

PINGREE SCHOOL



COURSE DESCRIPTIONS

2010-2011

GRADUATION REQUIREMENTS

Successful completion of 42 semester courses, to include:

ENGLISH: one for each semester enrolled (through Level IV).

MATHEMATICS: 6 semesters.

FOREIGN LANGUAGES: 6 semesters.

HISTORY: 6 semesters, to include Themes and Issues in World History, Modern European History, US History.

SCIENCE: 6 semesters, to include Biology.

CREATIVE ARTS: 2 semesters or approved equivalent.

COMMUNITY SERVICE: 50 hours minimum, 30 hours for transferring juniors, 20 hours for transferring seniors.

Students must take a minimum of 5½ credits each semester for 11 credits each year. Students may not take more than 6½ credits in a semester without special permission from the Curriculum Committee. Students wishing to take 7 semester courses must submit a petition with their course sign-up request. No student may take more than 7 courses in a semester.

Twelfth graders, in order to receive their diplomas/certificates, must pass all year-long courses and pass all courses during the second semester.

A student cannot be promoted with more than one failure in a course on his/her record.

Students taking AP and some honors courses are advised to pay close attention to course descriptions as extra class meetings may be required for AP and honors courses. The frequency of these extra classes will be decided by the particular department and may be added to in the case of excessive cancellations due to inclement weather.

All courses are year-long unless otherwise indicated. The school reserves the right to cancel a class for which there is insufficient enrollment.

Pingree is proud of the quality of its faculty. Our teachers are hardworking, highly qualified in their disciplines, and committed to their students. Because of our confidence in the ability and professionalism of every one of our faculty, we ask you to trust our judgment by not requesting specific teachers.

ENGLISH

English classes begin with the premise that listening, thinking, speaking, reading, and writing skills are best developed through working with specific material of significant literary value. At all levels of the program, therefore, literature, language, and expression are taught in combination. All courses are designed to foster a close working relationship between teachers and student, and we try to expose students to the teaching styles of different members of the department during their four years here. We work towards the independence of our students, trying to build confidence, to encourage flexibility as well as respect for structure, to foster curiosity, willingness to take risks and awareness and appreciation of diverse cultures. (These courses are subject to change.)

111 DEFINITIONS and DISCOVERIES

Required of all Freshmen.

The ninth grade English course begins with a unit focused on the writing process: word choice, use of phrases and clauses, sentence construction, paragraph and essay development. The course also presents a variety of texts from different genres and time periods: *The Odyssey* by Homer, *Lord of the Flies* by William Golding, a play by Shakespeare, Sophocles' *Antigone*, and *Raisin in the Sun* by Lorraine Hansberry. Throughout the year writing, both analytical and creative, is based on the reading. The course also includes a comprehensive review of grammar and usage and regular vocabulary study.

112 HISTORY OF LITERARY FORMS

Required of all Sophomores.

A study of the development of different genres -- short story, novel, poetry and drama. Reading list includes *Beowulf*, selections from *The Canterbury Tales*, *Jane Eyre*, 1984, *Oedipus Rex*, *Macbeth*, *Master Harold and the Boys*, 19th and 20th century short stories and poetry. There are frequent writing assignments based on the reading, both analytical and creative, and an emphasis on learning vocabulary from the reading and a variety of the literary terms used in discussing the literature.

113 AMERICAN LITERATURE

Required of all Juniors.

A study of the formation of American character and culture. The course examines works of American writers from the eighteenth century to the present, exploring conflicts between indigenous and imperialist cultures, between natural harmony and industrial expansion, between the individual and society in terms of race, gender and economic issues. We will also study literary and artistic movements such as classicism, romanticism, and naturalism. The text for the course is *The Norton Anthology of*

American Literature. This course also includes intensive work on vocabulary and writing, in conjunction with the literature, both personal and analytical, from short paragraphs and timed essays in class to short and long polished pieces written at home.

123 JUNIOR HONORS ENGLISH (HONORS AMERICAN LITERATURE)

Basically the same course as the standard American Literature, this course will ask students to probe more deeply into the reading and write more fully. There will be some additional readings and more challenging writing assignments. Class discussions will demand a thorough knowledge of the assigned reading, asking students to analyze in depth, make new connections and pose thoughtful questions.

Sophomores who have completed the year with an A- or better in English may apply to take Honors American Literature. Included in the application process are the following: a teacher recommendation, one writing sample from the current year, and an in-class writing assessment to be given in the early spring.

198 CREATIVE WRITING INDEPENDENT STUDY (H block)

A half-credit course open to juniors and seniors. Enrollment is limited. Permission of the instructor and writing sample required. This course cannot fulfill the regular English course requirement but must be an additional elective. Either semester.

SENIOR SEMINARS

Senior Seminars are designed to serve as a transition from high school to college level English. Typically the seminars are thematic or focus on the literature of a particular area, author, or time period. Students read a variety of works; there are frequent papers, and most seminars conclude with a final test or a term paper. Since enrollment in each seminar is limited, students are asked to abide by class lists once these are released. *Seminars offered for first semester include the following:*

151 SHADOW OR SUBSTANCE: AN INTRODUCTION TO PHILOSOPHY

This course encourages questions and reflections about the nature and purpose of our lives. We will trace the development of important 20th century ideas from their early sources through Western culture and consider, by comparison, some areas of Eastern thought. Philosophy from Plato to Kierkegaard, Nietzsche, Heidegger and Sartre; literature including Blake, Wordsworth and Coleridge, Dostoevsky (*Notes from Underground*), Tolstoy (*The Death of Ivan Ilych*), Conrad (*Heart of Darkness*), Achebe (*Things Fall Apart*), Camus (*The Plague*), Solzhenitsyn (*One Day in the Life of Ivan Denisovitch*) and Frankl (*Man's Search for Meaning*). Text: *William Barrett's Irrational Man.* (Steinert)

159 AN ISLAND AS A WORLD: CARIBBEAN LITERATURE

What is Caribbean Literature? What are the literary responses of a plural culture bound by colonization, revolution, genocide, and slavery? What are some of the common themes and distinctive responses to a place where there is no pre-colonial culture to seek refuge? What happens to the Islander at home and abroad? Within the Caribbean thrives a diverse and hybrid culture fostered by the colonial powers of England, France, and

Spain. It is a literature rich in concepts of liberty, selfhood, humanism, equality, and nationalism that also speak to its indigenous cultures. Books include Edwidge Danticat's *The Farming of Bones*, Jamaica Kincaid's *Lucy*, Junot Diaz's *The Brief Wondrous Life of Oscar Wao*, Opal Adisa's *It Begins With Tears*, and Derek Walcott's epic poem *Omeros*. (Kloman)

177 CREATIVE NONFICTION

The field of Creative Nonfiction is exploding in popularity. We'll explore how writers are moving beyond journalistic approaches to profile, dramatize, and explain real-life subjects and situations. Books will include Sebastian Junger's *The Perfect Storm*, Michael Ondaatje's *Running in the Family*, David Eggers' *A Heartbreaking Work of Staggering Genius*, and Robert Sam Anson's *Best Intentions*. We'll also read selections from David Foster Wallace, David Sedaris, Diane Ackerman, Tracy Kidder, Maya Angelou, John McPhee, Joan Didion, Tom Wolfe, E.B. White, Maxine Hong Kingston, James Baldwin, Tobias Wolff, Annie Dillard, John Edgar Wideman, and Hunter S. Thompson. (Gracey)

178 HOME SCHOOLING

The New England school experience is unique in its breadth of style, tradition, culture, and innovation. Often the literary subject or backdrop for a work of growth and development, the regional experience in schools (both public and private) is ripe material for examination as authors have depicted themselves or their characters wrestling with issues of class, religion, gender, history, and expectations in the midst of their own personal maturation. This course will look at some varying authors, explorations of learning, education, adolescence, and maturity, in fiction or memoir, in the New England region. Possible readings: *The World According to Garp* by John Irving, *Black Ice* by Lorene Carey, *In Revere In those Days* by Roland Merullo, *Old School* by Tobias Wolf, *Northern Borders* by Howard Frank Mosher, and *All Souls: A Family History from Southie* by Michael Patrick MacDonald. (MacLaughlin)

164 FANTASY AND THE REAL WORLD

Who doesn't like a good escape from reality sometimes? Writers and readers alike use words to transform their worlds; similarly, writers use words to understand the world around them. Whether you doodle, keep a journal, blog, or Tweet, you are exploring your ideas for an audience—an audience that could just be you, a small group, or a potential populace of millions. In this class we will read non-fiction (diaries, letters, even bumper stickers; personal essays, and persuasive essays) and fiction (short stories) to explore how writers and readers find and assert their own voice. (Grenier)

163 REBEL WRITERS

A study of literary works written to encourage change within a society. The course will focus on works by Martin Luther, WEB Dubois, the biblical epistles, David Walker, Nikki Giovanni, Machiavelli and more. Students will explore how to write a persuasive essay on controversial topics. Students will also have an opportunity to work on public speaking skills. Possible books may include: Dubois, *The Souls of Black Folks*;

Washington, *Up From Slavery*; Walker, David Walker's *Appeal*; M.L. King, "I have a Dream Speech"; Biblical Texts - Jude, Gospels; Luther, 95 Thesis; Sojourner Truth, *Aint I A Woman*; Jefferson, "The Declaration of Independence"; Machiavelli, *Excerpts from The Prince*; Giovanni Poetry Selections; Stokely Carmichael - Speech on Integration; Chief Joseph of Nezperce Speech 1877; Eleanor Roosevelt's writings- News Paper articles on Women's rights, civil rights. (Gary)

620 PLAYWRITING and DRAMATIC LITERATURE

* May be taken for English credit by seniors.

What is a play and how has the practice of playwriting evolved over the years? This course will introduce students to the basic principles and structures of dramatic writing through readings, discussion, and exercises, as well as a brief survey of global dramatic literature from the Greeks to the present. Students will work independently and collaboratively to create a variety of monologues, sketches, and scenes in a wide range of styles. Students can expect a moderate amount of writing outside of class time. No prerequisite. First semester.

LANGUAGES

The Language Department believes that learning another language better prepares our students for the multilingual and multicultural world of today. Being able to communicate in more than one tongue enriches our understanding of other cultures and also broadens our view of the diversity within our own culture. In Chinese, French, and Spanish courses, the language of the classroom is the target language. The goal of the department is for students to be conversant in another language, or in the case of Latin, to have a reading knowledge of the language and an awareness of the classical past.

Students are required to fulfill three consecutive levels of Chinese, French, Latin, or Spanish. A fourth and fifth year for Advanced Placement is also offered for qualified students in French, Latin, and Spanish. In addition, a Literature and Civilization course is offered in French and Spanish. Our program is proficiency-oriented, and starting with the first year, the department stresses listening, speaking, reading, and writing in Chinese, French and Spanish, and reading comprehension in Latin. **Extensive use is made of our language and computer labs.**

Language Department Requirements

In order to stay in advanced/honors courses, a student must have at least an 87% average. Students in regular language classes levels 1-3 who have an average of 93% or higher, will be given the choice of moving up to advanced/honors courses. Those students who do not meet these standards may choose to follow a prescribed course of work during the summer and take an assessment at the end of August. Given successful completion of the work and the assessment, they may then receive permission from the department to move into the advanced/honors level.

Note: Students who have been recommended by the department to bypass a level, who have requested to bypass a level, or who wish to move up to the AP level after achieving an average

of 93% or better at the 4R level, will be required to follow a prescribed course of extra work during the summer as well as take an assessment at the end of August. Given successful completion of this work and the assessment, they may then receive permission from the department to move into the higher levels.

FRENCH

211 FRENCH I

This first level course is designed for those students who are either starting the language or who have some background but need greater reinforcement of basic skills. Emphasis from the start is on all four language skills: listening, speaking, reading and writing. Students will also explore the cultures of France and other French-speaking countries. The program includes short reading selections and specific cassette programs for listening and for pronunciation practice. Audio materials, communicative activities, and videos are used to reinforce concepts. Primary Text: *Dis- Moi* (Prentice Hall)

212 FRENCH II

In this second level course, students continue to strengthen all four language skills. Emphasis is placed on further developing speaking and listening skills. Students begin writing short paragraphs while sharpening control of essential grammar. Further study of French and Francophone culture is included. Audio materials, communicative activities, videos, and episodes from “Clémentine” are used to enhance the classroom experience and increase cultural awareness. A reader and various reading selections are used as reading reinforcement. Primary Text: *Viens Voir!* (Prentice Hall)

213 FRENCH III

This third level course continues to develop the student's knowledge of the language and culture of Francophone people. Speaking, listening, reading, and writing are all emphasized in this program. More complex grammar is presented at this level, and vocabulary is greatly expanded through the readings and discussions based on themes in each chapter. Audio materials and the video series “Clémentine” are used to promote aural/oral skills and cultural awareness. Several readers and various selections of poems and short stories are used as reading reinforcement. Primary Text: *C'est Ça* (Prentice Hall)

223 FRENCH III ADVANCED

In this intense third level course, students continue to strengthen proficiency in their language skills and to broaden their knowledge of Francophone cultures. All four language skills are emphasized as students acquire more complex grammar and vocabulary. Audio materials and the video series “French Experience” are used to reinforce concepts, enhance the material, and increase cultural awareness. A collection of short stories is used as reading reinforcement. Primary Text: *C'est Ça* (Prentice Hall)

214 FRENCH IV

This fourth level course includes the study of more complex grammatical structures and the further development of proficiency in all four language skills. Vocabulary is expanded through the reading of short stories and the viewing of video films from the

Francophone world. Throughout the year, students write short essays and do oral presentations on a variety of topics to expand their written and speaking skills. Primary Text: *C'est Ça* (Prentice Hall)

224 FRENCH IV HONORS

This is an intensive fourth level course that includes an in-depth study of more complex grammatical structures and the further development of proficiency in all four language skills. The course is designed to expand students' vocabulary and prepare students for the AP level. In addition, students read a variety of excerpts and short stories and view movies from the Francophone world. Throughout the year, students write essays and do short presentations on a variety of topics to expand their written and speaking skills.

Primary Text: *C'est Ça!* (Prentice Hall)

215 FRENCH LITERATURE and CIVILIZATION ADVANCED

This advanced level course is designed to offer students an opportunity to apply the language skills of speaking, listening, reading, and writing as they explore the history, geography, culture, and literature of the French-speaking world. The course includes excerpts of short stories, plays, and poems by French writers such as Rabelais, Ronsard, La Fontaine, Molière, Maupassant, Saint-Exupéry, and Apollinaire. In this course, students learn to read literature in a historical and cultural context, to discuss characterization, theme, and literary form, and to write essays. Both language labs and audio-visual technology will be used to reinforce the material. Primary Text: *Trésors du Temps* (Glencoe). Prerequisite: French level IV and department recommendation. *Note: This course will be offered depending upon departmental recommendation and sufficient enrollment.*

225 FRENCH AP

This intensive advanced placement course is designed to prepare students to perform at the advanced level of proficiency in the four language skills: listening, speaking, reading and writing. A thorough review of complex grammatical structures is included. Students write longer, more refined essays and do weekly readings selected from literary excerpts and newspaper articles. The language lab is used extensively for repeated practice in speaking and listening. This course prepares students for the French Advanced Placement examination. **Students should expect to attend two classes during an activities period each month.** Prerequisite: French level IV and department recommendation. Primary texts: *Une Fois Pour Toutes* (Prentice Hall), and *AP French: Preparing for the Language Examination* (Longman).

LATIN

231 LATIN I

First level Latin is a course designed to introduce the student to the structure of the language. Vocabulary building and derivative study are key elements, along with emphasis on both English and Latin syntax, word use and spelling. Students also begin to read myths and historical legends and to explore Greek and Roman culture. Computer programs, videos, and various projects supplement this course. Primary text: *First Year Latin* (Jenney)

232 LATIN II

In the second level, students complete their study of Latin grammar, but the principal emphasis of this course is the reading and discussion of writings from a variety of authors: myths from the Greeks and Romans, history from Livy and Caesar, and comedy from Plautus. Computer programs, dramatizations, and individual projects keep the students actively involved in understanding and interpreting these timeless pieces of literature. Primary texts: *First Year Latin* (Jenney) and *Fabulae Graecae* (Lawall)

233 LATIN III (PROSE)

This course has a historical perspective and examines Roman political ideas. Through the writings of Sallust and Livy and the court cases of Cicero, the class will discuss the development of our governmental and judicial systems handed down from the classical period. Medieval stories and legends add variety to the reading and give the students an overview of many centuries of Latin literature. Vocabulary and syntax are reviewed throughout the course. Primary text: *Latin For Americans III* (Ullman, Suskin)

234 LATIN IV HONORS (POETRY)

This course provides an in-depth study of Vergil's *Aeneid* and the Golden Age of Latin literature. Students will not only discuss and analyze poetry from Catullus, Ovid, Horace, and Vergil, but they will also become familiar with epics of various cultures. Beyond translation and interpretation, cassettes, videos, and computer activities are used to enrich the program. Primary text: *Fourth Year Latin* (Jenney)

SPANISH

251 BEGINNING SPANISH

This beginner level course is designed for those students who are either starting the language or who have had little previous language background. Emphasis from the start is on all four language skills - speaking, listening, reading, and writing. A variety of audio materials and the video program "En Vivo" are used to reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Primary Text: *Teacher Created Materials; Paso a Paso Workbook* (Prentice Hall).

261 ACCELERATED SPANISH 1

This accelerated first level course is designed for students who already have a solid language foundation. Emphasis from the start is on all four language skills - speaking, listening, reading, and writing. The study of the Hispanic culture is stressed. Audio materials, CD ROMS, reading selections, and the video programs *En Vivo* and *¿Eres tú, María?* are used to reinforce basic concepts, enhance the classroom experience, and expand cultural awareness. Primary text: *Teacher Created Materials; Paso a Paso Workbook* (Prentice Hall).

252 SPANISH II

In this second level course, students continue to strengthen all four language skills. Emphasis is placed on writing skills and control of essential grammar. Reading, listening and speaking skills are further developed and study of the culture of the Hispanic world

is continued. A variety of audio materials and reading selections along with the video series *La Catrina* are used to reinforce basic concepts, enhance the classroom experience, and expand cultural awareness. Primary text: *Teacher Created Materials; Paso a Paso Workbook* (Prentice Hall).

262 SPANISH II ADVANCED

This accelerated second level course continues to strengthen proficiency in all four language skills. Emphasis is placed on oral practice and grammar competence. Students will write short compositions utilizing thematic vocabulary. Reading and listening skills are further developed. Audio materials, reading selections, and the video series *La Catrina* are used to reinforce material, enhance the classroom experience, and expand cultural awareness. Primary text: *Teacher Created Materials; Paso a Paso Workbook* (Prentice Hall).

253 SPANISH III

This third level course broadens the student's knowledge of the language and culture of the Hispanic people. Communicative and listening activities as well as reading, writing and student presentations are integral parts of this program. Grammar is explored in more detail. Audio materials, short stories, selections from the video series *Realidades*, and the video series *La Catrina* are used to reinforce the material, enhance the classroom experience and increase cultural awareness. Primary text: *Paso a Paso Textbook and Workbook* (Prentice Hall)

263 SPANISH III ADVANCED

This intensive third level course covers the four language skills in depth while broadening the student's knowledge of the culture of the Hispanic people. Communicative and listening activities as well as reading and writing are integral parts of this program. The program includes literary selections and grammar is explored in great detail. Audio materials and the video series *El Ultimo Secreto* are used to reinforce the material, enhance the classroom experience, and increase cultural awareness. Primary text: *Paso a Paso Textbook and Workbook* (Prentice Hall).

254 SPANISH IV

In this fourth level course, students will continue to focus on the four language skills of Speaking, Listening, Reading, and Writing while completing all essential grammar. Episodes 1-25 of the *Destinos* video course is incorporated in the second semester to reinforce the material, increase the vocabulary, enhance listening and speaking skills, and increase cultural awareness. Students will have the opportunity to read historical excerpts and short stories and will write essays based on thematic vocabulary. This course is designed to expand students' knowledge of vocabulary and grammar in preparation for Spanish Literature and Civilization Advanced. Primary text: *Paso a Paso Textbook and Workbook* (Prentice Hall); *Destinos* (McGraw-Hill Inc.), selected historical excerpts, and Spanish and Latin American short stories.

264 SPANISH IV HONORS

In this intensive fourth level course, students will study the more complex grammatical

aspects of the language in depth and will gain advanced proficiency in all four language skills. Episodes 1-25 of the video series *Destinos* is incorporated in the second semester to reinforce the material, increase the vocabulary, enhance listening and speaking skills, and increase cultural awareness. Students will have the opportunity to read historical excerpts and short stories and will write essays based on thematic vocabulary. This course is designed to greatly expand students' knowledge of vocabulary and grammar in preparation for Spanish AP. Primary text: *Paso a Paso Textbook and Workbook* (Prentice Hall)); *Destinos* (McGraw-Hill Inc.), selected historical excerpts, and Spanish and Latin American short stories.

255 SPANISH LITERATURE and CIVILIZATION ADVANCED

In this advanced level course, students will read short stories by Latin American writers García Márquez, Cortázar, Rulfo, Dolón and Pardo Bazán. In addition, this course will include a semester based on the history, geography, culture, and literature of Spain. Students will read historical excerpts and will read poems by García Lorca and Machado. Episodes 26-52 of the video series *Destinos* will be completed to reinforce the material, enhance listening and speaking skills, and continue to increase cultural awareness. Both language labs and audio-visual technology will be used; among others, the Spanish film *Mariposa* will be viewed. Throughout this course, students will be exposed to reading literature in an historical and cultural context; to discussing characterization, theme, and literary form; and to writing essays based on readings. Primary texts: *Album* (D.C.Heath & Co.); *Destinos* (McGraw-Hill Inc.); selected historical excerpts; and selected Spanish and Latin American short stories, prose, poetry, and drama.

265 SPANISH AP

This intensive advanced placement course is designed to prepare students to perform at a very high level of proficiency in the four language skills: speaking, listening, reading, and writing. With refined grammar skills and more sophisticated vocabulary, students write more complex essays. Hispanic culture continues to be highly stressed. Literary focus will be short stories by prominent Spanish and Latin American writers such as Imbert, Dolón, Darío, de Viana, Matute, Quiroga, Jiménez, Rivera-Valdés, Cortázar, and Pardo Bazán. In addition, students will complete the video series “Destinos,” Episodes 26-52, to reinforce the material, enhance listening and speaking skills, and continue to increase cultural awareness. This course prepares students for the Spanish Language Advanced Placement Exam. **Students should expect to attend two classes during an activities period each month.** Prerequisite: Spanish level IV Honors and department recommendation. Primary texts: *AP Spanish, Preparing for the Language Examination* (Longman), *Album* (D.C.Heath & Co.), *Destinos* (McGraw-Hill Inc.).

CHINESE

271 MANDARIN CHINESE 1

This beginner level course is designed for those students who are either starting Chinese or who have had little previous Chinese language background. Emphasis from the start is on all four language skills: speaking, listening, reading, and writing. CD-Roms are used for listening and pronunciation practice. CD's and communicative activities are used to reinforce basic concepts, enhance the classroom experience, and increase cultural

awareness. Students also learn to look up words in their Chinese dictionary for correct usage and to type Chinese characters online. Primary texts: *Chinese Book 1* (Joint Publishing Co., Ltd.), *Chinese Pronunciation* (Live ABC); *Oxford Pocket Dictionary* (Oxford University Press).

272 MANDARIN CHINESE 2

In this second level course, students continue to strengthen all four language skills. Emphasis is placed on writing skills and control of essential grammar. Reading, listening and speaking skills are further developed and deeper study of the culture of the Chinese world is included. CD-Roms are used for listening practice. CD's and communicative activities are used to reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students continue to look up words in their Chinese dictionary for correct usage and to type Chinese characters online. Primary text: *Chinese Books 1 & 2* (Joint Publishing Co., Ltd; *Oxford Pocket Dictionary* (Oxford University Press).

273 MANDARIN CHINESE 3

In this third level course, students will continue to strengthen all four language skills. Heavier emphasis will be placed on writing skills and control of more advanced grammar. Reading, listening and speaking skills will be further developed and study of the culture of the Chinese world will continue to be stressed . CD-Roms will continue to be used for listening practice. CD's and communicative activities will reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students continue to look up words in their Chinese dictionary for correct usage and to type Chinese characters online. Primary text: *Chinese Books 2 & 3* (Joint Publishing Co., Ltd.); *Oxford Pocket Dictionary* (Oxford University Press).

HISTORY

The primary task of Pingree's History Department is to help our students achieve a deeper and clearer understanding of the world in which they live and to equip them with the tools and information which will enable them to become informed and thoughtful citizens of their world. In the three-year requirement, Pingree students pursue a thematic approach to their study of World History, exploring a wide range of political, social, economic, and cultural events, ideas and issues. Although we value chronology and incorporate it carefully into each of our courses, we believe that the interdisciplinary and thematic approach encourages students to think more abstractly and critically about history, to draw connections across a wide continuum of time and place, and to connect the past to the present. We intend that their study of the significant events, ideas, and individuals that constitute the history of our world will provide our students with a solid context for their own development as citizens and as young adults.

We believe that we can best support this development by helping our students acquire and refine the analytical skills they will find necessary to succeed both at Pingree and in the future. We are specifically concerned with teaching our students to think critically and articulate their thoughts clearly. To achieve the former, students are introduced to a wide range of traditional and non-

traditional source materials ranging from textbooks to fiction, film, and art, with a particular focus on primary sources. To achieve the latter, we actively encourage excellent research and writing skills in all of our students. In the course of their three-year requirement, students will write analytical and evaluative essays, as well as creative essays, source analyses and research papers.

Students will also be allowed ample opportunity to merge their developing technological skills with their study of history in the form of webquests, electronic newspapers, short films, web-pages and the like. Lastly, we emphasize the development of excellent research skills across the curriculum, providing students with continuous experience in seeking and identifying a wide range of legitimate and useful sources, and practice in evaluating, analyzing, and synthesizing this source material effectively.

The History requirement is broken down as follows: All ninth graders take THEMES AND ISSUES IN WORLD HISTORY; tenth graders, MODERN EUROPEAN HISTORY; and eleventh graders, U.S. HISTORY. Electives are offered contingent upon sufficient student enrollment and are open to juniors (with departmental permission) and seniors.

History Department Honors Requirements

The History Department offers two Advanced Placement courses: one in AP U.S. History (grade 11) and one in AP Art History (grade 12). Enrollment in these courses is determined by departmental recommendation. Recommendations are based on a series of objective criteria, discussion with department members currently teaching sophomores and juniors, and performance in the student's current history course. Enrollment is limited to students who have proven that they possess the advanced skills and commitment to succeed in an Advanced Placement level course. Juniors recommended for AP U.S. History will be so indicated on the course sign-up materials circulated in the spring of their sophomore year.

310 THEMES & ISSUES IN WORLD HISTORY

Required of all Freshmen.

This course explores significant issues and individuals in world history by examining six distinct historical moments that reflect on a theme fundamental to the history of human civilization. Students circulate through two separate curriculum units, one per semester, each taught by a different teacher. The material in each unit encourages students to examine the designated theme from a different time, place and perspective. It is our hope that by exploring one theme across time and place, students will learn how to draw connections between individuals, ideas and issues, think more conceptually and creatively about history, and thus arrive at a better understanding of their own relationship to the past, present and future. Primary and secondary sources provide the textual basis of the course. This is a skills-oriented course: students learn and refine such skills as critical reading, note-taking, critical and creative writing, primary source analysis, basic research skills, geography and public speaking.

311 MODERN EUROPEAN HISTORY

Required of all Sophomores.

This is a year-long course in which students explore the development of modern

European history and culture from the 16th Century Reformation through the 20th Century. Students will examine the fundamental ideas, events, figures and issues which have helped to define modern Europe. Students will sharpen their critical thinking and writing skills as they consider the significant social, intellectual, political, cultural and economic developments which have taken place in Europe, and evaluate Europe's ever-changing role in the global community. Primary sources are the textual basis of this course, supplemented with secondary sources, maps, artwork, poetry, literature, film and the like. This course engages students in an active learning experience, with a particular focus on developing research and writing skills. Students write document-based, creative and critical essays and refine basic research skills. They will also have regular opportunity to engage in technology-based and creative projects and assignments.

312 UNITED STATES HISTORY

Required of all Juniors.

United States History is a year-long survey of American history in which students examine the political, economic, social, and intellectual forces that have shaped our national character. Though the course takes a chronological approach, special emphasis is devoted to the recurrent themes of the American experience: state and federal development, balancing of powers, national expansion, government's role, and reform. Through regular debates, simulations and discussions, students will refine their critical thinking and speaking skills. Regular creative, analytical and research-based writing assignments will encourage students to continue to deepen their writing skills as well as their ability to process and synthesize information. Primary and secondary sources provide the textual basis for the course, regularly supplemented with a wide range of nontraditional sources such as literature, poetry, art, political cartoons and the like. This course will engage students in an active learning experience with ready opportunity to think more creatively and critically about American history and to incorporate technology thoughtfully and effectively in their learning. Required for graduation.

322 ADVANCED PLACEMENT UNITED STATES HISTORY

Enrollment determined by departmental recommendation.

Similar in scope to the regular sections of United States History, the AP course prepares students for the Advanced Placement test given nationally in May. This course is a largely chronological survey of American history that emphasizes the trends and themes that recur in our nation's history. Work in the AP course includes extensive reading of primary and secondary sources, writing critical and analytical essays and intensive research papers, debating controversial issues in U.S. history, and developing a working fund of historical information. Not only does this course prepare for the AP test, but it strives to develop a student's ability to think and write critically about the issues and events of U. S. history. Enrollment in this advanced honors course is determined by departmental recommendation and is limited to students who have proven that they possess the advanced skills and commitment to succeed in an Advanced Placement level course. Note: This course will require both additional summer reading and additional class meetings throughout the year. Students should plan on committing one scheduled activity period per week for an additional class meeting. Students will also be required to attend review sessions in the second semester in preparation for the AP exam.

HISTORY ELECTIVES

History Electives are open to Seniors and Juniors (with Department permission) and are offered contingent on sufficient enrollment. Please note that some seminars are offered on an annual basis, others are offered every other year, and still others are offered as interdepartmental courses for History or English credit. **Please read the descriptions closely to determine the semester in which each course is offered.** All seminars are one semester courses with the exception of AP and Honors Art History which are year-long honors level courses. Enrollment in both AP and Honors Art History is based on departmental recommendation. Additional electives may be offered in a given semester, and those course descriptions will be included in the course sign-up materials. Seniors interested in pursuing independent study in history may petition the History Department to do so, and all formal requests for such study must be approved by both the History Department and the Curriculum Committee.

313 HONORS ART HISTORY

Enrollment determined by departmental recommendation.

This year-long senior elective explores the history of art from the prehistoric age to the late twentieth century. There is no prerequisite for this course; however, the material is presented with the assumption that students have a working knowledge of European, American and some World history. Although this course focuses mainly on the art of Western Europe, students will explore some art movements in Asia, Africa and the Americas. This is a fast-paced, honors level course which requires that students work both independently and cooperatively to balance a rigorous workload. Although students will attend class with the AP Art History students, they will complete only a percentage of the AP requirements and will find more flexibility, choice and freedom in their assignments. As in the AP course, emphasis will be placed on developing critical writing and thinking skills, and honors students should still expect to complete a significant amount of writing as well as a research paper in the first semester (in place of an exam). Select honors students may be encouraged to take the AP exam in the spring, but will not be required to do so. Enrollment in this course is determined by departmental recommendation. Full Year Course.

323 ADVANCED PLACEMENT ART HISTORY

Enrollment determined by departmental recommendation.

This year-long senior elective is designed to prepare students for the Advanced Placement Examination in Art History. The course explores the history of art from the prehistoric age to the late twentieth century. There is no prerequisite for this course; however, the material is presented with the assumption that students have a working knowledge of European, American, and some World history. Although this course will focus mainly on the art of Western Europe, students will explore some art movements in Asia, Southeast Asia and the Americas. This is a rigorous course which requires that students work both independently and cooperatively to balance a challenging workload. Emphasis will be placed on developing students' critical writing and thinking skills, and students will complete many creative, comparative and analytical essays. Additionally, students will deliver oral presentations, a significant research paper, and technology-based research projects. Enrollment in this advanced honors course is determined by

departmental recommendation and is limited to students who have proven that they possess the advanced skills and commitment to succeed in an AP Art History course. Note: This course will require both additional summer reading and additional class meetings throughout the year. Students should plan on committing one scheduled activity period per week for an additional class meeting. Students will also be required to attend review sessions in the second semester in preparation for the AP exam. Full Year Course.

FIRST SEMESTER ELECTIVES:

333 ADVANCED HISTORY SEMINAR: RACISM

This senior elective is designed to expose the student to the practice of racism, both subtle and extreme. Throughout the course we draw upon a number of resources to develop a clearer understanding of how racism affects our everyday life and how those brave enough have fought against it. Prerequisite: U.S. History. Pre-requisite: US History or permission of the Department Chair and instructor. **First semester.**

337 ADVANCED HISTORY SEMINAR: MIGRATION STUDIES

Migration Studies is a new elective that will explore population movements across a variety of time periods and areas. Core units of study will include the immigration boom to the United States in the late 1800s/early 1900s; contemporary migration to the United States; post-colonial migration to France and Britain; the change from “White Australia” to a more multi-cultural society, and ideological migration: Rastafarianism and Zionism. While this course will address theories of migration, the overall emphasis will be on the impact of migration on the migrants themselves, and the responses from host communities. Themes such as discrimination, racism, asylum, immigration policies, and the politicization of migration will be explored throughout. This class encompasses elements of sociology and social/cultural geography, and thus is a solid introduction to these disciplines for those who may wish to study them in the future. Pre-requisite: US History or permission of the Department Chair and instructor. **First semester.**

355 ADVANCED HISTORY SEMINAR: GENOCIDE

The 20th century witnessed the death of over 170 million civilians as a result of government genocidal policies. This is nearly four times the number of people who died in *all* of the wars during the same century. This course seeks to examine four of these genocides and draw comparisons between each and also to note what makes each of these tragedies strikingly unique. Students will learn about the victims as well as the perpetrators of these events and examine the role of bystanders as well as the international community. The textual basis of the course will be primary sources (letters, diaries, government papers, photographs) as well as secondary (textbooks, films) materials which students will explore in order to broaden the understanding of events and experiences. Pre-requisite: US History or permission of the Department Chair and instructor. **First semester.**

345 ADVANCED HISTORY SEMINAR: VIETNAM AND THE UNITED STATES: HISTORY, LITERATURE AND FILM

This senior seminar will survey the 20th century history of Vietnam with particular focus on the American war in Southeast Asia. Through analysis of the history, literature and film of the French and American wars in Vietnam, we will analyze the causes of US involvement in this region and Vietnam specifically, trace the course of the war focusing on the various strategies used, and evaluate the impact the war had on Vietnam and other Southeast Asian countries. In addition to completing the assigned readings and participating in discussions, debates and simulations, there will be three major course assignments: an oral history of this time period, a book review, and a final research paper. Pre-requisite: US History or permission of the Department Chair and instructor. **First Semester.**

343 ADVANCED HISTORY SEMINAR: GLOBALIZATION

This first semester course will focus on the growing debate regarding Globalization: the increased mobility of goods, labor, technology and capital throughout the world. In the modern era, business increasingly operates without regard for national borders. This course aims to provide the student with a historical perspective on how international and domestic economics have arrived at the stage today where the free market is transforming the once isolated global universe into a symbiotic global village. The first half of this course will emphasize the historical background of globalization, where students will study revolutionary economists such as Adam Smith, Thomas Malthus, David Ricardo and John Keynes. Armed with this historical background students will then apply traditional economic concepts to our modern society in an effort to determine whether globalization is a positive or a negative force in the world today. Current case studies such as China, North Korea, Chile and Argentina will serve to illustrate economic successes and failures. Students will also explore the growing anti-globalization movements in an effort to gain an understanding of the negative impact inherent in globalization. It is the hope that through this course the students will have a greater appreciation and understanding for the complexities of our modern world and the intricacies of a global economy. Prerequisite: US History or permission of the Department Chair and instructor. **First Semester**

SECOND SEMESTER ELECTIVES:

332 ADVANCED HISTORY SEMINAR: 1950s and 1960s

This senior elective explores the social, cultural and political developments of the 1950s and 1960s in America. The first quarter of this course focuses on the “Happy Days” of the 1950s and examines the culture and politics that emerged from the experience of WWII and the period of tremendous economic strength that followed this war. The second quarter of the course evaluates some of the key ideas and events of the 1960s, with particular focus on examining the tensions that emerge from the 1950s and which play out in a divisive and often tragic manner in the 1960s. Students should expect to examine a variety of sources ranging from secondary and primary sources to biography, film, television and literature. Prerequisite: U.S. History. **Second semester.**

350 ADVANCED HISTORY SEMINAR: WORLD ISSUES

This senior elective endeavors to examine some of the central issues troubling today's world. The subject material depends on the events occurring on a daily basis. Emphasis is on matters of foreign policy, world economic issues and domestic political and social issues, both at the state and federal levels. The course takes a geographical and historical look at the issues and work in problem-solving. Each student specializes in a particular area of interest, writes a research paper on the topic and presents the paper to the seminar group. Prerequisite: U.S. History. **Second semester.**

351 ADVANCED HISTORY SEMINAR: ETHICS

This class will explore various ethical questions, examining them through the lens of contemporary issues. Slight emphasis will be placed upon western ethical thinking and the concepts that shape our moral views: right, wrong, good, bad, evil, justice, duty, obligation, desire, etc. We will examine several of the key controversial and/or provocative issues prevalent in today's society, study the history surrounding these issues, explore the many sides of these concerns and then spend time cultivating our response to them. Issues under consideration will include: immigration quotas, euthanasia, stem-cell research, political campaigning, privacy and the internet, the death penalty, outsourcing of jobs and affirmative action. For each issue studied we will invite a faculty member to come in and speak briefly about his or her views. **Second semester.**

356 ADVANCED HISTORY SEMINAR: THE BOTTOM BILLION (Globalization Part II)

The last twenty five years have witnessed significant prosperity in regions once considered some of the poorest on the globe. This transformation out of poverty can be attributed in large part to the benefits of globalization. Yet for all its has delivered, globalization has left a sizable portion of the world's population, relatively speaking, as poor or poorer than ever before. This group, at over a billion strong, meets the World Bank definition of poor by subsisting on less than a dollar a day. This course aims to find out why globalization has failed to lift these groups out of poverty. What keeps countries in a seemingly perpetual cycle of poverty? What has the international community done or failed to do about this crisis and what are the possible consequences of failure or inaction? With the help of recent scholarship and directed discussion, this course hopes to address the plight of the bottom billion and identify possible solutions for the future. **Second semester.**

INTERDEPARTMENTAL

352 PSYCHOLOGY

This senior elective introduces students to the field of psychology. It covers major theories of human nature and human development, as well as a number of particular topics, including the mind, personality, and common mental health concerns. Students read groundbreaking studies that changed how we think about human thought, feeling, and behavior, as well as excerpts from popular psychology books, including Daniel Goleman's books on emotional and social intelligence, Daniel Pink's book *A Whole New Mind: Why Right-Brainers Will Rule the Future*, and Gerd Gigerenzer's book *Gut Feelings: The Intelligence of the Unconscious*. **First semester.**

MATHEMATICS

Mathematics is a primary intellectual discipline and is accepted as a vital part of a liberal arts education. The specific objectives of the Mathematics Department are to provide our students with the opportunity to develop their potential in mathematics to the fullest, to equip our students with technical proficiency in the various mathematical skills that are required for advanced study, to train them in the process of logical reasoning, and to encourage original and independent thought. The importance of mathematics in all aspects of modern society makes it a departmental priority to create a program which attempts to represent the ideas, achievements and works of all peoples and cultures, and makes this discipline an essential part of any secondary curriculum.

The mathematics courses at Pingree stress the importance of traditional skills and encourage their application to contemporary problem-solving situations. We recognize the importance of technology in today's education and have incorporated their use into the curriculum. Computer facilities are available and all students are encouraged to make use of them as their interest, time and course requirements dictate. Graphing calculators are required for all courses, and the department recommends the Texas Instrument TI 83 or 84 Plus calculator.

Honors Level and AP courses are fast paced and require students to be self-motivated, independent thinkers who are willing to apply consistently high effort. Students wishing to take an Honors or AP level course must have maintained an A- average, if their current course *is not* an honors course, or a B+ average, if their current course *is* an honors level course, and be recommended by their current teacher, or have departmental approval.

411 INTEGRATED MATH 1

This course covers the concepts of linear equations and inequalities, binomials, and factoring. Polygons, circles, and the concepts involved in perimeter, area, and volume will be explored, as well as basic trigonometric ratios. Topics from statistics, probability, and discrete mathematics will be covered. Review of basic arithmetic skills continues throughout the year. ***Summer work packets will need to be completed before the start of school.*** Graphing calculators are required.

412 INTEGRATED MATH 2

This course studies quadratic and linear systems, rational equations, and complex numbers. There will also be a thorough study of similar and congruent figures, geometric proofs, coordinate geometry, transformational geometry, and special right triangles. Additional topics from statistics and probability, logical reasoning, and discrete mathematics are included. ***Summer work packets will need to be completed before the start of school.*** Some project work is done each semester. Graphing calculators are required.

414 INTEGRATED MATH 3

This course includes the study of polynomial, exponential, logarithmic, radical, and

parametric functions. Topics in elementary statistics and probability and the continued study of geometric proofs is also included. Graphical transformations, vectors, polar coordinates, and sequences and series will complete the course, which also emphasizes mathematical modeling problems in all areas. Circular trigonometry will be covered as time permits. Some project work is done each semester. Graphing calculators are required.

424 HONORS INTEGRATED MATH 3

This course explores the same topics as Integrated Math 3 in greater detail, stressing the application and synthesis of material. Students will gain a deeper understanding of topics through an intensive investigation into more complex problems. Circular trigonometry will be covered. Graphical interpretation of problems is reinforced through the use of the graphing calculator, which is required. Departmental permission is also required.

416 PRECALCULUS

An introduction to Calculus, including a study of number theory, an emphasis on all trigonometric topics and applications, functions – their graphs and applications (polynomials, exponential, logarithmic, rational, and radical), analytic geometry, polar coordinates, complex numbers, vectors, sequences, series, limits, induction, and probability. An introduction to the derivative and integral will be covered as time permits. Prerequisite: IM3 or permission of the Department. Graphic calculators are required.

426 HONORS PRECALCULUS

This course covers the same topics as PreCalculus only in greater detail, stressing the application and synthesis of material. Students preparing for AP Calculus will gain a deeper understanding of topics through a comprehensive investigation of, and an intense exposure to, a wide range of additional problems. Graphing calculators are required. Departmental permission required.

427 CALCULUS

A course in the study of Calculus of a single variable covering most topics of the AB syllabus. This course is offered when there is sufficient interest for a non-AP course. Departmental permission required.

417 AP CALCULUS AB

A course in Calculus in preparation for the AB Advanced Placement Exam. Graphing calculators are required. *Students will be expected to complete Chapter 1 and associated assignments before the start of school. Students will also be expected to attend two classes per month during an activities period.* Departmental permission required.

418 AP CALCULUS BC

A course in Calculus in preparation for the BC Advanced Placement Exam. Graphing calculators are required. *Students will be expected to complete Chapter 1 and associated assignments before the start of school. Students will also be*

expected to attend two classes per month during an activities period. Departmental permission required.

433 INTRODUCTORY STATISTICS

This course will provide students a foundation that will be useful long after leaving Pingree, whether they go on to study Math, Biology, Economics, Psychology, History, Business, Law or Medicine. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include experimental design, sampling, graphing, summarizing data, and an introduction to probability. The course is open to seniors and can be taken in addition to PreCalculus or Calculus. TI 83 or TI 83+ required. First semester.

443 INFERENCE STATISTICS

This course provides students with a solid foundation of statistics which may be useful in college and graduate school level courses in Psychology, Biology, Economics, Pre-medicine, Pre-law and Business. The course focuses on statistical inference, confidence intervals, and tests of significance. Topics include probability, random variables, probability distributions, hypothesis testing, and treatment testing. The course is open to seniors and can be taken in addition to PreCalculus or Calculus. TI 83 or TI 83+ required. Prerequisite: Introductory Statistics. Second semester.

444 AP STATISTICS

This full-year course is in preparation for the AP Statistics exam. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. First semester topics include interpreting, summarizing, comparing, and exploring distributions of data, and methods of data collection such as surveys, experimental, and observational study. Second semester topics explore statistical inference – confidence intervals, and tests of significance. Course supplements include newspaper and magazine articles. *Students will also be expected to attend two classes per month during an activities period.* The course is open to seniors and can be taken in addition to PreCalculus or Calculus. TI 83 or TI 83+ required.

SCIENCE

The goal of the Department is to introduce students to a body of knowledge in each scientific discipline so that they develop scientific literacy, become responsible citizens, and confront issues in today's society. At the same time, it is hoped that students will become more curious, acquire an interest in science, and improve their independent thinking in problem-solving situations. Only students who have demonstrated excellent ability and interest in science are allowed to take two sciences in any one academic year. In any case permission must be granted by both the head of the science department and the academic dean.

INTRODUCTORY ELECTIVES

511 INTRODUCTORY PHYSICAL SCIENCE

The purpose of this course is to give students a beginning knowledge of physical science and to offer some insight into the means by which scientific knowledge is acquired. The process of scientific problem solving is stressed through extensive hands-on exploration. Students will develop their crucial thinking skills through analysis and discussion of laboratory results as they become familiar with and proficient in basic laboratory measurements, instrumentation and analysis of results. IPS coursework is based upon “discovery learning” methods in small cooperative groups. Preparation of lab reports according to accepted scientific format is stressed throughout the course. For 9th graders.

512 EARTH SCIENCE

In Earth Science students are introduced to the systems and natural phenomena that shape the earth and the manner in which these affect their daily lives. The course is organized by the four main branches of earth science: oceanography, meteorology, geology, and astronomy. Explorations and labs highlight key concepts. Major assessments are given in the form of projects, in-class presentations, lab reports, and tests. Students have the opportunity to choose an earth science topic of interest for in-depth research for a final project. For 9th graders.

BIOLOGY

Biology provides continued instruction in the area of scientific research with emphasis on experimental design, data analysis, and conclusions. The course begins with a unit on recycling and environmental stewardship. Topics include, but are not limited to, biological chemistry, cell structure, ecology, genetics, and evolution. Weekly labs reinforce course concepts, and projects expand areas of student interest.

513 BIOLOGY

Biology course offered to sophomores who have successfully acquired critical lab skills and a solid foundation of knowledge in either Earth Science or IPS. This course focuses on the major unifying themes of biology with emphasis on student-designed, hands-on laboratory investigations to reinforce lecture material and the scientific method. Critical thinking and self-analysis are crucial skills for the course.

521 ACCELERATED BIOLOGY

Biology course offered to ninth grade students who have acquired a solid foundation in science through courses in their former schools and have obtained a high score on the science placement exam for incoming students. Accelerated students must be concurrently enrolled in Integrated Math 2 so that they will have the necessary preparation for chemistry to be taken the following year. Maturity and the ability to learn material through independent work are critical.

523 AP BIOLOGY

This course follows the suggested Advanced Placement Examination Syllabus and prepares students for that exam. It is very intensive in its scope and depth. Throughout the course, the emphasis is on Evolutionary and Molecular Biology. There is a required series of summer assignments. Prerequisites: Grade of B+ or better in Accelerated

Biology and a B+ or better in Accelerated or Honors Chemistry. Students should take physics prior to or concurrent with AP Science courses. Departmental recommendation is also required. **Note: Requires additional class meetings, 1 Thursday Lab Block and 1 Activities Block/month.**

CHEMISTRY

An introductory, laboratory-oriented course that covers fundamental principles of chemistry, including atomic structure, chemical periodicity, chemical bonds, gas laws, concepts of energy, solubilities, acids and bases, oxidation-reduction reactions, and nuclear chemistry. Students will be placed into Chemistry, Accelerated Chemistry or Honors Chemistry by Science Department recommendation and placement test results.

544 CHEMISTRY

College preparatory class using a conceptual approach with scientific information to analyze problems and suggest solutions to situations faced by today's society. It is the goal of the course to present to the student the need and skills to acquire technical knowledge to make intelligent decisions for themselves and for the communities in which they belong.

514 ACCELERATED CHEMISTRY

Traditional approach to chemistry emphasizing the mathematical aspects of solving problems through reading, labs, and computer simulations. Prerequisite: B+ or better in IM2 and Biology, placement test, and departmental approval.

522 HONORS CHEMISTRY

Course taught at an honors pace. Students must have strong math and reading skills to learn independently. Emphasis is placed on lab work and problem solving. Extra projects, field trips and two Saturday labs are required along with **two Activities Blocks per month**. Prerequisites: A in IM2 and Accelerated Biology, placement test and departmental approval. *Note: This course will be offered depending upon departmental recommendation and sufficient enrollment.*

PHYSICS

The physics courses include a common group of recommended core topics, which provide foundation, beginning with the great themes of physics-matter, motion, forces, energy, and the nature and concepts of electricity and magnetism. The courses build on that basic knowledge and perspective together with progressively more sophisticated mathematical techniques and "hands-on applications" depending on the course taken. Placement in some courses may depend on Science Department recommendations and placement tests.

545 PHYSICS

An introductory course in physics designed to give students a comprehensive exposure to physical concepts explaining events that are familiar in the everyday environment. The course emphasizes an understanding of the fundamental concepts, answering the "How do we know?" questions, and developing strong reasoning skills. Students understand the exploratory nature of physics as they participate in hands-on labs and observe

demonstrations. Any mathematics in this course is primarily at the algebra level and serves as a “guide to thinking.”

535 ACCELERATED PHYSICS

Accelerated Physics is a physical science course, which deals with topics in kinematics, dynamics, statics, optics, waves, electricity and energy transformations. Students will be engaged in problem-solving, evaluating data, searching for connections and utilizing math skills learned in prerequisite courses. It is expected that students taking this course will be able to accurately use scientific and technological nomenclature in stating hypotheses, drawing conclusions and evaluating scientific data. The student must have taken IM3 with a B+ or higher grade. Students must also demonstrate an adequate skill score on the physics placement test.

515 HONORS PHYSICS

An introductory course in physics designed to prepare future science and pre-medical students for a first-year college physics course. Topics to include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, rotational kinematics, torque, simple harmonic motion, waves & sound, light, electrostatic forces, electric fields, direct current circuits, electric potential and magnetic fields. The course emphasizes the development of strong problem-solving and reasoning skills. Students gain intuition through hands-on laboratory experiments and computer simulations, as well as in-class and pre-recorded demonstrations. Prerequisites: IM3, B+ or better in Accelerated or Honors Chemistry, adequate skill level score on the physics placement test, and Science Department recommendation.

Note: Requires 2 Activities Blocks/month as additional class meetings.

525 AP PHYSICS B

Advanced Placement Physics B is a non calculus based physics course designed for students interested in pursuing college level science courses or programs requiring college physics. The curriculum is designed around advanced topics in linear kinematics and dynamics, energy, power, momentum, rotational kinematics & dynamics, torque, simple harmonic motion, waves & sound, optics, electrostatic forces, electric fields, direct-current circuits, electric potentials, magnetic fields & electromagnetic induction. New additional topics in fluid mechanics, thermodynamics, magnetostatic forces, modern physics and light are also introduced. Note: Requires both a summer and March break assignment as well as 2 “extra help” sessions per month. Students selecting this course must have successfully completed Accelerated Physics with an A or Honors Physics with a B+ or higher grade and acquired departmental approval.

ADVANCED ELECTIVE COURSES

531 ECOLOGY

This laboratory and field course examines the basic principles of ecological study: co-existence and interdependence in biological communities, major habitats and biomes,

relationships to the physical environment, evolution and population ecology. Man's place in the natural world and current environmental issues are considered. Prerequisite: Biology. Limited to 11th and 12th graders. First semester only.

532 ANATOMY and PHYSIOLOGY

Anatomy and Physiology is a year-long course devoted to understanding the human body. The principles of structure and function of each body system will be taught and then integrated with the other systems to gain an appreciation for the exquisite balances necessary for good health. The laboratory portion of the course adds an important experiential aspect, providing opportunities to learn anatomy from several required dissection specimens. Prerequisites include successful completion of Biology and Chemistry. Limited to 11th and 12th graders.

534 OCEANOGRAPHY

This laboratory course combines a study of the geological, chemical, and physical properties of oceans with the study of biological oceanography. Special emphasis is given to human dependence and impacts on ocean systems and inhabitants. The laboratory component enhances the understanding of key concepts. Limited to 11th and 12th graders. Second semester only.

541 ADVANCE PLACEMENT ENVIRONMENTAL SCIENCE

The AP Environmental Science course is a year-long course and is equivalent to a one-semester college course. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Requirements: Open to 11th and 12th graders who have completed biology and chemistry with a superior record of performance and departmental recommendation. **Requires additional class meetings during the school schedules as well. One or more Saturday labs may be scheduled for field investigations.**

THE ARTS

Art is humanity's most essential, most universal language. Therefore, the Arts are an integral part of the Pingree experience. Through the study of visual and performing arts, students gain intellectual and analytical skills, learn to interpret and communicate profound concepts and ideas, and discover new and fresh perspectives on life and the human experience. Talented faculty members are all practicing artists, gifted in inspiring and mentoring students. They foster strong relationships and offer individualized instruction guiding the budding artist to discover their own unique form of expression and creativity. This department is dedicated to honing the young artist's technical and practical skills, as well as celebrating the power and wonder of imagination. The Arts at Pingree are rich with humor, empathy and an awareness of the interconnectedness of the arts with the world at large.

Our program includes a wide variety of academic courses for half credit, full and honors credit, as well as at the AP level. The program also offers opportunities to pursue different performing and visual arts experiences as independent study projects, H block half credit offerings, after school seasons, and private lessons through our Music Studio. The Arts program at Pingree meets or exceeds the National Standards for Arts Education.

Art Department Honors Requirements

Students who have demonstrated an advanced level of commitment, skill and effort may be recommended for honors art courses. To be recommended, students must have studied for 2 semesters in a particular discipline, and have earned at least an average of an A- in these courses. Students will be expected to remain in their honors course for the full year. Honors Art students will be expected to compile a portfolio of work that will be reviewed by the department. This portfolio should include reflection on the work of current professional artists' exhibits or performances, exploration of the history of the art form, and additional individual work. Specific honors assignments and expectations for each discipline will be conveyed by the teacher. This may include extra rehearsals, performances or studio time beyond the regularly scheduled class time. * Honors may not necessarily be offered in every course, based on the discretion of the teacher.

610 FRESHMAN ART PROGRAM

All first-year students participate in the Freshman Arts program that includes a rotation through each visual and performing art discipline. Courses include Artist Bookmaking, Ceramics, Dance, Drawing, Music, Photography, Technical Theater and Theater Arts. We will examine the elements, vocabulary and technical skills involved in each discipline and discover the concepts that inter-connect all creative art forms. Students will learn respect for the intellectual aspects of the arts and will also explore the creativity and different perspectives that are necessary to develop one's unique, creative voice through a variety of artistic media.

611 DRAWING AND PAINTING

A study of the basic elements of drawing and painting. Either semester or both. Entrance second semester by consent of instructor.

614 SCULPTURE

An introduction to the methods, material and tools of sculpture. Either semester or both. Entrance second semester by consent of instructor.

615 PORTFOLIO

Intended for the highly motivated art student. A "flexible" studio structure that encourages independent development of ideas. Full-year course. Graded on a pass/fail basis. *Intended for seniors (instructor's approval).*

631 CERAMICS

Clay is the medium used to create expressive as well as functional pottery and sculpture. Students learn the techniques of hand building and throwing on the potter's wheel.

Advanced students work more independently on individual projects and are more involved in the firing and glazing process. Continuing students will be working at an advanced level. Full or Honors credit/Either semester or both.

651 PHOTOGRAPHY

This course is designed to give the student a foundation in the aesthetics of film and digital photography. Students learn how to use the camera, apply systems of exposure, process film, print negatives and present finished work. Second semester emphasizes the computer as a digital darkroom including scanning and Photoshop software. Presentations of historical and contemporary photographers as well as regular critiques are included in the course. Limited cameras are available on request. Either semester or both. Students may choose to take this course for successive semesters/years.

652 PHOTOGRAPHY PORTFOLIO

This is a course for serious photography students who will be expected to work independently on projects of their own design. In addition, there will be class assignments that build on darkroom and digital skills learned in previous photography classes. A portfolio of finished work will be required at the end of each term. Prerequisite: Two semesters of Photography or by permission of the instructor.

654 ARTIST BOOKS AND MIXED MEDIA

Students will have the opportunity to explore a mixed media art course that involves printmaking, photography, collage, text and images, book-binding techniques as well as other creative, non-traditional approaches to visual art.

672 VOCAL ENSEMBLE

Students will rehearse and perform a wide variety of musical styles and genres, as well as work on basic musical skills such as sight-reading, vocal production, and performance technique. Ensemble type and voicing may vary due to enrollment. This group includes *Pingree Spectrum*, formerly known as Pingree A Cappella, and serves as the audition pool for the honors level H block course, *Spectrum Highlights*, formerly known as Varsity A Cappella. The ensembles will meet in full and sectional rehearsals, and at times, combine with other ensembles during activity periods. Choirs will be performing in the two major concerts of the year, as well as recitals, outreach concerts, competitions, and other field trips and festivals. Only those students enrolled in choir will be permitted to audition for regional and all-state choir. *Note: Although this is a full credit course, students will generally receive one academic period "off" during each week for sectional rehearsals. The missing class period may be replaced with rehearsals during H block.*

674 INSTRUMENTAL ENSEMBLE

All students interested in performing in any instrumental ensemble are encouraged to enroll for this course. Ensembles vary from year to year depending on instrumentation. Recent ensembles include Jazz Combo, Jazz Band and Rock Ensemble/Jam Band. A small orchestra, chamber ensemble or brass ensemble may also be formed for any woodwind, brass and string players. Full and sectional rehearsals are held during class periods. Repertoire for the Jazz Band will be drawn from standard rock/pop/jazz/Latin

music as well as student compositions. Music for Jam Band will focus on rock, reggae, blues, funk and other styles in a traditional rock band setting and the small orchestra/chamber ensemble music may include jazz, classical, film music and student compositions. Students are encouraged to make suggestions both for repertoire and for instrumentation. Every effort will be made to ensure each student is in at least one performing ensemble. Students perform in two major music concerts at the end of each semester and may also be required to perform at other events in and outside of the Pingree community. Ensembles may also participate in regional festivals and contests. Additionally, students are encouraged to audition for local and state music competitions. Only those students who are registered for this course may attend field trips or audition for music festivals.

675 THEATRICAL DESIGN and PRODUCTION

Students will study the production elements of a theatrical performance, including Scenery, Props, Lighting, and Sound. During the semester, students will explore script analysis, production design of a play, and execution of a design through project-based exercises and hands-on technical work. The course is designed to give a broad overview of the elements involved in creating the technical support for a production as well as the rationale and theory behind each artistic choice and technique. This will include discussions on the design element, script, production team organization and the application of the practical skills necessary to realize a production's concept and design. Students should be willing to work with electricity, power tools and be comfortable functioning on high structures. Either semester or both. Entrance second semester by consent of instructor.

676 THEATER ARTS I

A broad based theater survey course that includes emphasis on the development of performance skills (physical and vocal training, ensemble development, improvisation), as well as play analysis and creation. Students will learn a variety of different performance techniques based on the work of leading theater artists in the 20th and 21st centuries. Assignments may include, but are not limited to, extensive performance work, selected readings, short response papers, written and verbal critiques, journals, and production notebooks. No prerequisite. First and second semester (entrance second semester by permission of instructor).

677 THEATER ARTS II

A continuation of Theater Arts I with deeper exploration into performance practice, audition preparation, and development of one's own creative vision. Prerequisite: Theater Arts I or permission of instructor. First and second semester.

678 THEATER LAB

Actors and designers/technicians will work in collaboration to create a fully realized production to be performed locally and regionally. Students will choose a performance script, analyze it and learn how to create a production concept. This process will be followed by an intensive rehearsal period that will result in a touring production.

Students will be exposed to a variety of styles of theater/performance to deepen their interpretive and creative skills. The first part of the semester will allow students to learn both design and performance skills; following this students will choose their area of focus. This is an intensive class and we encourage students to enroll for both semesters. No prerequisite. First semester and second semester (admission second semester granted only by permission of instructor).

681 EDUCATIONAL MODERN DANCE

Modern Dance is an art form in which movement is consciously given form through a balance of function and expressivity. This course combines dance technique, composition and a brief history of dance. It is designed to improve strength, flexibility and endurance, and to explore the elements of movement which lead to creative expression. There is a mandatory performance component for this class. Offered both semesters. Entrance second semester by consent of instructor.

689 DANCE: BODY AND MIND

Not only is dance a genre of art used for performance, it is also a holistic means of maintaining a fully integrated, healthy body. This course is a conditioning course that integrates anatomy and various holistic forms of movement training to improve general movement skill, ability, expressivity, and self-awareness. The study of concentration and mindfulness of how the body is moving at both a general anatomic level and the level of personal style will be the focus of this class. Strength, flexibility, and coordination for more efficient, expressive movement will also be addressed. There is no mandatory performance component for this class. Offered both semesters. Entrance second semester by consent of instructor.

698 ADVANCED PLACEMENT MUSIC THEORY

Available to Juniors and Seniors only. Some prior musical experience is necessary as a prerequisite. This course is the equivalent of two or more semesters of college music theory and is treated as a college-level course. Through listening, analyzing, interpreting, and writing music, students will encounter the fundamental building blocks of melody, harmony, harmonic progression, modulation, voice leading, sight singing, melodic and harmonic dictation, texture, rhythm, form, and phrase structure. Students are encouraged to use theory as a tool to inform their daily practice and performance of music. Both written and aural skills are emphasized. Full Credit/Full-year course.

671 PINGREE SINGERS (H block)

This half credit H block course is offered to any student who would like to participate in a large choir. The ensemble will rehearse and perform a wide variety of musical styles and genres, as well as work on basic musical skills such as music literacy, vocal solo and ensemble technique, and choral arrangement. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. Attendance at all rehearsals is mandatory and grades and comments will be conveyed and recorded on the student's transcript. Pingree Singers ensemble will be performing in the two major concerts of the year, as well as other school events.

673 CONTEMPORARY INSTRUMENTAL ENSEMBLE (H block)

This half credit H block course is offered to any student who would like to participate in a large instrumental ensemble. This ensemble can incorporate any instrument, and even those who may be interested in incorporating digital music technology in live performance. The ensemble will rehearse and perform a wide variety of contemporary musical styles and genres, as well as work on basic musical skills such as music literacy, solo and ensemble technique, and improvisation. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. Attendance at all rehearsals is mandatory and grades and comments will be conveyed and recorded on the student's transcript. This ensemble will be performing in the two major concerts of the year, as well as other school events.

667 CLASSICAL CHAMBER ENSEMBLE (H block)

This half credit H block course is offered to those students who would like to participate in an instrumental ensemble that focuses on more classically oriented repertoire and can incorporate any instrument. The ensemble will rehearse and perform a wide variety of classically based musical styles and genres, as well as work on basic musical skills such as music literacy, solo and ensemble technique, and arranging. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. Attendance at all rehearsals is mandatory and grades and comments will be conveyed and recorded on the student's transcript. This ensemble will be performing in the two major concerts of the year, as well as other school events.

665 SPECTRUM HIGHLIGHTS (Formerly known as Varsity A Cappella) (H block)

This Honors level course is an auditioned ensemble drawn out of the full credit "672 Vocal Ensemble" class, also known as Pingree Spectrum. This ensemble will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. This advanced ensemble functions as an outreach and showcase choir performing at important school and broader community events. Repertoire consists of the wide variety of musical styles and genres explored by Pingree Spectrum, as well as additional challenging pieces for Highlights alone. Students will be encouraged to provide their own ideas for concert repertoire as the year progresses. Attendance at all rehearsals is mandatory and grades and comments will be conveyed and recorded on the student's transcript. Students will be recommended for this ensemble based on the department's requirements. Auditions for the ensemble will occur in the early Fall.

692 GUITAR/ROCK ENSEMBLE (H block)

This half credit H block course is offered to those students who would like to gain more experience playing guitar and bass with others, and will also incorporate vocals and percussion. The ensemble will rehearse and perform a wide variety of musical styles and genres, as well as work on basic musical skills such as music literacy, solo and ensemble technique, and improvisation. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block.

Attendance at all rehearsals is mandatory and grades and comments will be conveyed and recorded on the student's transcript. Guitar/Rock ensemble will be performing in the two major concerts of the year, as well as other school events.

693 PERCUSSION ENSEMBLE (Full Credit) (H block)

694 PERCUSSION ENSEMBLE (Half Credit) (H block)

This half or full credit course is offered to those students who would like to gain more experience playing a variety of percussion instruments with others. The ensemble will rehearse and perform a wide variety of musical styles and genres, as well as work on basic musical skills such as music literacy, solo and ensemble technique, and improvisation. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. Attendance at all rehearsals is mandatory and grades and comments will be conveyed and recorded on the student's transcript. Percussion ensemble will be performing in the two major concerts of the year, as well as other school events.

616 PORTFOLIO PRACTICUM (H block)

This non-credit course is offered to all seniors who are compiling college portfolios. Students will be provided workshops to learn basic digital photography skills as they apply to shooting art pieces, as well as the necessary photoshop techniques needed to effectively edit the images and burn the disc for submission. The added component of creating a web portfolio will also be explored. Individual appointments will be made for advanced Photo students and/or faculty members to photograph students' work and select the appropriate pieces for the portfolio. Any student who wishes to have the art department's assistance with this process should register for this course. Additional faculty input and guidance beyond this H period block may not be guaranteed. **NOTE: Non-Credit Course; Seniors Only**

690 DANCE (Half credit - H block)

Dance is an art form in which movement is consciously given form and rhythmic structure. This course combines dance technique, composition and a brief history of dance. It is designed to improve strength, flexibility and endurance, and to explore the elements of movement that lead to creative expression. There is the potential for work generated in class to be performed in the Winter and Spring Dance/Theater concerts.

622 THEATER IMPROV (Half credit - H block)

This class incorporates movement-based, vocal, group and solo exercises to explore the building blocks of improvisation and what it means to be a generous and in-the-moment player. There is the potential for work generated in class to be performed in the Winter and Spring Dance/Theater concerts.

623 THEATER ARTS (Half credit – H block)

This class focuses on cultivating performance skills (physical and vocal training, ensemble development, improvisation) as well as monologue preparation and scene study. There is the potential for work generated in class to be performed in the Winter

and Spring Dance/Theater concerts.

624 TECHNICAL THEATER / SLED (Half credit – H block)

SLED (Sound and Lighting Engineering Division) is a student technical theater organization that teaches and enables students to design and implement the lighting, sound and other technical support needed for any and all performances, including the four annual winter and spring Dance, Music and Theater concerts as well as other on-campus school-sponsored events.

MUSIC STUDIO

Pingree takes great pride in offering private music instruction to students of all levels for an additional fee during the academic day. Students do not receive academic credit for private instruction. Disciplines offered include percussion, voice, guitar, woodwinds, brass, and piano. The Director of Music schedules lessons with our adjunct instructors during students' free periods.

COURSES OFFERED FIRST SEMESTER ONLY

620 PLAYWRITING AND DRAMATIC LITERATURE

* May be taken for English credit by seniors.

What is a play and how has the practice of playwriting evolved over the years? This course will introduce students to the basic principles and structures of dramatic writing through readings, discussion, and exercises, as well as a brief survey of global dramatic literature from the Greeks to the present. Students will work independently and collaboratively to create a variety of monologues, sketches, and scenes in a wide range of styles. Students can expect a moderate amount of writing outside of class time. No prerequisite. First semester.

679 MUSIC PRODUCTION AND TECHNOLOGY I

This course explores music production, computer music composition, and the technological tools used to produce and record music. The vocabulary of musical styles, forms, and elements of music will be examined while delving into the fundamentals of music technology and the important role it plays in music today. The student will the role of artist, composer, producer, and recording engineer. First semester.

683 NON-WESTERN DANCE FORMS AND POPULAR CULTURE

Popular Culture is a genre of art that often welcomes cultural influences from non-Western cultures. This course examines the merging of various cultures including African Diaspora and Indian dance forms into new popular dance forms. Current popular dance forms as well as the history of popular dance forms will be covered. This class will improve strength, endurance, creative curiosity, as well as develop a basic knowledge of the history of popular cultural forms. There is a mandatory performance component for this class. Offered first semester only.

COURSES OFFERED SECOND SEMESTER ONLY

621 FILM and THEATER: DOCUMENTARY AND MOCKUMENTARY

This course examines a variety of fictional and non-fictional films and plays that have been influenced by the documentary/"mock"umentary style. Students will watch and analyze several films and plays to understand different approaches to content and structure. Projects will include the creation of a short documentary or mockumentary for film/video or theater. Bring popcorn! No prerequisite. Second semester.

680 MUSIC PRODUCTION AND TECHNOLOGY II

Music Production, Composition and Technology II is an advanced course that focuses on real world applications of music production and related technologies. An introduction to film music and the art of composing to picture will be discussed and applied. Second semester. Prerequisite: Music Production and Technology I

688 DANCE AND THE ENVIRONMENT

While the creative process of dance often occurs in the privacy of the dance studio, this class will explore the creative process in environmental studies performed publicly. This class involves basic improvisation and composition that will create studies to be performed in assigned environments outside of the studio. There is a mandatory performance component for this class. Offered second semester only.

COMPUTERS/TECHNOLOGY

732 INTRODUCTION TO COMPUTER PROGRAMMING

Open to grades 10-12, this course introduces students to a structured programming language. It relies heavily on lab work and individual projects to explore and develop a wide variety of programming tools and techniques. Projects include designing an ATM machine, finding the day of the week for any given date, rolling dice and an introduction to gaming theory, sorting/managing a list of holiday gifts, and a simple interactive game. First semester.

742 ADVANCED COMPUTER PROGRAMMING

In this course, students refine the techniques learned in the introductory course and develop sophistication in the use of extended programming algorithms. Topics include: alphanumeric data encryption, more complex gaming theory and a card game, graphics interface programming, and data file management. Prerequisite: Introduction to Computer Programming (732) or instructor permission. Second semester.

752 GRAPHICS DESIGN & ANIMATION

This is a lab-oriented course that will focus on using computers as a tool for creative expression. Topics will include the use of digital paint programs (Photoshop, GIMP) for photographic enhancement and composition, the use of digital drawing programs (Illustrator, Inkscape) for the creation of vector-based drawing, and an introduction to 3D

modeling using Sketchup. Students will complete a variety of tutorials and projects and be required to maintain a digital portfolio of their work throughout the course. Familiarity with computers and operating systems is recommended. First semester.

762 ADVANCED GRAPHICS DESIGN

This course is a one-semester sequel to Graphics Design (752). Its purpose is to draw upon the techniques introduced during the first semester and apply them to other areas of graphics design. Topics will include designing for print and designing for the web. Students will work on a variety of tutorials and short tasks culminating in a substantial independent project, and they will maintain a digital portfolio of their work throughout the course. Prerequisite: Graphics Design (752) or instructor permission. Second semester.

FRESHMAN COURSE

710 FRESHMAN CURRICULUM

This course is required of all incoming ninth graders. **Introduction to Technology** will introduce students to technology as it specifically relates to the Pingree environment. Topics will include Server/Client concepts and applications, file sharing, storage and retrieval from networked directories, student email, online library catalogs, and subscription databases. Also covered will be ethical use of technology and the Internet including copyright infringement and plagiarism, etc. **Diversity Sensitivity** will offer students an opportunity to reflect on and discuss issues of diversity. Topics may include race and ethnicity, gender and sexuality, and class. The course will assist students with developing a language with which to discuss these issues. Course materials will include a variety of literature, film, and current events to help expose students to these topics. **Personal Health and Development** will provide students with the opportunity to further develop their knowledge and understanding of human development and behavior with an emphasis placed on learning to make safe and healthy decisions.