge, reality and value that underlie all other disciplines. This one-semester course introduces students to philosophy by surveying some of the seminal thinkers of the Western tradition. The survey is historic and dialectical, emphasizing how each thinker overturns and goes beyond the inherited philosophic tradition. Philosophers studied include Plato, Descartes, Hume, Kant, Hegel, Marx, Nietzsche, Freud, and Sartre. *Open to juniors and seniors*

## MATHEMATICS

**The goal of the Mathematics Department curriculum is for students to improve their computational skills, extend their conceptual understanding, and enhance their problem-solving ability. Courses provide opportunities for exploration and collaborative learning, with a stimulating level of challenge that fosters growth in every student. The curriculum is intended to foster in students the capability and the confidence to be astute consumers and authors of quantitative analyses, and to be prepared to continue mathematics study beyond high school.**

**The Middle School curriculum begins with Math 6, which is directed toward mastering a body of computational skills and building a conceptual foundation for subsequent Pre-Algebra and Algebra courses. Emphasis is on developing problem-solving skills, understanding the why behind the how, and communicating effectively.**

The Upper School curriculum promotes advanced skill development, deepened conceptual understanding, and effective problem-solving strategies that form a strong college preparatory foundation in mathematics.

## Middle School Mathematics Course Sequence

### Math 6

Students explore fundamentals of number theory, integers, ratios, proportions, percentages, algebra, statistics, and geometry with an emphasis on understanding underlying concepts. Students transition from the practice of arithmetic to the study of mathematics, with focus on understanding and communicating solutions to problems. The course is intended to work with students of various math backgrounds while providing challenge and encouragement to all. Students actively participate in collaborative problem solving and help create an atmosphere in which learning mathematics is interesting and fun. Hands-on activities are used to explore concepts, while mastery of arithmetic skills and estimation is strongly emphasized. In the end, the student should be capable and confident in her ability to use mathematical concepts and logical reasoning to solve problems.

### Pre-Algebra

Students transition from concrete to abstract mathematics. Students master arithmetic skills through the study of number theory, operations, ratios, proportions, percentages, and probability; extend their knowledge of two- and three-dimensional geometry; and develop a strong understanding of algebraic concepts such as variables, expressions and equations, and linear functions. Class sessions combine individual and group work, hands-on activities, skill practice, and problem solving.

### Algebra I

Algebra I is an exciting and important year in mathematics, as students transition from calculating with numbers (arithmetic) to reasoning logically about numbers (algebra). Students extend their knowledge of simplifying expressions and solving equations and explore the logical reasoning behind algebraic rules, patterns, and relationships. Students study linear and quadratic functions and investigate a variety of real-world situations that can be modeled with these functions. Even though Algebra I is a skills-heavy course, focus is also placed on developing conceptual understanding and critical thinking along with using applications to give meaning to the x's and y's. Class sessions combine individual and group work, exploratory investigations, hands-on activities, skill practice, and problem solving.

## Upper School Mathematics Course Sequence and Placement

The typical Upper School course sequence in Mathematics is

9th Grade	Algebra II and Trigonometry
10th Grade	Euclidean and Analytic Geometry
11th Grade	Introductory Calculus

Concurrent enrollment in any combination of Algebra II, Geometry, and Introductory Calculus is not allowed.

In the 11th or 12th Grade, students have an array of semester- and year-long courses from which to choose, subject to meeting the course prerequisites. A summary listing of courses is below; see individual course descriptions for detailed prerequisites.

11th and 12th Grade Courses	Prerequisite/Corequisite
Data Analysis (semester) AP Statistics (year-long) AT Machine Learning (semester)	Introductory Calculus AB or BC (concurrent or completed)
Math Modeling (semester) AP Calculus AB (year-long)	Introductory Calculus AB or BC (completed)
AP Calculus BC (year-long)	Introductory Calculus BC (completed)
AT Multivariable Calculus (semester)	AP Calculus BC (concurrent or completed)



Coursework or independent study outside of Castilleja **will generally not exempt** students from taking the corresponding Castilleja course. Questions about exempting a Castilleja mathematics course should be directed to the Mathematics Department Head. Instead of accelerating through the curriculum, we encourage students to pursue breadth through study in Computer Science or applications of mathematics outside the standard curriculum.

Some Upper School courses are offered at both the College Preparatory and Honors levels. The main differences between the levels are summarized in the table below.

Compared to College Preparatory courses, Honors level courses feature:	Advancement Criteria from College Preparatory to Honors level
<ul style="list-style-type: none"> <li>• Faster pace</li> <li>• Less repetition of current and prior concepts               <ul style="list-style-type: none"> <li>○ Prior content built on quickly without significant review</li> <li>○ Fewer examples used to reach mastery</li> <li>○ Less time spent on mechanics</li> <li>○ More in-depth and abstract explorations (generalizing results, exploring and proving foundational idea)</li> </ul> </li> <li>• Greater learner independence and initiative               <ul style="list-style-type: none"> <li>○ On how to approach problems</li> <li>○ On study skills and test review</li> <li>○ Assessments require students to apply concepts in new ways</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated ability to grasp new concepts quickly</li> <li>• Ability to extend specific computations, patterns, and theorems to abstract reasoning</li> <li>• Willingness to dedicate time and energy to be successful in honors course</li> <li>• Demonstrated independence in synthesizing material, error checking, and preparing for assessments</li> <li>• Demonstrated perseverance, organization, and confidence when facing challenges</li> </ul>

To enroll in the next College Preparatory level course in the sequence, a student must earn a passing grade in each semester of the course in which they are currently enrolled.

Previous placement in an Honors course does not guarantee placement in subsequent Honors courses. A student in an Honors course who wishes to enroll in the next Honors course must obtain Department recommendation by consistently demonstrating mastery of course material and an ability to manage the pace, level of abstraction, initiative, and time demands of the Honors curriculum.

A student in a College Preparatory course who wishes to move to the Honors level course the next year should carefully consider the greater expectations of Honors courses. She must obtain a Department recommendation after a conversation with her teacher. To be eligible, a student must meet the Advancement Criteria outlined in the table above, and demonstrate work habits that indicate that they can independently manage the rigor and time demands of the Honors curriculum.

## Upper School Courses

**Not all courses are offered every year.**

### Algebra II and Trigonometry

This course builds on the concepts and skills learned in Algebra I. Students refine algebra skills needed to solve equations and expand their knowledge of mathematical functions. Building on the knowledge of linear and quadratic functions developed in Algebra I, students investigate the behavior and applications of polynomial, rational, trigonometric, exponential, and logarithmic functions. Emphasis is on understanding the patterns, properties and graphs of these functions as well as the results of applying transformations. In addition, students explore applications in real world contexts. *Prerequisite: completion of Algebra I*

### Algebra II and Trigonometry Honors

This course covers the material outlined in the Algebra II and Trigonometry course description at an accelerated pace, which allows the study of selected topics in greater depth and the investigation of additional material. Greater emphasis is placed on derivations of concepts and on developing a fluency in the language of mathematics. *Prerequisites: completion of Algebra I and Department recommendation.*

### Euclidean and Analytic Geometry

This comprehensive geometry course explores a wide range of topics and objects. Students investigate lines, circles, and polygons; extend their understanding of trigonometric concepts; delve into similarity and congruence; and explore the properties and measurements of three-dimensional solids. Each topic is addressed from multiple perspectives – geometrically, algebraically, and using constructions. Throughout the course, students experience how mathematicians build complex and rich mathematical worlds starting with a few simple assumptions and the tools of logic. Students learn foundations of deductive reasoning, including rigorous proofs. This course also strives to develop the student's competence and confidence with mathematical processes and methods, and to strengthen the student's ability to think and work confidently and creatively. *Prerequisite: completion of Algebra II and Trigonometry.*

### Euclidean and Analytic Geometry Honors

This course covers the material outlined in the Euclidean and Analytic Geometry course description, yet differs from that course in two key respects. An accelerated pace allow time to cover additional topics, and students are expected to master the material at greater depth and rigor. Additional topics have included: logic, proof by contradiction, coordinate geometry, special points in a triangle, and the geometry of the sphere. Students will delve into difficult questions that connect different ideas from previous studies. In order to be successful students need to have retained mastery of algebraic and numeric skills from previous years and to have developed the habit of trouble-shooting their work routinely, effectively, and independently. *Prerequisites: completion of Algebra II and Trigonometry Honors and Department recommendation. Students who have completed Algebra II and Trigonometry may request Department recommendation.*

### Introductory Calculus AB

The course explores pre-calculus topics including exponential growth and decay; compound interest; analytic trigonometry; power, polynomial and rational functions; compositions, inverses, and combinations of function; and combinatorics and probability. Emphasis is on algebraic facility and connecting graphical and algebraic representations of functions. Early in the second semester, we begin the study of differential calculus, including limits, continuity, the derivative concept, methods of differentiation, and curve sketching. Applications include projectile motion and optimization. *Prerequisite: completion of Euclidean and Analytic Geometry*

### Introductory Calculus BC Honors

This course covers the material outlined in the Introductory Calculus AB course description at an accelerated pace, which allows the study of selected topics in greater depth and the investigation of additional material. Additional precalculus topics include parametric equations, the logistic function, complex numbers, and statistics. Additional calculus topics include indeterminate forms of limits, implicit differentiation, and related rates. *Prerequisites: completion of Algebra II and Trigonometry and Euclidean and Analytic Geometry, with at least one of these courses at the Honors level, and Department recommendation. Students without prior Honors mathematics coursework may request Department recommendation.*

### AP Calculus AB

This course continues the exploration of differential calculus topics begun in Introductory Calculus, and then turns to integral calculus and differential equations. All topics listed in the Advanced Placement syllabus for Calculus AB are covered. Differential calculus topics include implicit differentiation, related rates, optimization, and L'Hôpital's rule. Integral calculus topics include computing areas and volumes, indefinite and definite integrals, integration techniques, approximating accumulation from tables or graphs of rates of change, the Fundamental Theorem of Calculus, and applications such as rectilinear motion. The differential equations unit

combines theory and applications: solving first order differential equations, initial value problems, integral curves, slope fields, exponential growth and decay, and cooling and heating models. Significant time is spent working on actual AP® exam problems to help the student understand the connections between topics and their application in a variety of contexts. *Prerequisites: completion of Introductory Calculus and Department recommendation.*

#### AP Calculus BC

This course covers all the material in the AP Calculus AB course at an accelerated pace, which allows time for generalizations or extensions of core topics, proofs of theorems, and applications in science and engineering. Additional topics covered include differentiation and integration of parametric, polar, and vector functions; integration by parts and by partial fractions; computation of arc length; logistic growth; and infinite series. All topics listed in the Advanced Placement syllabus for Calculus BC are covered. *Prerequisites: completion of Introductory Calculus BC Honors and Department recommendation. Students who have completed Introductory Calculus AB may request Department recommendation.*

#### AP Statistics

This full-year course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes of the course are (1) exploring data, visually and numerically, to discover and describe patterns; (2) designing a survey or experiment, collecting data, and controlling for sources of bias; (3) creating and using probabilistic models to understand data distributions; and (4) interpreting results and using hypothesis testing, confidence intervals, or p-values to draw conclusions. The course uses statistical analysis software (JMP) for the analysis of real-world data sets. The course is anchored by a yearlong project where students design, collect, and analyze the results of their own study, or perform data analysis on an existing data set, and culminates with presentations of the results to their peers and professionals. *Prerequisites: Open to juniors and seniors; completion of, or concurrent registration in, Introductory Calculus. Students who have completed Algebra II may request Department recommendation.*

#### Descriptive Statistics & Data Analysis

The world is awash in data. Every field, from fashion to forensics, is analyzing data. This one-semester elective course provides students with an exposure to the major concepts in statistics. The two major themes of the course are (1) exploring data, visually and numerically, to discover and describe patterns; and (2) designing a survey or experiment, collecting data and controlling for sources of bias. Students use statistical software (JMP) to analyze real-world data sets. The course is anchored by a project in which students analyze a significant data set and present their results to peers and professionals. *Prerequisites: Open to juniors and seniors; completion of, or concurrent registration in, Introductory Calculus. Students who have completed Algebra II and who do not meet the Introductory Calculus prerequisite may request Department recommendation.*

#### Mathematical Modeling

This semester-long course explores the art and science of mathematical modeling. Students will formulate, analyze, and present solutions to problems from a variety of applied settings featuring ambiguity, complexity, uncertainty, and dynamic behavior. The course fosters problem formulation and problem-solving skills, and it gives the student practice in communicating the results of quantitative analyses. Working both in groups and individually, students create models of real-world situations and text book problems. Students will gain significant experience in using spreadsheets to build mathematical models and perform analysis. Data analysis has become a sensational skill in many areas and students will explore different techniques for analyzing and presenting data. Students work on several small modeling projects and one or two major projects. Throughout the analysis process, clear communication of modeling assumptions, analytical approaches, insights, and conclusions will be an essential part of student work. This course is an alternative to the current AP Calculus AB course for students who are interested in applying the mathematical theory they have studied. This course is good training for students who will pursue further study or careers in quantitative analysis, such as the sciences, social sciences, engineering, or mathematics. *Prerequisites: completion of Introductory Calculus and Department recommendation.*

#### Advanced Topics in Mathematics: Mathematical Foundations of Machine Learning

The prevalence of artificial intelligence (AI), and specifically machine learning, has increased dramatically in the last few years. Machine learning is the key technology behind personal assistants (Alexa, Siri, Google), predictive analytics (Amazon and Netflix recommendations), image recognition and a host of other applications. The key to all machine learning algorithms is the use of different classifiers that learn from labeled data to answer either a classification or a prediction question. Linear algebra is an essential tool for processing the large amounts of labeled data used in machine learning. It is also widely used in solving systems of equations and geometric transformations. In addition, the most commonly used classifiers really on linear regression and logistic regression – key statistical tools. This course will provide the student with a foundation in these mathematical and statistical concepts as a springboard for further study. *Prerequisites: completion of, or concurrent enrollment in, Introductory Calculus and Department recommendation.*

#### Advanced Topics in Mathematics: Multivariable Calculus

This semester-long course will begin with a discussion of three-dimensional space and vectors: dot product, projections, and cross product. This leads to discussion of vector-valued functions and applications such as unit tangent, normal and binormal vectors; curvature; and motion along a curve. Extensions of calculus theory that was introduced in a single-variable setting in prior coursework is discussed in a multivariable context: partial derivatives, differentiability, tangent planes, directional derivatives, extrema, and multiple integrals. The course prepares students for work in fields such as engineering, computer graphics, physical sciences, and economics. *Prerequisites: completion of, or concurrent enrollment in, AP Calculus BC and Department recommendation.*

#### Courses Not Offered in 2019-2020

#### Advanced Topics in Mathematics: Calculus Theory (not offered in 2019-2020)

This course covers integration, the Fundamental Theorem of Calculus, infinite series, polar and vector functions, complex functions, and an introduction to differential equations. This course goes into more depth, and concentrates more on theoretical aspects and applications of calculus than AP® Calculus BC and students spend less time reviewing differential calculus material covered in Introductory Calculus BC Honors. Additional time is spent considering limits, the mean-value theorem, Newton's Method, and physical applications of the integral. Students will be well prepared for the BC level AP exam, as well as honors-level college mathematics courses. *Open to juniors and seniors; placement is based on performance in Introductory Calculus BC Honors and Department recommendation*

## SCIENCE

**The Science Department aims to cultivate students' interest in science while providing them with a solid knowledge of fundamental scientific principles. We emphasize the teaching of analytical thought, problem solving, and deductive reasoning, both on an individual basis and in group settings. At the same time, the dynamic interaction among students and faculty, and our many stimulating labs and demonstrations, add excitement to our curriculum. In all of its classes, the science department strives to engender and extend an interest in science while simultaneously providing students with an understanding of fundamental scientific principles and modes of thinking, fostering both scientifically literate citizens and future scientists.**

#### Science 6

The sixth-grade science course is based on a discovery, hands-on approach to learning about Earth Science. The purpose of the course is to introduce students to scientific skills through experimentation, observations, small group projects, and collaborative learning. Students learn to explore the world around them using Earth Science topics such as cartography, geological time, plate tectonics, natural resources, sustainability, climate and

pollution. The culminating experience for the year is a group-based, student-driven inquiry project rooted in topics explored throughout the year and shared with the Castilleja community.

### Science 7

Seventh grade science is an introduction to and survey of the Life Sciences. To understand what makes something alive, students begin by exploring the cell itself and the fundamental phenomena that make it alive, including genetics, energy processes, and diffusion. Students will then learn about the human body by focusing on the skeletal, muscular, nervous, circulatory, immune, reproductive, respiratory, and digestive systems. Also, students will delve into evolution and ecology in the context of the diverse species that exist in the local ecosystems. To understand these phenomena, students engage in laboratory experiments, construct models, play computer simulations, participate in exploratory activities like dissections, and contribute to group learning in a variety of interdisciplinary learning opportunities. The culminating experience is an original, student-group designed, inquiry experiment related to a student-determined question that will be showcased for the Middle School community.

### Science 8

The eighth-grade science course is a lab-oriented introduction to Physical Science. Through activities, experiments, laboratory exercises, discussions and design challenges, students explore many topics as individuals and in small groups. These topics include but are not limited to characteristic properties of matter, atomic theory, nuclear technologies, and waves. They are asked to think about how the physical sciences are interconnected with other branches of science and with other areas of learning. Students culminate the year with a self-designed inquiry project based on what they have explored through the course of the year. This inquiry project is shared with the Castilleja community.

## Upper School Courses

Basic Lab Sciences are normally taken sequentially in the following order: Physics, Chemistry, Biology. Advanced Topics courses are second-year, college-level courses requiring a substantial commitment from the student.

Students committed to focusing on science and math during their four years of upper school may take two science classes simultaneously in their junior and/or senior years, be mentored to participate in individual science research programs, and be placed in research internships.

### Upper School Science Prerequisites (unless otherwise noted)

- *To enroll in the next college preparatory level course, a student must earn a passing grade in each semester of the course in which they are currently enrolled.*
- *A student in an honors course who wishes to enroll in the next honors course must obtain department recommendation, which is based on the student's demonstrated interest in and engagement with the in-depth study of science, and on demonstrated ability to independently manage the rigor and time demands of the honors curriculum. In addition, the student must earn at least a B+ each semester and at least a B+ on each semester exam.*
- *A student in a college preparatory (not honors) level course who wishes to move to the honors level course the next year must obtain department recommendation, which is based on the student's demonstrated interest in the in-depth study of science, and work habits that indicate that they can independently manage the rigor and time demands of the honors curriculum. In addition, the student must earn a strong A each semester and at least an A- on each semester exam.*

### Physics

This hands-on introductory course covers the fundamental principles of three major areas of physics: electricity, mechanics, and light. The course emphasizes both conceptual understanding and mathematical modeling of the physical world. Concepts are first developed through direct experimentation and analysis of data; later, students use equations as a means to guide their thinking while they solve increasingly challenging problems. Scientific

communication skills are also developed through class discussions and lab reports. *Prerequisite: completion of Algebra I*

### Chemistry

This course provides students with a dynamic and conceptual view of the composition, structure, properties, and reactions of matter, as well as the energy changes associated with its physical and chemical changes. Topics of study will include the historical development of our understanding of atomic structure, the periodic table, chemical reactions, thermodynamics, stoichiometry, bonding, phases of matter and their properties, solutions and solubility, gases, and acid-base chemistry. The laboratory component of the course will challenge students to maintain a lab notebook, design their own experiments, be objective observers, analyze data and use evidence to support their claims, and appropriately assess the accuracy and reliability of their results. Students will practice appropriate estimation and measurement techniques throughout the year, and use computer-interface probes (e.g., for temperature and pressure) and graphical analysis software to help them collect quantitative data. *Prerequisites: completion of, or current enrollment in, Algebra II and completion of Physics*

### Chemistry Honors

This course provides a strong foundation in chemical principles. Course sequencing will match that of Chemistry, but will do so with a stronger emphasis on the quantitative nature of each subject. Topics of study include those described in Chemistry but many, such as atomic structure, chemical reactions, bonding, solutions and solubility, and acid-base chemistry will be taught to a greater depth. This course will also develop a deeper understanding of the laboratory process, as compared to Chemistry. Students will be challenged to reflect on the design of each experiment in order to assess the accuracy of their measurements through careful error analysis, as well as develop their scientific writing skills. *Prerequisites: teacher recommendation after conversation with teacher; completion of, or current enrollment in Algebra II Honors; semester grades of A in Physics*

### Biology

This course assumes an understanding of the principles of physics and chemistry and develops an understanding of the principles that govern structure and function in living things. Major topics covered include biochemistry and cell biology, classical and molecular genetics, principles of evolution, classification of the diversity of life, plant biology, and principles of ecology. Students will practice scientific skills using biological data, including observation vs. interpretation, reasoning from evidence, graphical presentation, and scientific writing. *Prerequisites: completion of Physics and Chemistry*

### Biology Honors

Students in Biology Honors are expected to engage with the subject material at a deep level. While the topics covered are similar to those in Biology, some are covered in more depth and assume a more sophisticated understanding of Chemistry. In addition, students are asked to bring together their previously acquired scientific knowledge with concepts from multiple aspects of the Biology Honors course to demonstrate a comprehensive understanding of the subject matter. Students also work towards an in-depth understanding of experimental design and data analysis while developing their scientific writing. *Prerequisites: teacher recommendation after conversation with teacher; semester grades of A in Chemistry, or semester grades of B+ or higher in Chemistry Honors*

## Upper School Electives

**Not all courses are offered every year.**

### Advanced Topics in Biology: Genes, Development, and Evolution

This second-year advanced biology course offers students a thematic approach to understanding biology. Themes such as how gene regulation and expression influence a phenotype and how natural selection acts on phenotypes will be explored to tie concepts together. While students will engage in a variety of laboratory experiments throughout the year, each semester will end with an extended experimental investigation. The first semester's experimental period is a pre-set, teacher-guided laboratory investigation. Second semester's

experimental period will be student created and executed. *Prerequisites: teacher recommendation after conversation with teacher; semester grades of A in Biology, or B+ or higher in Biology Honors*

#### Advanced Topics in Chemistry: Kinetics, Thermodynamics, and Equilibrium

This second-year advanced chemistry course is open to juniors and seniors excited by the field of chemistry and committed to engaging with the subject at a much deeper, and more quantitative level. Students who are well-prepared for this class will be familiar with the fundamental concepts covered in their first-year chemistry course, including atomic structure, periodic table organization, stoichiometry, bonding, molecular structure/geometry, and basic gas laws. These fundamentals will be reviewed briefly and will provide the foundation upon which more advanced topics can be explored. Students will study three major subjects for the year (thermodynamics, kinetics, and equilibrium) that will allow them to provide answers to the questions “will a chemical reaction occur?”, “how fast do reactions occur?”, and “to what extent does the reaction occur?”, respectively. Other topics, which will include, but are not limited to quantum mechanics, electrochemistry, acid/base chemistry, and crystal field theory will intersect with and build upon these major themes throughout the year. Laboratory work will mirror the types of experiments students should expect to see at the college level. Students will maintain a laboratory notebook for all experimental work, develop new laboratory skills, and will further hone their scientific writing through a peer review process while learning to write formal lab reports. *Prerequisites: teacher recommendation after conversation with teacher; semester grades of A in Chemistry, or semester grades of B+ or higher in Chemistry Honors*

#### Advanced Topics in Physics: Modern Mechanics

Modern Mechanics focuses on the atomic structure of matter and interactions between material objects. The course emphasizes the wide applicability of three fundamental principles: the Momentum Principle, the Energy Principle, and the Angular Momentum Principle. We can use these principles to explain and predict the behavior of systems as different as molecules and galaxies. Contemporary physics topics (relativity, quantum mechanics, statistical mechanics) are integrated throughout the curriculum. In addition to traditional laboratory techniques, students will use computational modeling (through the vPython programming language) as a method for analyzing physical systems. *Prerequisites: teacher recommendation after conversation with teacher; concurrent enrollment in AP Calculus AB or above (AP Calculus BC or above strongly recommended); semester grades of A in Physics,*

#### Astronomy

This course provides students with a scientific introduction to our place in the universe. Topics will include the physical properties of light, the scale and structure of the solar system, classification and lifecycles of stars, the structure of galaxies, and the origin and fate of the universe. Lectures and class discussions will be supplemented with observing sessions (both in-person and computer-based) to give students an understanding of the night sky. *Prerequisites: Physics and Chemistry*

#### Biotechnology and Bioethics

This course will increase students' understanding of the many biotechniques being applied to the fields of medicine, agriculture, forensics, and pharmacology. In the lab component of this course, we will learn about and perform DNA fingerprinting, bacterial transformations and polymerase chain reactions (PCR). Other laboratories will be included as time permits. In the bioethical component of this course, we will consider how the use of the above-mentioned lab techniques lead to the many ethical debates society presently faces. We will discuss bioethical issues involving cloning, rights to “genomic privacy,” the use of DNA fingerprinting in establishing guilt or innocence in criminal trials, and global/environmental impact of engineering genetically modified organisms (GMOs). *Prerequisite: completion of the first semester of Biology or Biology Honors*

#### Global Climate Change

What is climate change and how do various disciplines study it? What plans are in place to provide stability to communities as these changes occur? How can you be a part of the solution? Focusing on the San Francisco Bay region, students will seek answers to these questions while learning skills to gather information and create

solutions to the problem. Students will learn to use computer models, gather data through satellite imaging and ecological field research, conduct public perception surveys, and develop other skills relevant to the discipline. Students will explore the role of public policy makers and government in the dissemination information and creating adaptation plans for local communities. They will also examine the role of media, literature, and art in education and public perception about the topic. In each of these cases, students will follow a learn, teach, create model where they learn about selected skills through lecture, case studies, readings, and labs, then conduct more in-depth research on a specific topic using these tools for analysis. Each student will then create and share an artifact with the class and selected guests. *Open to juniors and seniors*

### Organic Chemistry

Organic Chemistry is the study of carbon-containing compounds, which are the basis of all life on our planet. This course will give an overview of several aspects of fundamental organic chemistry, including the nomenclature, chemical structure, physical properties, chemical reactivity, and biological activity of several classes of compounds. With these fundamentals, we will explore a wide range of applications of organic chemistry, including food chemistry, dyes and textiles, and pharmaceuticals. Students will also get an introduction to the theory and practice of methods used in the organic chemistry laboratory. Emphasis will be placed on the synthesis, isolation, purification, and characterization of organic compounds. Techniques covered will include extraction, distillation, recrystallization, chromatography, and polarimetry. Students will also gain exposure to the important tool of computerized molecular modeling. *Prerequisite: Chemistry*

Courses not offered in 2019-2020

### The Biology and Economics of Cancer (not offered in 2019-2020)

This one-semester course will help answer the questions: What is cancer? What causes cancer? How can we prevent cancer? How can we treat cancer? What are the obstacles – medical, economic, political – to “curing” cancer? We will cover topics such as the molecular basis of tumor formation, the physiological results of tumor formation, the public health implications of epidemiological studies, and the economics behind the development of cancer treatments. Students will use diverse resources to construct their knowledge, including lecture, online sources, and primary sources such as research journal articles. Course work will include independent research, group projects, tests, quizzes, presentations, and homework. *Prerequisites: Biology or Biology Honors*

### Human Physiology (not offered in 2019-2020)

This one-semester elective is an in-depth investigation of the human body. Diseases that affect multiple body systems will be investigated, starting with a brief review of the biology of each organ system affected before turning to a detailed look at the disease and its effects on the system. Diseases and systems to be emphasized will vary from year to year. How diseases are studied at the individual and community level, along with economic or social implications, will also be investigated. Lessons in the class may include labs and dissections, field trips, use of computer models, text and supplemental readings, and independent research. In addition, coursework can include quizzes, tests, and design projects. *Prerequisites: Chemistry and Biology*

## VISUAL AND PERFORMING ARTS

**The Arts Department designs and presents courses and extracurricular opportunities to challenge and encourage each student to develop her understanding of and abilities in four arts disciplines: dance, music, Theatre arts and visual arts.**

The Middle School visual and performing arts curriculum introduces students to art, drama, dance and music through a combination of required and elective courses. Students follow a curriculum of required arts courses through sixth and seventh grade, followed by arts electives in eighth grade.



## Middle School Courses

### Sixth grade

#### Art 6: Explore and Create

Sixth grade art is a course that emphasizes the joys of artistic production and interdisciplinary learning in a relaxed environment conducive to creative exploration and development. Students explore the elements of art, including line, texture, color, value, and space; learn basic drawing techniques; work in two and three-dimensional forms; and experiment with diverse media, including, pen and ink, watercolor paint, and 3D sculptural materials.

#### Music 6: Sing, Play, Jam

Music 6 offers all 6th graders the opportunity to learn the language of music through choral music, singing, and learning to play the guitar. In this year-long course students will learn to accompany themselves on a wide range of music, and explore choral music in unison, two, and three-part arrangements. In addition, students will learn how to sight-sing simple melodies and learn the fundamentals of pop chord progressions. More experienced students will have the opportunity to explore advanced topics in musicianship, harmony and composition.

#### Theatre 6: Telling Stories

Theatre for the sixth grade is an introduction to storytelling, movement, voice, mime and character development. Students are encouraged to take risks, expand their comfort zone and rediscover their ability to play. Using improvisational techniques, the girls will explore characters, relationships, and objectives to create believable scenes and short plays.

### Seventh Grade

#### Art 7: Making Portraits

The overarching theme of seventh grade art is portraiture. Students in Art 7 will be introduced to different styles of portraiture, both representational and abstract. They will make self-portraits, portraits of their peers and family members as well as portraits of fictional characters. Along the way they will be introduced to a wide range of media, including pencil, pastels, charcoal, acrylics, watercolor paint, photography and sculptural materials. The technical areas of exploration will include: basic drawing skills, basic painting skills and two and three-dimensional design. Emphasis will be placed not only on the development of technical skills but also on the development of their own ideas and imaginative content.

#### Dance 7: Dancing to the World's Beat

This course celebrates the diversity of dance styles from around the world. Students are introduced to dances from a variety of different countries including Africa, Japan, England, Scotland, Germany, Italy, Serbia, and Romania, along with dances from North and South America. The customs, history and traditions of other cultures come alive through dance as an expression of the human spirit.

#### Music 7: Discovering the Joy of Music Making

Music 7 will build on fundamentals covered in Music 6 as students continue to explore the art of music performance in either a choral or instrumental setting. The semester will include rehearsal of varied repertoire and move into creative music applications as students experiment with improvising and composition. The semester will culminate with an evening performance at the end-of-semester concert.

#### Theatre 7: Creating Characters

Required for one semester of all seventh graders, Theatre 7 explores movement, voice and characterization through games, activities and scene work. Students will explore the world of Commedia dell'Arte and modern acting styles, and will learn to command the stage and embody characters vocally and physically.

## Eighth Grade

### Art 8: Design and Fashion

This is a class centered on developing creativity and letting a student find their own artistic voice. This class has three units: Printmaking, Textiles and Fashion Design. In each unit students will learn new technical skills, experiment with new mediums and most importantly, they will learn how to communicate their own ideas visually. Throughout the class we will look at the work of important artists and learn about different design strategies. Imagination, persistence, problem solving and creative risk taking are all key parts of this class.

### Ceramics 8: An Introduction to Hand-Built Forms

Ceramics 8 provides an introduction to the basic techniques of hand-built pottery, including coil, slab and molded pieces. Using white low-fire clay and a wide variety of non-toxic glazes, students develop the skills required to create both functional and sculptural ceramic forms through projects. Emphasis is placed on the design process, including sketchbook/iPad research.

### Dance 8: Choreography

This course concentrates on dance composition and the creation of original dances. Students take responsibility for all aspects of the choreographic process including selecting a theme, choosing music and dancers, choreographing movement, and determining costumes, sets, props, and lights. Students explore original ideas for choreography and then develop a plan for implementing their ideas into dance. The course culminates in a performance of original dance works choreographed and performed by the class.

### Movietime 8

This eighth grade course offers students the opportunity to learn how to create films. Through a series of hands-on projects, we learn the basic components of film, including cinematography, editing, storyboarding, screenwriting, and directing. In addition, students will be exposed to classic movies and the artists who created them. The class will culminate in the creation of multiple short films, written, directed, edited and performed entirely by the students.

### Theater 8: Acting

Students in this class will build on the performance skills of 6th and 7th grade, delving deeper into acting skills and techniques. We will read a series of plays, analyze them in the context of historical and social significance, rehearse, and perform scenes. Students will be exposed to a variety of acting techniques, including Meisner, Viewpoints, and Stanislavsky through a series of units in Characterization, Objectives/Actions, Motivation, and Comedic Timing. The class culminates in a public performance of favorite scenes.

### Theatre 8: Production

Theatre 8 covers every aspect of theatre, with units on playwriting, directing, set design, costume design, lighting, stage management, sound, make-up and acting. Students will receive hands-on, practical training as well as guest lectures by professionals in the theatre world. The course culminates in the creation and performance of a one-act play written, directed, designed, and acted by the class.

### Courses not offered in 2019-2020

#### Music 8: Glee (not offered in 2019-2020)

This course provides the opportunity for singers to learn, polish and perform a cappella songs similar to the music found in the hit movie Pitch Perfect and the TV show Glee. We will work on learning to balance & blend in an a cappella style group. Some music theory and historical concepts will also be discussed. The semester will culminate with a performance at the Spring Music Department concert, the 8th grade showcase, and possibly a middle school meeting.

## Upper School Required Course

### Exploration in the Arts

Do you want to create art, music, theater, and dance?? In this experiential class, required of all freshmen, you will explore two of these art forms for one quarter each. Through project-based work, Exploration in the Arts will assist you in exploring the creative process. Quarter-long electives include: Acting and Improvisation, Dance Production, 2D and 3D Visual Art, and Songwriting/Music Production. *This is a one-semester course required for all ninth graders.*

## Upper School Courses

**Not all courses are offered every year**

Note: Students who have completed their VPA graduation requirements may take a VPA elective for Credit/No Credit. Students must speak with their teacher and the Registrar by the mid-semester grading period if they plan to use this option. Students seeking to enter a course mid-year may do so with teacher approval.

## Dance

### Dance Production Workshop I

DPW I is designed for the motivated student interested in learning about the role of a producer. The course gives students hands-on experience and introduces them to the elements of technical theatre specific to dance production. Student producers are directly involved in the process of producing Arts with a Heart, a show using dance and multimedia to raise awareness about important issues facing today's world. Students choose to work in the areas that interest them, such as: choreography, lighting, costume design, sound/music/video recording and other forms of multimedia, basic elements of production management such as scheduling, marketing and fundraising. Want to know what we do in DPW? Take a look at this video <https://goo.gl/5s2F2s> *No previous dance experience is necessary.*

### Dance Production Workshop II

DPW II builds on the concepts and skills introduced in Dance Production Workshop I. The semester begins in January working in full production mode, culminating with the performances of Arts with a Heart. After the show closes, students will analyze their production and reflect on what improvements and/or changes they would like to make for the following year's show. The emphasis of the course is on pre-production for the next show. Student producers will create an initial concept and theme, conduct research and finalize a production plan and schedule. *Prerequisite: Dance Production Workshop I*

### Advanced Dance Production Workshop

In this year-long elective, students continue their exploration in the field of dance production. In Advanced DPW, rather than specializing in one area of production, they will become adept in all areas of production from technical theatre to ticket sales. They will learn how all of the pieces of a production fit together, and they will use their knowledge to create a successful show. Advanced DPW allows students to analyze and view performances with a critical eye. Students will reflect on performances and answer questions on what makes a show a success. Using critical thinking and problem solving, students will come up with recommendations and a plan for improvement. They will also explore current trends in theatre, dance and technology and develop a plan on how to practically implement those ideas on stage. *Prerequisite: Dance Production Workshop I and II. The course may be repeated for credit.*

## Music

### Vocal Music Workshop I

This semester-long elective is designed to give students a foundation in proper vocal technique and production as well as expanding upon skills learned in the required freshman Core Arts course. Students will rehearse, perform, analyze, and listen to music from all genres and time periods, yet performances will emphasize contemporary music styles such as jazz, popular, musical theatre, rock, and other music from around the world. Ensemble settings will vary from choral to small ensemble and solo. One mandatory evening performance and dress rehearsal will take place; several performance opportunities both in and out of school will be offered. *No previous music experience is necessary.*

### Vocal Music Workshop II

This semester-long elective builds upon concepts and skills covered in the first semester. Students will learn more challenging theoretical concepts, and skills will expand to include arranging, composition, and improvisation. Opportunities for small ensemble performance will increase as students develop greater musical independence. Similar to first semester, repertoire will continue to cover a variety of genres; one mandatory evening performance will take place. *Prerequisite: Vocal Music Workshop I*

### Songwriting and Music Production Workshop

This project-based course offers the perfect opportunity for students with a passion for music outside of traditional school music offerings to create their own compositions and arrangements. In this class students explore music theory, including analyzing and creating chord progressions. They will become adept at music analysis, investigating the structures of popular songs and the characteristics of various genres. They will explore the capabilities of digital audio workstations such as GarageBand and Logic. Finally, they combine all these skills—along with their own creativity and voices—to compose and produce a complete pop song. Guest artists will present on related topics in music production and composition. Students will have the opportunity to perform and/or present their work on campus and at other venues. *Prerequisite: successful completion of Vocal Music Workshop I & II or by permission of the instructor*

### Advanced Vocal Music Workshop

This semester-long elective builds upon vocal fundamentals introduced in Vocal Music Workshop I & II. Repertoire will expand to include four-part harmony and a cappella music. In addition to the vocal performance assignments and activities, students will learn skills intended to provide vocalists with greater independent musicianship skills. Activities will be assigned according to each student's individual skill level and prior experience. One mandatory evening performance and dress rehearsal will be required each semester, yet several performance opportunities both in and out of school will be offered. Students may enter the course in any semester (fall or spring) and the course may be repeated for credit. *Prerequisite: successful completion of Vocal Music Workshop I & II or by entrance exam and audition. The course may be repeated for credit.*

### Advanced Topics in Music: Theory and Musicianship

This course is designed for students who are interested in exploring in greater depth some of the topics introduced in a first year University course in Music Theory as well as those topics that are traditionally part of a first-year college Harmony course. AT Music is designed for students with varied backgrounds in music performance. The aim of AT Music is to give students the opportunity to explore and enjoy the diversity of music by enabling them to creatively develop their knowledge, abilities and understanding through performance, analysis and composition. Although this is NOT an AP Music Theory course, students will build the skills necessary to successfully take the AP Music Theory exam if they wish. This course is open to all musicians, not just singers. As a large part of being a musician is vocal competence and practical ear-training, all students in AT Music will be a part of the Vocal Music Workshop class. Each class meeting, AT Music students will begin class with the Vocal Music Workshop students where they will do some sight-singing and ear training with the choir. For the remainder of each period they will be engaged in theory work, analysis, and composition exercises, working individually or in small groups on projects. On occasion, AT Music students will also be asked to

lead/conduct music or present a new piece for the class. *Prerequisite: successful completion of Vocal Music Workshop I & II and Advanced Vocal Music Workshop or by permission of the instructor*

## Theatre Arts

### Theatre I

A course for students curious about acting and theatre (as well as those who have studied it before), Theatre I focuses on exercises, improvisation, and scene study which help students to be creative and take risks, while also discovering the basic concepts and skills of “Realist” acting. Students learn concentration, emotional memory, and character development while gaining greater physical and vocal agility as they study (and perform from) a variety of play texts, including Uta Hagen’s “Respect for Acting” as the framework for building technique.

### Theatre II

Theatre II continues on the fundamental work begun in Theatre I, building on the techniques introduced moving beyond “Realism” to aspects of “Naturalist” acting. Theatre II deepens the work of Uta Hagen, while exploring what it means to work on film. By the end of the year, students will move to broader acting styles (and heightened language), while playing with dialects as well as classical text. *Prerequisite: Theatre I*

### The Actor and The Director

The Actor and The Director is designed for students interested in pursuing Acting or Directing, as well as gaining more experience in the process of creating theatre. This process-oriented course focuses on scene study, staging and blocking; such as composition, picturization, movement, gesture; and helping actors make strong actable choices on stage. Directors will learn to communicate effectively with actors, while bringing their unique point of view to the work as they learn how to develop a Director’s “Conceit.” Actors will get the opportunity to perform in multiple scenes, with different Directors, gaining an appreciation for the relationship between Director and Actor in the rehearsal process, as well as the different working styles of Directors. *Prerequisite: successful completion of Theatre I & II or by permission of the instructor. Student may enter the course in any semester (fall or spring) and the course may be repeated for credit.*

## Visual Art

### Ceramic Design I

Ceramics I is an introduction to the making of ceramics and the understanding of the historical and cultural context of this medium. Through a series of shorter projects, students learn to design creatively and develop ideas around a variety of themes. Students use a “loose” design thinking process to explore different design solutions and build prototypes to help with three-dimensional understanding. A combination of different hand building, wheel thrown and decorative techniques will be employed and we also explore different types of clay.

### Ceramics Design II

Ceramics II builds upon the shorter projects studied in semester 1, allowing students to create larger, more complex pieces of ceramic art. As well as utilizing a “loose” design thinking process, students will also delve into the chemistry behind the process, researching and making their own glazes. All these projects will be introduced and supported by placing the methods in comparative and historical context. *Prerequisite: Ceramic Design I*

### Drawing and Painting I

In Drawing and Painting I, students learn to draw and paint using “right brain” techniques to allow for the free flow of ideas and to discourage one’s “negative thinking”. Through mixed media journal work (charcoal; collage; block print; duplication; transfer techniques; paint; ink) students respond to prompts such as “favorite song lyric.” Students keep sketchbooks and begin to develop their own voice in art. Some may work on fine art while others will choose to develop graphic or flat art for communications art and design. Students will collaborate to decide on a theme for the semester. Be prepared to discover: life- long skills that can be used across the disciplines and the joys of artmaking.

## Drawing and Painting II

Drawing and Painting II builds upon the concepts and skills developed in the first semester to create technically and conceptually more complex works with special emphasis on color and meaning. One and two-point perspective will also be explored. Students apply their understanding of the elements and principles of art and design to create personal works that reflect their interests and aesthetics (love of beauty). Students learn to use palette knives and layering techniques and have the opportunity to design their own frame in the Bourn Lab. Journaling and joy continues! *Prerequisite: Drawing and Painting I*

## Photography I

Photographs are tools for storytelling, social justice, persuasion, and aesthetic appreciation. Just because you have a phone doesn't mean you understand what makes a great photo or how to take one! Through Photoshop, art studio, and hands-on collage, we will study the formal, expressive, and aesthetic properties of photographs while making them. We will examine photographic work from across the globe and analyze its relationship to scientific, technological, political, and feminist developments. We will make digital cyanotypes and explore early historical processes. In addition to composition, lighting, vantage point and color, students will use collaborative practices and critiques to grow as artists, activists, and to have fun!

## Photography II

Photo II will build upon the knowledge and skills that were introduced in Photography I. Students will learn more advanced studio lighting and editing techniques. In this class we will continue to address formal problems in photography (lighting, composition and vantage point) and historical analysis, but projects now will enable students to pursue individual interests and concerns. At the end of term, students will either produce a book or film based on their personal interests, research, concerns and camera work. *Prerequisite: Photography I*

## Advanced Visual Art

Open to juniors and seniors who have completed Drawing and Painting, Photography, or Ceramics, this one semester course offers students the opportunity to experiment and to develop their unique interests in the Visual Arts through individual projects designed by students in consultation with the instructor. Students may work in Photography, Graphic or Communications Arts, Drawing and Painting, or Mixed Media. Students need to be highly motivated, be able to work independently, and to engage in collaborative critique. This course may be repeated for credit. This course is highly recommended for students who elect to produce an art supplement for college admission. *Prerequisite: listed electives or by permission of the instructor. The course may be repeated for credit.*

## AP Studio Art

This course is open to highly motivated visual art students who wish to pursue in-depth, individualized, advanced topics in art. Student projects should represent growth over time in working toward the completion of an AP Art portfolio or a pre-college art portfolio. Individual work may be in Drawing and Painting, Design or Communication Arts, Photography, and/or Mixed Media. Examples of work include: narrative painting, game design, social issue art, journals for mental health, children's books, or graphic novels, and zines. College Credit for AP Studio requires the creation of a three-part portfolio that includes: 12 works for Breadth; 12 Concentration works; and 5 Quality works. The course is highly recommended for students who want to create an art supplement for college admission. *Prerequisite: Advanced Visual Art or by permission of the instructor*

## WORLD LANGUAGES

**Our language classes provide an atmosphere where learning a second language is a positive and rewarding experience. Beyond the goal of mastery of the material, our classes afford students the opportunity to develop critical thinking skills and effective learning strategies that facilitate second-language acquisition and use of the language outside of the school setting. World language courses foster an appreciation for the**

benefits and joys of the study of a second language. Students develop skills in reading, writing, listening, and speaking as they gain an understanding of, appreciation for, and sensitivity to the culture of the target language. There is an emphasis on communicative proficiency so that students achieve reasonable fluency by the end of level III. At every level we incorporate geography, history, literature, the arts, scientific contributions and current events as they relate to the language and culture taught. Technology, including the digital language lab and Smartboard, enhances language acquisition both in and out of the classroom.

### **Not all courses are offered every year**

*Students are placed in language classes according to their ability, maturity, experience, and performance, and are continually monitored for correct placement. As such, before moving up to the next level, a student may be asked to strengthen her foundation in accordance with the recommendation of her instructor. Level IV and both Advanced Placement and Advanced Topics courses require grades of B or better and teacher recommendation. Beginning Middle School students follow a two-year sequence in the sixth and seventh grades. Upon successful completion of Levels IA and IB, students are typically placed in Level II.*

## **Chinese**

### **Chinese IA**

Chinese IA is an introduction to the Chinese language, Chinese culture, and language-learning study strategies. Whether students are starting from scratch with no previous exposure to Chinese, or have some background, this course provides a strong grounding in the fundamental structures of the language. Students work independently, in pairs, and in groups, as they learn how to introduce themselves, describe themselves, their family and their pets, talk about their daily routines and their classes at school, express their likes and dislikes, tell what activities they do, and more. Vocabulary, grammar, and culture are introduced through a wide variety of activities, games, videos, projects, and the language lab in order to develop their proficiency in interpersonal, interpretive, and presentational communication. Target language will be used for classroom interactions from the first day. Culture is integrated into the curriculum, and includes both modern life as well as traditional arts and crafts. *Open to incoming sixth graders who have little or no previous experience in Mandarin.*

### **Chinese IB**

A continuation of Chinese IA, Chinese IB builds on the skills acquired during the previous year. Listening and speaking skills continue to be developed, with even more emphasis placed on the tones. Students continue to improve communication skills through a variety of communicative and interactive activities. Vocabulary is expanded and more complex sentence structures are acquired through thematic units centered on daily life. The functions that students will be able to perform after successfully completing this course include expressing their feelings and emotions, talking about their preferences on food and daily supplies, describing places, and giving suggestions. At the end of Level IB, students should also be able to write short, simple compositions and communications, such as short messages, postcards, and taking telephone messages. Students increase their understanding of Chinese culture through films, music, arts, cuisine and the interaction with native speakers. Upon successful completion of this course, students will continue on to Chinese II. *Prerequisite: Chinese IA or enrollment based on placement test and interview*

### **Chinese I (not offered in 2019-2020)**

Chinese I covers in one year the material presented in the two-year Middle School sequence of IA and IB. This course will introduce students to Mandarin Chinese, the official language of China and Taiwan. Students will develop basic listening, speaking, reading, and writing abilities, and understand the customs and life of modern China. In speaking, students will develop accurate pronunciation through the Pinyin system and will develop good communication skills in dialogues and be able to describe daily activities using a broad basic vocabulary. Culture is integrated into the curriculum, and includes both modern life as well as traditional arts and crafts. Students will learn the structure and pattern of Chinese characters and be able to write short sentences. In addition, students will use the Pinyin system to compose dialogues and pen pal letters on a computer. *Open to*

*Upper School or eighth grade students with little or no previous experience in Chinese. Middle School students who have completed Chinese IA and IB but who need further review may be recommended for Chinese I.*

### Chinese II

In Level II, students continue to develop their proficiency in interpersonal, interpretive and presentational communication through a variety of communicative and interactive activities. They also expand their vocabulary and their mastery of complex sentence patterns. Students learn how to talk about weather, traffic, infrastructures of a city as well as fulfill the global tasks to satisfy personal needs to survive in China and/or Taiwan. In addition to oral proficiency, students develop their writing proficiency. At the end of Level II, students should be able to write short stories. Students also become increasingly familiar with Chinese geography and cultures. *Prerequisite: Chinese I or equivalent*

### Chinese III

A continuation of Chinese II, Chinese III builds learners' abilities in the four skills of listening, speaking, reading, and writing, with special emphasis on the integration of culture. Students will explore topics such as family history, making friends, illness and injury, sports and health and travel. In addition to consolidating knowledge acquired from the previous three years, students will learn more sophisticated vocabulary and grammatical structures to enhance their abilities to apply language skills in real life situations, for example, describing symptoms of illness and communicating needs to the teacher and classmates through email, and planning a trip to China based on the research on flights and places of interest. Successful completion of this course fulfills the language requirement for graduation. Upon recommendation of the instructor, most students continue on to Chinese IV. *Prerequisite: Chinese II or equivalent*

### Chinese IV

This intermediate level course is a continuation of Chinese III, and will help students continue to develop their communicative competence in the four skills of listening, speaking, reading and writing, with special emphasis on the integration of culture. In this course, students are expected to develop their speaking and writing abilities to describe and narrate in paragraphs with high accuracy and fluency. They will expand vocabulary and increase their understanding of grammatical structures through the application of language skills in performance-based projects such as guiding a school tour and making a Chinese dish to share with the class. In addition, students will have the opportunity to learn reading strategies to interpret authentic Chinese materials. Furthermore, to deepen students' experience in Chinese culture, a variety of cultural activities such as making dumplings, singing Chinese songs and watching Chinese movies will be interwoven into the course. To prepare students for advanced topics in Chinese, students will learn the differences in levels of formality between spoken and written language. *Prerequisite: Chinese III or equivalent*

### Advanced Topics in Chinese: Language and Literature

A college-level course, AT Chinese enables students to further refine and expand linguistic skills through the exploration of topics that reflect multiple aspects of Chinese society. Through a wide array of authentic sources in various linguistic registers and expressive styles, students will explore both contemporary and historical Chinese culture, while greatly expanding their mastery of vocabulary, idiomatic expressions, grammatical structures, and written characters. Students are expected to read and write on a weekly basis, and oral skills are emphasized through class discussion, providing opportunities for students to articulate and debate their understanding of topics that include economic development, gender equality and environment issues in China. *Prerequisites: B or higher in Chinese IV or equivalent and teacher recommendation*

### Advanced Topics in Chinese: Chinese Seminar

Advanced Chinese Seminar allows students who have completed AT Chinese to continue working at the college level and to further deepen and expand their mastery of Mandarin Chinese. Performance-based assessments will focus on authentic real-world tasks. Students will also deepen their knowledge of Chinese history and literature through literary texts that include short stories from noted writers Lu Xun and Zhu Ziqing. Films, guest speakers, and cultural presentations will provide various perspectives on Chinese contemporary life. Students will keep up



with current events by reading articles from newspapers and magazines, as well as viewing television and online news clips. Students will explore and discuss such topics as China's one-child policy and an aging society; the life of migrant workers and the children left behind; and issues related to housing. *Prerequisites: B or higher in AT Chinese: Language and Literature or equivalent and teacher recommendation*

## French

*The French curriculum draws from the National Standards for Foreign Language in the 21st Century to maximize learning opportunities for our students in the following areas: communication, cultures, connections to other disciplines, comparisons (both linguistic and cultural) and communities where the target language is used. An emphasis is placed on the cultural diversity of the Francophone world, which extends far beyond the borders of France to almost all continents, preparing students to function in an increasingly global world.*

### French IA

French IA is an introduction to the French language, Francophone culture, and language-learning study strategies. Whether students are starting from scratch with no previous exposure to French, or have some background, this course provides a strong grounding in the fundamental structures of the language. Students work independently, in pairs, and in groups, as they learn how to introduce themselves, describe themselves and their family, talk about their classes at school, express their likes and dislikes, tell what activities and sports they do, and more. Vocabulary, grammar, and culture are introduced through a wide variety of activities, games, videos, projects, and the language lab in order to develop their proficiency in interpersonal, interpretive, and presentational communication. Target language will be used for most classroom interactions between teacher and students. Oral proficiency is emphasized during the first semester. They complete chapters one through five in the textbook *Bien Dit*. *Open to incoming sixth graders who have little or no previous experience in French.*

### French IB

A continuation of French IA, French IB builds on the skills acquired during the previous year. Students continue to develop their proficiency in interpersonal, interpretive, and presentational communication through a variety of lively oral activities and games, as well as authentic texts and primary sources, including T'choupi stories, Marie de Paris and L'Histoire de Babar. Students learn how to communicate about many aspects of daily life, and how to relate past events. Grammar study is integral to the development of accurate communication in both speaking and writing. Students are expected to communicate in the target language in class. They complete chapters six through nine in the textbook *Bien Dit*. Throughout the two years, students become familiar with the cultural diversity of the Francophone world. Upon completion of this course, students will be recommended for either French I or French II, depending on their level of proficiency and maturity. *Prerequisite: French IA or enrollment based on placement test and interview*

### French I (not offered in 2019-2020)

As with French IA and IB, French I provides an introduction to the French language, Francophone culture, and language-learning study strategies. It allows students to develop in one year the proficiency achieved at the end of the two-year Middle School sequence of IA and IB. Whether students are starting from scratch with no previous exposure to French, or have some background, this course provides a strong grounding in the fundamental structures of the language. Through a wide variety of activities, games, and multimedia, students develop their proficiency in interpersonal, interpretive, and presentational communication. They learn how to communicate about themselves, their family, their environment, and many other aspects of daily life. Students are expected to use the target language in their daily classroom interactions. They also become familiar with the culture and geography of Francophone countries and France's relationship to them. Students also read L'Histoire de Babar and create their own short stories in French. After successful completion, students continue on to French II. *Open to Upper School students or eighth graders with little or no previous experience in French. Middle School students who have completed French IA and IB but who need further review may be recommended for French I.*

## French II

Students continue to develop their proficiency in interpersonal, interpretive, and presentational communication, expanding both their vocabulary repertoire and their mastery of grammatical concepts, with special attention given to several new verb tenses. At the same time, they continue to develop intercultural competence through comparisons of the Francophone cultures studied and their own through a variety of authentic and primary sources. Films are used to explore various dimensions of the culture and geography of the regions studied. In the fall, students each create a children's book using Book Creator. In the spring, students complete other creative projects such as a travel website aimed at young people their age. Students are expected to communicate in the target language in class. At the end of level II students should be able to speak and write about friends and family, home, school, daily life, interests, personal opinions and preferences in present, past, future and conditional tenses. *Prerequisite: French I or equivalent*

## French III

At this level, students are increasingly able to make connections with other disciplines, and develop further insight into the nature of language and culture. Students expand their vocabulary repertoire and consolidate the fundamentals of French grammar before being introduced to more complex tenses and structures. Films and authentic readings taken from a variety of French language publications give students a chance to deal with materials aimed at the French-speaking general public. In the spring, students create a book proposal related to Impressionist artists as a way to enhance their cultural knowledge and their abilities to apply language skills in real life situations; they also read excerpts from *Le Petit Prince*. Students are given the opportunity to develop their communication skills through various activities in the Digital Language Lab, with interactive tools, and during class discussion. Successful completion of this course fulfills the language requirement for graduation, although students generally continue on to French IV and are encouraged to do so with instructor approval. *Prerequisite: French II or equivalent*

## French IV

French IV is an advanced-level course that is an excellent prelude to the AP language level. Students hone their proficiency skills in all areas. Work in advanced grammar and vocabulary allows for more sophisticated written and oral communication; writing receives special emphasis at this level. Students learn how to read and analyze authentic texts from literature, history, and current events. They also listen to current events through the online program *News in Slow French*, which allows them to improve their listening skills while allowing for a platform to discuss weekly news events. They continue to connect with other disciplines and acquire new knowledge. Students broaden their vision of the French-speaking world and become more familiar with issues of immigration, society and identity through the reading of *Un Papillon dans la Cité*, or the viewing of movies such as *Untouchables* and *Marie Antoinette*. Projects and class discussions touch on a variety of other topics such as Media and Technology, Science, and Travel. Upon completion of this course, students with a grade of B or higher are permitted to enroll in AP French Language, at the end of which they will be prepared to take the AP French Language and Culture exam. *Prerequisites: B or higher in French III or equivalent and teacher recommendation*

## AP French Language

In this college-level course, students have the opportunity to develop both writing and speaking so that they can express themselves with greater fluency, accuracy, and sophistication. By this level, students are routinely making connections to other disciplines, as well as linguistic and cultural comparisons with their own language and culture. Local francophone guest speakers help facilitate these comparisons and provide additional opportunities to develop aural skills. Readings, films, and songs serve as a springboard for discussion of the following themes, as part of the AP Language and Culture framework: Personal and Public Identities; Contemporary Life; Beauty and Aesthetics; Families and Communities; Science and Technology; and Global Challenges. Extensive training in the organization and writing of essays is emphasized, and students keep a written journal. Listening and speaking skills receive special attention; daily group discussions as well as regular practice in the language lab enable students to strengthen their proficiency and prepare for the AP exam in May. *Prerequisites: B or higher in French IV or equivalent and teacher recommendation*

### Advanced Topics in French: French Seminar

The AT French Seminar is designed for those students who have completed AP French Language. Conducted entirely in French, this course aims to raise awareness of French literary masterpieces and asks students to apply these themes to current events through print, video and online media such as TV5 Monde. Students also deepen their understanding of contemporary French society through its history and culture. They study the issues of dictatorship, human rights and justice throughout the 20th century and today. Students are introduced to the absurd and to existentialism through the reading of the works of Ionesco, Sartre and Camus. They also study the role and voice of women in Francophone literature that spans a range of historical periods. Other topics for exploration include aspects of French art and cinema. Films, guest speakers, as well as cultural readings and presentations will enhance the study of a diverse group of countries and cultures. Students will work on a book cover project and may take part in a half-day immersion at ISTP in Palo Alto during the second semester. Through the focus on French and Francophone culture, students increase their awareness of the limits of their own global lens and become equipped to consider multiple and diverse cultural perspectives.

*Prerequisites: AP French Language and teacher recommendation*

## Spanish

### Spanish IA

Spanish IA is an introduction to the Spanish language, Hispanic culture, and language-learning study strategies. Whether students are starting from scratch with no previous exposure to Spanish, or have some background, this course provides a strong grounding in the fundamental structures of the language. Students work independently, in pairs, and in groups, as they learn how to introduce themselves, describe themselves and their family, talk about their classes at school, express their likes and dislikes, tell what activities and sports they do, and more. Vocabulary, grammar, and culture are introduced through a wide variety of activities, games, videos, projects, authentic material, and the language lab in order to develop their proficiency in interpersonal, interpretive, and presentational communication. An emphasis is placed on the cultural diversity of the Spanish-speaking world. Students will learn about various aspects of Hispanic culture by preparing food, learning about Hispanic holidays, listening to music, and doing projects. *Open to incoming sixth graders who have little or no previous experience in Spanish.*

### Spanish IB

A continuation of Spanish IA, this course places further emphasis on developing their proficiency in interpersonal, interpretive, and presentational communication. Students also continue to expand their vocabulary and learn more complex grammar and sentence structures. Various projects challenge students to demonstrate what they have learned through group work and class activities. They continue developing their proficiency in interpersonal, interpretive, and presentational communication. Students increase their understanding of Hispanic culture through video, cuisine, and music. They also become familiar with the geography of Central and South America. Upon successful completion of this course, students will continue on to Spanish II. *Prerequisite: Spanish IA or enrollment based on placement test and interview*

### Spanish I

This course covers in one year the material presented in the Middle School sequence of Spanish IA and IB. Students begin to develop their listening, speaking, reading, and writing skills in Spanish. Vocabulary and grammar are introduced through oral/aural activities, written exercises, and games. Students will also have opportunities to explore aspects of Hispanic culture through independent projects. After successful completion of this course, students continue on to Spanish II. *Open to Upper School students or eighth graders with little or no previous experience in Spanish. Middle School students who have completed Spanish IA and IB but who need further review may be recommended for Spanish I.*

### Spanish II

In Level II, students study all of the basic grammatical structures and verb tenses. They continue to expand their vocabulary as well as their listening and speaking skills through readings, skits, games, and the use of online

learning tools. Conversation and listening exercises offer opportunities for students to gain fluency as they work towards developing accurate pronunciation. With use of laptop computers and other technologies, students improve their writing through a variety of group and individual exercises. Students become increasingly familiar with the culture of Spanish speaking countries through the use of authentic materials (websites, current events, movies). Class lessons are conducted primarily in the target language. *Prerequisite: Spanish I or equivalent*

### Spanish III

Level III consolidates mastery of topics covered in previous years of study and introduces the remaining core grammatical topics in the Spanish language, placing particular emphasis on communication skills, both oral and written. Throughout the year students also refine their reading comprehension, increase their vocabulary and explore a variety of cultural topics throughout the Hispanic world. Cultural topics studied include historically significant movements in the arts and present social and human rights issues throughout the Spanish speaking world. Successful completion of Spanish III fulfills the language requirement for graduation. Upon recommendation of the instructor, most students are encouraged to continue on to Spanish IV. *Prerequisite: Spanish II or equivalent*

### Spanish IV

Spanish IV is an advanced-level course that allows Upper School students the opportunity to improve their fluency and competency in reading, writing, listening and speaking. Students work on advanced grammar and vocabulary expansion while they continue to learn how to use authentic materials from literature and current events. Students regularly engage in making cultural comparisons regarding themes such as the workplace, social issues, educational systems, the arts, and the media, stimulating discussion of historical themes and exploring issues of social justice. Upon completion of this course, students with a grade of B or higher are permitted to enroll in AP Spanish Language, at the end of which they will be prepared to take the AP Spanish Language and Culture exam. *Prerequisites: B or higher in Spanish III or equivalent and teacher recommendation*

### AP Spanish Language and Culture

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students learn language structures in context and use them to convey meaning. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and engage students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). *Prerequisites: B or higher in Spanish IV or equivalent and teacher recommendation*

### Advanced Topics in Spanish: Spanish Seminar

This course introduces students to the formal study of a representative body of texts from Hispanic literature. The overarching aims of the course are to provide students with ongoing and varied opportunities to further their proficiencies across the full range of language skills – with special attention to critical reading and analytical writing – and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature in Spanish. The course aims to help students progress beyond reading comprehension to read with critical, historical and literary sensitivity. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. *Prerequisites: AP Spanish Language and teacher recommendation*

## ACE CENTER AND INTEGRATED PROGRAMMING

The goal of Castilleja’s Center for Awareness, Compassion and Engagement (ACE) is to foster women leaders through experiential learning and co-curricular opportunities. Leadership programming is designed and assessed using Castilleja’s signature leadership matrix which focuses on the development of initiative (curiosity and purposeful reflection), agility (creative problem-solving, embracing ambiguity), and purpose (empathy, collaboration). Leadership is learned and practiced through grade-level programming and student-led initiatives, and students work with their deans, teachers, and advisors to document their growth in their Learning and Leading Portfolio.

Programming	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
Social Impact Program – Grade-Level Programming *		Brentwood School Partnership	PA Veterans Hospital Partnership	Vision & Voice	Community Connections	Global Investigator Program	Senior Leadership
Social Impact Program – ACE Org Minimum Participation*				Minimum 1 ACE Org as member	Minimum 1 ACE Org as member	Minimum 1 ACE Org as member or leader	Minimum 1 ACE Org as member or leader
Global Leadership Program*	Global Week	Global Week	Global Week	Global Week	Global Week	Global Investigator Program	Global Week
Other Leadership Opportunities	Internships, ACE Fellowships, Summer programming, one-time opportunities, and more**						

\*Requirements to Graduate

\*\*Not all students will participate in an apprenticeship or internship

### Middle School

Middle School programming is led by the ACE Center and faculty. Sixth- and seventh-grade students are expected to participate in their grade-level partnership work and document their skill building as required by their teachers. Eighth graders document their leadership journey with their 8th grade portfolio.

### Upper School

Upper School programming is led by the ACE Center, faculty, and outside mentors and educators. All ninth-through twelfth-grade students participate in programming connected to their grade-level theme. They are also expected to meet the requirements of the Social Impact Program by belonging to at least one ACE Org each semester; in ninth- and tenth-grade, students are required to participate in a minimum of one ACE Org as a member, and in eleventh- and twelfth-grade are required to participate in a minimum of one ACE Org as a member or as a leader. Students may not participate in more than two ACE Orgs. All Upper School students must complete their Learning and Leading Portfolio.

Students have voice and choice in what they do; they also have the capacity to suggest new Academic Clubs and ACE Orgs and/or sign up for existing ones each spring through a formal process. An early September sign-up period allows ninth graders to join them and 10-12th graders to finalize their spring choices.

ACE Orgs take place during consistent designated times in the schedule. Castilleja's emphasis on developing leadership through depth over breadth explains why making choices each year is critical for optimal learning.

## MIDDLE SCHOOL ELECTIVES

Electives in the Middle School allow students to explore a new topic or delve more deeply into an area of interest. Electives range from offerings such as FLAME, and Card Making to Maker Scouts and Programming, to Rock Climbing, and more. Middle School students select from a slate of elective choices two to three times per year.

## STUDENT GOVERNMENT

Castilleja values and supports the strong voices of its student leaders. Each semester students participate in leadership. During the year they are given many opportunities to contribute to all facets of school life, including leading weekly school meetings, participating on faculty/student committees, and planning and implementing school-wide events.

The Middle School Student Government represents the Middle School in the student leadership at Castilleja. The MSSG Executive Board consists of the President, Secretary/Treasurer, Social Representative, Athletic Representative, Arts Representative, Community Action Representative, and two Class Senators per grade. This group plans activities for the Middle School each semester and leads Middle School meetings. New officers are elected each semester.

The All Student Body Government (ASB) represents the Upper School in student leadership at Castilleja and consists of eight officers elected by the Upper School: the President, the Vice President (also Head of the Judicial Committee), the Social Activities Coordinator, the Athletics Coordinator, the Arts Coordinator, the Community Action Coordinator, the Community Wellness Coordinator, and the Secretary/Treasurer. ASB (and, as needed, the four presidents of grades 9-12) meets weekly with the Head of Upper School and Dean of Upper School Student Life to discuss issues relevant to the school body and to plan the agenda for the weekly Upper School Student Government meetings. In addition, each grade level is represented in the class government by its President, Vice-President, three Senators, and various committee members. These class officers meet weekly with the Class Dean to direct the business of their class. ASB officers serve for the full year. Class officers are elected each semester.

## UPPER SCHOOL COCURRICULARS

For information regarding Academic Clubs and ACE Orgs, please see the section ACE Center and Integrated Programming.

Several Academic Clubs have non-FLEX options for student meetings. These include Academic Clubs such as Robotics and student publications (Counterpoint, Caledonia) which are both approved by the Academic Program Administrative Team and financially supported by the school.

Interest Clubs are informal, student-led groups that meet on their own time and without formal faculty advising or financial support from the school. These clubs tend to change more from year to year depending on student interest.

## VISUAL AND PERFORMING ARTS

Many arts opportunities are available through the Clubs Program, including the Middle and Upper School Orchestras, The Glee Club, The Drama club, and the Castilleja Film Society. The Middle School Drama Department mounts one after-school musical per year. All students are welcome, and all who audition are guaranteed a role in the production. Past shows include *Oliver*, *Bye Bye Birdie*, *Schoolhouse Rock Live!*, *Guys and Dolls*, and *Annie*. Upper School students are also involved as assistant directors, designers and tech crew. The Performing Arts Department mounts at least two full-scale Upper School theatrical productions each year: a play and a musical. Recent plays have included *Arcadia*, *Scapin*, *Top Girls*, *As You Like It*, and *Twelfth Night*. Recent musicals have included *Anything Goes*, *The 25th Annual Putnam County Spelling Bee*, *Jesus Christ Superstar*, *Little Shop of Horrors*, and *Urinetown*. Open to all Upper School students, these productions are extracurricular. Students have opportunities not only to act, sing, and dance, but also to learn all aspects of backstage work: stage managing, props, costumes, sets, lights, and sound. In addition, Castilleja’s Arts Department produces an all-school show, *Arts with a Heart*, with an emphasis on dance and music, featuring more than 100 motivated Castilleja students in all aspects of the production.

## ATHLETICS

### Castilleja Athletics Vision

Castilleja School provides a comprehensive and competitive Athletics program that complements and enhances the educational experience of academically engaged, intellectually curious, and athletic young women.

### Castilleja Athletics Mission

Athletics is an important part of the overall educational experience at Castilleja. Grounded in our Athletics Core Values, the program fosters the overall well-being of the student by developing their skill level, sportsmanship and teamwork. Through participation in sports at Castilleja, students learn life skills and develop positive character traits while striving for excellence in competition. Castilleja Athletics provides the community with a source of pride, unity, and school spirit.

The Middle School Athletics program provides access to all interested students by offering multiple teams that vary according to ability and experience. In the Upper School, Junior Varsity teams offer opportunities to participate and develop proficiency. Varsity athletics provides a platform for the most capable and committed athletes to excel in competition.

### Athletics Core Values

- |            |                                   |
|------------|-----------------------------------|
| Character  | Resiliency                        |
| Courage    | Respect                           |
| Integrity  | Teamwork and Leadership           |
| Conscience | Commitment and Accountability     |
| Courtesy   | Overall Well-Being of the Student |
| Charity    |                                   |

In the Middle School, Castilleja offers nine sports during the school year. The league often offers a Middle School Golf tournament in both the fall and the spring for anyone interested.

Fall	Cross Country Softball Swimming	Winter 1 Winter 2	Soccer Basketball	Spring	Tennis Track and Field Volleyball During the month of April, we offer Golf
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In the Upper School, Castilleja offers eleven Varsity and Junior Varsity interscholastic sports are offered during the school year.

Fall	Cross Country Golf Tennis Volleyball Water Polo	Winter	Basketball Soccer	Spring	Lacrosse Softball Swimming Track and Field
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## COLLEGE PLANNING

The following information is designed to assist you in planning your educational journey, in terms of meeting or exceeding your graduation requirements and laying the foundation for a strong application to college, and in terms of preparing for and scheduling your standardized tests for the college application process.

Depending on the college, admission is determined by a number of factors, but most important in almost all cases is how you challenge yourself within the curriculum offered and how you do day-in and day-out in the classroom. These guidelines are simply that; nothing is prescriptive, and all curricular and cocurricular choices should be made in conversation with your parents, teachers, advisor, and Castilleja College Counselor.

While the formal college search process at Castilleja begins second semester of the junior year, students and parents are invited to contact the College Counseling Office whenever they have questions about course selection, standardized tests, and college admission. Students who engage fully in the academic, social and cocurricular life of Castilleja during their four years in Upper School will develop genuine interests and emerge well-prepared academically and socially for success in challenging undergraduate programs.

### Course Selection and College Admission

Each Castilleja student's curricular choices should start with Castilleja's graduation requirements. Castilleja's graduation requirements meet or exceed the minimum eligibility requirements for college admission; if you graduate from Castilleja, you will be eligible for admission to any college or university. We have included a chart on the next page that explains those requirements.

We do recommend that most Castilleja students exceed our minimum requirements. We encourage students to register for some Honors, Advanced Placement™ (AP), and/or Advanced Topics (AT) courses when it is appropriate for their level and interests. Most selective colleges are seeking students that have chosen reasonable challenge from within the available high school curriculum. In other words, colleges ask that students take some courses from among the most rigorous courses available at Castilleja, not all of them. You should develop a balanced curriculum each year in Upper School that allows you to experience the breadth and depth of our curricular offerings, explore your interests in particular subject areas, and maintain your health and well-being outside of the classroom. There is not a single path through Castilleja's curriculum, and we encourage you to explore and take risks along the way. The Castilleja College Counselors are available throughout this process to offer guidance and advice.

## Minimum Requirements for Castilleja Graduation, UC, and General College Admission

These required and suggested college admission requirements are based on stated admission requirements and recommendations from colleges across the country. Meeting or exceeding these guidelines does not guarantee admission to any specific college, nor does following a different curricular pattern preclude admission to college. Students are advised to review the admission requirements for individual colleges in which they have an interest, and to consult with their teachers, advisors, and Castilleja College Counselor when selecting, adding, or dropping courses.

	<b>Castilleja Graduation Requirements</b>	<b>UC System Minimum Course Requirements*</b>	<b>Non-UC System Suggested Course Requirements**</b>
<b>Computer Science &amp; Engineering</b>	(For the class of 2023 & beyond: Intro to CS Java)	-	-
<b>English</b>	4 years	4 years	4 years
<b>Fitness and Wellness</b>	2 years	-	-
<b>History-Social Science</b>	3 years, including Global Identities & Institutions, Individual & Society, US Government, & US History	2 years; additional courses strengthen application	3-4 years
<b>Mathematics</b>	Algebra II, Geometry, & one additional year	3 years required; additional courses strengthen application	3-4 years, taken in grades 9-12, through Precalculus or Calculus
<b>Science</b>	3 years of a lab science, including physics, chemistry, & biology	2 years of a lab science required; additional courses strengthen application	3-4 years of a lab science
<b>Visual and Performing Arts</b>	2 years, including Core Arts & 1 year in a single discipline (For the class of 2023 & beyond: 2 years, including Expl. in the Arts, 1 year in a single discipline, & 1 additional semester)	1 year (2 semesters) in a single arts discipline; additional courses strengthen application	1-2 years or more, according to interest
<b>World Languages</b>	Through Level III	2 years required; additional courses strengthen application	3-4 years of the same language, taken in grades 8-12
<b>Electives</b>	Available in any of the above areas; additional courses strengthen application	1 year (2 semesters) in "a-f" or "g" subject areas required; additional courses strengthen application	Take according to interest and schedule in any of the above areas; additional courses strengthen application
<b>Senior Talk/ Global Leadership/ Community Leadership</b>	Yes	-	-

\*In some instances math and language courses taken in grades 7 and 8 will count toward the UC requirements. For further information on UC requirements visit <http://www.ucop.edu/aguide/a-q-requirements/>

\*\*Direct questions about your particular academic and cocurricular interests and how they relate to college admission to your Castilleja College Counselor.

## Standardized Testing for College Admission

Standardized tests are but one component of many that colleges consider when evaluating your application. In nearly every instance colleges place far more emphasis on the high school transcript, including the rigor of the courses you have taken as well as the grades earned in those courses, than they do on your test scores. In fact, a national survey taken by the National Association for College Admission Counseling has shown that, on average, college admission officers spend about five seconds reviewing a typical applicant's test scores! And every year, more colleges announce that they no longer require test scores for admission. This is not to imply that test scores have no value in the process, but it does underscore that your course selection and grades are more important, and that the way you think, how you approach your studies, and how you choose to spend your time outside the classroom all contribute to the strength of your application.

The Castilleja College Counselors will work individually with students to advise them on the most appropriate standardized testing for their curriculum and academic goals. In general, we recommend that students take the SAT with Essay or ACT Plus Writing twice, and no more than three times; most Castilleja students will take 2-3 SAT Subject Tests. Colleges usually give applicants the benefit of "best test" – either from your best single sitting or by creating a "super score" using the best section scores from more than one sitting – when evaluating your application. Always consult your Castilleja College Counselor before registering for any standardized tests. In general, students should not send official score reports to colleges until the fall of senior year. Go to <http://www.collegeboard.com> and <http://www.act.org> to learn about test dates and registration deadlines, and direct any questions to the College Counseling Office.

### Standardized Testing Timeline

**Freshman Year:** Usually no tests are necessary, although you could consider taking the SAT Subject Test in a foreign language upon completion of level IV, unless you intend to continue to a higher level in that language. We do not recommend that you order score reports to be sent to colleges until fall of senior year. Consult your Castilleja College Counselor before registering for any standardized tests.

**Sophomore Year:** All sophomores take the PSAT at Castilleja in October and the Practice ACT at Castilleja in the spring; usually no other standardized tests are necessary, although you could consider taking the SAT Subject Test in a foreign language, Math Level 2 or Chemistry if your coursework has prepared you. Review the "Castilleja Courses and SAT Subject Tests" grid below for recommendations. We do not recommend that you order score reports to be sent to colleges until fall of senior year. Consult your Castilleja College Counselor before registering for any standardized tests.

**Junior Year:** All juniors take the PSAT at Castilleja in October. You can take the SAT with Essay in March, May or June of the junior year or the ACT Plus Writing in February, April or June (or July, in some states); the fall of junior year is not recommended. Consider taking SAT Subject Tests if your coursework has prepared you. Review the "Castilleja Courses and SAT Subject Tests" grid below for recommendations. We do not recommend that you order score reports to be sent to colleges until fall of senior year. Consult your Castilleja College Counselor before registering for any standardized tests.

**Senior Year:** You may re-take the SAT with Essay in August or October or the ACT Plus Writing in September or October of senior year if you are not satisfied with your junior-year scores (November and December test dates are also available). You may also take additional SAT Subject Tests in the fall if needed. Review the "Castilleja Courses and SAT Subject Tests" grid below for recommendations. Check your colleges' admission websites to confirm testing requirements, and keep application deadlines in mind when registering for tests this fall; scores from November test dates will usually not arrive in time to meet Early Decision or Early Action application deadlines. Consult your Castilleja College Counselor before registering for any standardized tests. Usually, you must order official score reports from College Board and/or ACT to be sent to each of your colleges prior to the

application deadlines; be sure to check your colleges' score reporting requirements. Please note that some colleges require that students report all standardized test scores and others allow students to choose what is reported. Students are responsible for understanding the policies of their colleges.

## Standardized Tests Defined

**The PSAT:** The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is the best preparation for the SAT. Students at Castilleja take the PSAT twice: in October of tenth grade and October of eleventh grade, in order to gain important standardized test-taking skills that will serve them well in future standardized testing. PSAT scores are not sent to colleges and do not factor in the college admission decision whatsoever. Scores from the eleventh-grade test are used to determine eligibility for the National Merit Scholarship Program.

**The SAT:** Offered seven times a year, the SAT consists of four main components: Reading, Writing and Language, Math, and the optional Essay. While the essay is optional, a few colleges, including the University of California, still require essay for admission purposes – all Castilleja students planning to take the SAT should take the optional essay. Usually the SAT is taken not earlier than March of the junior year in order to capitalize on as much of the English and math curriculum as possible, and to further develop critical thinking skills. Many students will not take the SAT until May or June of the junior year, and then take it again in the fall of the senior year. Consult your Castilleja College Counselor before registering for the SAT with Essay or the ACT Plus Writing; colleges accept both the ACT Plus Writing and SAT with Essay equally.

**The ACT:** Offered seven times a year (six in California), the ACT covers five skill areas: English, Mathematics, Reading, Science Reasoning, and the optional Writing section. While the writing section is optional, a few colleges, including the University of California, still require this section for admission purposes – all Castilleja students planning to take the ACT should take the ACT Plus Writing. Usually the ACT Plus Writing is taken not earlier than February of the junior year, in order to capitalize on as much of the English and math curriculum as possible, and to further develop critical thinking skills. Many students will not take the ACT Plus Writing until April or June of the junior year, and then take it again in the fall of senior year. Castilleja offers a Practice ACT to students in the spring of sophomore year to develop familiarity with the test. Consult your Castilleja College Counselor before registering for the SAT with Essay or the ACT Plus Writing; colleges accept both the ACT Plus Writing and SAT with Essay equally.

**SAT Subject Tests\*:** Many Castilleja students take SAT Subject Tests to demonstrate their mastery of specific subjects. The content of each test is not based on any one approach or curriculum but rather reflects trends in high school course work. Twenty tests are offered in 5 different subjects. Most SAT Subject Tests are offered [six times](#) a year and students can take one, two, or three tests on a single test date. Each SAT Subject Test takes one hour and consists of multiple-choice questions. Students may not take the SAT and SAT Subject Tests on the same day, so you need to plan carefully with your Castilleja College Counselor to choose test dates that will support your college application deadlines. Very few colleges require SAT Subject Tests, those that do usually ask for two. Students thinking of applying to highly selective engineering programs should, in many cases, take Math Level 2 and either Chemistry, Biology, or Physics.

SAT Subject Tests should be taken upon completion of the course that best prepares students for a given test, as these tests are content-driven and not tied to a specific year in high school. Review the “Castilleja Courses and SAT Subject Tests” information below before you register for and take any SAT Subject Tests.

**AP Exams\*:** Advanced Placement™ (AP) exams enable students to demonstrate their competence in college-level AP courses through comprehensive exams given in May. Offered in some 30 subjects, students earning passing scores may be granted a higher course placement in college and/or some college credit, but credit is awarded at the discretion of the college the student attends and according to that college's AP policy. AP exams were not designed for college admission purposes, although scores of 4 and 5 earned in the junior year may

strengthen an applicant's file in terms of academic profile. Exams are given at Castilleja only in the AP courses we offer; students should consult their AP teachers about eligibility and test dates. Advanced Placement is a product of the College Board.

\*Some international universities require AP and/or Subject Test scores for admission to certain programs of study.

**Test Preparation:** You will find comprehensive study materials and advice on the College Board and/or ACT web sites, including sample questions, timed practice tests and test scoring. Paper versions of sample test questions are available in the College Counseling Office and electronic versions are available in Schoology. Additionally, the College Board offers a free online test prep program in partnership with Khan Academy and ACT offers a free online test prep program called ACT Academy; many other college search websites provide free or discounted test preparation. Test prep books are available at most bookstores and libraries. Your Castilleja teacher are also good resources. The value of test prep courses offered by for-profit companies and tutors depends upon the motivation and receptiveness of the student, learning style, tutor, time available, parent support, and so on. Most test prep courses and tutors are expensive and require a great amount of time, which can affect the student's ability to participate in cocurricular activities, complete homework, and earn good grades, and can place more emphasis on a score than is warranted. The Castilleja College Counselors can provide you with a list of test prep resources recommended by past Castilleja students. NOTE: See the Castilleja College Counseling Handbook for helpful information on how to evaluate test prep companies and tutors.

Continuous reading of good literature, attentiveness in class, retention of material learned in school, and plenty of rest are, in the end, the best preparation!

**Testing Accommodations:** Both the College Board and ACT may grant testing accommodations for students with learning differences who have gone through the request process and provided all required documentation. It is incumbent upon the student and family to research those requirements and timelines and work with the Castilleja Learning Specialist as early in the high school career as possible, or as soon as a learning difference has been identified.

Note: Students who have received Castilleja testing accommodations are not automatically approved for College Board or ACT accommodations; these are separate application processes. See the Castilleja Learning Specialist for more information.

## Castilleja Courses and SAT Subject Tests

Because SAT Subject Tests are based on knowledge of course content, it is better to take these tests according to course completion rather than year in school. While we recommend that students take the SAT with Essay and/or ACT Plus Writing no earlier than February of the junior year, we recommend that students take SAT Subject Tests according to the following course completion guidelines. In general, the few colleges that require SAT Subject Tests usually require only two, but students are responsible for knowing the requirements of the colleges to which they intend to apply. Remember that colleges usually need official test scores submitted by December of the senior year, earlier if a student is applying under an early application plan. Go to <http://www.collegeboard.com> to learn about test dates and registration deadlines, and direct any questions to the College Counseling Office.

SAT Subject Test	Castilleja Course (minimum course/semester completion*)
Biology E/M**	Biology with strong A grades, or Biology Honors with a grade of A, and with extra preparation
Chemistry**	Chemistry Honors with a grade of A, or Advanced Topics in Chemistry in the junior year, and with extra preparation
Physics**	Not recommended, though a student who takes Advanced Topics in Physics in the junior year and/or is committed to additional independent study could take this test
Literature	Junior AP English grades of B+ to A, and an SAT Reading & Writing score of 650 or above or a PSAT Evidence-Based Reading and Writing score of 650 or above, and with extra preparation
US History	US History Honors or AP US History with grades of B+ to A, and with extra preparation; this is, in general, an excellent test choice for most Castilleja students
Math Level 2**	Semester 1 of Introductory Calculus AB or BC; strongly recommended for any student considering a college major in a STEM field; NOTE: we do not recommend taking Math Level 1
Modern Languages (Chinese, French, and Spanish)	Level IV, or AP/AT if taken in the junior year; NOTE: Not all languages are offered on all test dates, and the test with Listening, as compared to Reading only, is offered only in November; we do not recommend the November date unless you are fluent as a writer and speaker of the language

\*May and June test dates are highly recommended for most SAT Subject Tests; “completion” indicates that students can plan to take the SAT Subject Test in May or June of the school year during which they are taking the related course.

\*\*Students applying to highly selective engineering programs should, in many cases, take SAT Subject Tests in either Chemistry, Biology, or Physics AND Math Level 2.

NOTE: Although the UC system no longer requires SAT Subject Tests for admission, some programs of study within the UC system do; students must check with specific departments and majors.

## Four-Year Course Planner for the classes of 2020, 2021, and 2022 (requirements and typical sequence as of spring 2019)

Use this planner to map out your Upper School curriculum and chart your preparation for college, being sure to meet the Castilleja graduation requirements, the UC eligibility requirements, and the recommended courses for college admission. Include all of your FLEX and cocurricular activities in order to gauge accurately the amount of time you are committing to your academics and outside activities--and don't forget about sleep and "unscheduled" time! Consult with your Castilleja Advisor and your Castilleja College Counselor when selecting and changing your academic program.

Subject Area	Grade 9		Grade 10	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
<b>English</b>	English I	English I	English II	English II
<b>History-Social Science</b>	Global Identities and Institutions (formerly Cultures and Civilizations)	Global Identities and Institutions (formerly Cultures and Civilizations)	Individual and Society or US Government (formerly American Political System)	Individual and Society or US Government (formerly American Political System)
<b>Mathematics</b>	Algebra II	Algebra II	Geometry	Geometry
<b>Science</b>	Physics	Physics	Chemistry	Chemistry
<b>Visual and Performing Arts</b> (Core Arts + 1 year)	Core Arts	Core Arts		
<b>World Languages</b> (through level III)				
<b>Fitness and Wellness</b>	Fitness and Wellness I	Fitness and Wellness I	Fitness and Wellness II	Fitness and Wellness II
<b>FLEX Commitments</b>	Vision & Voice, ACE Orgs	Vision & Voice, ACE Orgs	Community Connections, ACE Orgs	Community Connections, ACE Orgs
<b>Cocurricular Activities</b> (list them here)				
<b>Playtime, Downtime, Family Time, Sleep</b>				

	Grade 11		Grade 12	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
<b>English</b>	AP English Language: American Voices	AP English Language: American Voices	AP English Literature Seminar	AP English Literature Seminar
<b>History-Social Science</b>	US History (usually 11th but can be 12th)	US History (usually 11th but can be 12th)		
<b>Mathematics</b> (one additional year required)				
<b>Science</b>	Biology	Biology		
<b>Visual and Performing Arts</b> (Core Arts + 1 year)				
<b>World Languages</b> (through level III)				
<b>Additional Course or Free Period</b> (CS&E or other elective)				
<b>Free Period</b>	Required Free Period	Required Free Period	Required Free Period	Required Free Period
<b>FLEX Commitments</b>	Global Investigators, ACE Orgs	College Seminars, Global Investigators, ACE Orgs	College Seminars, Senior Leadership, ACE Orgs	Senior Leadership, ACE Orgs
<b>Cocurricular Activities</b> (list them here)				
<b>Playtime, Downtime, Family Time, Sleep</b>				
<b>College Applications</b>		Process begins for juniors 2nd semester	Applications all fall semester	



## Four-Year Course Planner for the class of 2023 (requirements and typical sequence as of spring 2019)

Use this planner to map out your Upper School curriculum and chart your preparation for college, being sure to meet the Castilleja graduation requirements, the UC eligibility requirements, and the recommended courses for college admission. Include all of your FLEX and cocurricular activities in order to gauge accurately the amount of time you are committing to your academics and outside activities--and don't forget about sleep and "unscheduled" time! Consult with your Castilleja Advisor and your Castilleja College Counselor when selecting and changing your academic program.

Subject Area	Grade 9		Grade 10	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
<b>Computer Science &amp; Engineering</b>	Intro to Comp Sci Java (fall or spring semester)	Intro to Comp Sci Java (fall or spring semester)		
<b>English</b>	English I	English I	English II	English II
<b>Fitness and Wellness</b>	Fitness and Wellness I	Fitness and Wellness I	Fitness and Wellness II	Fitness and Wellness II
<b>History-Social Science</b>	Global Identities and Institutions	Global Identities and Institutions	Individual and Society or US Government	Individual and Society or US Government
<b>Mathematics</b>	Algebra II	Algebra II	Geometry	Geometry
<b>Science</b>	Physics	Physics	Chemistry	Chemistry
<b>Visual and Performing Arts</b> (Explo in the Arts, 1 year, & 1 addtl semester)	Explorations in the Arts (fall or spring semester)	Explorations in the Arts (fall or spring semester)		
<b>World Languages</b> (through level III)				
<b>FLEX Commitments</b>	Vision & Voice, ACE Orgs	Vision & Voice, ACE Orgs	Community Connections, ACE Orgs	Community Connections, ACE Orgs
<b>Cocurricular Activities</b> (list them here)				
<b>Playtime, Downtime, Family Time, Sleep</b>				

	Grade 11		Grade 12	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
<b>Computer Science &amp; Engineering</b>				
<b>English</b>	AP English Language: American Voices	AP English Language: American Voices	AP English Literature Seminar	AP English Literature Seminar
<b>History-Social Science</b>	US History (usually 11th but can be 12th)	US History (usually 11th but can be 12th)		
<b>Mathematics</b> (one additional year required)				
<b>Science</b>	Biology	Biology		
<b>Visual and Performing Arts</b> (1 year & 1 add'l semester)				
<b>World Languages</b> (through level III)				
<b>Additional Course or Free Period</b>				
<b>Free Period</b>	Required Free Period	Required Free Period	Required Free Period	Required Free Period
<b>FLEX Commitments</b>	Global Investigators, ACE Orgs	College Seminars, Global Investigators, ACE Orgs	College Seminars, Senior Leadership, ACE Orgs	Senior Leadership, ACE Orgs
<b>Cocurricular Activities</b> (list them here)				
<b>Playtime, Downtime, Family Time, Sleep</b>				
<b>College Applications</b>		Process begins for juniors 2nd semester	Applications all fall semester	