

The Benjamin School

The Academic Program Lower, Middle, Upper Schools

2009-2010



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Mission Statement

The mission of The Benjamin School is to provide a challenging college preparatory education to a diverse student body in a structured, nurturing community environment. The School motivates students to master the skills of learning, communicating and evaluating choices, and encourages them to grow intellectually, socially, morally, aesthetically, and physically to their fullest individual potential. Benjamin inspires its students to develop a coherent set of values that includes love of learning, personal responsibility, self-motivation, concern for others and a commitment to serve society.

Non-Discrimination Policy: The School declares that no application of admission to the courses and programs offered nor applications for employment shall be denied because of race, sex, creed, color, or national origin of the applicant.

THE LOWER SCHOOL CURRICULUM GUIDE

Early Childhood Education at Benjamin

Since 1960 The Benjamin School has educated and celebrated the whole child. The learning environment stresses active exploration through play-based activities, independent learning centers, small group work and one-on-one instruction.

Recognizing each child as a unique individual aids the teachers in understanding and responding to individual learning styles, continuously focusing on the development of character, integrity, and self esteem resulting in a positive attitude toward learning.

Elementary Education at Benjamin

Language Arts

In association with the Teachers' College at Columbia University, our language arts program at The Benjamin School prepares students to be powerful, independent readers and writers through a balanced literacy program. In the reading workshop students learn explicitly the strategies and habits of proficient readers. They also learn to think and communicate both in writing and orally about their reading and to live rich, literate lives. In the writing workshop our students learn to observe their lives and the world around them and to collect, draft, revise, edit, and publish well-crafted narrative and expository pieces. In addition, their teachers expose them daily to fine literature and poetry that can be used as mentor texts for both reading and writing.

Benjamin has used Carden Language Arts curriculum for many years, and it continues to play a major role in our program to provide a solid foundation for reading through the development of phonemic awareness and strong decoding skills. Traditional Carden grammar is integrated throughout the entire language arts program.

Believing that the language arts skills, strategies, and craft should be taught in an authentic setting, we provide strong literacy instruction in the content areas.

Mathematics

The mathematics program in grades pre-k-5 is a rich, balanced, and hands-on program which emphasizes relationships in our number system and connects math to our daily lives. It encourages children to be problem solvers and critical thinkers in the real world. Through manipulatives, games, and math journals, children explore numeration, counting, operations, problem-solving, data organization, geometry, time, money, patterns, measurement and pre-algebra. Partners working together and group explorations reinforce concepts and provide children with opportunities to organize information and work cooperatively to reach a solution. Students build proficiency in math facts and operations through on-line technical support at emgames.com and continuous teacher-directed activities. The students consistently revisit important mathematical procedures and concepts over the course of the school year to ensure a deep understanding of mathematical concepts. Best of all, the children love math!

World Language

Our Lower School world language program begins in our Pre-K-3 program with the introduction of Spanish and Mandarin Chinese, creating an early awareness of different languages and cultures. The teachers use props, visual aids and technology to enhance communication, comprehension, conversational skills and vocabulary acquisition, which is taught through a content and theme-based approach. Students in K-5 take Spanish, French or Chinese.

In the early grades, we encourage students to speak as active participants in the classroom by repeating, asking and answering simple questions with learned responses, engaging in basic conversations and singing songs in the target language. As the curriculum expands, the vocabulary base grows, enabling students to comprehend and create simple sentences in the target language. Students enjoy taking part in basic cultural activities which include holiday celebrations, games and traditions.

In later grades, we introduce grammatical concepts in context, and students continue their language experience with the incorporation of age-appropriate reading and writing activities and multidimensional projects. Benjamin emphasizes communicating with accuracy and confidence through multisensory teaching, the careful sequencing and structuring of skills, and the practice and repetition of learning new sounds and words, so that students begin to communicate in their adopted language.

Science

The goal of the Lower School science program is to foster students' natural curiosity and to encourage students to ask questions and discover the means of answering those questions. We encourage students' scientific literacy through a variety of techniques. Our curriculum involves hands-on experimentation emphasizing non-fiction reading skills as we study the most current research on our topics.

Each grade level teaches three in-depth units: one earth science, one biological science and one physical science. Lessons are primarily hands-on and student driven. Students work cooperatively using a variety of sources to gather information through a guided discovery approach. Observations, gathering and organizing data, and drawing conclusions are just a few of the skills that are emphasized. Students also learn how to use an array of scientific tools. By varying instruction, the teachers are able to address the diverse interests and abilities of the students.

Social Studies

Our social studies curriculum focuses on all aspects of social studies from history and geography to economics and civics. Each grade level also touches on the concept of diversity and citizenship. Students begin by studying elements of their own community, and through their exploration of geography and multicultural studies, gradually expand their horizons to understand their place in the world. At various times in their five year program they will learn about the geography and culture of Florida, the regions of the United States and ultimately other countries. They also have the opportunity to contrast life in ancient cultures with life today. Part of their work will include the study of historical figures, especially famous Americans. The teachers introduce simple economic concepts such as the idea of needs and wants and the process of buying and selling of goods.

Physical Education

The overall philosophy of the physical education department is to help students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity. Ultimately we seek to ensure that they will adopt healthy and physically active lifestyles. The program is progressive, instructional, and developmental in nature; providing positive learning experiences that meet the children's developmental needs which in turn help to improve self esteem, mental alertness, academic performance, as well as readiness and enthusiasm to learn. A wide variety of units ensures total development and meets individual needs and interests.

We believe in full inclusion of all students. We have built our program on integrity by modeling and requiring positive character traits.

Art and Music

Visual Arts

The visual art curriculum begins with an exploratory approach, focusing on the process of creating, writing and thinking about art. We introduce our littlest artists to a rich variety of media that appeal to the five senses and allow for discovery and critical thinking as they decide how to apply and manipulate these new materials. In the upper elementary, our visual arts curriculum continues with a strong focus on the process of creating. We delve into the elements of art as the foundation of our artistic experiences. We expose our students to a multitude of media, both 2 and 3 dimensional. They master the basic applications of these media. By learning creative means to problem solving and applying new technique and skills to each unique art project, the art experience at Benjamin builds creativity, imagination, pride, and self confidence.

We encourage students to work both independently and cooperatively. Projects are inspired by a curriculum integrated with classroom and school-wide initiatives as well, as technology, multi-cultural, historical and individual experiences that tap the creative mind and foster connections to the real world. The myriad of projects the students produce are celebrated and exhibited through our school and community fostering pride, character and self expression in our young artists.

Music

We approach the early music experience with age-appropriate traditional children's songs, dances and basic body movements. Activities are auditory, visual and kinesthetic, and appeal to all learning styles. We introduce our children to the five elements of music using developmentally appropriate practice, materials and simplified vocabulary. They will learn about the instruments of the orchestra and experience the classics of music literature. Learning an abundance of new and traditional songs with corresponding listening activities, the students engage in accentuating melodic, rhythmic, instrumental and modal points of interest. Introduction to the formal aspect of reading and writing the notes of the treble clef staff as well as note values are incorporated. In the 3rd grade we introduce the students to music through the soprano recorder. We use their study of the recorder to reinforce music concepts learned in previous years. Upper elementary students focus on choral and instrumental studies. There is a strong focus on vocal music in these grades. The children learn many new songs as well as related music appreciation selections that transport them to a myriad of different times and cultures. Students reinforce their skills with the study of solfege tones, part singing and singing in other languages. The students perform in a variety of programs which highlight their talents throughout the year.

Band

Near the end of the students' 3rd grade year, students select their band instruments through the "fitting" process. Fourth grade students all participate in the band program. At this beginning level, students learn how to produce a quality tone, read notes, practice good habits, and play together. The 4th grade band performs a concert program in the spring. The 5th grade band continues to reinforce the band basics with an emphasis on musicality and tone. Key signatures, time signatures other than 4/4, articulations, dynamics, and band arrangements are weekly topics. Percussionists are introduced to a variety of additional instruments including marimba and timpani. Each grade level experience is showcased with various musical performances throughout the year.

We challenge our students to do their very best while providing the structure and support they need to succeed. The curriculum is cohesive, robust, and thorough. Our teachers differentiate the instruction so that all students are fully engaged in their learning. As a community, we teach students to value their voice, to learn how to make informed choices, while giving them the tools to become self-directed learners.

Middle School Course of Study

About Our Middle School

A Sense of Belonging

Activity starts early each morning at the Benjamin Middle School with many students opting to arrive some 30 minutes before classes begin. It is their time to check with advisors, seek help from teachers or just chat with friends. This sense of belonging that draws students early permeates campus life and sets the daily tone for 6th, 7th and 8th graders, giving them important support.

Compassion for Adolescence

Middle school years are transition years, full of emotional changes. At Benjamin, we respond to that in various ways, including with an advisory system that pairs each student with a teacher/advisor who serves as a nurturing ally and advocate. Our faculty crafts its teaching to challenge each student intellectually and to support individual learning styles. As students enter the Middle School, our teachers work alongside quizzical 6th graders, gently but purposefully introducing a new level of responsibility, accountability, academic rigor and extra curricular options until the students depart our program as confident, maturing teens on their way to the Upper School. In addition, we build self-sufficiency through our CRISS program which stands for Creating Independence through Student-owned Strategies.

New Ways to Apply Knowledge

Confident students are eager learners, and our middle school curriculum stands ready to oblige. We believe in an interdisciplinary focus so children can begin applying knowledge in ways they never did before. Our curriculum hones basic skills and stretches students in new directions. The Junior Great Books program, with its emphasis on reading comprehension, listening skills and vocabulary, complements our core curriculum of English, math, science, geography and world language. Beyond that, students enjoy drama, art, band, dance, chorus, web design, debate, journalism and more. Finally, some 25 clubs and activities, from Jazz Band to Odyssey of the Mind, thrive in the Middle School, offering every student an outlet for expression.

Middle school children leave our program prepared for the challenge and excitement of the Benjamin Upper School, where they will further develop their academic skills and become well prepared for success in college and, even more importantly, in life.

Course offerings for 6th, 7th, and 8th grade students are as follows:

Grade	Required Courses	Electives
6 th	English 6 US History: Beginnings through Civil War Science 6 Sixth Grade or Advanced Sixth Grade Mathematics Spanish or French Band – 1 Semester Skills for Adolescence – 1 Quarter Language Arts 6 – 1 Quarter Visual and Performing Arts Wheel 6 th Grade Computer Physical Education	

7 th	English 7 Language Arts 7 US History: Reconstruction to Present Science 7 Seventh Grade Mathematics, Advanced Seventh Grade Mathematics or, Algebra I Spanish or French Directed Study Global Issues Physical Education	Art Concert or Symphonic Band Musical Theater Dance Technique Drama Web Design Writer's Workshop (Mini Course)
8 th	English 8 Communication and Competitive Debate – 1Semester Language Arts 8 – 1 Semester World History Part I: Early Cultures to Renaissance Science 8 Eighth Grade Algebra, Algebra I, or Honors Geometry Spanish or French Directed Study Global Issues Physical Education	Art Concert or Symphonic Band Musical Theater Dance Technique Drama Web Design Writer's Workshop (Mini Course) 8 th Grade Advanced Enrichment Class (Mini Course)

Students must take seven required classes, and one elective or Wheel (6th grade) per year. Registration for required and elective courses takes place in March. The Head of the Middle School determines placement of students.

ENGLISH

The English Department is dedicated to the task of developing the Benjamin middle school students into creative readers and creative writers. To accomplish the goal of having students read and write about literature with intellectual honesty, the department understands that while curriculum must be age appropriate, it must nonetheless engage the same skills and habits of mind but at different levels of sophistication. As students practice the close reading of fine literature and reinforce the rigorous demands of the writing process, grammar, and vocabulary; our pedagogy and curriculum reflect the practice of fundamentals so that the student can obtain competence and mastery. The department believes that critical acumen is strengthened by creative assignments which reinforce critical understanding and to that end incorporate problem based learning.

English 6 (601)

Full Year

In sixth grade, the students focus on the elements of literature through reading, discussing, and analyzing novels, short stories, essays, and poems. Coming of age, its related issues and diversity/sustainability of cultures are the themes explored through literature. *The Diary of Anne Frank* and *The Adventures of Tom Sawyer* are a sample of what is read in sixth grade. Exploring the use of symbols in poetry, myths, and folktales is also part of the curriculum. Writing is an integral part of the year with the continuation of the Benjamin Lower School Writing Program and introduction of the critical essay. Students also journal and respond to prompts.

English 7 (706)

Full Year

Seventh grade literature studies major works of Western literature that have influenced writers and readers from the earliest to the present time. Myth, epic, and tragedy are touched upon in readings from *The Iliad*, *The Odyssey*, *The Orestia* and *A Separate Peace*. Vocabulary, figures of speech, and etymological roots are studied as well as the basic vocabulary of literary appreciation and critical exposition. The craft of critical essay writing is a major focus throughout the year. Several problem based-projects underscore for the students how indebted our culture is to Ancient Greece and its many cultural productions.

English 8 (801)**Full Year**

The theme of diversity continues in the eighth grade with the close reading and in-depth critical analysis of venerable literary works such as *The Crucible*, *The Children's Hour*, *Romeo and Juliet*, *To Kill a Mockingbird*, *The Narrative of the Life of Frederick Douglass*, *An American Slave* and short stories authored by established writers such as Parker, Hemingway, Jackson, Welty, and Gilman. Critical essay writing emphasizes the perfection of craft and grammatical expression and encourages independent and creative analysis of the literature. The teachers' continual feedback in the writing process encourages students to be articulate grammarians and writers. Students study vocabulary, Latin and Greek roots, and figures of speech on a daily basis.

Communication and Competitive Debate (820)**8th Grade-One Semester**

Students will explore the art of communication through a series of research-based individual and group projects. Students will improve their public speaking and listening skills while writing, researching, and delivering informative and persuasive speeches. In order to compete effectively in Lincoln-Douglas Debate, Public Forum Debate, and Student Congress, students will develop competitive debating skills that are an integral part of this course.

Print Publications (911)**8th Grade-Full Year**

Print Publications introduces students to the exciting world of the print media. The annual middle school yearbook and middle school newspaper are both produced in this full year course. Students engage in the major units of study: reporting, writing, editing, photography, management, teamwork, design, and the use of state-of-the-art computer publishing programs.

Language Arts (618)**6th Grade-One Quarter****(718)****7th Grade—Full Year****(818)****8th Grade – Fall or Spring Semester**

Language Arts emphasizes the writing process and fundamentals in grammar usage, through the Junior Great Books program. Junior Great Books is a nationally recognized program in which students read and respond to challenging literature. Known as an inquiry-based curriculum, it develops and refines students' reading comprehension, writing, oral communication, and critical thinking skills. The course emphasizes discussion and focuses on interpretation. Students read each of the selections at least two times, discovering a deeper understanding with each reading. This in turn enhances their ability to discuss the story and support their views.

The selections include, but are not limited to, the following: 6th grade - short stories by Doris Lessing, Isaac Bashevis Singer, and Toni Cade Bambara; 7th grade - Charles Dickens and Kurt Vonnegut; and 8th grade - William Saroyan, Carson McCullers, and Maya Angelou.

Mini Courses

These one credit, year-long courses meet three mornings a week before school. We have begun with the 8th Grade Advanced Enrichment Class and plan to add others for the next academic year.

8th Grade Advanced Enrichment Class**Full Year**

Participants must apply. The course examines post and high modernism with a particular emphasis on the works of Woolf, Melville, Nabokov, and Michael Cunningham.

Writers Workshop**Full Year**

Writer's Workshop focuses on the creative writing skills of students. Assisted by the laptops, the students learn to write short stories, poetry, and essays, augmented by the multimedia. Their work appears in an on-line literary magazine. They also compose works for campus events like the Veterans' Day Ceremony, the Presidential primaries and election, and the Benjamin Breakfast Club.

MATHEMATICS

More so than most other disciplines, mathematics is a sequential subject. Each semester builds upon the work of the previous semester, adding new concepts and approaches with a minimum reinforcement of previous knowledge. Therefore the mathematics department believes students should develop a strong problem solving aptitude. It is important that we do not advance students beyond their developmental ability. Placing students in an advanced course before they are ready is not fair to the children. The foundations of pre-algebra, algebra, and geometry are essential to a good math program. Pushing students too quickly through these basic courses does not make them better mathematicians; rather it tends to frustrate the students affecting their self-confidence and destroying their love of mathematics and learning. Our philosophy is not to push students into advanced math, but rather to develop the confidence and love of the subject.

Sixth Grade Mathematics (614)

Full Year

This course focuses on a broad number of topics including the following: algebraic formulas and inequalities, calculator skills with decimals, fractions and proportions, exponents and scientific notation, rational numbers, data collection and household mathematics, geometric formulas, graphical analysis, measurements, statistical sampling and analysis and mathematical probabilities. Sixth Grade Mathematics reinforces previous learning from the Benjamin Lower School Mathematics Program, through the application of mathematics to problem solving and critical thinking.

Advanced Sixth Grade Mathematics

Full Year

This in-depth accelerated course focuses on a broad number of topics including the following: algebraic integers, expressions, equations, formulas and inequalities, calculator skills with decimals, fractions and proportions, exponents and scientific notation, rational numbers, data collection and household mathematics, geometric formulas, graphical analysis, measurements, statistical sampling and analysis and mathematical probabilities through the application of mathematics to problem solving and critical thinking. Students successfully completing Advanced Sixth Grade Mathematics advance to Algebra I. Students needing additional reinforcement for a more successful career in math will be placed in Advanced Seventh Grade Mathematics.

Seventh Grade Mathematics (802)

Full Year

Beginning with the concept of variables, algebraic expressions, and formulas, this course introduces, in a well-paced and careful manner, the properties of numbers, prime numbers and related concepts. Problem solving skills, ratios and proportions, number sets, inequalities, radicals, and polynomials are also important topics in this course.

Advanced Seventh Grade Mathematics

Full Year

This in-depth accelerated course focuses on a broad number of topics including algebraic expressions and integers, problem solving and inequalities, decimals, exponents, fractions, ratios, proportions, percents, spatial thinking, data analysis and probability, area and volume through the application of mathematics and critical thinking. Students successfully completing Advanced Seventh Grade Mathematics will advance to Algebra I. Students needing additional reinforcement for a more successful career in math will be placed in Eighth Grade Algebra.

Eighth Grade Algebra (810)

Full Year

With emphasis on flexible learning styles, this course begins with a review of pre-algebra basics. Focus continues with the tools of algebra, functions and their graphs, algebraic concepts and simple equations, equations and inequalities, graphing and writing linear equations, and systems of equations and inequalities. The course places considerable emphasis on solving real-world problems and applications.

Algebra I (800)

Full Year

This course is an accelerated introduction to algebra involving the simplification of expressions, operations with real and absolute numbers, factoring of polynomials, analytic geometry, quadratics, trigonometry, probability and statistics. The course places considerable emphasis on solving real-world problems and applications.

Prerequisite: Pre-Algebra or its equivalent and department approval.

Honors Geometry (114)**Full Year**

This course investigates logical structures involving the major postulates and theorems of Euclidean geometry while also emphasizing geometric constructions, coordinate geometry and non-Euclidean geometries. In addition, students apply trigonometry concepts to appropriate facets of geometry. The course explores all topics extensively.

Prerequisite: Algebra I with departmental approval.

SCIENCE

Building on the confidence and curiosity fostered in the Lower Division, Middle School Science creates a framework of formal logic on which rest the major principles of the earth, physical and life sciences. All three grades treat logic and the scientific method in an increasingly formal way with expanding applications and relevance to daily life. Sixth grade offers the student his/her first structured look at science skills in a cooperative laboratory setting and studies South Florida's unique environment.. Seventh grade starts with additional formal logic as it examines living organisms with an emphasis on the unique marine environments of South Florida. Students explore logic diagrams and decision machines with an in-depth study of a limited number of topics in physical sciences followed by a detailed look at the chemistry involved in Florida's ecosystems." Consequently, as students leave the 8th grade and enter the upper division, they have a firm cognitive and experimental base, reinforced with critical thinking skills and a confident understanding of logic and its uses. Instruction is rigorous. Students receive abundant and diverse opportunities to demonstrate their level of knowledge and understanding in each course and thereby students determine their own grade.

Sixth Grade Science (603)**Full Year**

This course begins with a concentrated study of scientific measurement. It continues into a survey of environmental science with emphasis on the Everglades. The year concludes with a brief introduction to physics. The 6th grade classes emphasize critical thinking as well as the scientific method and proper scientific processes, including laboratory safety and laboratory techniques.

Seventh Grade Science (703)**Full Year**

This course is highly kinesthetic with many hands-on, technology-involved lessons. Students will work to understand basic concepts in biology, emphasizing marine biology in the South Florida area. Often the year culminates with a trip to The Marine Lab, a marine station in the Keys.

Eighth Grade Science (804)**Full Year**

This eighth grade science course focuses on the physical sciences, including physics and chemistry. First semester is devoted to the scientific method and an introduction to basic principles in physics and laboratory safety. Second semester focuses on concepts specific to the chemistry involved in the land and water systems of the Everglades and South Florida in general. Students will be involved in field and laboratory work utilizing technology for research and observation.

SOCIAL STUDIES

The purpose of any social studies curriculum is the development of a reflective, active citizenry with the skills necessary to be productive and responsible in our diverse and democratic society and global community. The Middle School Social Studies Department focuses on developing the knowledge, skills, and empathy necessary for our students to meet this goal. Knowledge, skills, and empathy are drawn from the study of United States history, world history, and global issues. These courses teach students to evaluate how individuals and societies have resolved problems, as well as to examine the consequences of the decisions and choices that were made. In addition, skills are taught developmentally, emphasizing research, technology, critical thinking, writing, reading, and study skills. As a result of these experiences, we hope students can face the challenges of today and make choices with a deeper understanding of the consequences of their decisions.

6th: US History: Beginnings through Civil War (600)**Full Year**

This social studies course is the beginning of a two-year survey of United States history. It focuses on the period from the development of the first Native American cultures to the Civil War. Basic geography skills, cooperative learning activities, current events, and research projects are used to enhance student learning. The course places a strong emphasis on discovering and evaluating the ideas of commonality and diversity, conflict and cooperation, continuity and change, effectively utilizing maps, geography, government and the citizen, economics science and technology, and individualism and interdependence.

7th: US History: Reconstruction to Present (704)**Full Year**

This social studies course is the second part of a two-year survey of United States history. It focuses on the period from Reconstruction to the present. The changing economic and social structure of the United States in the twentieth century is explored and evaluated. Special emphasis is placed on the evolving role of America as a global military and economic power and the effect of this development on our domestic political agenda. Cooperative learning activities, current events, and research projects enhance student learning. At the conclusion of this course, students gain valuable insights and understandings regarding how events have shaped and continue to influence the course of American history.

8th: World History Part I: Early Cultures to Renaissance (805)**Full Year**

This course examines the political, social, cultural and economic developments around the world from approximately 500 A.D. through the 1600's. Students examine the history and cultures of Africa, the Middle East, Asia, the Americas, and medieval Europe through the Renaissance. This course is the first in a world history sequence that continues in the ninth grade course about modern world history.

Global Issues--7th Grade-(719); 8th Grade-(720)**1 Day per week-Full Year**

The realities of global interdependence require understanding the increasingly important and diverse connections among world societies. Investigating patterns, relationships, tensions, and priorities within and among groups and cultures helps students develop more empathetic strategies for discussing difficult issues. Within this context, students explore local, national, and global issues, developing possible solutions to address these concerns. In December, we focus our learning on how people in other countries/cultures celebrate their Christmas holidays.

WORLD LANGUAGES

The study of a second language is no longer simply an academic matter. In the twenty-first century, it is imperative that our students be experienced in other languages and cultures beyond their own. Communication is vital in our global society, whether through technology or through human contact, and it is the school's philosophy to introduce a new language to students at the earliest possible age. It is the mission of the Middle School to educate students in their chosen language, enabling them to communicate basic needs and wishes in a real-life situation, as well as in a classroom situation.

Generally speaking, our world language courses are sequential in nature. Once students have established a language path, they follow it to the next course. The level of achievement attained in the prerequisite course and the teacher's recommendation determines the enrollment once the student has moved on to the Upper School. Native speakers are encouraged to take a language different from their native language, so they can experience a truly world language learning experience.

Students enter The Benjamin Middle School with varying levels of experience in world language study. Some new students may never have studied a language other than their own, while others may have taken either beginning or advanced courses. It is the department's goal to take the students from the level at which they arrive and challenge them to their highest possible level of proficiency. Thus, students enroll in courses in the World Language Department not on the basis of grade level, but on their proficiency in the target language.

FRENCH COURSES

French A (899)**Full Year**

This course is for all students who are new to Benjamin and who have never had French before, or students who have completed the LS program but are weak in structure and vocabulary. Some topics of study include family, friends, the home, clothing, and animals. The materials used encourage aural/oral comprehension and assist students in attaining a beginning level of reading and writing skills.

French B (901)**Full Year**

This course is for the language student who has completed Lower School French or its equivalent, French A. This course is comprised mainly of 6th grade students but can include students of other grades who have successfully completed French A. Students continue building basic vocabulary related to people, places and activities that are familiar in their own lives; basic grammar and simple sentence structure. The materials used encourage aural/oral comprehension and assist students in attaining a beginning level of reading and writing skills. Topics of study include but are not limited to friends, school, families, after-school activities, the home, restaurants and cafés, and shopping. The principal cultural unit focuses upon the cultures of Francophone countries around the world.

French C (902)**Full Year**

This course is a continuation of French B. A complete review of the material in B reinforces the skills previously taught. The focus is on continuing to build a strong vocabulary through a variety of themes, additional verb tenses and their uses, and complex grammatical structures. The course concentrates on developing aural/oral comprehension, reading comprehension and skills in speaking and writing. It also assists the student in attaining an early intermediate level of proficiency. Topics of vocabulary study and use include but are not limited to, sports and summer activities, shopping, daily life, and staying in shape.

Prerequisite: French B or its equivalent

French D (906)**Full Year**

This course is a continuation of French C with the emphasis on application of the concepts and grammar learned in previous levels. The primary goals are to strengthen the skills already learned and to provide the student with a better ability to use those skills in listening, speaking, reading and writing. Much emphasis is given to forming and using the past tenses. The class members speak primarily in French, as aural/oral comprehension is an integral part of world language learning. Topics of study include but are not limited to summer and winter sports, health, leisure activities, tourism, and finance. The curriculum includes an extensive study of Paris in order to make the French student aware of the historical sites and enhance the cultural understanding of the French capital, while providing insight into French traditions and history.

Prerequisite: French C or its equivalent

SPANISH COURSES

Spanish A (916)**Full Year**

This course is for all incoming students who are new to Benjamin and who have never had Spanish before, or students who have completed the LS program, but are weak in structure and vocabulary. Students successfully finishing this course are placed into Spanish B for the next academic year. The materials used encourage aural/oral comprehension and assist students in attaining a beginning level of reading and writing skills.

Spanish B (917)**Full Year**

This course emphasizes vocabulary building through a variety of themes and teaches basic grammar concepts. Students review and build on material presented in the previous years, enhancing speaking, reading, writing, and listening skills through a variety of methods. In addition to the ¡*Buen Viaje!* 1 primary resources, the course uses supplementary materials to present cultural topics.

Spanish C (920)**Full Year**

This course is for the Middle School Spanish student who has satisfied the requirements of Spanish B. The course also introduces more complex grammar concepts. Students enhance speaking, reading, writing, and listening skills

through a variety of methods. The *¡Buen Viaje! 1* text and workbook serve as primary resources. Supplementary materials present cultural topics.

Prerequisite: Spanish B or its equivalent

Spanish D (922)

Full Year

This course is a continuation of Spanish C. Students review and build on material learned in Spanish C. The primary goals are to strengthen the skills already learned and to provide the student with a better ability to use those skills while balancing the four major proficiencies of world language acquisition: listening, speaking, reading and writing. This course covers a myriad of practical topics that prepare the student for high school Spanish and “real life” situations. *¡Buen Viaje! 2* textbook and workbook serve as the primary resources.

Prerequisite: Spanish C or its equivalent

DIRECTED STUDY

Directed Study (6th Grade- 619; 7th Grade-620; 8th Grade-621)

One Day Per Week-Full Year

Not everyone learns the same way. As students become more aware of their particular style of learning, they are able to apply study strategies that work best for them. Directed Studies focuses on study strategies that Middle School students will need to use successfully as they work their way through the middle and upper grades at Benjamin. Along with mini-lessons in study strategies, students will have much needed time to apply these skills as they work on projects from other classes.

SKILLS FOR ADOLESCENCE

Skills for Adolescence (654)

**6th Grade-One Quarter
7th and 8th Grades-Full Year**

The Lions-Quest Skills for Adolescence program is a nationally recognized, 3-year, comprehensive program. The School offers it sequentially in sixth, seventh, and eighth grades. The curriculum, which has been taught at The Benjamin School for over nineteen years, gives students skills to deal with the many challenges and changes of adolescence. The goals of the program include:

- helping young people develop healthy, positive behaviors;
- helping them develop positive commitments to their families, school, peers, and community;
- helping them resist negative pressures and grow up drug free; and
- involving our families and school in supporting the healthy development and success of our children.

COMPUTER

Sixth Grade Computer (606)

Full Year

This course is devoted to development of proper keyboarding, or typing skills. Students learn the alphabetic, numeric, and symbolic components of the computer keyboard. This is an introductory course on computers designed to give 6th grade student’s exposure to various computer software programs, including basic word processing, desktop publishing, spreadsheets, multimedia, and databases. In addition, students learn how to design a web page. Students also study Internet safety and e-mail etiquette.

Web Design (812)

Full Year

This course is an introduction to HTML. In the 14 units, students learn the structure and syntax of HTML and the basic tags required to create an HTML document. The course also covers formatting text, incorporating graphics, adding interactive forms, creating tables, advanced Web page structuring, Web page design, and creating Web page scripts. Familiarity and experience with the World Wide Web is assumed.

VISUAL AND PERFORMING ARTS

The Fine Arts Department consists of the following disciplines: Chorus, Dance, Drama, Instrumental Music and Visual Arts.

Each arts discipline is committed to educating the individual student to develop his/her abilities fully through a sequential program, which provides personal interaction with subject matter drawn from a broad scope of historical and cultural perspectives. The department's primary concern is to give students tools for creating, analyzing, reflecting and communicating on verbal and non-verbal levels, and for making informed, confident and critical choices.

Students acquire specific artistic, conceptual and analytical skills through an exploration of content using techniques and tools associated with the elements of each discipline. Through these experiences, students achieve specific artistic, creative, analytical and personal goals. Ultimately, our students develop transferable skills that are not only applicable across these disciplines but become an integral part of their daily lives.

Exploratory Arts Wheel (Drama 710, Visual Art 711, Dance 712, Chorus 713) Full Year

The Fine Arts Wheel consists of chorus, dance, drama, and visual art, with the 6th grade students rotating every nine weeks. Each discipline is committed to educating the individual student to develop his/her abilities fully through a sequential program, which provides personal interaction with subject matter drawn from a broad scope of historical and cultural perspectives. Our primary concern is to give students tools for creating, analyzing, reflecting, and communicating on verbal and non-verbal levels.

The Drama Wheel is a one-quarter course designed as an introduction to creative drama and performance theatre. Students learn techniques such as breathing exercises, voice & diction, theatre games, pantomime, improvisation, and stage movement. As a class activity, the students and instructors write a themed play together, complete with costumes, lighting, sets, and props, culminating in a final production performed by the entire class, before a live audience on stage in the Barker Center.

6th Grade Band (658) One Semester (Fall or Spring)

In 6th grade, band meets four days a week for a semester. Here the class explores more advanced skills. Students study major scales and arpeggios, as well as more complex rhythmic notation. The semester culminates with a concert for the school and a concert for the parents. The 6th grade band class picks up where the student left off in 5th grade. Students, who are new to Benjamin and have not been studying an instrument, meet separately to select the appropriate instrument and receive information on where to rent or purchase the instrument.

Middle School Concert Band (909) 7th and 8th Grade-Full Year

This band is a yearly elective class. Concert Band meets four days per week for the year. This elective course is offered to students who wish to further their musicianship. This course is primarily oriented toward performance. In selecting our performance material, the instructor chooses pieces that reflect a wide variety of styles, from different eras, and that both interest and challenge developing young musicians. Band members can participate in district and state band events such as All-State, Solo & Ensemble Festival and All-District Band.

Middle School Symphonic Band 7th and 8th Grade-Full Year

This is an advanced band. The Symphonic Band consists of students with two or more years of playing experience who have achieved an above-average playing level on their instruments. Symphonic Band membership carries increased responsibilities and expectations. The course places emphasis on the continued development of fundamentals, technique, musicality, and ensemble skills. In addition to preparing for performances, band students also engage in the study of a variety of music topics: scale and chord construction, harmony, arranging, conducting, composition, and music history. Band students continue to further their playing skills by working on their technique, knowing all the scales, ear training, and playing challenging repertoire. Students in the Symphonic Band will participate in Solo & Ensemble Festival and All-District Band auditions.

Prerequisite: Director's permission

Musical Theater (910)**7th and 8th Grade-Full Year**

Music Theatre is a course which combines theatre training techniques and chorus. Students learn theatre skills such as breath control, voice and diction, pantomime, blocking and memorization, stage combat and simple choreography which culminate in a full length musical. The students also sing as a chorus, learning technique, range, and score reading. The students gain valuable performing experience presenting their musical production and singing as a vocal ensemble at the Lower School Halloween parade, the Eissey Theater all-school Holiday Concert, and the year-end concert in the BPAC.

Visual Art (7thGrade 928, 8th Grade 929)**7th and 8th Grades -Full Year**

Students acquire specific artistic, conceptual and analytical skills through an exploration of content using techniques and tools associated with the elements and principles of design. Varied ideas and materials in two- and three-dimensional art provide students with opportunities for creativity, self-expression and individuality through independent learning, problem solving and risk taking. Through these experiences, students achieve specific artistic and personal goals. Ultimately, the students develop transferable skills that become an integral part of their daily lives.

Dance Technique (900)**7th and 8th Grades -Full Year**

To learn dance, one must dance. Participation is the key to a student's successful progress in dance technique. This course is for the middle school student who would like to study the many different styles of dance. Students learn history, vocabulary and technique in the forms of ballet, jazz and tap. They have opportunities to view and critique dance works seen during field trips or in class video presentations. Students understand that dance is a way to create meaning by learning basic composition skills for choreography. Students demonstrate movement elements by performing in class, at school assemblies, and at outside concerts.

Middle School Drama (907)**7th and 8th Grades-Full Year**

Middle School Drama is a wonderful opportunity for students to explore both the creative and the performance sides of the theatre, with the fundamental techniques of drama, such as breathing exercises, voice and diction, pantomime, improvisation, theatre games, reader's theatre, monologues and dialogues. Middle school drama students take part in play readings, auditions, and rehearsals that include blocking and memorization, character study, play research, lighting, sound, costumes, props, sets and stage crew, in order to produce and perform a full-length two-act classic play.

ATHLETICS AND PHYSICAL EDUCATION

All middle school students must participate in at least one sport per year. Many of them choose to participate in two or three. Students may choose from soccer, volleyball, football, cheerleading, basketball, baseball, softball, golf, tennis, swimming, wrestling, track and field, and cross country. Some sports have more than one team, with teams being divided by grade level. Most sports have complete competitive schedules, and recently the school has purchased new uniforms and equipment. The school has a "no cut" policy, and athletes need to be present at all practices and games. The exception to this policy is the golf team, due to course limitations. The athletic program is open to all middle school students as stated in the by-laws of the Florida High School Athletic Association.

Physical Education: 6th Grade—(761); 7th Grade—(763); 8th Grade (765)**Two Days Per Week-Full Year**

The Physical Education program is designed to meet the physical and emotional needs of the adolescent child. The program helps each child to develop a positive attitude about leading a healthy and physically active lifestyle. The course includes units of study such as lifetime leisure sports, personal fitness and health/nutrition, and Presidential Fitness testing.

SUMMER PROGRAM

With the school's mission in mind, The Benjamin School Summer Program provides students from Benjamin and the surrounding community with the opportunity to have rewarding curricular and co-curricular experiences during the summer. While the summer program offers courses for high school credit, the main focus of the summer program is the enrichment experience students receive. Enrichment courses and camps are fun, stimulate discussion and curiosity, and help students develop a life-long love of learning.

As a whole, the Summer Program consists of the following:

- Academic programs consisting of courses for students entering grades 9– 12. Courses for high school credit included Computer Applications A, Geometry, Introduction to Government, and Physics;
- A wide variety of enrichment programs for various grade levels;
- Fun and Games Camp for grades 3-6;
- Summer Enrichment Camp for Grades Kindergarten to 6;
- Sports and Cheerleading Camps for various grade levels;
- Visual and Performing Arts Camps for various grade levels;
- The Benjamin Summer Institute is a tuition-free, academically challenging, and culturally diverse summer program that is a part of our community outreach efforts. We are looking primarily for motivated, rising 7th graders, but we do have summer admission space for rising 8th and 9th graders as well. Ideal candidates are students who may not be quite reaching their full academic potential but are still serious about improving their academic skills. SI participants take daily classes in math, writing, science, and study skills, taught by talented and committed teachers from The Benjamin School. We also have an afternoon enrichment program that includes everything from academic games, to the SI Olympics, to exciting field trips;
- The Junior Counselor Program; and
- Summer of Academic Readiness (SOAR): Lower School students are selected by their teachers to participate in the SOAR program. This is a unique opportunity for children to receive individualized academic assistance in math and reading during a six week period.

The entire summer program catalogue and application are available at the following web address:

<http://www.thebenjaminschool.org/page.cfm?p=79>

Upper School Course of Study

GRADUATION REQUIREMENTS:

Students in grades 9 through 12 must meet the following graduation requirements to earn a diploma:

Subject Area	Number of Credits	Required Courses
English	4 Credits	9 th Grade English 10 th Grade English or 10 th Grade Honors English 11 th Grade English or 11 th Grade AP Language and Composition 12 th Grade English or 12 th Grade AP Literature and Composition
Mathematics	4 Credits	Including: Algebra I; Geometry or Honors Geometry; and Algebra II or Honors Algebra II
Science	3 Credits	To consist of Biology or Honors Biology; Chemistry or Honors Chemistry; and Physics or Honors Physics or AP Physics
Social Studies	3 Credits	To consist of World History; Government (1/2 credit) ; Economics (1/2 credit); and United States History
World Languages	3 Credits	Three consecutive levels of a single world language in the Upper School
Computer	½ Credit	Computer Applications A
Fine Arts	1 Credit	Any combination of visual arts and/or performing arts courses for which the student can meet the prerequisites
Physical Education	2 Credits	All 9 th and 10 th graders must take physical education. In addition, all students must participate in one sport each year.
Electives	3 ½ Credits	An elective is any course that is not satisfying a specific graduation requirement.

- Students should not assume that elective courses have any less work than they would find in a course that fills a graduation requirement.
- Students must earn a minimum of 24 credits to graduate.
- Required courses taken outside of the School must be pre-approved by the Head of the Upper School and may require additional testing to be accepted towards graduation.
- The School reserves the right to evaluate each student's transcript at the time of entrance to determine which credits will be accepted from another school.
- Seniors perform a 2-week business or professional internship in an area of career interest prior to graduation. Each senior must complete a minimum of forty hours of work during that time to graduate.
- The School may cancel any class for which an insufficient number of students pre-register.

SELECTING COURSES:

- Students must take six classes per year; seniors may take 5 provided that all requirements have been met.
- When completing the course selection form, students must carefully circle the course number and the class being requested.
- Where an asterisk follows the course title, the student must have two teachers indicate their approval by signing the form: one, the student's current teacher and the other, the teacher of the desired course. It is the student's responsibility to obtain a teacher's signature before being permitted to request that course.
- Parents must sign the form before the Director of Student Services will accept it. Student requests, teacher recommendations, and course availability will determine course selections. The final placement of a student in courses is subject to the approval of the Head of the Upper School and/or the Director of Student Services.

ENGLISH

The Benjamin English curriculum, consistent with the school's philosophy, is committed to the preparation of its students for college-level English and literature. The general courses have this as their primary objective while honors and advanced placement courses aid students in academic preparation for highly competitive and most competitive colleges. We accomplish these goals by teaching a logical, sequential curriculum that emphasizes the mastery of literary analysis as well as mastery of oral and written expression. This is a reading and writing intensive curriculum that our elective offerings ably support.

Students must earn four credits in English as a requirement for graduation, including the following: 9th Grade English, 10th Grade English or Honors 10th Grade English, 11th Grade English or 11th Grade/AP Language and Composition, and 12th Grade English or AP Literature and Composition.

9th Grade English (010)

Full Year; 1 Credit

This course is a comprehensive study of the fundamentals of literary analysis, language, and grammar through composition and expository writing. Reading and writing critiques of short fiction, novels, drama, and poetry are the vehicles for the study of literary form. Students also analyze selected films. The course devotes abundant time to class discussion to allow for expression of opinions (and the appreciation thereof), and to recognize the power of multicultural approaches. The teacher makes use of both in-class timed writing and longer formal written work and projects. In addition to improving their vocabulary through their extensive reading, students use a vocabulary text throughout the year for more formal vocabulary development. Students must complete assigned summer reading before their return to school in August.

Prerequisite: 8th Grade English

10th Grade English (020) and 10th Grade Honors English (025)

Full Year; 1 Credit

Literary analysis based upon plot, setting, characters, conflict, point of view, diction, artistic devices, and themes is the primary focus of these courses. Readings include non-fiction, poetry, short stories, novels and plays, as well as film analysis. The emphasis is on American literature, but not exclusively. The teachers use class discussion to broaden minds, enhance vocabulary, improve proficiency in verbal expression, and encourage self-confidence and critical thinking. In addition to improving their vocabulary through their extensive reading, students use a vocabulary text throughout the year for more formal vocabulary development. Honors students read more literary works, do more writing and display more sophistication in their work. Honors preparation focuses more on their preparation for AP Language and Composition in the junior year. Students must complete assigned summer reading before their return to school in August.

Prerequisite: 9th Grade English; teacher approval for admission to the honors section

11th Grade English (030)

Full Year; 1 Credit

This is a literature and writing course focusing on development in the critical analysis of literature and the writing of critical essays. The content includes a study of novels, plays, films, short stories, and poetry as well as an applicable method of critical analysis. The course examines the historical and literary significance of major works and authors. In-class timed essays, formal papers, quizzes, and projects are prominent forms of assessment. The course places an emphasis on oral presentation and critical essays as the result of literary analysis. In addition to improving their vocabulary through their extensive reading, students use a vocabulary text throughout the year for more formal vocabulary development. Students must complete assigned summer reading before their return to school in August.

Prerequisite: 10th Grade English

11th Grade AP Language and Composition (001)

Full Year; 1 Credit

This course provides a more sophisticated and in-depth treatment of the requirements of 11th grade literature as well as preparation for the Advanced Placement examination in English Language and Composition. Participants have frequent writing assignments, both in-class timed essays and writing at-home. Literature of the five genres provides the subject matter for tests patterned after those of the AP Language exam. Students must complete assigned summer reading before their return to school in August.

Prerequisite: 10th grade Honors English recommended and teacher approval required

12th Grade English (049)**Full Year; 1 Credit**

A literature and writing course, this senior English course focuses on the critical analysis of literature and the writing of critical essays, primarily to provide students with superior preparation for competitive college level English. Literature involves all five genres and film. Writing emphasizes the personal essay, formal papers, the three part essay, process analysis, compare and contrast, and in-class timed essays. Students also review basic syntax, grammar and style. In addition to improving their vocabulary through their extensive reading, students use a vocabulary text throughout the year for more formal vocabulary development. Students must complete assigned summer reading before their return to school in August.

Prerequisite: 11th Grade English or 11th Grade AP Language and Composition

12th Grade AP Literature and Composition (002)**Full Year; 1 Credit**

A literature and writing program focusing on the critical analysis of literature and the writing of critical essays, this course prepares students for the Advanced Placement English Literature and Composition exam. The students have frequent writing assignments, both in-class timed and at-home. Literature of the five genres, plus film, provides the subject matter for tests patterned after those of the AP Literature examination. Students must complete assigned summer reading before their return to school in August.

Prerequisite: 11th Grade AP Language and Composition recommended and teacher approval required

Debate I (060)**One Semester (Fall); ½ Credit**

Debate at The Benjamin School introduces the novice debater to the fundamentals of speech communication. In this course students develop skills related to debate and forensic activities and apply the principles of effective communication, especially those related to argumentation and debate, research skills, critical thinking skills, listening and speaking skills, and formal written preparation of materials for competitive speaking. Students participate in debate activities based on the national high school debate topic and in interscholastic competition as sanctioned by the Forensics Program and the National Forensics League.

Debate II (061)**One Semester (Fall); ½ Credit**

Debate II at The Benjamin School allows the more experienced debater to further develop and enhance skills in more challenging events such as Lincoln-Douglas, Public Forum, Extemporaneous Speaking, Original Oratory, Dramatic Interpretation and Duo Dramatic Performance. Students participate in debate activities based on the national high school debate topic and interscholastic competition as sanctioned by the Forensics Program and the National Forensics League. This course also allows the student to mentor and support fellow members of the debate team, develop constructive criticism and support, recognize strengths and weaknesses in content and delivery, build files, organize information, conform pieces to meet time limits, develop vocal variety and body language as appropriate to event, and compile various resources and materials.

English Grammar and Composition (015)**One Semester (Fall); ½ Credit**

This course helps students who need support in developing the skills necessary for competency in the writing program at The Benjamin School. The course focuses on the grammatical structures necessary for making each student's writing more meaningful and coherent. The teacher connects the instruction of grammar and sentence structure to show students the importance of each in the composition process. While the paragraph is the primary focus of attention, students also learn to develop the skills needed for writing essays.

Expository Writing (014)**One Semester (Fall or Spring) or Full Year; ½ or 1 Credit**

This writing class gives students the opportunity to pursue journalistic and creative writing. The first semester focuses primarily on the production of *The Pharcyde*, the school paper, while the second semester creates two additional issues of *The Pharcyde*, and the annual literary magazine, *Geodes*. Students learn to write, edit, layout, produce, and support journalistic publications. Graded work includes numerous news articles, a creative piece, exercises, graphical work and a participation grade for the student's contribution to the layout of the paper. All members of the staff contribute two Saturdays per semester to complete the layout of the paper. This course may be taken for credit for more than one year.

Film Analysis (053)**One Semester (Fall); ½ Credit**

The film analysis course gives students an understanding of films as works of literature and provides instruction in the basic film types and genres. The course directs students in the following areas of study: the use of motifs in

film, the use of narrative in film, the use of elements specific to film such as cinematography, lighting, editing, and sound. The course also explores the use of film as social commentary. Students view and discuss films in a variety of genres and develop and apply a system of analysis for the writing of film reviews. They keep journals on all films presented, and on a regular basis the teacher grades these reports. Students watch outside films as well.

Prerequisite: 10th Grade English or 10th Grade Honors English

Mythology (033)

One Semester (Spring); ½ Credit

Students learn about familiar and non-familiar mythology: Greek, Roman, Norse, Native American, Asian, Irish, and Judeo-Christian. By experiencing different myths in a variety of cultures, students gain not only knowledge but also an appreciation of the beliefs of others. The course also explores the use of myth as literary allusion.

Prerequisite: 9th Grade Literature

Print Productions (055)

Full Year; 1 Credit

The yearbook course is open to students from grades 9-12. Students learn the stages necessary for publication including captions, page layouts, photography, and meeting deadlines. The course operates on a full-year format, publishing a hard cover edition before graduation. This course may be taken for credit for more than one year.

Prerequisite: Students must have the instructor's permission to enroll

Shakespeare (058)

One Semester (Fall); ½ Credit

This course is an opportunity to read 4 or 5 plays in depth to understand some of the themes that Shakespeare was exploring. Part of the work includes an understanding of the impact of the Renaissance on Shakespeare as it relates to those themes.

Speech (059)

One Semester (Fall); ½ Credit

This one-semester course introduces the basic principles of crafting and delivering various types of speeches. Students learn about verbal and non-verbal delivery techniques and complete a variety of exercises designed to enhance these skills. The second half of the course centers on the various types of persuasive speeches and methods of persuasion. The teacher evaluates students primarily on their performance in a series of speaking projects, as well as on their written critiques of others, quizzes, group work, and class participation. No prior knowledge or experience in public speaking is necessary.

MATHEMATICS

More so than most other disciplines, mathematics is a sequential subject. Each semester builds upon the work of the previous semester, adding new concepts and approaches with a minimum reinforcement of previous knowledge. Therefore, the mathematics department believes that students should have a strong problem solving ability. Tests or homework assignments that require only multiple-choice answers are not an acceptable assessment tool in mathematics. At least half of the test or homework assignment must require students to show work, and the teachers grade the work, not just the answer.

Students need to have a graphing calculator starting with Algebra II. The aim of the department is to use the calculator as a tool in learning, not merely to get an answer. Teachers place an emphasis on number sense and the ability to solve problems without the calculator. Students must do a problem analytically, then check their work with a calculator, or they can do the problem using a calculator, then show analytically that the answer is correct.

The mathematics department does not believe in advancing students beyond their ability level. Placing students in Algebra I before they are ready is not a good practice. The foundations of algebra and geometry are essential for a good math program. Pushing students too quickly through these basic courses does not make them better mathematicians. Rather it tends to frustrate the student and destroys the love of mathematics and learning. The aim of the mathematics department is to produce students with a strong mathematics and problem solving background.

Students must earn four credits in mathematics to be eligible for graduation. These must include Algebra I, Algebra II, and Geometry.

Algebra I (113)**Full Year; 1 Credit**

This course focuses on reinforcement and expansion of real number properties and operations, solutions to linear equations and inequalities, solution and factoring of quadratics, polynomials, and irrational numbers. Problem solving practice is extensive.

Prerequisite: 8th Grade Pre-Algebra or Eighth Grade Algebra

Geometry (124) and Honors Geometry (114)**Full Year; 1 Credit**

Students in these classes investigate logical structures involving the major postulates and theorems of Euclidean Geometry. The class studies geometric constructions, coordinate geometry, and non-Euclidian geometries. Students apply trigonometric concepts to appropriate facets of geometry. Honors students explore all topics more extensively.

Prerequisite: Algebra I is a prerequisite for Geometry and Algebra I (8th grade) with a grade of B or above and department's approval for Honors Geometry

Algebra II (135)**Full Year; 1 Credit**

The course continues the work of Algebra I including the overview of trigonometry beyond the right triangle. It emphasizes the further development of skills and more advanced problem solving techniques. Topics include rational expressions, equations and inequalities, systems of linear equations, word problems, functions, factoring, polynomial equations with rational and irrational roots, imaginary and complex numbers, graphs, variations, exponents, logarithms, rational functions, coordinate geometry, and matrices. A student who is enrolled in this course needs to have a graphing calculator.

Prerequisite: Geometry

Honors Algebra II (125)**Full Year; 1 Credit**

Honors students explore the topics of Algebra II and trigonometry in greater depth in preparation for pre-calculus. Students use the graphing calculator extensively.

Prerequisite: Honors Geometry with a grade of B or above and departmental approval.

Finite Mathematics (171)**Full Year; 1 Credit**

This course is for students who need to meet the requirement of four years of high school mathematics to graduate. This course serves as a general liberal arts (college) mathematics course and better serves those students planning to major in the arts versus the sciences. Topics include sets, logic, sequences and series, matrices, elementary probability and statistics, algebra and informal geometry review.

Prerequisite: Algebra II

Pre-Calculus (157)**Full Year; 1 Credit**

Seniors who take Pre-Calculus plan to continue their study of mathematics in college. This course is also for juniors who plan to continue their study of mathematics at Benjamin by taking Pre-Calculus II or AP Statistics their senior year. Juniors who take PreCalculus 157 will not be able to take AP Calculus in their senior year.

The course stresses the concepts of algebraic, polynomial, trigonometric, rational, exponential and logarithmic functions and their graphs, with an introduction into the mathematics of finance. The course provides continued development of analytical geometry and a comprehensive review of Algebra II. Students need to have a graphing calculator.

Prerequisite: Algebra II

Pre-Calculus II: Business Calculus (158)**Full Year; 1 Credit**

This course is for students who have completed Pre-Calculus (157). The course stresses linear programming, systems and matrices with applications in business, the counting principles and probability, statistics, applications of spreadsheets in analyzing problems while providing continued review of Pre-Calculus. The course also introduces some of the elementary concepts of calculus (limits and derivatives). Students need to have a graphing calculator.

Prerequisite: Precalculus (157)

Honors Pre-Calculus (137)**Full Year; 1 Credit**

Honors Pre-Calculus is primarily for the students who plan to continue their study of mathematics by taking AB or BC Calculus at Benjamin. The students study all of the materials of Pre-Calculus with the exception of statistics. During the last marking period the class begins calculus topics (limits and derivatives). Students who wish to take AP Calculus must take Honors Pre-Calculus. Students need to have a graphing calculator.

Prerequisite: Honors Algebra II with a B or better or a minimum of an A- in regular Algebra II and departmental approval.

Advanced Placement Calculus AB (108)**Full Year; 1 Credit**

This course is a study of the basic concepts, methods and applications of differential and integral calculus. The teacher uses a multi-representational approach with concepts, results, and problems being expressed geometrically, analytically, and verbally. This is a college level course as determined by the College Board. Topics covered include limits, rates of change, the chain rule, implicit differentiation, related rate problems, movement of a particle, optimization, Riemann Sums, fundamental theorem of calculus, area between curves, volume of solids of revolution, differentiation and integration of polynomial, trigonometric, exponential and logarithmic functions. Students may earn one semester of college credit in calculus. They need a graphing calculator and must take the national AB Calculus exam at the end of the year.

Prerequisite: Honors Pre-Calculus with a grade of B or above and departmental approval.

Advanced Placement Calculus BC (109)**Full Year; 1 Credit**

This course is an extension of AB Calculus, not an enhancement. It covers all topics of AB Calculus, as well as L'Hopital's Rule, analysis of planar curves, differential equations, slope fields, derivatives of parametric, polar and vector functions, the convergence and divergence of sequences and series, as well as Taylor and Maclaurin polynomials. A student may earn two semesters of college credit in calculus. Students must have a graphing calculator and must take the national BC Calculus exam at the end of the year.

Prerequisite: Honors Pre-Calculus with a grade of B or above and departmental approval.

Multivariable Calculus (159)**One Semester (Fall); ½ Credit**

This course deals with the calculus of three-dimensional space. This is unlike the situation for Calculus AB and BC, which is confined to the plane. Partial differentiation and multiple integration are the main areas of study. Due to the abstract nature of the course, students must be willing to make a sustained effort to accomplish all of the assignments.

Prerequisite: BC Calculus

Differential Equations (160)**One Semester (Spring); ½ Credit**

This course deals with first order differential equations with applications, linear differential equations of higher order and their applications, second order differential equations, differential equations with variable coefficients and LaPlace Transforms. Due to the abstract nature of the course, students must be willing to make a sustained effort to accomplish all of the assignments.

Prerequisite: BC Calculus

Advanced Placement Statistics (110)**Full Year; 1 Credit**

This is a college level course and the College Board determines the topics. This course is primarily for the student who does not wish to take AP Calculus. It gives students an understanding of the main ideas of statistics and useful skills for working with data. Students need to have a graphing calculator to allow them to focus on concepts and problem solving rather than on calculations that are automated. Topics include frequency distributions, means of central tendency and dispersion, discrete and continuous variables, the binomial, normal, student and chi square distributions, the central limit theory, statistical inference, confidence intervals, hypothesis testing, linear regression and correlation.

Prerequisite: Pre-Calculus or B+ or higher in Algebra II

COMPUTER SCIENCE

At The Benjamin School, we believe it is essential that every student be equipped with the tools and skills required to function in an increasingly technological society. As students learn to use the computers and related technologies available at The Benjamin School, we expect that they will also demonstrate the requisite ethical behavior of informed and knowledgeable citizens. At TBS, it is the goal of the Computer Science Department and its curriculum to assist in the creation of lifelong, self-motivated learners who will use technology to more fully expose and develop their true creative and academic talents. To say that our curriculum is complete is to suggest that technology never changes, and that is obviously not the case. We will continue to evolve our curriculum and equipment using industry and educational advances as the model. That being said, it is our mission to see that students have every opportunity to take advantage of the present technology, utilize educational software across all subject matters, develop or improve internet research skills, and become independent users of future technologies.

The Benjamin Upper School Computer Science Department offers the following five courses:

1. Computer Applications A (Microsoft Office Suite),
2. Computer Science I: Computer Science in the Modern World,
3. Computers and Programming,
4. Advanced Placement Computer Science, and
5. Advanced Computers/Independent Study

Every student must take Computer Applications A in The Benjamin Upper School but also has the opportunity of taking additional advanced courses once the minimal requirement has been met.

Computer Applications A (550)

One Semester (Fall or Spring); ½ Credit

Computer Applications A is the only computer course required for graduation. Upon successful completion of this course, students will be able to create personal and business documents using the Microsoft Office suite of applications. Emphasis is on the use of tools provided in Word, Excel, PowerPoint, and OneNote at an intermediate level. Additionally students can expect to learn and demonstrate the proper and ethical use of the school network and other provided technology.

Prerequisite: None

Computer Science I: Computer Science in the Modern World (502)

Full Year; 1 Credit

Computer Science I is an introduction to the principles of computer science and its place in the modern world. This course has the goal of providing students with the skills and knowledge needed to understand the technology they use daily and to extrapolate this knowledge to understand and use emerging technologies. Students who wish to take AP Computer Science or Independent Study must take Computer Science I.

Prerequisite: Computer Applications A

Computer Programming (552)

One Semester (Fall or Spring); 1/2 Credit

Computer Programming is an introduction to the art and science of programming a computer. Engaging students is accomplished by incorporating some of the latest strategies proven to enhance student learning. An introduction to Objects and the principles of Object Oriented Programming (OOP) is included to help prepare students for additional courses in programming and Computer Science.

Prerequisite: Computer Applications A

AP Computer Science (503)

Full Year; 1 Credit

AP Computer Science prepares students for the Advanced Placement Exam in Computer Science given by the College Board. Students create programs in the JAVA programming language building upon previously acquired problem solving and critical thinking skills and are expected to be able to solve a variety of programming problems demonstrating their mastery of the concepts and skills expected of a first college-level programming student. Successful completion of this course and a competitive score on the AP Exam could lead to college credit.

Prerequisites: Computer Applications A, Computer Science I, Intro to Programming Algebra II, Geometry

Advanced Computers (553)**Full Year; 1 Credit**

The Advanced Computers course recognizes robotics as the premier integrator in education today. When students design and build robots, they study math, science, engineering, and physics. Students are immersed in geometry, trigonometry, electronics, programming, logic, computer control and mechanics while using industry standard software and hardware in a hands-on learning environment. Students are also offered the opportunity to compete against other robot teams in local and national competitions.

Prerequisites: Computer Applications A, Computer Science I, Intro to Programming

Independent Study(554)**Full Year; 1 Credit**

Students in this course seek industry/professional level certification or create an original project designed to solve a problem demonstrating advanced knowledge and expertise in some area of computer science. All applicants must submit a resume and be interviewed by the course moderator. Specialty areas include computer hardware/software, web design/programming, Microsoft Office Specialist (MOS), robotics, and animation and game programming.

Prerequisites: Computer Applications A, Computer Science I; permission of the instructor

SCIENCE

In light of the growing importance of technology as a determining factor in modern living, an understanding of the fundamental principles and practices of a wide range of scientific disciplines is essential. The ability to assess critically the methods, risks, worth, and advisability of current and future technological options is becoming more and more essential to responsible and engaged citizenship and to a successful life.

In view of these developing needs, the science program at The Benjamin School has provided a detailed study of the major scientific streams (biology, chemistry, and physics) as well as introductory exposure to several elective options (for example, Astronomy, Marine Biology, Earth Science, Environmental Sciences, Genetics, Human Physiology and Anatomy, Human Ecology, Introductory Biotechnology, and Organic Chemistry).

The science program employs a wide range of teaching devices and methods designed to appeal to multiple learning styles. Laboratory experiments, field trips, oral presentations, and semester projects are important components of many science courses. Computer simulations, appropriate subscription websites, and audio/visual presentations expose students to concepts from a variety of points of view. Assessments include tests, quizzes, graded homework assignments, lab reports, and smaller special projects. Since the principal mission of the school is college preparation, the department maintains rigorous academic standards.

Although students must complete three credits in science which must include courses in biology, chemistry, and physics, they are encouraged to take a fourth year of study in this discipline.

Biology (213) and Honors Biology (214)**Full Year; 1 Credit**

These courses offer an in-depth focus on biological principles at the following levels: molecular and cellular, evolution and phylogeny, and ecology. Emphasis is on laboratory experiments, small special projects, and field studies to develop and elucidate major concepts. The honors course explores these topics in greater depth.

Prerequisite: 8th Grade Science for Biology and the recommendation of the prior teacher for Honors Biology.

Chemistry (224) and Honors Chemistry (227)**Full Year; 1 Credit**

These courses provide an introduction to the nature and combinations of matter: sub-atomic to molecules and compounds. Students also study stoichiometry, pH, and inorganic and organic compounds. Laboratory sessions, spreadsheet analysis, and computer simulations are important tools for actualizing the principles of chemistry and for allowing “what if” inquiries. The honors course explores these topics in greater depth. The students must do a research project in this course.

Prerequisite: For Chemistry 224: successful completion of Biology and Algebra I (grade of C or higher); for Chemistry 227: successful completion of Biology, Algebra I (grade of B or higher) and the recommendation of the biology teacher.

Physics (235) and Honors Physics (237) Full Year; 1 Credit

These courses present a study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Subjects include measurements, kinematics, energy, power, sound, heat, wave characteristics, light, electricity, and magnetism. Demonstrations, laboratory exercises, and computer simulations allow exploration, amplification and reinforcement of the course contents. The honors course explores these topics in greater depth.

Prerequisite: Chemistry and Algebra II. Additionally students wishing to be in the honors section need to have the recommendation of their chemistry teacher.

Advanced Placement Biology (203) Full Year; 1 Credit

This course follows the topics and depth of study required by the Advanced Placement Examination in Biology. The syllabus includes laboratory, field and computer explorations. Participating students must read the first five chapters in the textbook before returning to school in August. Aimed at preparing students for the advanced placement examination, the course includes lectures, discussions, and usually one block laboratory session weekly. Students need to do dissection of plants and animals.

Prerequisite: Successful completion of biology and chemistry (Honors courses are recommended), and permission of the course instructor are required.

Advanced Placement Chemistry (204) Full Year; 1 Credit

Following the topics and depth of study required by the Advanced Placement Exam, this course is the equivalent of the general chemistry course taken during the first college year. The emphasis is on chemical calculations and the mathematical formulation of principles. Aimed at preparing the student for the AP exam, the course includes lectures, discussions and lab sessions appropriate to the course.

Prerequisite: Successful completion of Chemistry (Honors Chemistry is recommended), Algebra II and permission of the course instructor.

Advanced Placement Physics (205) Full Year; 1 Credit

This course follows the topics and depth of study required by the Advanced Placement Examination in Physics. A study of calculus-based classical physics with emphasis on mechanics and periodic motion, the course aims to prepare students for the Advanced Placement Physics C (Mechanics) examination. It includes lectures, problem solving sessions, lab experiments and computer-assisted simulations.

Prerequisite: Successful completion of Physics and Pre-Calculus are required (Honors Physics is recommended), and permission of the course instructor is required.

Anatomy and Physiology (272) Spring Semester; ½ Credit

This course is an intensive introduction to human anatomy and physiology, emphasizing how higher animals, including Homo sapiens, are structured in relation to their function. To that end students study the biochemical, cellular, and organ systems that influence, limit, and control the human species. Topics include the skeletomuscular, cardiovascular, neuroendocrine, and reproductive systems which students explore through lectures, discussions, labs, and field trips. Students must complete a research project.

Prerequisite: Biology and Chemistry

Astronomy (282) Fall Semester; ½ Credit

This course is divided into four main units: the history of exploring the universe (our solar system, the galaxy, space exploration, celestial navigation); electromagnetic radiation; stellar astrophysics (classification, structure and evolution of stars); and the role of multi-wavelength astrophysics in solving the mysteries of the universe. Students make real-time astronomical observations and field trips to planetariums and museums.

Earth Science (281) Spring Semester; ½ Credit

This course is designed to help the student understand the basic concepts of earth science. Topics include map reading, orienteering, using a GPS, weather (including hurricanes, tornadoes, lightning), rocks and minerals, volcanoes, and earth quakes. We have outdoor activities, field trips and lots of labs. This course is for a motivated student who wants to learn more about our Earth and how it impacts our everyday life.

Environmental Science (260)**Full Year; 1 Credit**

This is a wide-ranging course addressing the principles, concepts and methodology necessary for an understanding of the inter-relationships of the natural world. It examines important current environmental problems (for example, energy depletion; air and water pollution; loss of biodiversity, over-population; nuclear waste disposal, and global warming); evaluates the risks associated with these and other problems; and examines alternative proposals or efforts to solve or prevent these problems. This is a multidisciplinary course involving science, math, statistics, sociology, politics, and economics.

Prerequisite: Biology

Genetics (271)**Fall Semester; ½ Credit**

An intensive introduction to the study of inheritance, this course includes the study of Mendelian genetics, the molecular basis of inheritance, and the genetics of development, behavior, and cancer. Students have to complete a research project.

Prerequisite: Biology and Chemistry

Human Ecology (240)**One Semester(Fall or Spring); ½ Credit**

This course is designed to help students develop healthy habits and positive behavior patterns .Students are provided with the knowledge of skills that lead to responsible decision making for a safe and healthy lifestyle. Topic covered includes what is health, nutrition, fitness, substance abuse, human sexuality, mental health and stress management.

Prerequisite: Biology

Introductory Biotechnology (210)**Spring Semester; ½ credit**

Introductory Biotechnology covers a historic overview of biotechnology; cell structure and function; DNA basics involving structure, replication, properties, and function; gene expression and genetic diseases; basic biotechnology lab skills; environmental biotechnology; forensics and biotechnology; agricultural biotechnology and genetically altered foods; the Human Genome Project; and careers in biotechnology. Biotechnology examines the underlying current social and ethical controversies and these are examined in the course. The course illustrates the integration of basic scientific research with applied biology.

Prerequisite: Biology and Department Recommendation

Marine Biology (259)**Full Year; 1 Credit**

This course offers an intensive introduction to the major marine environments, the principle species (by taxonomic grouping and by ecological relationships), and the interaction between organisms and their biotic and a biotic environments. Student-maintained aquaria, laboratory experiments, and field trips supplement class studies. Students can expect required summer reading and a research project.

Prerequisite: Biology and Chemistry

Organic Chemistry – A Short Course (211)**Fall Semester; ½ Credit**

This course is a brief introduction to modern organic chemistry, the study of carbon based molecules, and their structure and function. It provides a basic knowledge of carbon based chemistry to students whose main interest requires some knowledge of organic chemistry, such as agriculture, biology, human or veterinary medicine, pharmacy, nursing, medical technology, health sciences, engineering, nutrition, and forestry. The course relates the practical applications of organic chemistry to everyday life and the biological processes.

Prerequisite: Biology and Chemistry and permission of instructor.

SOCIAL STUDIES

“Social studies is the integrated study of the social sciences and humanities to promote civic competence” (National Council of the Social Studies). At The Benjamin School the Social Studies Department provides coordinated and systematic study drawing upon such disciplines as economics, geography, history, philosophy, and, political science.

Through the study of social studies students examine both continuity and change. The social studies curriculum builds on four capacities. First, students learn to amass disciplinary knowledge. Without a sound subject matter foundation, understanding and analysis are impossible. Second, students develop thinking and writing skills enabling them to be successful in both college and in life. Third, students learn respect for the underlying values of a democratic society and for cultural diversity. Fourth, students become active participants in civic life. They are informed about public affairs, they uphold the rule of law, and they participate in government.

Historians attempt to find patterns and to determine meaning through the rigorous study of the past. Virtually all the experiences of mankind fall within the reach of the social studies. Every subject has a history and can be examined through the historical perspective. The study of the social sciences is fun.

Although students must take three years of social studies for graduation, they are encouraged to take a full four years of study in this discipline. Most students take World History in grade 9, Introduction to Economics and Government in the 10th grade, and American History in the 11th grade, leaving the senior year open for electives. Students who are particularly interested in the social studies may take more than one class per year.

World History (313)

Full Year; 1 Credit

World History surveys the development of Western Europe from the Renaissance to the twentieth century. The course helps students understand the origins of western government, philosophy, economics and social issues. It includes units of study such as absolutism, revolution, industrialism, imperialism and world war. In addition, the course briefly examines the growth of civilizations in Middle East. It gives considerable attention to the teaching of study skills and the effective usage of the laptop computer. Students complete a research paper.

Prerequisite: None

Introduction to Economics (326)

One Semester (Fall and Spring); ½ Credit

This course is a basic introduction to economic thinking. Some concepts investigated include supply and demand, economic systems, the role of business and the labor force, monetary fiscal policy, and institutions that help to develop and mold our modern economy. The curriculum also emphasizes current events, economic history, and the role of globalization. The teachers pay particular attention to the development of writing, research, analysis, discussion and debate skills.

Prerequisite: None

Introduction to Government (325)

One Semester (Fall and Spring); ½ Credit

This course is an introduction to the basic principles and institutions of our government. The class investigates theories of government, individual rights, elections, Congress, the presidency, and the court system. The students discuss, analyze, and debate current events and contemporary issues. Skills emphasized include writing, research, debate, discussion and group work. The teachers encourage their students to be engaged citizens and to take an active part in our democracy.

Prerequisite: None

United States History (323)

Full Year; 1 Credit

This course surveys United States history from the colonial period through 1945 with connections to the present using a chronological/thematic approach. It provides students the opportunity to acquire a deep understanding of how difficult it is to preserve civilization and to improve society. Relevant themes include: the evolution of American democracy, ideas, institutions and practices; economic and social changes and the relation to culture, politics and ideas; the changing role of the United States in the world; and “E Pluribus Unum,” our diversity and oneness as a people. Most Benjamin students select this course in the eleventh grade.

Prerequisite: None

African/Asian Studies (368)**One Semester (Spring); ½ Credit**

African/Asian Studies is a one-semester elective that focuses on the history, geography, politics and culture of Africa and of Asia. Students discuss contemporary issues and analyze primary source material. The course focuses on some of the following areas: Middle East, China, Japan, Vietnam, Kenya, Nigeria, Mali, and South Africa. This course is highly recommended to students who plan to major in history in college.

A History of Florida and the Caribbean Islands (365)**One Semester (Fall and Spring); ½ Credit**

A History of Florida and the Caribbean Islands is a one-semester course designed to help students gain an understanding of the roots, the development, and the nature of Floridian and Caribbean civilization. Students study the political, economic, and social issues of the region. The gathering and analysis of evidence culminates in a required research project. Required field trips to locations in Florida take place outside the normal school day on afternoons and weekends. An optional on-site visit in the Caribbean may be offered.

Prerequisite: None

Classical Civilizations (316)**One Semester (Fall); ½ Credit**

This one-semester course examines the roots of Western civilization. Students describe and compare the political, cultural, military, and economic contributions of the ancient Greeks and the ancient Romans. Students keep an organized notebook, write a research paper, and respond to both short answer and essay questions.

Prerequisite: None

Comparative Religion (363)**One Semester (Spring); ½ Credit**

This course examines the main religions of Christianity, Protestantism and Catholicism, Judaism, Islam, Hinduism, Taoism, Confucianism, Buddhism and Shintoism. Students examine secondary and primary sources to understand and compare basic religious tenets including the notion of higher power, sacred texts, moral codes, afterlife and prescribed behavior. The class takes trips to religious centers and listens to speakers from the various religions. Students look at religious beliefs with objectivity and balance. The course is open to all students after their freshman year.

Prerequisite: None

Current Events (358)**One Semester (Fall and Spring); ½ Credit**

Current Events introduces the student to the major issues in American society. Students study society, one's role in it, issues and problems, possible social change, and current social movements. It includes a study of basic institutions including the family, community, political, and social organization. This is a senior elective requiring position papers, debates and strong class participation.

Prerequisite: U.S. History

Introduction to Psychology (350)**One Semester (Fall and Spring); ½ Credit**

This one-semester course in psychology focuses on the study of human behavior. Topics of study include sensation and perception; the brain, memory and learning; emotion and motivation; abnormal behavior; and personality theory. The course pays considerable attention the methodology of psychology including case study, survey, and observation. In addition, the course examines careers in psychology. The course is open to all students after their freshman year.

Economic Issues (353)**One Semester (Spring); ½ Credit**

This course is designed to give students a general overview of the business world. The course consists of introductions to finance, marketing, strategy, management, and operations. Students learn to identify and correctly use a variety of terms and concepts associated with the American business scene. They have an opportunity to develop a business vocabulary and gain practice understanding business periodicals. They also learn to identify potential areas of study for college.

The Holocaust and Beyond: "Tolerance, Respect, Understanding" (366)**One Semester (Fall) ; ½ Credit**

Open to juniors and seniors, this course looks at the origins and dynamics of the Nazi Holocaust from 1933 to 1945 in order to understand how and why such an event took place. The course also explores the implications of this

event in terms of how and why it is important to protect fragile social and political institutions through the active, thoughtful, and responsible participation of its citizens.

The World Since 1945 (321)**Spring Semester; ½ Credit**

This one-semester course surveys the political, social/cultural, technological, and economic changes that occurred in the United States and the world from 1945 through the 1990's. Major themes include post World War II prosperity, the Cold War, the recognition of diversity in American life and the world, popular culture, technology and globalization. The class examines films and documents to chronicle these many changes.

Prerequisite: U.S. History and World History

AP U. S. and Comparative Government and Politics (308)**Full Year; 1 Credit**

This elective is open to juniors, seniors, and select sophomores. AP Government is a two-semester course designed to develop critical thinking skills through the understanding and analysis of democratic principals and political skills. In the first semester, students examine some concepts of comparative government as they appear in such countries as Great Britain, France, China and the former Soviet Union, and a third world nation. The second semester investigates the founding principles of our government, the Constitution, civil liberties, public opinion, elections, political parties, interest groups, the media, and public policy. Students should anticipate college-level readings, essay writing, and discussion. All students must take the AP exam in the spring.

Prerequisites: Permission of the Social Studies Department. Because of the rigorous nature of the course, it is recommended that students have a B+ in previous Social Studies classes, 3.33 GPA, and excellent writing skills.

AP Economics (301)**Full Year; 1 Credit**

This elective is open to juniors, seniors and select sophomores. AP Economics is a two-semester course designed to help students develop critical thinking skills through the understanding, application, and analysis of economic concepts. In the 1st semester, students examine microeconomic concepts such as scarcity, supply & demand, the theory of the firm, and resource markets. The second semester reviews macroeconomic issues such as unemployment, inflation, national income accounting, monetary policy, and fiscal policy. Student assessments include multiple choice tests, free response questions, oral presentations, graphing, notebook, and class participation. All students must take the AP exam in the spring.

Prerequisite: Permission of the Social Studies Department. Because of the rigorous nature of the course, the department recommends that students have a B+ in previous Social Studies classes, 3.33 GPA, and excellent writing skills.

AP European History (305)**Full Year; 1 Credit**

An elective open to juniors, seniors and select sophomores, AP European History is a survey of European history from the Renaissance to the present. In addition to providing a basic narrative of events and movements, AP European history develops an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. The text was written for college students, and the course is structured along the line of a college-level course. Multiple-choice tests, free response essays, document-based essays, oral presentations, notebook, and class participation are the basis of evaluation. All students must take the AP exam in the spring.

Prerequisites: Permission of the Social Studies Department. Because of the rigorous nature of the course, the department recommends that students have a B+ in previous Social Studies classes, 3.33 GPA, and excellent writing skills.

AP U. S. History (303)**Full Year; 1 Credit**

AP US History is a college survey of United States History from exploration through the Reagan administration. With the permission of the instructor, juniors and seniors who wish to earn college credit while in high school may enroll. (In exceptional cases, select sophomores may receive permission to take the course.) Students should expect to spend from five to seven hours per week on preparation for the course. Students should have an interest in history and have the ability to develop independent study habits. The students completes two research papers– one topic selected by the instructor, one selected by the student. The course utilizes many primary sources and also takes into consideration differing views of US History. All students must take the Advance Placement Test in May.

Prerequisites: Permission of the Social Studies Department. Because of the rigorous nature of the course, the department recommends that students have a B+ in previous Social Studies classes, 3.33 GPA, and excellent writing skills.

WORLD LANGUAGES

The study of a world language is no longer simply an academic matter. In the twenty-first century, it is imperative that our students be experienced in other languages and cultures beyond their own. Communication is vital in our global society, whether through technology or through human contact and it is the school's philosophy to introduce a new language to students at the earliest possible age. It is the mission of the Upper School to educate students to their highest capability in their chosen language, enabling them to communicate with native speakers, to read materials written in the language, and to appreciate better the many cultures of people living elsewhere in the world.

Generally speaking, our world language courses are sequential in nature. Once students have established a language path, they follow it to the next course, unless selected for an honors section. The level of achievement attained in the prerequisite course and the teacher's recommendation determines the enrollment in an honors class. Native speakers and students demonstrating a strong ability in their language study advance more quickly through the language curriculum, and the School encourages them to study another world language, graduating with a background in two world languages. Native speakers usually take the AP language course in their junior year followed by the AP Literature course in their senior year.

Students enter The Benjamin Upper School with varying levels of experience in world language study. It is the department's goal to take the students from the level at which they arrive and challenge them to their highest possible level of proficiency. Thus, students enroll in courses in the World Language Department not on the basis of grade level, but on their proficiency in the target language.

To meet the world language graduation requirement, students must take three sequential years of a language in the Upper School regardless of how many years they have had in the Middle School. We also encourage seniors to pursue one of the advanced courses offered to them.

FRENCH COURSES

French I (496)

Full Year, 1 credit

This course is for the high school student who is beginning the study of French for the first time or for one who did not demonstrate strong achievement in a previous beginning level course. Students begin building basic vocabulary related to people, places, and activities that are familiar in their own lives, while also learning basic grammar and simple sentence structure. The class materials encourage aural/oral comprehension and assist students in attaining a beginning level of proficiency in speaking, listening, reading and writing in French. Students must keep a small notebook in which basic grammar concepts are summarized.

Prerequisite: No prior experience or weak achievement in a prior beginning level course

French II (492)

Full Year, 1 credit

This course further develops the second year language student's ability to communicate in the target language and to apply the vocabulary and grammatical concepts learned in the previous level. The primary goals are to strengthen the listening, speaking, reading and writing skills and to provide the students with an opportunity to use those skills on a daily basis, using a variety of basic verb tenses in order to express themselves in class discussions of common topics presented in course materials. Students acquire basic historical, cultural and geographical knowledge of France in the target language and do an extensive study of Paris. Throughout the year students must maintain a notebook which will be continued through level III.

Prerequisite: Grade of C or higher in High School French I or Middle School equivalent

French III (493)**Full Year, 1 credit**

This course further strengthens the developing skills of listening, speaking, reading and writing in French at a fundamental level. Students present dialogues related to topics studied in the text as well as maintain their verb notebook throughout the year. They study certain periods of French history and various châteaux of France, via group and individual research projects about the Loire Valley. Each student must research a château of the region, write about it, and present it to the class in French using multi-media technology and speaking as a guide of that castle would do.

Prerequisite: Grade of C or higher in French II or department recommendation

French III Honors (479)**Full Year, 1 credit**

This course further strengthens fundamentals and increases proficiency in the developing skills of listening, speaking, reading and writing in French. Students give oral presentations and skits related to textbook topics, as well as maintain their verb notebook throughout the year. They study certain periods of French history and various châteaux of France, via group and individual research projects about the Loire Valley. Each student must research a château of the region, write a term paper in French about it, and present it to the class using multi-media technology, speaking from the perspective of someone who once lived in the castle. Supplemental readings serve to enhance vocabulary and offer the honors students an introduction to French literature. Students must be recommended by their previous French teacher in order to take this honors class.

Prerequisite: Grade of B+ or higher in French II and department consent

French IV (494)**Full Year, 1 credit**

This course increases aural-oral proficiency and continues the development of the student's communication skills. The study of advanced grammar concepts and expanded vocabulary enhances reading comprehension and writing skills. Reading selections from French authors gives a deeper insight into French civilization, culture, literature and art. Students study the Impressionist movement in detail and an assigned artist in particular. They research the artist, present an oral project to the class, and submit a written term paper about the artist and all notable works.

Prerequisite: Grade of C or higher in French III or department consent

French IV Honors (478)**Full Year, 1 credit**

This course increases aural-oral proficiency and continues the development of the student's communication skills. The study of advanced grammar concepts and expanded vocabulary enhances reading comprehension and writing skills. Reading selections from French authors give a deeper insight into French civilization, culture, literature and art. Students study the Impressionist movement in detail and an assigned artist in particular. They research the artist, present an oral project to the class, and submit a written term paper about the artist and all notable works. They continue to add to their notebook. Written essays are assigned in order to practice written skills for advanced courses. Students must be recommended by their previous French teacher in order to take this honors class.

Prerequisite: Grade of B+ or higher in French III Honors and department consent

French V (499)**Full Year, 1 credit**

This advanced French course is for the students wanting to strengthen their skills of communication in the French language and apply their abilities in a wide variety of subjects. This course enables students to improve conversational skills through classroom discussions in the target language via oral presentations, debates, dialogues. Classroom and language laboratory activities provide listening comprehension exposure to a variety of native speakers. The course includes a comprehensive study of France: its geography, economy, literature, the most important people and events from the history of France, as well as many aspects of francophone culture.

Prerequisite: Grade of C or higher in the French IV course

French V Honors (495)**Full Year, 1 credit**

This advanced French course is for the students who wish to strengthen their skills of communication in the French language and are ready to apply their abilities in a wide variety of subjects. This pre-AP level course enables students to improve conversational skills through classroom discussions, oral presentations, debates, dialogues, and listening comprehension exercises from a variety of native speakers. Written essays and supplemental readings prepare students for advanced coursework. The course includes a comprehensive study of France: its geography, economy, literature, the most important people and events from French history, as well as many aspects of

francophone culture. It is recommended that French V Honors students take the SAT II exam in French language at the end of the year.

Prerequisite: Grade of B or higher in French IV Honors and department consent

AP French Language (409)

Full Year, 1 credit

This course is an advanced level French program for students who have mastered the fundamentals of the French language and are able to apply their ability in a wide variety of subject areas. French AP Language is comparable to a second-year college course and requires much commitment and effort. The course emphasizes intense assessment of the four communications skills, strengthening and fine-tuning through a variety of grammatical, writing, reading, listening comprehension and conversational activities. Reading selections from famous French and Francophone poetry, novels, and drama give the student deeper insight into Francophone civilizations and the culture of French-speaking people. It is recommended that AP students take the French SAT subject exam during the year if they have not already done so. This course prepares students to take the Advanced Placement Examination in French Language in May, and all students must be recommended by their previous French teacher in order to take it.

Prerequisite: Grade of B or higher in French V Honors and department consent

Conversation and French / Francophone Culture (450)

Full Year; 1 credit

This French course is offered to students who have successfully completed French V and are unable to take the AP French language course, or seniors who have completed level 4. The goal is to provide to the students the opportunity to work on their oral fluency and reading comprehension, and to continue to enrich their knowledge of the French culture and francophone civilization.

This program is less formal than the AP course; the focus will be in the appreciation of the language based on its use in the daily life, rather than the technical aspects and rules of French grammar and syntax required by the AP course. Students will read texts collected from newspapers, magazines, and contemporary literature, according to the themes discussed in class. The course will include the study of French film, music, dance, fashion, etc., and students will converse, write compositions, debate issues and share their opinions on a variety of topics.

Prerequisite: Completion of at least French IV and/or department consent

SPANISH COURSES

Spanish I (466)

Full Year; 1 credit

This course is for the high school student who is beginning the study of Spanish or for one who did not demonstrate strong achievement in a previous beginning level course. Students begin building basic vocabulary related to people, places and activities that are familiar in their own lives, while also learning basic grammar and simple sentence structure. The class materials encourage aural/oral comprehension and assist students in attaining a beginning level of proficiency in speaking, listening, reading and writing in Spanish. Students begin to keep a verb notebook.

Prerequisite: No prior experience or weak achievement in a beginning level course

Spanish II (462)

Full Year; 1 credit

This course further develops the second year language student's abilities to communicate in the target language and to apply the vocabulary and grammatical concepts learned in the previous level. The primary goals are to strengthen the listening, speaking, reading and writing skills and to provide the students with an opportunity to use those skills on a daily basis, using a variety of basic verb tenses in order to express themselves in class discussions of common topics in course materials. Students acquire basic historical, cultural and geographical knowledge of Hispanic countries in the target language. Throughout the year, students maintain a verb notebook which they continue through level III.

Prerequisite: Grade of C or higher in Upper School Spanish 1 or Middle School equivalent

Spanish III (463)

Full Year; 1 credit

This course further strengthens fundamentals and increases proficiency in the developing skills of listening, speaking, reading and writing in Spanish. Students present oral projects in the target language quarterly. Students gain a deeper insight into Hispanic cultures through cultural readings and supplemental materials provided by the teacher.

Prerequisite: Grade of C or higher in Spanish II or department consent

Spanish III Honors (476)**Full Year; 1 credit**

This course further strengthens fundamentals and increases proficiency in the developing skills of listening, speaking, reading and writing in Spanish. Students present dialogues related to textbook topics, and they give oral projects presented in the target language quarterly. Spanish III Honors students begin their study of Spanish literature by reading *Don Quixote* and several short stories taken from Spanish literature. Students keep a journal during the second semester to further enhance writing skills. Students must be recommended by their previous Spanish teacher in order to take this honors course.

Prerequisite: Grade of B+ or higher in Spanish II and department consent

Spanish IV (464)**Full Year; 1 credit**

This course increases aural-oral proficiency and continues the development of the student's communication skills. The study of advanced grammar concepts and expanded vocabulary enhances reading comprehension and writing skills. Students learn about the geography and culture of Spain through an in-depth study that incorporates written and oral projects.

Prerequisite: Grade of C or higher in Spanish III or department consent

Spanish IV Honors (477)**Full Year; 1 credit**

This course increases aural-oral proficiency and continues the development of the student's communication skills. The study of advanced grammar concepts and expanded vocabulary enhances reading comprehension and writing skills. Students learn about the geography and history of Spain through an in-depth study that incorporates written and oral projects. Reading selections from Spanish authors gives the Spanish IV Honors student a deeper insight into Hispanic civilization. Students must be recommended by their previous Spanish teacher in order to take this honors class.

Prerequisite: Grade of B+ or higher in Spanish III Honors or department consent

Spanish V (467)**Full Year; 1 credit**

This advanced Spanish course is for the students who wish to strengthen their language skills but do not wish to pursue the rigorous grammatical studies of the Spanish AP. This course allows the students to increase conversational skills through dialogues and readings on daily living. Spanish V emphasizes intensive oral practice and vocabulary building. The writing of essays, keeping weekly journals, and letter writing enhance the grammar application skills. Reading selections from famous Spanish American works gives the students a deeper insight into Hispanic civilization and the culture of Spanish-speaking people. In addition, students complete an in-depth unit on Latin American Civilization, including the study of geography, history, and culture.

Prerequisite: Grade of C+ in Spanish IV, Spanish IV Honors, or department consent

Spanish V Honors (465)**Full Year; 1 credit**

This advanced Spanish course is for the students who wish to strengthen their communication skills in the Spanish language. This pre-AP level course allows the students to increase conversational skills through dialogues and readings on daily living. The course emphasizes intensive oral practice and vocabulary building. Writing essays, keeping weekly journals and writing letters enhance the advanced composition skills. Reading selections from famous Spanish works gives the students a deeper insight into Hispanic civilization and the culture of Spanish-speaking people. In addition, students complete an in-depth unit on Latin American geography, history, and culture including several oral projects and a year-long written project on various Latin American countries, a different one assigned to each student. It is recommended that Spanish V Honors students take the Spanish SAT subject exam upon completion of the course. Students must be recommended by their previous Spanish teacher in order to take this honors course

Prerequisite: Grade of B+ in Spanish IV or Spanish IV Honors and department consent

Spanish AP Language (406)**Full Year; 1 credit**

This course is an advanced level Spanish program for students who have mastered the fundamentals of the Spanish language and are now ready to apply their ability in a wide variety of subject areas. Spanish AP Language is comparable to a second-year college course and requires much commitment and effort. The course emphasizes the four skills that are strengthened and fine-tuned through a variety of grammatical, writing, reading, listening

comprehension, and conversational activities. Reading selections from famous Spanish and Latin American poetry, novels, and drama gives the students a deeper insight into Hispanic civilization and the culture of Spanish-speaking people. It is recommended that AP students take the Spanish SAT subject exam during the year, if they have not already done so. This course prepares students to take the Advanced Placement Examination in Spanish Language in May. Students must have the recommendation from their previous Spanish teacher in order to take this course.

Prerequisite: Grade of B in Spanish IV Honors, Spanish V Honors and department consent

Spanish AP Literature (407)

Full Year; 1 credit

This course is a challenging, program designed to prepare the advanced Spanish student to understand lectures in Spanish and to participate actively in literary discussions in Spanish; to perform a close reading of modern Hispanic literary texts in all genres; and to analyze the form and content of literary works, both orally and in writing, using appropriate terminology. This program replaces the equivalent of a third-year college "Introduction to Hispanic Literature" course, covering selected works from the literatures of Spain and Spanish America. Upon conclusion of this course, the student should be prepared for the AP Spanish Literature Examination in May.

Prerequisite: Spanish AP Language and permission of the teacher

MANDARIN COURSES

Mandarin Chinese I (401)

Full Year; 1 credit

This course is an introduction to the Mandarin language and to the culture of China. Students learn the basics of reading, writing, listening and speaking Mandarin. In addition they learn about the culture of China and its people, led by their own curiosity. They begin to build a basic vocabulary related to people, places and activities that are familiar in their own lives, while also learning basic grammar and simple sentence structure. They learn that spoken Mandarin language differs from the written characters, and they learn both ways of communicating. Class materials encourage aural/oral comprehension and assist students in attaining a beginning level of proficiency in Mandarin.

Prerequisite: No prior experience

Mandarin Chinese II (402)

Full Year; 1 credit

This course is for the high school student who has begun studying the Mandarin language and Chinese culture and has successfully completed the Mandarin I course. Mandarin II further develops the second year language student's abilities to communicate in the target language and to apply the vocabulary and grammatical concepts learned in the previous level. The primary goals are to strengthen the listening, speaking, reading and writing skills and to provide the students with an opportunity to use those skills on a daily basis, using a variety of basic verb tenses in order to express themselves in basic class discussions of common topics. Students acquire basic historical, cultural and geographical knowledge of China and its many regions

Prerequisite: Grade of C or higher in High School Mandarin Chinese I.

Mandarin Chinese III Honors (403)

Full Year; 1 credit

This is an advanced Mandarin Chinese language course. After review of the structures, vocabulary and characters covered in Level 2, the course continues to develop the students' ability in reading, writing, listening and talking. Mandarin III will expose students to advanced vocabulary, conversations and reading assignments. Short essays, Chinese character writing and class discussions will enhance the students' language skills in order to enable students to be immersed in a native Chinese environment. Students will receive more in-depth knowledge of Chinese culture, history and geography.

Prerequisite: Grade of C or higher in High School Mandarin Chinese II.

FINE ARTS

It is the philosophy of the Fine Arts faculty to develop in our Benjamin students a lasting involvement with and enjoyment of the arts, in the hope that the creativity generated through participation will be integrated into their lives. For the student who wishes to explore or develop his or her talents in the arts, the Benjamin Upper School offers a range of classes and extracurricular activities in drawing, visual design, photography, computer graphics, dance, drama, music (vocal and instrumental) and multimedia. Students have many opportunities to display their work either in school-related functions and concerts, as well as outside opportunities. All courses make use of audio-visual materials, lectures, and demonstrations as an aid to a fuller understanding of techniques and methods.

Students must earn 1 credit in Fine Arts (Performing or Visual) during their 4 years of high school.

VISUAL ARTS

STUDIO ART

2-D Design (665)

One Semester (Fall) 1/2 Credit

This course is an introduction to the elements and principles of design. Students explore a variety of techniques including drawing, painting and mixed media to solve different design challenges. Emphasis is on the proper use of each medium, drawing from observation and the development of sound compositions. Students build on the fundamental building blocks of design to create increasingly sophisticated works of visual art.

3-D Design (666)

One Semester (Spring) 1/2 Credit

In this course, students learn various traditional and contemporary sculpture techniques including clay modeling, mold making, paper mache, and wire sculpture. Throughout the semester, students learn to use a variety of tools to transform their sketches into three-dimensional pieces of art. The course emphasizes technique, craftsmanship, and content. Students develop the skills of critical evaluation through participation in class critiques and discussions in order to assess and improve upon their own progress.

Prerequisite: 2D Art

Advanced Ceramics (668)

One Semester (Spring) 1/2 Credit

This course is intended for students who have excelled in 3-D design and wish to continue to work with clay as a medium for pottery and sculpture. Emphasis is placed on problem solving related to both form and surface treatment. Students focus on design and execution and concentrate more on the development of a specific project or body of work. Demonstrations, discussions and critiques are directly related to the needs of students in the class.

Prerequisite: 3D Design and the instructor's recommendation

Intermediate Studio Art (667)

One Semester or Full Year; 1/2 or 1 credit

This course is geared toward the student who seeks to build upon the foundation of skills learned in 2-D art. Through direct observation students learn to see, interpret, and record using visual assessment. They use a variety of media to explore spatial relationships, proportion, and perspective. Students experiment with effective ways of using graphite, colored pencils, charcoal, and paint. With an emphasis on studio production, this course develops higher-level thinking, an understanding of the frameworks of historical references and an appreciation of aesthetic expression.

Prerequisite: 2D Design, 3-D Design, and the instructor's recommendation

Portfolio (605)

Full Year; 1 Credit

This course engages art students in advanced drawing, painting and sculpture techniques depending on their selected area of concentration. It is geared toward juniors interested in pursuing AP Studio Art in their senior year or students wanting to assemble a cohesive body of serious work. The course emphasizes mastery of specific competencies for the area of concentration. This year-long course is based on the AP Portfolio model designed by The College Board.

The final assessment includes a completed portfolio with 50% of the submission requirements for the AP Portfolio. For more information on the AP Studio Art requirements go to www.apcentral.collegeboard.com.

Prerequisite: 2-D Design and Intermediate Studio Art. Students must also have instructor's recommendation

AP Studio Art (606)

Full Year; 1 Credit

Students may take this course only during their senior year. It is structured for serious art students interested in assembling a cohesive portfolio of work. The course engages students in the creative process of drawing, painting and sculpture techniques depending on their designated area of concentration. Students learn to articulate their personal vision through their artwork, while creating works superior in composition and craftsmanship. Regular critiques and class discussions assist the students in evaluating their artwork at an appropriate level of assessment. All students taking this course must submit their portfolio to the Advanced Placement Examination Board for evaluation. For more information go to www.apcentral.collegeboard.com.

Prerequisite: Portfolio. Students must also have the instructor's recommendation

ART HISTORY

Art History and Appreciation (669)

One Semester (Fall) 1/2Credit

This course is designed to foster an appreciation of visual arts. Using a variety of methods including lectures, readings, oral presentations, hands-on interpretations of artwork and group projects, students explore various artists, techniques and movements through history. The course focuses on prehistoric art, ancient art, art from the Middle Ages, Renaissance art, 17th to 19th century art and early 20th to later 20th century art as well as non-European art.

COMPUTER GRAPHICS

Introduction to Computer Graphics: Using Adobe Illustrator (608)

One Semester (Fall) 1/2Credit

This one-semester course uses the computer as a medium of artistic expression. Using the fundamental components of design theory as a guide, students create engaging graphics in a variety of presentation forms including illustrations, books, posters and portraits. Through the use of varied and engaging exercises, students learn page layout and composition, typesetting, line art illustration, and the use of digital photographs. A strong focus is placed on visual thinking and the clear communication of ideas. Course structure includes constructive critiques and class interaction at multiple levels.

Advanced Computer Graphics (611)

One Semester (Spring) 1/2Credit

In this course students use the computer as a tool of visual communication. Students build on the technical skills and understanding of aesthetics acquired in Computer Graphics and work toward creating increasingly sophisticated designs and illustrations. Using a combination of Adobe Illustrator and Adobe Photoshop, students solve a variety of design challenges that engage the viewer and effectively communicate ideas.

Prerequisites: Introduction to Computer Graphics

Interactive Design (613)

One Semester (Spring) 1/2Credit

This course is an introduction to creating dynamic animations and websites. Students utilize a combination of Adobe Dreamweaver and Flash to create and maintain visually engaging interactive designs. Topics include visual aesthetics, HTML and scripts.

Prerequisites: Computer Graphics or Computer Applications A

PHOTOGRAPHY

Introductory Photography (600)

One Semester (Fall and Spring); ½ Credit

This course offers students an introduction to the fundamentals of traditional black and white photography. Students are introduced to the functions of the 35mm SLR camera and the operations of darkroom equipment. Emphasis in the course is on the creation of strong compositions while fostering a creative approach to fine art photography. Inherent in the creation of sound images are the technical aspects of photography including basic camera operation, darkroom printing techniques and the aesthetics of composition.

Intermediate Photography (604)**One Semester (Fall and Spring); ½ Credit**

Through the course of Intermediate Photography, students begin to refine their personal vision as they use the camera as a tool of artistic expression. Students learn increasingly complex printing and camera techniques including alternative processes and varying approaches to image presentation. Students also explore digital photography, studio photography and the concepts of photojournalism.

Prerequisite: Introductory Photography

Advanced Photography (607)**One Semester (Fall and Spring) 1/2 Credit**

The focus of this class shifts from technique and skill development to presentation in shows, contests and a professional portfolio. Students complete their individual portfolio while developing their artistic skills and abilities. This course continues to instruct students in black and white darkroom photography adding special effects and advanced skills. Students also learn Adobe Photoshop and the wide range of possibilities the computer offers their artistic style. They are expected to demonstrate their understanding of a wide range of photographic and presentation skills.

Prerequisite: Intermediate Photography

Photojournalism (614)**One Semester (Fall) ½ Credit**

This course is geared to those students interested in pursuing either the yearbook or newspaper course. Students learn appropriate composition, storytelling, imaging editing and image requirements for print publication. Coursework includes actual shooting assignments for use in both publications with respective deadlines.

Prerequisites: none

PERFORMING ARTS

MULTIMEDIA

Video Production I (627)**One Semester (Fall and Spring); ½ Credit**

The purpose of this course is to provide opportunities to learn elements of video production and visual literacy and to develop skills in all aspects of video production from story boarding to digital video editing to an introduction to broadcasting. The format used is all digital (mini DV camcorders) and Apple G5 computers with iMovie and Final Cut Express software. The course emphasizes the ethical use of support media in production and broadcasting.

Prerequisite: None

Video Broadcast Journalism (625)**One Semester (Fall and Spring); ½ Credit**

The purpose of this course is to provide opportunities to use elements of video production and visual literacy and skills acquired in Video Production I to produce regularly broadcast news reports, public service announcements, documentaries, interviews and short movies. The format used is all digital (mini DV camcorders) and Apple G5 computers with iMovie and Final Cut Express software. The course emphasizes the ethical use of support media in production and broadcasting. Students make take this course for credit for more than one year.

Prerequisite: Video Production I and Approval of the instructor

MUSIC

Concert Band (649)**Full Year; 1 Credit**

This year-long course allows students the opportunity to strengthen the skills developed in Lower and Middle School Band. The course reinforces fundamentals in music as more difficult orchestration is presented. Students may enroll at the beginning of the second semester with the instructor's approval. Students make take this course for credit for more than one year.

Prerequisite: Prior experience on an instrument or teacher approval.

Chorus (651)**Full Year; 1 Credit**

This year-long course teaches the fundamentals of choral singing. Special emphasis is put upon developing aural skills, proper breathing technique, sight-singing and the enjoyment of singing. Students may add at the beginning of the second semester with the instructor's approval. Students make take this course for credit for more than one year.

Prerequisite: None

Music Theory I (657)**One Semester (Spring); ½ Credit**

This course covers fundamentals in music theory. Students study written theory, including form and analysis, harmonic progression and part-writing, and ear-training (rhythmic, melodic, and harmonic dictation).

Prerequisite: Basic understanding of written and aural theory and teacher approval.

AP Music Theory (672)**One Semester (Spring); ½ Credit**

AP Music Theory is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a printed score. The class combines studies in aural skills, sight-singing skills, basic keyboard skills, written and compositional skills, and analytical skills. Music theory begins with the acquiring of speed and fluency in the rudimentary terminology of music. The course then begins to use these fundamental skills in the higher level processes of melodic and harmonic dictation, composition of bass lines for a given melody, implying appropriate harmony, realizing figured bass, realizing Roman numeral progressions, analysis of repertoire, and sight singing. AP Music Theory culminates in the aural and visual identification of procedures in common-practice tonality.

Prerequisite: Music Theory I

Music for the Listener (671)**One Semester (Spring or Fall); 1/2 credit****(A History and Appreciation of Music in Western European Culture)**

This course is primarily an academic survey of the collection of musical works commonly referred to as "classical" music. The course begins with an exploration of the act of listening, the roles of music in modern society, and an introduction to some basic musical elements needed as a foundation for the class. Because the principle focus is on the act of listening and a more "consumer" approach to music, it is not necessary to be able to read music or have any formal musical experience (Though previous knowledge will only enhance the understanding of some things).

After the first introductory unit, the bulk of the class is devoted to the evolution of musical styles and forms. The course begins with music of Western Europe during the Middle Ages and concludes with music of Europe and the United States from the late 20th Century, including Jazz. The primary goal for this part of the course is exposure to representative musical works, the composers who created them, and the historical and cultural context of the music.

Piano I / II (658/648)**One Semester (Fall and Spring); ½ Credit**

This course allows students to learn basic piano and music theory skills. Performance skills, music theory, piano technique and musicianship skills are covered in this course. More advanced students are able to further their piano skills and theory knowledge. Students make take Piano II for credit for more than one year.

Jazz Ensemble (653)**One Semester (Fall or Spring) or Full Year; ½ or 1 Credit**

This course focuses on the preparation and performance of literature for jazz ensemble. Students study jazz literature, jazz chords/harmonies, improvisation techniques and music theory as it applies to jazz. This is a performance based course.

Prerequisite: Junior or Senior, audition/permission of instructor and must be concurrently taking concert band.

DANCE**Dance Technique (699)****One Semester (Fall); ½ Credit**

This semester course introduces students to the areas of ballet, jazz and tap dance. Students learn history, theory and dance vocabulary. Participation is the key to learning dance. Students make take this course for credit for more than one year.

Prerequisite: None

Modern Dance and Composition (698)**One Semester (Spring); ½ Credit**

This semester course introduces students to an art form which uses the human body and its movement as the art medium. Students study choreography and dance composition as well as dance history, theory and vocabulary. Students make take this course for credit for more than one year.

Prerequisite: None

DRAMA**Drama (678)****One Semester (Fall); ½ Credit**

This semester course introduces the various artistic disciplines that create a piece of theatre such as acting, directing, set design, lighting, sound design, costuming, make-up, set construction and theatre history.

Prerequisite: None

Acting (675)**One Semester (Spring); ½ Credit**

This one-semester course offers a student at any level of experience the opportunity to learn the fundamental skills of acting and apply them to the creation of monologues and scenes. Areas of emphasis include oral interpretation, use of gestures and body language, and the use of space. In addition, students receive training and practice on the craft of character creation through analysis of given circumstances and objectives. At the conclusion of the course, the student have a portfolio of at least two contrasting monologues that may be used for school, community theatre, or college program auditions.

Prerequisite: None

Playwriting (680)**One Semester (Fall); ½ Credit**

This elective introduces the student to the craft of playwriting, allowing students an opportunity to engage their creativity while working within assigned structure. This beginning level course focuses on developing the writer's ability to do three things: to construct a clear and logical plot, to create interesting and believable characters, as well as to write natural and engaging dialogue. The course is primarily a writing workshop, with students being given the opportunity to share their work with classmates in order to give and receive constructive criticism. Students also read and model the work of established playwrights. At the end of the course, the student will have a portfolio containing at least one full length play, several one act plays, and monologues, which may be submitted to local, regional, and national competitions and may also be produced as part of a TBS Drama Club event.

Prerequisite: None

Musical Theatre (674)**One Semester (Spring); ½ Credit**

This semester course provides students with an introduction to Musical Theatre and develops the skills necessary to meet the demands of this art form. Students study dance, drama, and voice and have a variety of performance opportunities to showcase their work.

Prerequisite: Chorus and teacher approval

INDEPENDENT STUDY

Independent Study (700)**One Semester (Spring); ½ Credit**

This course is an opportunity for a limited number of highly motivated seniors in their second semester to pursue a research project or creative endeavor in which they have a strong interest. Participants have a faculty mentor who oversees the work. The course is graded on a pass/fail basis based on the evaluation of the student product by a faculty jury. Students interested in this option should see Mr. Didsbury or Dr. Taylor for details.

Prerequisites: Agreement by a faculty member to be a mentor and project design approval by the faculty mentor, the Upper School Department Heads Committee, and the Head of the Upper School.

PHYSICAL EDUCATION

Physical Education (762)**Full Year; 1 Credit**

The Physical Education and Wellness program is designed to provide a solid foundation for a healthy lifestyle while understanding the importance of physical fitness. The program teaches the fundamentals of physical activity, diet and nutrition, growth and development, and personal safety. The students also engage in various activities to promote a healthy lifestyle which can be carried on throughout a lifetime. All activities help develop students physically, socially, and mentally while stressing positive attitudes and sportsmanship.

SAT PREPARATION

SAT Prep (070)**Each Quarter; ¼ Credit**

Research has shown that the best way to improve college entrance exam scores is by practicing the test. Therefore, SAT test practice is the focus of this course. In addition to this practice, students learn general test taking strategies and specific strategies for the math, reading, and writing sections of the test. The course offers a minimal review of material covered by the test with an emphasis on vocabulary development.

ACT PREPARATION

ACT Prep (071)**Each Quarter; ¼ Credit**

Research has shown that the best way to improve college entrance exam scores is by practicing the test. Therefore, ACT test practice is the focus of this course. In addition to this practice, students learn general test taking strategies and specific strategies for each section of the test.