

# PINGREE SCHOOL



## COURSE CATALOGUE 2017-2018

### MISSION

*Dedicated to academic excellence and development of high personal standards, Pingree believes that a love of learning flourishes best in a diverse community that respects truth, curiosity, creativity, humor, and independent and imaginative thinking. Above all, Pingree strives to instill in its students integrity, decency, compassion, self-esteem, and commitment to one another and the world at large.*

### CORE PILLARS

The Pingree academic curriculum is designed to foster critical thinking, discipline of mind, and civic engagement. Pingree students learn to:

**Communicate** effectively through written, spoken, non-verbal and creative means.

**Navigate** complex information by gathering, exploring and assessing sources with adaptive and flexible thinking.

**Originate** in thought and action with imagination, confidence, creativity, and an innovative spirit.

**Participate** fully in the life of the community by collaborating, asking questions, initiating ideas, taking risks and leading by example.

**Relate** with empathy by seeking to understand diverse perspectives while being mindful of the impact of actions and words on others and on the environment.

### INTRODUCTION

This course catalogue is intended to offer a comprehensive overview of our academic program. As you explore the many offerings described here, consider how you will create your own personalized path through our curriculum. We have a lot to offer students looking to try something new and for those eager to dive more deeply into an area of interest. Please take some time to read through this guide carefully, familiarize yourself with course descriptions and expectations, and pay attention to graduation requirements, department policies, and course placement processes. Keep in mind there are many adults in the community who can advise you on your academic choices including your teachers, your advisor, department chairs, college counselors, and members of the academic office.  
Enjoy your exploration!

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## GRADUATION REQUIREMENTS

Successful completion of 67 credits, to include:

ENGLISH: 12 Credits. One credit for each trimester enrolled (through level 4) to include 3 trimesters of American Literature/American Cultural Studies or a department approved equivalent course.

MATHEMATICS: 9 Credits. Must complete through Math 3.

FOREIGN LANGUAGES: 9 credits. Must complete 9 consecutive trimesters in a single language.

HISTORY: 9 credits, to include Themes and Issues in World History, Modern European History, and U.S. History or American Cultural Studies.

SCIENCE: 9 credits to include Biology, Chemistry and Physics.

ARTS: 6 credits. (Class of 2018: 3 credits)

(1 credit = 1 full credit trimester course)

COMMUNITY EDUCATION: ½ credit required of all ninth graders

SENIOR PROJECT: All seniors must pass all requirements of their senior project.

Students must be enrolled in a minimum of 5½ credits each trimester for 16½ credits each year. Students may not enroll in more than 6½ credits in a trimester. Students may meet the credit minimum with a combination of full credit and ½ credit courses.

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

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. 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. No student may enroll in more than 3 AP courses. Students must petition the Curriculum Committee to enroll in more than 4 Honors courses or 4 Honors/AP courses combined or to enroll in more than one AP course in the same subject area. Students who enroll in an AP course must sit for the AP exam in May.

H Block courses are ½ credit courses and all are graded pass/fail. The only possible exceptions to this include some performing arts classes during trimester 3 and American Cultural Studies.

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 our faculty, we ask you to trust our judgment by not requesting specific teachers.

### **Independent Coursework**

From time to time and by special permission, a student is allowed to complete an independent course or project for credit. Such a course is permitted for students who have shown themselves capable of working independently and who have a special interest which goes beyond the ordinary curriculum of the school. Independent projects must receive the approval of the department involved as well as the Curriculum Committee. An independent study course must be in addition to the five-and-a-half course minimum requirement. Any student interested in pursuing an independent study and/or auditing a course must speak directly with the relevant department chair and submit a proposal with their course request form.

### **Drop/Add/Withdrawal Policies**

Drop/Add: Students will have a two-week drop/add period at the beginning of each trimester during which they may drop or add courses based on class space availability and the provision that they will still be carrying the minimum number of required credits. See the published calendar for the last day of drop/add each trimester.

Withdrawal from courses: All students must take a minimum of 5½ credits each trimester although they may challenge themselves further by enrolling in courses beyond this minimum requirement. However, when the challenge becomes an obstacle to success in other courses, after consulting with his/her teacher, advisor, college counselor (for seniors), and parents, a student may withdraw from an extra non-required course without penalty according to the policy and deadlines below. Seniors should consult with the College Office before such withdrawals and should understand that the school must notify any colleges to which transcripts have been sent of any changes in the status of the course load they are taking.

- A student may not withdraw from any course that would bring his/her total load to below 5½ credits.
- Students may not withdraw from any ½ credit course (after the drop/add period).
- Students may withdraw from any full year course with no penalty (nothing showing on the transcript) by the Wednesday before Thanksgiving. After this date, a student may not withdraw from an Honors or AP course. If a student withdraws from any full year course after this date, it will appear on the transcript as a withdraw-pass (WD/PS) or a withdraw-fail (WD/F).
- Students may withdraw from a trimester length course by the mid-point of the trimester (see calendar for specific dates). If a student withdraws from a trimester length course after this mid-term date, it will appear on the transcript as a withdraw-pass (WD/PS) or a withdraw-fail (WD/F).
- A student may not add a course after the drop/add period (to replace a dropped course) unless the student is moving down or up a level – and only if it fits with their schedule. (Note: there are no guarantees that a lower level course will be available to a student who withdraws from a course.)
- When a student does withdraw from an Honors or AP course and drops down a level, the student's grade will travel to the new course and the student will get 5 points added to their average (what is lost in the weighting for Honors/AP courses).

# ENGLISH

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<b>Grade 9: Sharing Voices</b> (required of all freshmen)	Sharing Voices		
<b>Grade 10: Literary Forms</b> (required of all sophomores)	Literary Forms		
<b>Grade 11: American Literature</b> (required of all juniors who don't take ACS)	American Literature	After the Dream	
		The Art of War: An American Literary Perspective	
		Glimpses of America: The American Short Story	
		Native American Literature	
<b>or</b>			
<b>American Cultural Studies (ACS)*</b> (students apply to the course)	ACS* (double block, double credit)		
<b>Grade 12: Senior Seminars</b> (required of all seniors, all three trimesters)	Creative Non-Fiction	American Family Drama	Fictions of the Apocalypse
	Dramatic Literature	Comedy	Literary Otherness
	The Immigrant Experience Through Literature	Hidden Figures: Contemporary Women Writers	Love American Style
	Literature of the 1980s	Literary New York	Memoir
	Literature and the Long View	Nigerian Literature: A Post-colonial Lens	Mirrors & Windows: Individuality & Identity within Families
	Literature of Modern India	Retelling Shakespeare	Shape of the Word
<b>H blocks</b> (open to grades 10-12 with permission of instructor)	Creative Writing*	Creative Writing*	Creative Writing*
<b>Key</b>	<b>* = Dept Recommendation</b>		

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 teacher 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 student independence by trying to build confidence, encouraging flexibility as well as respect for structure, fostering curiosity and appropriate risk-taking, and developing an awareness and appreciation of diverse cultures.

## **SHARING VOICES**

*Required of all Freshmen.*

Ninth grade English students focus on reading, discussion, and writing strategies they will use throughout their four years at Pingree. Students will read, discuss, and write about a variety of texts exploring different voices, perspectives, genres and time periods, encouraging them to tell their own stories and discover and experiment with their own voices. Readings include Sandra Cisneros' *House on Mango Street*, Ray Bradbury's *Fahrenheit 451*, Lorraine Hansberry's *A Raisin in the Sun*, and a Shakespeare play. Vignettes, a persuasive essay, a memoir, and literary analysis, in addition to shorter creative and analytical works will be assigned. Classes will emphasize student participation in class discussions.

3 credits

## **LITERARY FORMS**

*Required of all Sophomores.*

The Tenth Grade curriculum will continue to develop writing strategies, reading practices, and discussion principles established in Ninth Grade through a study of different genres -- short story, novel, poetry and drama. Possible course texts include *1984*, *Oedipus Rex*, *Another Brooklyn*, *City of Glass*, *Macbeth*, *The Odyssey*, *Master Harold and the Boys*, short stories and poetry. There are frequent analytical and creative writing assignments based on the reading, as well as an emphasis on learning vocabulary from the reading and implementing a variety of the literary terms used in discussing the literature. Students will continue to develop and explore a discussion-based classroom.

3 credits

***Juniors must take either American Literature or American Cultural Studies. If they take American Literature, they do so for trimesters 1 and 2, and then choose a seminar for trimester 3. American Cultural Studies runs for all three trimesters.***

## **AMERICAN LITERATURE (T1&2)**

A study of the formation of American character and culture, the course examines works of American writers from the seventeenth century to the modern era, exploring conflicts between the individual and society in terms of race, gender and economic issues. We also study literary and artistic movements such as romanticism, realism, and modernism. In addition to a diverse array of shorter pieces, texts may include *The Great Gatsby*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *Reservation Blues*, *The Bluest Eye*,

and *Their Eyes Were Watching God*. This course also includes intensive work on writing in conjunction with the literature; writing assignments may be personal, creative, and analytical, and range from short paragraphs and timed essays in class to longer polished pieces written at home.

2 credits

### **AMERICAN LITERATURE SEMINARS: TRIMESTER 3**

#### **After the Dream T3**

*The Great Gatsby* depicts an American Dream coming to an end; the works in this course examine how Americans live after waking from it. Some characters let go of their illusions and build a new family, community, or sense of self; others run away from their own freedom and the responsibility that goes with it. Authors may include John Updike, Richard Russo, Barbara Kingsolver, Richard Ford, Jhumpa Lahiri, Don DeLillo, Tim O'Brien, Gwendolyn Brooks, Allen Ginsberg, James Merrill, Adrienne Rich, and Louise Erdrich.

1 credit

#### **The Art of War: An American Literary Perspective T3**

What is war? What is the relationship between the United States and war? How is modern American warfare different at home and at the front? Our class will explore these questions as well as focus on contemporary literary responses to modern American warfare. In particular, the class will read and consider the lives of Americans at the battle front and on the home front. How does gender, race, history, culture, and technology inform stories of war? How does war inform the stories of our own lives? Authors to include: Stephen Crane, Joseph Heller, Tim O'Brien, Phil Klay, Shoshana Johnson, Ernest Hemingway, Leslie Marmon Silko, and Jessica Goodell.

1 credit

#### **Glimpses of America: The American Short Story T3**

V.S. Pritchett once described the short story as "something glimpsed from the corner of the eye, in passing." Working from that definition, this course will first examine examples of short fiction for their imaginative use of form, plot, place, perspective, and style to evaluate not only what constructs an effective short story, but also for the glimpse into the varied American voices and experiences portrayed. Short fiction from Ernest Hemingway, John Cheever, Raymond Carver, James Baldwin, Toni Cade Bambara, Jayne Anne Phillips, Andre Dubus, and Lorrie Moore will be among the assigned readings.

1 credit

#### **Native American Literature T3**

From Sherman Alexie to Leslie Marmon Silko to N. Scott Momaday, the writers studied in the *Native American Literature* course will offer a rich diversity of perspectives on what it means to be a Native American in modern America. With an eye on a legacy of spoken stories that stretches back hundreds of years in the land that is now the United States, the course will examine various literary expressions of disenfranchisement and

oppression of native peoples, as well as the recognition and celebration of cultural legacies. Students will read novels, short stories, nonfiction writing, and poetry in their trimester as they also consider their own family histories and cultures. Over the course of the trimester, students will write analytically and creatively, develop their reading skills as literary critics, practice oral expression in presentations, and develop critical thinking in response to challenging content. Authors studied include: Sherman Alexie, James Welch, N. Scott Momaday, and Leslie Marmon Silko, among others.

1 credit

## **AMERICAN CULTURAL STUDIES**

Enrollment determined by departmental (English & History) recommendation.

American Cultural Studies, an interdisciplinary, year-long course taught jointly by the History and English Departments, moves beyond the traditional classroom model. This course offers full credit in both English and History. We'll study key historical topics and read influential literary texts, as well as consider how art, music, film, and popular culture all play a role in shaping our culture and defining who we perceive ourselves to be as individuals and as a nation. As we draw upon these media and other disciplines, students will make cross-curricular connections, visit significant local sites, read and research independently, bring their personal histories and stories to bear on the course material, and play a key role in introducing course topics. In addition to shorter literary and historical works, course texts include *The Scarlet Letter*; *What's Up, America?*; *The Adventures of Huckleberry Finn*; *Caleb's Crossing*; *The Bluest Eye*; *The Great Gatsby*; and *The Things They Carried*. The course includes field trips to local sites like the Museum of Fine Arts, the Crane Estate in Ipswich, and the Isaac Royall House in Medford.

6 credits

## **SENIOR ENGLISH SEMINAR: TRIMESTER 1**

### **Creative Nonfiction T1**

The field of Creative Nonfiction is exploding in popularity. We'll examine how writers are moving beyond journalistic approaches to profile, dramatize, and explain real-life subjects and situations; and then we'll try some of their techniques in our own creative pieces. Books may include David Eggers' *Zeitoun*, Robert Sam Anson's *Best Intentions*, Sebastian Junger's *The Perfect Storm*, or Susan Orlean's *The Orchid Thief*. We may also read shorter selections from David Foster Wallace, David Sedaris, Diane Ackerman, Tracy Kidder, John McPhee, Joan Didion, Tom Wolfe, Maxine Hong Kingston, John Edgar Wideman, and Hunter S. Thompson.

1 credit

### **Dramatic Literature T1**

Drama is meant to be performed, while literature is designed to be read. This contradiction in terms is precisely what makes dramatic literature so intriguing. By combining literary forms like storytelling, poetry, and live performance, playwrights engage their audiences on the page and on the stage. In this course, you will examine how drama has united communities and challenged social norms throughout history. We will

read and discuss a wide range of plays (classical to contemporary) written by playwrights from around the world. We may also have the opportunity to see professional performances. Possible works: *Antigone* - Sophocles, *The Taming of the Shrew* - William Shakespeare, *The Importance of Being Earnest* - Oscar Wilde, *A Doll's House* - Henrik Ibsen, *Endgame* - Samuel Beckett, *Fences* - August Wilson, *And What of the Night?* - María Irene Fornés, *How I Learned to Drive* - Paula Vogel, *Harvest* - Manjula Padmanabhan, *Middletown* - Will Eno, *9 Parts of Desire* - Heather Raffo.

1 credit

### **The Immigrant Experience Through Literature T1**

A simple glance at a newsfeed immediately bombards us with abstract rhetoric about the state of immigration at home and abroad. At the same time globalization attempts to dissolve borders, both real and imaginary, counter-efforts are being made to reinforce those borders. Yet, lost in the conversations around policy and politics are the stories of human beings coming to grips with their identity in seemingly bizarre circumstances. What does it mean to be an immigrant? What distinguishes an immigrant from an ex-pat or refugee? What does it mean to adapt and assimilate to a new culture? How much of your original identity do you retain? What happens to the family dynamic across generations? This course aims to explore the immigrant experience both in American and British literature from the late 19th century to the present day. Texts will attempt to examine both the continuity and the change in the immigrant experience over time. Possible texts include Sinclair's *The Jungle*, Crane's *Maggie: A Girl of the Streets*, Gold's *Jews Without Money*, Yeziarska's *Bread Givers*, Smith's *White Teeth*, Ali's *Brick Lane*, Lahiri's *The Namesake*, Kingston's *The Woman Warrior*, Liu's *The Accidental Asian*, Alvarez's *How the Garcia Girls Lost Their Accents*, Kincaid's *Lucy*.

1 credit

### **Literature of the 1980s T1**

More than any decade in recent history, the 1980's were a living dichotomy of American existence. On the surface were the "greed is good" Reagan era of financial excess, MTV, John Hughes films, Yuppies, and strange fashions, while just below the surface lurked rapidly growing poverty, AIDs, political apathy, the war on drugs, and the marginalization of minorities. Yet, the Eighties also became one of the most fertile and controversial periods in American literature, as writers captured a decade's dualism of consumption and callousness with gritty realism, introspective narratives, incisive satire, and in an ever-widening variety of voices and expressions. Possible readings include: Raymond Carver, Jay McInerney, Bobbie Ann Mason, and Gloria Naylor as well as assorted pieces of short fiction, poetry, and film.

1 credit

### **Literature and the Long View: Seeking a Good Way to Live T1**

"Where do we come from? What are we? Where are we going?" Gauguin's painting calls to us as individuals but also compels us to see ourselves as part of a greater whole-the human race. The essential questions of human existence permeate literature as its authors explore, test, and preach their beliefs. We will examine a broad spectrum of stories in an

effort to discover their beliefs as well as seek the courage to come to terms with our own responses to Gauguin. Our primary focus is the call of stories and these existential questions of human life. By taking the long view, we can begin to live a good life and develop the moral courage to act for those in need. Summer Read: Middlesex, Michael Eugenides. Authors to include: Stephen Mitchell, Tillie Olson, William Shakespeare, Leo Tolstoy, and Jhumpa Lahiri.  
1 credit

### **Literature of Modern India T1**

*Cracking India* asks “What does it mean to split a country?” From 1858-1947, the British Raj, that is, the British government, was in power in India. In 1947, India gained independence and the Partition split the country into two. The Indian subcontinent faced the great task of deciding how best to shape the future of their countries. In this class we will read texts that explore the elation and struggle of people reclaiming their national and cultural identity. Texts under consideration include *Nectar in a Sieve* (Markandaya), *Midnight’s Children* (Rushdie), *The God of Small Things* (Roy), *The Lowland* (Lahiri), and *Cracking India* (Mistry).  
1 credit

## **SENIOR ENGLISH SEMINARS: TRIMESTER 2**

### **American Family Drama T2**

Family dynamics, relationships, and dysfunction have long been the focus of American playwrights as a vehicle to explore and expose the American Experience. The dichotomy of a country that expounds true personal freedom against the social acceptability of consumerism and financial success creates pressures that American playwrights have mined for decades to show the effects on husbands, wives and children. This course will look at several landmark American dramatic works that involve the tension, heartbreak, success and failure within troubled family units. Possible works: *Long Days Journey Into Night* - Eugene O'Neill, *Cat on a Hot Tin Roof* - Tennessee Williams, *Fences* - August Wilson, *Who’s Afraid of Virginia Woolf* - Edward Albee, *The Clean House* -Sarah Ruhl.  
1 credit

### **Comedy T2**

For three and a half years you’ve read tales of woe and human suffering . . . and now it’s time for something completely different. As we read the works of Jonathan Swift, George Bernard Shaw, Oscar Wilde, Mark Twain, Flannery O’Connor, Ken Kesey, Richard Russo, and Billy Collins, we will develop our comic vision—an ability to see “what fools [we] mortals be” from a perspective that the tragic view doesn’t offer. Throughout the term we will explore how this literary vision enriches us, and in the closing weeks we will look at the comic elements in our own experience.  
1 credit

### **Hidden Figures: Contemporary Women Writers T2**

What does it mean to be a woman in the world today? How does the fluidity of gender norms paradoxically construct and deconstruct that conception? How does womanhood

evolve out of the intersection of age, race, religion, national origin, and public policy? How do women write women? How have women altered the literary landscape in the 20th and 21st centuries? These questions and more will be examined in this multi-genre course, which includes readings from novels, short stories, essays, poetry, graphic novels, critical theory, television, and film. Potential texts include works by Margaret Atwood, Isabel Allende, Alison Bechdel, Edwidge Danticat, Sylvia Plath, Zadie Smith, Toni Morrison, Jhumpa Lahiri, Adrienne Rich, Joyce Carol Oates, Laura Esquivel, Catalina de Erauso, Alice Munro, Chimamanda Ngozi Adichie.

1 credit

### **Literary New York T2**

“There’s nothing you can’t do, / Now you’re in New York,” sings Alicia Keys in JayZ’s song, “Empire State of Mind.” While Keys gives voice to New York’s sense of promise and hope for uplift, other portraits of New York depict the city’s dirt and grit. If this relentless quest for the next big thing motivates New Yorkers, as Keys would have us believe, the same spirit of change can alienate, erase the past, and turn us all anonymous. “As usual in New York, everything is torn down,” James Merrill writes in “An Urban Convalescence.” Success in New York, Merrill suggests, is fleeting—a kind of glamour built on the quicksand of the city’s history. To be heard there is at once to be forgotten. We will read and interpret novelists, poets, and filmmakers who once found and continue to discover their muse in the city. How do these authors and artists represent the Big Apple? Does Gotham have its own unique character? What, if anything, makes the writing and cinema of New York distinctive? Our studied authors may include E.B. White, Colson Whitehead, Colum McCann, Jane Jacobs, Jennifer Egan, and Joan Didion.

1 credit

### **Nigerian Literature: A Postcolonial Lens T2**

With a focus on Nigeria, this course will explore the genre of postcolonial literature to consider how a country’s culture and people are impacted when colonized by outsiders. Nigeria declared independence from Great Britain in 1960--do modern texts voice an objection to this history of imperialism, or has the historical presence of the “outsider” resulted in cultural accommodations? What tensions linger from the days of imperialism, particularly in regard to race, class, gender, religion, and social acceptance? How does one define and understand oneself amid these cultural differences? What does this mean for someone trying to navigate our modern, global world? Possible authors studied include: Chinua Achebe, Wole Soyinka, Sefi Atta, Chimamanda Ngozi Adichie, and Helon Habila, among others.

1 credit

### **Retelling Shakespeare T2**

The works of Shakespeare have been praised (some more than others) for 400 years; his plays have been made and remade throughout the centuries proving, as his contemporary Ben Jonson said, that “Shakespeare is not of an age, but for all time.” In this course, we will read one of Shakespeare’s plays and examine several more recent iterations and remakes of it to see for ourselves whether or not it stands the test of time. In addition to

the original Shakespeare play, we will watch film versions and read related novels and poetry. Plays under consideration are *The Tempest*, *The Taming of the Shrew*, *Hamlet*, and *King Lear*.

1 credit

### **SENIOR ENGLISH SEMINAR: TRIMESTER 3**

#### **Fictions of the Apocalypse T3**

Pick up the latest bestseller or stream the summer's biggest blockbuster, and it seems doomsday is nearer than ever before. "Apocalypse," translated from Greek, literally means "revelation." We might have some revelations of our own as we grapple with a host of questions: What do novels about zombie invasions, uncontrollable pandemics, nuclear explosions, and environmental disasters reveal about our current cultural anxieties? Which aspects of our civilization are worth saving, and which deserve to be left in the ashes? Why would we ever bother to value literature and art in a world where humans struggle each day to survive? Borrowing from *Star Trek: Voyager*, Emily St. John Mandel offers one response in *Station Eleven* (2014): "Because survival is insufficient." Possible texts include *Zone One* (Whitehead), *The Road* (McCarthy), *Oryx and Crake* (Atwood), *Parable of the Sower* (Butler), *Cat's Cradle* (Vonnegut), *On Such a Full Sea* (Lee), and *Angels in America* (Kushner).

1 credit

#### **Literary Otherness T3**

As the saying goes, "We fear that which we don't understand." But, what does it mean if the thing we don't understand is something that we are? This course aims to examine what it means to be human alongside the magical, the marvelous, the mysterious, and the monstrous. In an era in which science and technology and faith and religion both conflict and coalesce, how do we distinguish ourselves as human beings? How are we restricted by our human form? How can we transcend the limitations of our humanity? Potential readings include Shelley's *Frankenstein*, Ishiguro's *Never Let Me Go*, Murakami's *Colorless Tsukuru Tazaki*, Rossetti's *The Goblin Market*, Burgess's *A Clockwork Orange*, Marquez's *Chronicle of a Death Foretold* or "Most Handsomest Drowned Man in the World," Blake's *The Songs of Innocence and Experience*, Milton's *Paradise Lost*, works of Edgar Allen Poe and other American Gothic writers.

1 credit

#### **Love American Style T3**

Daisy and Gatsby, Hester and Dimmesdale, Willy and Linda, George and Martha; The American Literature read in school seems full of characters who either endure painful relationships while looking back in regret or, suffer the death of a loved one if their passion is too great or forbidden. Is American Literature uncomfortable with a true loving relationship; the lingering hangover of Puritan origins? Is the frustrated marriage a too easy metaphor for the illusive American Dream? Must one always read stories, or view film, of characters who discover what truly matters only as their loved one is about to shuffle off this mortal coil? This course will explore the awkward American portrayal of love, marriage and passion in fiction, poetry and film to see if true love is possible

beyond the cinematic cliché of running to the airport gate to stop someone from moving away. Works being considered: *What We Talk About When We Talk About Love*, Raymond Carver, *Their Eyes Were Watching God*, Zora Neale Hurston, *The Feast of Love*, Charles Baxter and various selected pieces of short fiction, poetry and film.

1 credit

### **Memoir T3**

Memoirs share slices of life and clarify their meaning at the same time. As memoirists reflect on important people and moments, they explore and discover, confess and repent, mourn and celebrate. We'll see how they do this and then write some of our own.

Readings will include Michael Ondaatje's *Running in the Family* and David Sedaris' *Me Talk Pretty One Day*, as well as shorter selections from Tobias Wolff, Annie Dillard, E.B. White, James Baldwin, and Mary Karr.

1 credit

### **Mirrors and Windows: Individuality and Identity within Families T3**

One of the oldest arguments in psychology is the idea of nature vs. nurture. Which has more bearing on who we are as people - our genetic makeup or how we are raised? Families - both those we are born into and the ones we create for ourselves - have long been the subject of literature, especially in the context of investigating the tension between individuality and sameness. In this course we will meet several literary families, including examples of twins and Doppelgängers, and consider what is the nature of identity? What is identity in relation to siblings and parents? Are identity and individuality the same thing? Texts under consideration are *The God of Small Things* (Roy), *Twelfth Night* (Shakespeare), *Frankenstein* (Shelley), *Fun Home* (Bechdel), *Atonement* (McEwan), *I'll Give You The Sun* (Nelson), and *Larose* (Erdrich).

1 credit

### **The Shape of the Word T3**

In this performance-oriented literature and writing course, you will explore the “dynamic relationship” between the writer, story, and the audience. You will bring various types of literature (memoir, poetry, monologue) to life through a variety of performance structures. Over the course of the trimester, you will develop original material that you will shape into artful performance pieces. We may also have the opportunity to see professional performances. This course is co-taught by the English and Theatre departments and may have a larger enrollment.

1 credit

## **H BLOCKS**

### **CREATIVE WRITING (T1, T2, T3)**

This course is intended for students who are committed to developing their talents as creative writers. Students will respond to a variety of writing prompts and be expected to share and workshop their pieces with their peers. This is a half-credit, pass/fail course. Enrollment is limited. This course cannot fulfill the regular English course requirement

but must be an additional elective. Open to all students in grades 10-12, with priority given to students who have previously been enrolled in the course. To enroll, students must meet with the instructor and submit a 1 page writing sample.

½ credit per trimester

# HISTORY

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<b>Grade 9</b>	Themes and Issues in World History		
<b>Grade 10</b>	Modern European History		
<b>Grade 11</b>	United States History		
	AP United States History *		
	American Cultural Studies *		
<b>Advanced History Seminars (11-12)</b>	Honors Art History *		
	AP Art History *		
	History of Immigration in America	1968 - The Year Everything Went Wrong	20th Century Vietnam
	History of Racism in the U.S.	Social Mobility and the Amer Dream	Big History: The Human Dimension
	The Holocaust & Human Rights	Globalization	Global History of the Cold War
	Introduction to Economics	Just War	History of Modern Conflict
	Philosophy and Applied Ethics	Music & the Human Experience	Psychology
<b>H Blocks</b>	Latin and the Foundations of Democracy	All Art Is Political	Pilgrimage: A Short History Through Art
	* = <b>Department Recommendation</b>		

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 thoughtfully 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 insights 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 and practice 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 web-based research and digital projects, 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 evaluating, analyzing, and synthesizing this source material effectively.

The History requirement is broken down as follows: All freshmen take THEMES AND ISSUES IN WORLD HISTORY; sophomores, MODERN EUROPEAN HISTORY; and juniors, U.S. HISTORY or AMERICAN CULTURAL STUDIES. Electives are offered contingent upon sufficient student enrollment and are open to juniors (with departmental and instructor 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. Enrollment is based on a set of objective criteria, which include in part, but are not limited to teacher recommendation and performance in the student's current history course, a writing sample and interview with the APUSH or APAH teacher. 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. Students interested in AP Art History must have departmental permission to enroll. Additionally, enrollment in the American Cultural Studies course – though not an honors course

– is also determined by departmental permission. The History and English departments will work in coordination to oversee the process that will determine enrollment in this course.

***NOTE: AP courses require an additional time commitment of students. These include one afternoon session each trimester, and scheduled review sessions throughout the course of the year, with an emphasis in the third trimester.***

The History Department also offers one Honors level class in Art History (grade 12). This course is taught simultaneously with the AP Art History course. Enrollment in this class is by permission of the Department Chair and requires that students meet a set of objective criteria, similar to but distinct from AP criteria. Enrollment is limited to available space and sectioning will be determined in concert with all history electives. **Students seeking to enroll in AP and/or Honors Art History must include two additional Advanced History Seminars on their registration form.**

### **THEMES & ISSUES IN WORLD HISTORY**

*Required of all freshmen.*

This course explores significant issues, individuals and moments in world history by examining particular case studies that reflect on a theme fundamental to the history of human civilization. This year's theme is "Cultures in Conflict," and the case studies will include modules on the Modern Middle East, Modern China, Modern Latin America, Indigenous Peoples, and Nonviolent Resistance (India, US Civil Rights Movement, So. Africa). Students will circulate through three separate curriculum units, one each trimester, remaining with the same teacher for the first two trimesters and moving to a new teacher and case study in the third trimester. The first trimester will be a shared unit on the modern history of the Middle East. The material in each curricular 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 wherein students will develop their capacity for close and careful reading, note-taking, organization and critical thinking. Students should expect to write regularly, crafting analytical as well as creative essays, and developing best practices in research skills and source analysis. Finally, this course engages students in an active learning experience. Students should expect to engage in role-plays, simulations, debates and discussions as they cultivate the skills of the historian.

3 credits

### **MODERN EUROPEAN HISTORY**

*Required of all sophomores.*

This is a year-long course about ideas and their global impact. Students explore the development of modern European history, philosophy and culture from the 16<sup>th</sup> Century Reformation through the 20<sup>th</sup> Century. Students will examine the fundamental ideas, events, figures and issues which have helped to define modern Europe and much of the

world. Students will sharpen their critical thinking as they consider the significant social, intellectual, political, cultural and economic developments which have emerged from Europe, and evaluate Europe's impact on and changing role in the world. Primary sources are the textual basis of this course, supplemented with secondary sources, as well as art and artifacts, poetry, literature, film and the like. This course engages students in an active learning experience, with a particular focus on developing research, writing and communication skills. Students write document-based, creative and analytical essays, explore historiography, and expand their research skills. Teachers will offer regular opportunity to engage students in creative projects, simulations, role-plays and other assignments which will cultivate each student's capacity to think, write, imagine and debate like an historian.

3 credits

***Juniors must take US History, AP US History or American Cultural Studies.***

All junior level US History courses include a significant research paper. Though the specific requirements vary depending on the course, **successful completion of this research paper is a requirement of each of these courses.**

**UNITED STATES HISTORY**

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 less traditional sources such as literature, poetry, art, political cartoons and the like. This course will engage students in an active learning experience and will provide them with ample opportunity to think more creatively and critically about American history. The capstone project in this course is the Junior Research Paper which students will craft over an extended period of time and with generous support and organization on the part of their teachers. Finally, though students should expect to refine skills of critical thinking, close textual and primary source analysis, research, synthesis and historical writing which are tested on the US History SAT subject test, this course will not cover all of the content required. ***Students interested in taking the SAT subject test should meet with their history teacher early in the year to identify target content areas on which they will work independently to prepare for the SAT subject test in US History.***

3 credits

**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 exam 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 exam, 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 to one additional afternoon session each season. Students will also be required to attend review sessions in the third trimester in preparation for the AP exam. Students who complete this course should be well-prepared for the SAT subject test in US History, but the new format of the AP exam may mean that students will be responsible for additional independent work to prepare for the US History SAT subject test. ***Students interested in taking the SAT subject test should meet with their teacher early in the year to identify any such content areas. AP Students are also expected to meet additional class and review sessions as indicated above (Honors Requirements).***

3 credits

## **AMERICAN CULTURAL STUDIES**

*Enrollment determined by departmental (English & History) recommendation.*

American Cultural Studies, an interdisciplinary yearlong course taught jointly by the History and English Departments, moves beyond the traditional classroom model. This course offers full credit in both English and History. We'll study key historical topics and read influential literary texts, as well as consider how art, music, film, and popular culture all play a role in shaping our culture and defining who we perceive ourselves to be as individuals and as a nation. As we draw upon these media and other disciplines, students will make cross-curricular connections, visit significant local sites, read and research independently, bring their personal histories and stories to bear on the course material, and play a key role in introducing course topics. In addition to shorter literary and historical works, course texts include *The Scarlet Letter*, *A People's History of American Empire*, *The Adventures of Huckleberry Finn*, *Caleb's Crossing*, *The Bluest Eye*, *The Great Gatsby*, and *They Things They Carried*. The course includes field trips to local sites like the Museum of Fine Arts, the Crane Estate in Ipswich, and the Isaac Royall House in Medford. ACS will prepare students in part for the SAT subject test in US History. The interdisciplinary nature of this course means that some historical content typically included in a traditional American History survey will not be covered. However, the course will develop the skills of the historian -- critical analysis, deep thinking, primary source/textual analysis, historical writing and the like which are evaluated on the US History SAT subject test. ***Students interested in taking the SAT subject test should meet with their history teacher early in the year to identify content areas for independent work. ACS may also prepare ready students for the Literature SAT subject test: please***

*see the English Department course descriptions for more specific information.*

6 credits

### **HISTORY ELECTIVES**

History Electives are open to seniors and juniors (with Department and instructor permission) and are offered contingent on sufficient enrollment. All seminars are one trimester 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. 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.

### **HONORS ART HISTORY -- Full year course**

*Enrollment determined by departmental recommendation. Interview with AP teacher and writing sample required.* This year-long senior elective is a college level survey which explores a sampling of some of the more significant pieces of art produced across the globe and across history. Students will explore the history of art chronologically, from the prehistoric age to the late twentieth century, across geographical and cultural breadth of the world. 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 slight emphasis is placed on art produced in the western tradition, the course explores the ways in which art and artifact reflect and represent culture, and how the intersection of cultures shapes developments in the arts over time. 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 portion 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 second trimester. Honors students may be encouraged on an individual basis to take the AP exam in the spring, but will not be required to do so.

3 credits

### **ADVANCED PLACEMENT ART HISTORY -- Full year course**

*Enrollment determined by departmental recommendation. Interview with AP teacher and writing sample required.*

This year-long senior elective is designed to prepare students for the Advanced Placement Examination in Art History. Taught as a college level survey, this course explores a sampling of some of the more significant pieces of art produced across the globe and across history. Students will explore the history of art from the prehistoric age to the late twentieth century, across the geographical and cultural breadth of the world. 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 slight emphasis is placed on art produced in the western tradition, the course explores the ways in which art and artifact reflect and represent

culture, and how the intersection of cultures shapes developments in the arts over time. This rigorous course 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 digital and creative research projects. Enrollment in this course 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 an additional time commitment. Students should plan on committing to one additional afternoon session each trimester. Students will also be required to attend review sessions in the third trimester in preparation for the AP exam.  
3 credits

### **ADVANCED HISTORY SEMINARS: TRIMESTER 1**

#### **History of Immigration in America - What does it mean to be American? T1**

What does it mean to be American? Who may live among us? How does a society integrate immigrants? How do immigrants transform societies? How have immigrants been received throughout history and today? We will use historical sources, texts, film, academic articles, and literature to explore these questions in depth. This course will focus on several key pieces of legislation which will provide a window into our study of the history of immigration in the United States. In addition, we will connect our historical study to contemporary immigration questions and policy. To put a human face on immigration, we will examine how US law and society has impacted the immigrant experience for individuals and families. This course may require a two-day trip to New York City to visit the Tenement Museum and Ellis Island.  
1 credit

#### **History of Racism in the USA T1**

This course will examine the construction of race in America and the role of racism in shaping our society and its institutions. Our intellectual inquiry will be guided by three central questions: Can America solve the issue of racism? How has racism influenced access and opportunity in America? How have communities of color and communities of White allies worked together to find solutions? The first portion of the course will examine how the construct of race was created and defined throughout American history. The second portion of the course will examine how racism has functioned through systems and institutions such as the criminal justice, housing and education systems.  
1 credit

#### **The Holocaust and Human Rights T1**

This course examines the evolution of global human rights through the lens of the Holocaust, beginning with a history of anti-Semitism and concluding with the Nuremberg trials. We will study policies of exclusion and segregation, and work to understand how such policies led to mass murder. We will also focus on the psychology and sociology of genocide; the experiences of perpetrators, victims and bystanders; and the legacy of this catastrophic event – in other words, why does the Holocaust still matter? A strong

emphasis will be placed on critical thinking, reading and examination of primary and secondary sources, discussions, research and writing.

1 credit

### **Introduction to Economics T1**

While we will read some excerpts from some of the giants in economic thinking--such as Adam Smith, Thomas Malthus, and Karl Marx--the focus of this course will be to breathe life into these classic figures and examine how the principles of this discipline play a role in our history and our lives today. At its core, economics is about making decisions at both the individual and societal level; students will focus on “thinking like an economist” as we discuss incentives, trade-offs, unintended consequences, and some fallacies that interfere with our decision-making ability. Students will be introduced to some of the key terms and concepts of economics, ranging from the market principles of supply and demand, to the role of government and understanding the federal budget and national debt. Students will also be introduced to investing and take part in a virtual stock market competition.

1 credit

### **Philosophy and Applied Ethics T1**

This class will explore various ethical questions, examining them through the lens of contemporary issues. We will begin with an exploration of philosophy and the nature of ethical thought. 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, etc. We will consider questions of economic, social, environmental, medical, and political justice. We will then 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. Specific topics under consideration may include: advertising, euthanasia, stem-cell research, political campaigning, privacy and the internet, the death penalty, medical care, and criminal justice. This discussion-based seminar will require students to lead a class on a chosen ethical issue.

1 credit

## **ADVANCED HISTORY SEMINARS: TRIMESTER 2**

### **1968: The Year Everything Went Wrong T2**

The historian William Manchester, in his book *The Glory and the Dream*, characterized 1968 as the “...year everything went wrong...”. Considering the Tet Offensive, the assassinations of Martin Luther King and Robert Kennedy, and the debacle of the Democratic National Convention it would be difficult to argue. This course will look at the key events of the year and evaluate the impact felt on the future, especially on the coalescing of the counterculture movements. Students will not only explore critical political developments of the year, but also socio-cultural currents which gained traction. The year was a nexus not only for America, and so students should expect to examine the broader global context of 1968 -- for example the student revolts in Paris and the student-led Czechoslovakian crisis which fed into and reflected developments in the

USA. This class will rely on primary sources to involve the students in the temper of the time.

1 credit

### **Education, Social Mobility and the American Dream T2**

Although the foundation of the American Dream is rooted in equal opportunity and social mobility, income and wealth inequality are higher than they have been in almost a century. This seminar will examine whether or not inequality matters, along with the costs and benefits of living in an unequal society. Though we will briefly explore the idea of the American Dream from its origins in early American history, our focus will be on post-WWII society, with particular attention paid to the New Deal, the Great Society, and economic policy of the 1970s to today. Why has inequality increased to such a degree over the past five decades? To answer this question, we will study several theories and examine the complex political and economic factors that have led to this moment. Throughout our study we will consider ideas of political and educational reform to address growing inequality, along with other options. In order to achieve an in-depth and more personal examination, we will use a variety of sources to study the impact of inequality on individuals throughout the United States.

1 credit

### **Globalization T2**

‘Globalization’ seems to be a buzzword thrown around by political pundits, economists, and high school history texts now more than ever. But what does this term mean? What are the causes and how do we see evidence of it today? What are the consequences--both for the United States as well as the global community? In this senior seminar, we will examine possible answers to these questions. We will address a brief history of globalization as well as some of the contemporary forces that are pushing both for the idea of a shared global future (the United Nations, World Trade Organization, IMF) as well as local, state, and cultural movements that are pushing against this trend. Positive, as well as negative, consequences of the world becoming a smaller place will be debated and discussed. We will use various texts, primary documents, current events articles, and statistics to inform our learning. Students will be required to conduct independent research and write a comprehensive research paper on a topic of their choosing that relates to issues/history explored in this course.

1 credit

### **Just War T2**

What is a just war? Can war be just? When is it just to go to war? Once at war, what conduct is considered acceptable? This course will examine just war theory in the context of 20th and 21st century wars. We will begin with a unit on just war theory, including an opportunity for students to clarify their own views on the nature of war. With the theory as our basis, we will then examine several different wars to further explore the nature of war. Topics will include the causes of World War I, the use of strategic bombing in World War II including the use of the atomic bombs, and the Cold War with particular emphasis on the Cuban Missile Crisis. Finally, we will apply the lessons learned about

contemporary just war theory to recent military conflict in the 21st Century including the wars in Iraq and Afghanistan as well as modern war practices such as predator drone strikes, the concept of the “dirty war”, and counter-terrorism methods. Prerequisite: US History or permission of the Department Chair and instructor.

1 credit

### **Music and the Human Experience T2 -- Interdisciplinary**

This interdisciplinary course is designed for students who consider themselves music lovers but not necessarily performers. Equal parts music appreciation, psychology, and pop culture studies, students will have the opportunity to listen to and explore a variety of music while developing understandings about how and why their musical tastes have developed and evolved. In addition to exploring the role music plays in helping to shape identity and culture, controversial issues in contemporary music will be addressed, including: the role of technology and the Internet on the art and business of music, image in pop music, the ethics of sampling, and issues surrounding race, class, and gender. Students will learn how to thoughtfully critique music in written and verbal forms and will have opportunities to research artists and musical genres of personal interest. This course is open to all students in grades 11-12, with preference given to seniors. *This is a one credit course, which meets both art and history distribution requirements.*

1 credit

### **ADVANCED HISTORY SEMINARS: TRIMESTER 3**

#### **20th Century Vietnam: History, Literature, and Film T3**

This class will examine the roots, experiences and impact of 20th century wars in Vietnam, including European imperialism, Vietnamese nationalism, the world wars, and the rise of communism. We will examine pivotal moments in the French and American wars including Dien Bien Phu, the Tonkin Gulf resolution, the Tet Offensive, the anti-war movement, and the fall of Saigon. The course will examine how people experienced these events as portrayed through memoir, literature and film. Finally, we will explore the ethical questions related to the wars in Vietnam and examine the legacy of and lessons learned from these wars.

1 credit

#### **Big History: The Human Dimension T3**

Where did we come from? How did we get here? Where are we going? According to Bill Gates’ massive undertaking, *The Big History Project*, “Big History examines our past, explains our present, and imagines our future. It’s a story about us. An idea that arose from a desire to go beyond specialized and self-contained fields of study to grasp history as a whole.” This senior elective will introduce students to the topic of Big History, focusing particularly on the human dimension of our history. Using ideas from various scientific disciplines and, yes, history, we will focus on making sense of how humanity fits into this massive story of 13.8 billion years of history. The course will conclude with ‘big ideas’ of what the future holds not only for the United States, but for human beings in general. The website “TED: Ideas Worth Spreading,” containing thought-provoking presentations by some of today’s foremost thinkers, will be utilized, culminating in

students creating their own ‘TED Talk’ as a final project.  
1 credit

### **Global History of the Cold War T3**

This course will approach the Cold War from a global perspective to study the origins, strategies, and consequences of the Cold War. While this course will investigate the Cold War’s impact on the United States and Russia, it will also examine the conflict’s impact on other regions across the globe, including Africa, Asia, and Eastern Europe. In order to investigate the complexities of the Cold War and contemporary analysis of the topic, this class will use primary sources and modern scholarship to guide the investigation. In addition to the political, military, and economic consequences of the Cold War, this class will also study the cultural impact of the Cold War in America.

1 credit

### **History of Modern Conflict T3**

This course will delve into the historical foundations of various conflicts presented in the news and will provide students with an opportunity to investigate issues that divide the United States and other nations around the globe. Students will explore the roots of contemporary issues by focusing on underlying historical forces, and will discuss and debate possible solutions. Driven by current events, this course will cover a broad range of topics including: law, human rights, the environment, international relations, and terrorism. The course is intended to be flexible in order to accommodate major contemporary events that may arise. Student input will also be encouraged for potential topics.

1 credit

### **Psychology T3**

This course will introduce students to the field of psychology through a review of research and major theories. Specifically, we will examine major theories in the areas of developmental psychology, social psychology and intellectual development. Students will learn how to think critically about psychological research and understand the role psychology plays in influencing social change.

1 credit

## **H BLOCKS**

### **LATIN AND THE FOUNDATIONS OF DEMOCRACY (T1)**

Have you ever wanted to read Caesar in the original Latin? Or understand why democracy and self governance emerged in modern history? Latin and the Foundations of Democracy exposes students to the language, culture and history of the Romans. An introduction to the language through excerpts from the Cambridge Series emphasizes basic comprehension of the Latin language and common English root words by following the lives of a traditional Pompeian family. The stories read will illuminate the social and political history of the Romans, especially during the first century AD. Classes will

include basic Latin grammar and vocabulary, as well as discussions of Ancient Rome's contributions to modern democracy. Labor omnia vincit! Open to grades 9-12.  
½ credit

### **ALL ART IS POLITICAL (T2)**

This course will explore a small handful of artworks that represent both critical monuments and significant turning points in the history of political art in the Western world. We will begin in ancient Greece and Rome, and conclude in the 21st century. Objects chosen represent a small but compelling sampling of some of the most significant pieces of political art produced in Europe and America. We will examine architecture, mosaics, painting and sculpture. Some pieces will be overtly political, others far more subtle, raising the question of what does it take for a piece of art to be political in nature? Our discussion will begin with the artwork, but will delve into the historical context: what important historical developments of the day shaped the art object? How does the artwork reflect the values, concerns and interests of the people who created it? What did it mean to create political art at different points in history? What does political art look like today? Open to grades 10-12.  
½ credit

### **PILGRIMAGE: A SHORT HISTORY THROUGH ART (T3)**

Pilgrimage is an age-old concept that crosses cultures and transcends time. This course will serve as an introduction to the concept and history of pilgrimage as it has been practiced across time and place and in religious and secular (non-religious) contexts. Students will read about the theory of pilgrimage, the rituals associated with it, and how it has been practiced from the medieval period to the present day. We will explore Christian, Islamic and Buddhist pilgrimage tradition: so in many ways, this course will serve as a general introduction to some significant faith traditions. Students will learn about key pilgrimage sites and the people who visit them, and consider the elements of sacredness, ritual and tourism that shape the pilgrim's experience. We will conclude the course by considering secular pilgrimage and the ways in which pilgrimage continues to thrive today outside the realm of religion but within the realm of the spiritual. Open to grades 9-12.  
½ credit

# WORLD LANGUAGES

	Trimester 1	Trimester 2	Trimester 3
<b>SPANISH COURSES</b>	Beginning Spanish 1		
	Spanish 1		
	Spanish 2		
	Advanced Spanish 2*		
	Spanish 3		
	Honors Spanish 3*		
	Adv Seminar: El Mundo Literario	Adv Seminar: Obras en Pantalla	Adv Seminar: Noticias y Debate
	Honors Spanish 4*		
AP Spanish 5*			
<b>FRENCH COURSES</b>	French 1		
	French 2		
	French 3		
	Honors French 3*		
	Adv Seminar: Mythes, contes, et légendes médiévales	Adv Seminar: Le Cinéma de la Nouvelle Vague	Adv Seminar: La Cuisine et Culture de France
	Honors French 4*		
	AP French 5*		
<b>MANDARIN CHINESE</b>	Chinese 1		
	Chinese 2		
	Chinese 3		
	Chinese 4		
	Honors Chinese 5*		
<b>H-Blocks</b>			
<b>Spanish</b>	Conversational Spanish (9-12)	Conversational Spanish (9-12)	Conversational Spanish (9-12)
<b>KEY</b>	* = Department Recommendation		

The Pingree School World Language Department believes that learning another language prepares our students for the multilingual and multicultural world of today. The ability to communicate in more than one tongue enriches our understanding of other cultures and also broadens our view of the diversity within our own. The language of the classroom is the target language, and the goal of the department is for students to be conversant and proficient in another language.

Students at Pingree are required to fulfill three consecutive levels (nine trimesters) of their chosen language, and may choose from French, Spanish, and Mandarin Chinese. Starting in the beginning levels, the focus is on the development of listening, speaking, reading, and writing skills. Extensive use is made of Pingree's Language Lab.

### **Language Department Honors/ AP Statement**

The successful Honors or Advanced Placement student is a self-motivated and enthusiastic language student. In the classroom, the student exhibits curiosity, maturity, and a passion for language learning. The successful student consistently uses the target language in the classroom and can manage fast-paced environment of an Honors or AP course.

When recommending students for an Honors or AP language course, the Language Department considers the following criteria:

- 1. The student has received the official recommendation of the current teacher and the department.*
- 2. The student is a self-motivated, enthusiastic, and independent learner, and does not require regular support outside the classroom from a tutor.*
- 3. The student displays maturity and self-advocacy.*
- 4. The student can keep up with the demands of the fast-paced environment.*
- 5. The student exhibits a passion for the language and a willingness to contribute, in the target language, to classroom activities and discussion, and collaborates well with classmates.*
- 6. At the time of course recommendations, a student in non-Honors course has a full-year average of at least 90% (A-). A student in an Honors course has a full-year average of at least 80% (B-).*

## **FRENCH**

### **FRENCH 1**

This first level, year-long course is designed for those students who are either starting their study of French or who have some background but are in need of reinforcement of basic skills. Emphasis from the start is on developing the four-language skills of listening, speaking, reading and writing. Students will explore the cultures of France and other French-speaking countries around the world, including those in Africa and Asia. The program includes short reading selections and programs for listening and pronunciation practice. Audio materials, communicative activities, and videos are used to reinforce concepts.

3 credits

## **FRENCH 2**

In this second level, year-long course, students continue to strengthen and further develop the four language skills of reading, writing, speaking, and listening. Students begin writing short essays while sharpening their control of essential grammar. Further study of French and Francophone culture is included. At this level, students have greater independence with the language and are expected to use it creatively, and with attention to authentic uses as they develop their skills in interpersonal, interpretive, and presentational communication. Audio materials, communicative activities, and videos are used to enhance the classroom experience and increase cultural awareness. Short story selections are used as reading reinforcement.

3 credits

## **FRENCH 3**

This third level, year-long 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. At this level, students are expected to have greater independence with the language and will use it creatively, and with attention to authentic uses as they develop their skills in interpersonal, interpretive, and presentational communication. Audio materials 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.

3 credits

## **HONORS FRENCH 3**

In this intensive third level, year-long course, students continue to strengthen proficiency in their language skills and to broaden their knowledge of Francophone cultures. Reading, writing, speaking, and listening skills are emphasized as students acquire more complex grammar and vocabulary, and move from concrete to more abstract concepts. Audio materials and internet-based listening and self-recording exercises are used to reinforce concepts, enhance the material, and increase cultural awareness. A collection of short stories as well as popular French-language movies are used as reading and speaking reinforcements. This is a fast-paced course, and students will be expected to demonstrate the ability to work independently with the language in a number of ways, including by leading discussions in French and by preparing various oral presentations and projects. Prerequisite: Departmental recommendation.

3 credits

## **HONORS FRENCH 4**

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 and critique a variety of excerpts and short stories and view several theme-based videos and news reports from the Francophone world. Throughout the year, students write essays and regularly do presentations on a variety of

topics to expand their written and speaking skills. As part of this advanced class, students are required to participate regularly in class discussions in French. After successfully completing this course, students will be prepared to take the French SAT subject test. Prerequisite: French 3 or Honors French 3 and departmental recommendation.  
3 credits

## **AP FRENCH 5**

This year-long 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 cultural and literary excerpts and current news articles from the Internet. The language lab is used extensively for repeated practice in speaking and listening. This course prepares students for the French Language AP examination. Prerequisite: French level IV and/or departmental approval.  
3 credits

## **ADVANCED FRENCH LANGUAGE SEMINARS**

*Advanced French Language Seminars are designed to allow students to apply the material they have learned in the first three levels of French while discovering the literature, art, history, and cultures of the francophone world. Prerequisite: completion of French 3 or French 3 Honors and/or departmental recommendation. Students may choose to enroll in one, two, or three trimesters. New seminars are offered every year, therefore students are able to enroll in a full year of seminars two years in a row.*

## **Mythes, contes, et légendes médiévales (T1)**

Literature existed in many forms throughout the Middle Ages in France and England, experiencing its own “renaissance” around the twelfth century. It was during this time when the values of courtly society and the ideas of courtly love and the code of chivalry were born. Students in this course will discover the literary traditions associated with the cultures of early and late medieval Europe. We will read a number of medieval masterpieces, some composed in verse and some in prose, and we will focus on how the readings are reflective of the time period. Students will learn to apply tools for literary analysis as they read *chansons de geste* of the oral tradition, such as the famed “La Chanson de Roland”. King Arthur, Guinevere, and Lancelot will make appearances in various *roman courtois*, including “Tristan et Iseut” and “Le Chevalier de la Charrette”. This course, which will be largely discussion-based, will require students to be precise in their use of vocabulary and grammar as they reinforce their reading, writing, speaking, and listening skills.

1 credit

## **Le Cinéma de la Nouvelle Vague (T2)**

The late 1950’s in France saw the birth of a modern, refreshing form of movie-making called La Nouvelle Vague (The New Wave). Creative and imaginative movie directors of La Nouvelle Vague rejected the clichéd, formulaic, and trite techniques and screenplays

from earlier in the decade and branched out on their own, producing moving pictures where the author-as-director defined the movement. Former movie critics, these new directors had small budgets, hand-held their cameras, went outdoors, used natural and available light, made jump edits, recorded long takes, and often made overt and masked references to art, music, literature, American culture, and politics. François Truffaut, Jean-Luc Godard, Eric Rohmer, Claude Chabrol and several others were the forefathers of what we today consider alternative cinema, paving the way for such notable modern directors as Martin Scorsese and Quentin Tarantino. In this course, students will view and analyze several Nouvelle Vague works in their entirety, paying close attention to similarities and differences when comparing them to modern films of today.

1 credit

### **La Cuisine et la Culture de France (T3)**

One might say that “la gastronomie est le premier reflet de l’identité” (Cooking is the first reflection of identity) and perhaps nowhere is this more apt than in France, where cuisine is life and vice-versa. Great chefs, delicious ingredients, classic dishes, innovative techniques, and a genuine love and appreciation of good food are staples of French society. In this class, students will study some of France’s great masters of the kitchen, both past and present, including George Auguste Escoffier, Paul Bocuse, Gaston Lenôtre, and yes, Julia Child! Students will also review in the target language recipes of well-known French dishes and spend some time getting their hands doughy and saucy while preparing a few select plates. Articles and excerpts on French cooking and society will also be reviewed, and a culinary-themed movie or two will close out the term. This course will be taught in French and students will be expected to contribute to class discussions in French, read in French, and take exams and quizzes in French.

1 credit

## **SPANISH**

### **BEGINNING SPANISH 1**

This introductory, first level course is designed for students who are beginning their study of Spanish, or for those who require reinforcement of basic skills. No prior knowledge of the language is expected. Emphasis in this course is on all four language skills - reading, writing, listening, and speaking. Students will develop competence in interpersonal, interpretive, and presentational modes of communication. Vocabulary is practiced in a thematic and communicative way and grammar is learned incrementally to enhance students’ ability to share their thoughts and ideas, and to ask questions of others. At this level, students will begin to explore cultural and geographic elements of the Spanish-speaking world. Exclusive usage of Spanish is the ultimate goal, but English may be used to clarify certain concepts. Primary text: *Descubre 1* . Reader: *Las Aventuras de Miguelito (Teacher’s Discovery)*.

3 credits

### **SPANISH 1**

This first level course is designed for students who have already begun their study of the Spanish language at an introductory level. There will be a strong emphasis on students’

ability to communicate verbally. Practice with reading, writing, listening, and speaking will enhance students' competence in interpersonal, interpretive, and presentational modes of communication. Vocabulary is practiced in a thematic and communicative way and grammar is learned incrementally to enhance students' ability to share their thoughts and ideas, and to ask questions of others. At this level, students will explore cultural and geographic elements of the Spanish-speaking world. This course will be conducted in Spanish. Primary text: *Descubre 1 (Vista Higher Learning)*. Reader: *Las Aventuras de Miguelito (Teacher's Discovery)*.  
3 credits

## **SPANISH 2**

In this second level course, students will continue to strengthen their reading, writing, listening, and speaking skills, while exploring cultural elements of the Spanish-speaking world. Students review past grammar and also learn new, more advanced material through a gradual exposure to abstract concepts. Vocabulary continues to be taught in a thematic way with a strong emphasis on contextual application both aurally and orally. Students should expect to read authentic texts from Spain and Latin America, and to write short compositions in the target language. Students are encouraged to work creatively as they develop their skills in interpersonal, interpretive, and presentational communication. With rare exceptions, this course will be conducted in Spanish. Primary texts: *Descubre 1 y 2 (Vista Higher Learning)*. Reader: *Cartas a Susana (Teacher's Discovery)*.  
3 credits

## **ADVANCED SPANISH 2**

In this advanced, second level course, students continue to strengthen their reading, writing, listening, and speaking skills, while exploring cultural elements of the Spanish-speaking world. Students learn new, more advanced material through exposure to abstract concepts and vocabulary continues to be taught in a thematic way to provide context for new content. A strong emphasis is placed on oral practice and grammatical competence, and students are expected to contribute regularly to in-class conversations to practice their verbal skills. Students should expect to read authentic texts from Spain and Latin America, and to write compositions in the target language. At this level, students have greater independence with the language and are expected to use it creatively, and with attention to detail, as they develop their skills in interpersonal, interpretive, and presentational communication. This course will be conducted entirely in Spanish. Primary texts: *Descubre 1 y 2 (Vista Higher Learning)*. Reader: *Cartas a Susana (Teacher's Discovery)*.  
3 credits

## **SPANISH 3**

In this third level course, students will strengthen their reading, writing, listening, and speaking skills while broadening their knowledge of the Spanish-speaking world. Advanced grammar and vocabulary are presented through thematic units that incorporate information that will elevate students' skills development and cultural awareness

simultaneously. Readings from Spain and Latin America of moderate difficulty will be utilized for context in students' compositions and in in-class discussions. Students will view short films and will be exposed to authentic materials from Spanish-language magazines, newspapers, and video clips. At this level, students are expected to demonstrate greater independence with the language and will use it creatively, and with attention to authentic uses as they develop their skills in interpersonal, interpretive, and presentational communication. This course will be conducted entirely in Spanish. Primary texts: *Descubre 2 (Vista Higher Learning)*.  
3 credits

### **HONORS SPANISH 3**

In this intensive third level course, students will continue to hone their reading, writing, listening, and speaking skills while broadening their knowledge of the Spanish-speaking world. Students will learn advanced and complex grammar structures along with new vocabulary through thematic units that will introduce various cultural elements of Spanish speaking countries. A collection of readings, short films, and other authentic materials from Spain and Latin America will be utilized for reinforcement of content and skills. As part of this Honors level course, students will be expected to contribute regularly to in-class discussions and conversations. Additionally, students are expected to demonstrate independence with the language, and will use it creatively, and with attention to authentic uses as they refine their skills in interpersonal, interpretive, and presentational communication. This course requires regular compositions and oral presentations, and will be conducted entirely in Spanish without exception. Primary text: *Descubre 2 (Vista Higher Learning)*.  
3 credits

### **HONORS SPANISH 4**

In this intensive fourth level course, students will study the more advanced and complex grammatical aspects of the Spanish language in depth, and will gain advanced proficiency in all four language skills- reading, writing, listening, and speaking. This course is designed to expand students' vocabulary and prepare students for the AP level. In addition, students will read and critique a variety of excerpts and short stories, and will view a variety of short films in Spanish. Throughout the year, students will write essays and will do regular presentations on topics from the Spanish-speaking world. As part of this advanced class, students are required to participate regularly in class discussions in Spanish. After successfully completing this course, students will be prepared to take the Spanish SAT subject test. Primary text: *Descubre 2 (Vista Higher Learning)*.  
3 credits

### **AP SPANISH 5**

The objective of this intensive Advanced Placement course is to enable students to develop a strong command of the Spanish language and to prepare them for advanced Spanish studies at the college level. In this class, students regularly practice speaking, listening, reading and writing in formal and informal settings. The Spanish Language and Culture AP Examination assesses students on language and culture of the Spanish

speaking world through topics dealing with Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Literary focus will be on short stories by prominent Spanish and Latin American writers, such as Imbert, Dolón, Jiménez, Rulfo, Adolph, Cortázar, and Márquez. In addition, a variety of authentic resources, such as: newspapers, magazines, podcasts, advertisements, music, and video clips, will be used to strengthen cultural awareness. Grammar and vocabulary will be developed through contextualized study. Primary texts: *Abriendo Paso: Temas y lecturas* (Pearson) and *AP Spanish: Preparing for the Language Examination* (Pearson). Prerequisite: Spanish 4 Honors and/or departmental approval.

3 credits

### **ADVANCED SPANISH LANGUAGE SEMINARS**

*Advanced Spanish Language Seminars are trimester-length courses designed to allow students to apply the material they have learned in the first three levels of Spanish while discovering the literature, art, history, and cultures of the Spanish-speaking world. Prerequisite: Completion of Spanish 3 or Spanish 3 Honors, and/or departmental approval. Students may choose to enroll in one, two or three trimesters. New seminars are offered every year, therefore students are able to enroll in a full year of seminars two years in a row.*

#### **El Mundo Literario (T1)**

In this advanced course, students will read a mix of poetry, short stories, and novels from Spanish, Latin American, and U.S. Hispanic authors with the goal of furthering their analytical ability, vocabulary, and cultural understanding. In-class discussion, oral presentations and written analysis of works studied are emphasized in this course. The development of grammatical sophistication will also be fundamental to the students' growth in the Spanish language in this course. Students will be encouraged to think critically and reflectively about the variety of works explored throughout the course. The class will be taught entirely in Spanish.

1 credit

#### **Obras en Pantalla (T2)**

This advanced course uses Spanish language films to explore cultural issues and components in the Spanish-speaking world. Through watching both short and feature length films from a variety of Spanish-speaking countries, students will examine an array of geographic, cultural, and historical settings. Students will learn about political issues and cultural topics and will be expected to contribute their thoughts and reactions to the films and other prompts both orally and on paper. The development of vocabulary and grammatical sophistication will be fundamental elements of this course. The class will be taught entirely in Spanish.

1 credit

#### **Noticias y Debate (T3)**

In this advanced course, students will learn about current events, as well as other controversial topics through readings, research, art, conversation, videos, and debate. An

emphasis will be placed on students' oral competence in fluently and persuasively expressing the facts, and also their opinions surrounding the subject matter that will be discussed. Immigration, politics, and identity are only a few examples of the various topics that will be covered; all of which will provide a platform for discussion about human rights and social justice. Students are expected to be precise in their use of grammar and vocabulary and the development of this skill will be a primary focus in this course. The class will be taught entirely in Spanish.

1 credit

## **CHINESE**

### **MANDARIN CHINESE 1**

This full-year beginner level course is designed for those students who are 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. Communicative activities are used to reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students also learn to look up words online for correct usage and to type Chinese characters. In addition, students will be expected to participate in the Chinese New Year Celebration.

3 credits

### **MANDARIN CHINESE 2**

In this full-year, 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. Communicative activities are used to reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students will continue to look up words for correct usage and to type Chinese characters online. Students will be expected to participate in the Chinese New Year Celebration.

3 credits

### **MANDARIN CHINESE 3**

In this year-long 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. Communicative activities will reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students will continue to look up words for correct usage and to type Chinese characters online. In addition, students will be expected to participate in the Chinese New Year Celebration.

3 credits

### **MANDARIN CHINESE 4**

In this fourth level, full-year course, students will continue to strengthen all four-language skills. Speaking fluency will be heavily stressed. Reading and listening skills will be further broadened and study of the culture of the Chinese world will

continue to be a focal point. Communicative activities will reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Heavier emphasis will also be placed on control of advanced grammar. More complex sentences will be emphasized at this level and various themes and advanced vocabulary will be introduced. In addition, students will be expected to participate in the Chinese New Year Celebration.  
3 credits

### **HONORS MANDARIN CHINESE 5**

In this intensive fifth level course, students will study the more complex grammatical aspects of the language in depth and will gain more advanced proficiency in all four-language skills. This course is designed to expand students' vocabulary extensively. Reading and listening skills will be further broadened and the study of the culture of the Chinese world will continue to be a focal point. A variety of audio and video materials will be used to reinforce concepts and expand cultural awareness. Students will also write compositions based on the thematic vocabulary. As part of this advanced class, students will be required to participate in class discussions in the target language and will be expected to participate in the Chinese New Year Celebration. Prerequisite: completion of one full year (three trimesters) of Chinese 4 Advanced Language Seminars and Departmental Recommendation.  
3 credits

### **H BLOCKS**

#### **CONVERSATIONAL SPANISH (T1, T2, T3)**

This trimester-long conversational course will emphasize oral communication in a variety of topics that are of interest to the students. This interactive course will help students learn key phrases and vocabulary, as well as helpful hints related to speaking the language. In the past, topics for discussion have included vocabulary and phrases related to travelling, giving/receiving directions, describing people and places, talking in general social situations, cooking Latin America/Spanish food, and navigating a restaurant situation. Students do not need to have any experience with Spanish in order to take this course. Open to students in grades 9-12.  
½ credit each trimester

# MATHEMATICS

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<b>MATH 1</b>	Math 1		
<b>MATH 2</b>	Math 2		
<b>MATH 3</b>	Math 3		
	Honors Math 3*		
<b>PRE-CALCULUS</b>	Pre-Calculus 1 and 2*		Pre-Calculus 3*
	Honors Pre-Calculus 1 and 2*		Honors Introduction to Calculus*
<b>CALCULUS</b>	Calculus*		
	AP Calculus AB*		
	AP Calculus BC*		
<b>STATISTICS</b>	Statistics		
	AP Statistics*		
<b>Additional ELECTIVES</b>			Risk and Reward
<b>H BLOCK</b>		The Art of Mathematics	Financial Literacy
<b>KEY</b>	* = Department Recommendation		

In addition to providing students with the opportunity to develop their potential to the fullest, the Mathematics Department cultivates mathematical thinking through curriculum and pedagogy.

When students graduate, they should be able to:

- (A) Produce an argument that is logical, coherent, and easy to follow.
- (B) Explore with confidence problems that they have not seen before and know how, where, and when to look for information that will help them investigate what they think they do not know.
- (C) Capitalize on class time as an opportunity to build meaning together and to see classmates as partners in the learning process.

**Honors/AP Program Mission Statement:** The Pingree math department offers honors courses beginning with *Honors Math 3*. The successful honors/AP student is an independent, self-motivated learner. The student has a strong foundation and can easily retrieve and use the skills and concepts from previous levels. The student appreciates the opportunity to explore topics in greater depth and enjoys the challenge of applying skills to unfamiliar scenarios. An honors/AP student always demonstrates a desire to understand why things work the way they do. The student is accountable and recognizes the personal responsibility that must be taken to ensure mastery over the course material. Furthermore, the student is a team player who enjoys and learns well in collaboration with others. Finally, honors/AP math courses are best suited for students who consistently show that a faster paced class, in which less time is dedicated to step-by-step explanations and reinforcement exercises, will maximize learning.

**Honors/AP Requirements:** For entry into an honors/AP math course, students will be assessed based on the following criteria.

1. The student has the recommendation of the current teacher. The opinion of the student's previous year's teacher may also be considered. In addition, the student's advisor may be asked to share input (factors such as the student's cumulative academic and co-curricular schedule, performance across disciplines, and accountability may be considered).
2. The student has consistently proven to be a self-motivated, organized and independent learner, who thinks critically and feels comfortable with the ambiguity inherent in more complex problems.
3. The student is comfortable experimenting with and interpreting new material without direct instruction.
4. The student can easily recall concepts and skills learned in previous math classes and can apply them to new situations without having to be told or re-taught the old skills.
5. The student works well with peers and appreciates the advantages of collaborating with classmates when learning new skills; the student eagerly fulfills the obligation to contribute productively to group assignments.
6. When course recommendations are made (April), the student's current full year (non-honors) average is at least an A-. It is expected that the student will maintain this grade for the remainder of the year.

For students currently in an honors course: The math department will consider the above criteria when making a decision about future courses, but the grade may vary from honors course to honors course.

### **MATHEMATICS 1: METHODS IN ALGEBRA, GEOMETRY AND PROBABILITY**

*Math 1* aims to give students deep understanding of, and confidence in, fundamental mathematical practices that will carry them through the rest of their mathematical coursework, and lives beyond school. The practical aspects of math topics (such as order of operations, calculating, using graphing utilities and computer applications), as well as theoretical concepts fundamental to algebra (such as coefficients, exponents, operations and inverses), are all covered in the first trimester. Much of this is done through units on linear and quadratic equations and their graphs. The second trimester explores data analysis and the many ways in which statistics can be applied and represented (box and whisker, stem and leaf, normal curve, etc.) to inform our daily lives. In addition, probability and counting, and an introduction to the essential concepts of geometry and basic right triangle trigonometry are explored in trimester 3. Extensive use of the web, graphing calculators, GeoGebra, tutorial videos, and a Math 1 Course Reader provide students with multiple approaches to the topics. A laptop is the recommended device for this course, and a graphing calculator is required.

3 credits

### **MATHEMATICS 2: METHODS IN ALGEBRA, TRIGONOMETRY AND NUMERICAL ANALYSIS**

*Math 2* introduces students to the world of functions; students learn how to recognize functions graphically, numerically, and algebraically, and they become fluent in the language of function notation. Students delve deeply into the study of four function families—linear, quadratic, exponential, and radical; and an introduction to how algebraic transformations affect the graphs, domain and range of each family is also presented. In addition, Math 2 students begin their study of linear systems, matrices, conceptual probability and statistics, and trigonometry, with particular focus on right triangles, similarity, and the geometric mean. Students are regularly asked to investigate concepts collaboratively, and developing confident problem solvers, who are excited about taking risks, is a goal of the course. To further develop problem-solving skills and to encourage students to approach challenges with a patient and flexible attitude, students will take part in a 2-week computer programming “mini-term” in January. The introduction to computer programming is also intended to introduce students to the field of programming in the hopes that they may elect to take a full-credit programming course during their time at Pingree. To master the Math 2 syllabus, students will make use of multiple resources, including a Math 2 Course Reader, tutorial videos, the web, graphing calculators, and GeoGebra. A laptop is the recommended device for this course, and a graphing calculator is required.

3 credits

### **MATHEMATICS 3: METHODS IN ADVANCED ALGEBRA, GEOMETRY & PROOF**

*Math 3* builds upon the topics covered in both *Math 1* and *Math 2* and also introduces students to new material not covered in the previous courses. The year begins with inductive and geometric proof, centering upon the study of parallel lines and polygons, and extends to coordinate proofs and proofs by contradiction. Students then move onto trigonometry, reviewing right-triangle trigonometry before delving into the Law of Sines, the Law of Cosines, and polar coordinates. Further exploration of topics in statistics are incorporated into the course, as well as an essential refresher unit on functions and function notation through the review of quadratic, rational, and exponential functions and an introduction to logarithmic functions. To adequately prepare students for *Pre-calculus 1 and 2*, the unit circle is presented with particular attention paid to measuring angles in both degrees and radians. The year also includes units on sequences and series and transformational geometry, including an introduction to graphing both the sine and cosine curves by hand. To master the Math 3 syllabus, students will make use of multiple resources, including a Math 3 Course Reader, tutorial videos, the web, graphing calculators, and GeoGebra. A laptop is the recommended device for this course, and a graphing calculator is required. After successfully completing this course, students will be prepared to take the Math Level 1 SAT subject test.

3 credits

### **HONORS MATHEMATICS 3: METHODS IN ADVANCED ALGEBRA, GEOMETRY & PROOF**

*Honors Math 3* explores the topics covered in *Math 3* in greater detail, stressing the application and synthesis of material. Students gain a deeper understanding of the topics through intensive investigation into more complex and unfamiliar problems.

Furthermore, students are expected to show greater independence and comfort with uncertainty and exploration, both individually and collaboratively. Beyond the Math 3 topics, the Honors Math 3 syllabus presents students with a unit on linear programming and introductions to limits and trigonometric identities. After successfully completing this course, students will be prepared to take the Math Level 1 SAT subject test. A laptop is the recommended device for this course, and a graphing calculator is required. A significant skills packet must be completed prior to the start of the school year.

Prerequisite: departmental recommendation.

3 credits

### **PRE-CALCULUS 1 and 2 (Trimesters 1 and 2)**

The first trimester of Pre-Calculus is dedicated to the study of trigonometry, including graphing and evaluating the six trigonometric functions. The second trimester offers an in-depth study of graphing and solving rational, polynomial, exponential, logarithmic, and radical functions. The course requires students to synthesize and apply algebraic, graphical, and numerical skills developed in *Math 1 – Math 3*. Following this two-trimester course, students may enroll in *Pre-Calculus 3*, and/or *Risk and Reward*. Students can only enroll in *Honors Introduction to Calculus* with the **recommendation of the department**. After successfully completing this course, students will also be prepared to take the Math Level 1 SAT subject test and, potentially, the Math Level 2

subject test. We recommend that students take the free online practice tests for Level 1 and Level 2 to help them gauge which test assesses the material with which they are most confident. A laptop is the recommended device for this course. Prerequisite: *Math 3*, and it is strongly advised to follow departmental recommendation.

2 credits

### **HONORS PRE-CALCULUS 1 AND 2 (Trimesters 1 and 2)**

*Honors Pre-Calculus* explores the topics covered in *Pre-Calculus 1 and 2* in greater depth and at a faster pace, stressing the application and synthesis of material. The honors syllabus also includes additional topics in both the first and second trimesters: polar coordinates, polar functions, complex numbers and vectors in trimester 1, and arithmetic and geometric sequences and series in trimester 2. Students hoping to enroll in AP Calculus should expect to take *Honors Introduction to Calculus* in their third trimester. After successfully completing Honors Pre-Calculus, students will be prepared to take the Math Level 2 SAT subject test. A laptop is the recommended device for this course, and a graphing calculator is required. Summer work required. Prerequisite: *Math 3* and departmental recommendation.

2 credits

### **PRE-CALCULUS 3 (Trimester 3)**

This third trimester Pre-Calculus course will provide a more in-depth look at trigonometry as well as cover additional topics including polar coordinates, vectors, arithmetic and geometric sequences and series, and conic sections. A laptop is the recommended device for this course. **(This course is required for Calculus.)**

Prerequisite: *Pre-Calculus 1 and 2*.

1 credit

### **HONORS INTRODUCTION TO CALCULUS (Trimester 3)**

*Honors Introduction to Calculus* is designed to lay the groundwork for the study of AP Calculus at the AB or BC level. Students will be introduced to the fundamental concept of the derivative as a limit, including its definition, graphical representation, and application to the physical sciences. Students will also learn the basic rules of differentiation, including the power, product, quotient, and chain rules. A laptop is the recommended device for this course, and a graphing calculator is required. **(This course is required for AP Calculus.)** Prerequisite: *Honors Pre-Calculus 1 and 2* and/or departmental recommendation.

1 credit

### **CALCULUS**

This course is a study of the concepts and skills of differential calculus, which deals with rates of change, and integral calculus, which deals with accumulation. In both branches, concepts learned in algebra and geometry are extended using the idea of limits, and The Fundamental Theorem of Calculus is presented in detail to bring the two branches together. Applications drawn from the physical, biological, and social sciences are investigated, and significant use of the graphing calculator is incorporated into the course

to enhance learning and efficiency. A laptop is the recommended device for this course, and a graphing calculator is required. Prerequisite: *Pre-Calculus 1 and 2* and *Pre-Calculus 3*, and it is strongly advised to follow departmental recommendation.  
3 credits

### **AP CALCULUS AB**

Designed for the most motivated and proficient mathematics students, this course prepares students for the successful completion of the Advanced Placement AB Examination in the spring. The AP course must move at a significantly faster pace than the non-AP calculus class to ensure that students have adequate time to merge and apply the skills of differential and integral calculus to more complex problems. Take-home problem sets throughout the year will require students to independently synthesize and apply skills developed throughout their high school careers to challenging AP Calculus questions. The AP Examination is a course requirement. Students will also be expected to attend 1 afternoon session per trimester. Furthermore, a significant summer assignment is assigned. A laptop is the recommended device for this course, and a graphing calculator is required. Prerequisite: *Honors Pre-Calculus 1 and 2*, *Honors Introduction to Calculus*, and departmental recommendation.  
3 credits

### **AP CALCULUS BC**

The BC course is an extension of the AB course, both in terms of content and pedagogy. The BC syllabus contains all of the topics covered at the AB level, but it moves faster, goes into greater depth, and covers additional topics, such as parametric equations, vectors, and Taylor series. The AP Examination is a course requirement. Students will also be expected to attend 1 afternoon session per trimester. Furthermore, a significant summer assignment is assigned. A laptop is the recommended device for this course, and a graphing calculator is required. Prerequisite: *Honors Pre-Calculus 1 and 2*, *Honors Introduction to Calculus*, and departmental recommendation.  
3 credits

### **STATISTICS (T1&2)**

The first trimester of this course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include experimental design, sampling, graphing and summarizing data and normal distributions. The second trimester builds upon the strong foundation started in trimester 1 and the emphasis shifts to statistical inference through linear regression, confidence intervals, and tests of significance. Students enrolled in this course will be required to work together on a Service Learning component. During the first trimester students will design a survey and collect required data from faculty, staff and students as directed by the instructor. During the second trimester, students will display (using appropriate graphs) and analyze the data that was collected during the first trimester. Hypothesis testing may also be used to further analyze the data. Following this two-trimester course, students may enroll in *Risk and Reward*. With departmental approval, students may be able to enroll in *Pre-Calculus 3* if *Pre-Calculus 1 and 2* was taken in a previous year. A laptop is the recommended

device for this course, and a graphing calculator is required. Prerequisite: *Math 3*. (First priority is given to seniors, but if space permits, juniors may enroll in this course with departmental permission.)

2 credits

### **AP STATISTICS**

This full-year course for seniors is in preparation for college level statistics and the AP Statistics exam. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. First trimester topics include interpreting, summarizing, comparing and exploring distributions of data and methods of data collection, such as surveys, experimental and observational study. Second trimester topics explore statistical inference through confidence intervals and tests of significance. The third trimester intensely focuses on preparation for the AP exam with targeted review of certain topics and multiple, graded practice exams. Course supplements include newspaper and magazine articles. The AP Examination is a course requirement. Students will also be expected to attend 1 afternoon session per trimester. A laptop is the recommended device for this course, and a graphing calculator is required. Prerequisite: *Math 3* and departmental recommendation.

3 credits

### **RISK AND REWARD (T3)**

A well-known bumper sticker reads: "The Lottery - a tax on people who are bad at math." This course will convince students to steer clear of lotteries and casinos! It will focus on the topic of probability with an emphasis on the risks involved in games of chance. Some or all of the following topics may be covered: Definition of Probability, Odds and Random Chance, Erroneous Beliefs, Random Events, Patterns, Electronic and Online Gambling, Lotteries, The Gambler, and Sports Betting. There will be opportunities for students to branch out and investigate further topics, with instructor permission. Though a graphing calculator is required and the material will center around the mathematical components of probability, there will also be essential reading and writing components to this course. Prerequisite: *Math 3*.

1 credit

### **H BLOCKS**

#### **THE ART OF MATHEMATICS (T2)**

Since the first time one of our human ancestors used a piece of string to scratch a circular decoration, the concepts, techniques, and applications of mathematics have helped inform, influence, and create art. The *Art of Mathematics* will explore the many ways in which mathematics -- the "language of pattern"-- has led artists to express their aesthetic vision. The course has no prerequisites, and will require only an open mind and the patience needed to learn a few new perspectives -- literally. The following topics may be covered: symmetry, harmony, fractals, line design, mandalas, one and two perspective, op art, origami, tessellations, Islamic art -- and other culturally specific applications of

mathematics in art. Also, the works of various innovative artists will be discussed -- from Brunelleschi and DaVinci to M.C. Escher and Erik Demaine.

½ credit

### **FINANCIAL LITERACY (T3)**

This course will expose students to the fundamental principles of personal finance. Students will learn about credit and debt, saving and investing, money management, risk management, income and careers, and taxes. The goal is to equip students to make responsible, informed financial decisions now and in their future. Assessment will be based on participation and projects. Open to grades 10 - 12.

½ credit

## SCIENCE

	Trimester One	Trimester Two	Trimester Three
<b>Biology (grade 9)</b>	Biology		
	Accelerated Biology *		
<b>Chemistry (grade 10)</b>	Chemistry		
	Honors Chemistry *		
<b>Physics (grades 11 or 12)</b>	Physics		
	Accelerated Physics*		
	AP Physics 1*		
<b>Electives (grades 10-12)</b>	AP Biology*		
	AP Chemistry*		
	AP Physics 2*		
	AP Environmental Science*		
	Engineering		
	Ecology	Marine Biology	Oceanography
	Human Histology	Human Physiology	Gross Anatomy
<b>H Blocks</b>	Failure Analysis in Engineering	An Engineering Approach to Launched Projectiles	Engineering and Design for a Better Tommorrow
		Sustainability	
	Independent Science Research Project (ISRP)	ISRP	ISRP
<b>Footnotes:</b>	*Requires recommendation from the science department		

The goal of the Science Department is to introduce students to a body of knowledge in the three primary science disciplines and to develop skills that are inherent to the study of science. We recognize the diverse interests of our student population and the individuality of each student. We are committed to the excitement of exploration and experimentation, the development of students as global stewards, and we support our students as they work to become informed scientific citizens.

Fundamental to our science program is the belief that science is a creative and dynamic discipline with a history and language of its own. Our primary goals are to aid students as they become:

- ❖ *Risk takers* who are comfortable both with failure as a path toward scientific understanding and with the ambiguity inherent in more complex problems and concepts.
- ❖ *Creative thinkers* who can problem solve in original ways, and who value the new perspectives brought to the table by collaborating with diverse peers.
- ❖ *Fearless investigators* who can design and execute an experiment or project.
- ❖ *Confident researchers* who can navigate a variety of scientific sources, discern information, and critically evaluate data and claims.
- ❖ *Interdisciplinary learners* who understand that science is just one of many different, connected perspectives.

Students are required to earn nine credits in science, three credits for each major discipline - biology, chemistry, and physics. Elective science courses will be allowed on a space-available basis with preference given to seniors.

### **Guidelines for Accelerated, Honors and Advanced Placement level course recommendations:**

The successful accelerated/honors/AP student is an independent, self-motivated learner with a strong foundation in content and confidence in their mastery of the appropriate skills and concepts from previous levels. The student appreciates the opportunity to explore topics in greater depth and enjoys the challenge of applying their acquired skills to unfamiliar scenarios. An accelerated, honors, or AP student consistently demonstrates a desire to understand how and why things work. The student is accountable and recognizes the personal responsibility they must take to ensure mastery over the course material. Furthermore, the student enjoys working with others and learns well as a member of a group, especially in a laboratory setting. Accelerated/honors/AP science courses are best suited for students who consistently show that they would be better served by a faster paced class in which less time is dedicated to step-by-step explanations, reinforcement exercises and content review.

**Requirements:** Students who have demonstrated success will be recommended by the department for a higher level course. The department will use the following guidelines to make this recommendation:

**1.** The student has received the recommendation of their current teacher based on strong performance in their current class. The opinion of the student's previous year's teacher may also be considered. In addition, the student's advisor may be asked to share his/her input.

2. The student has consistently demonstrated that they are a self-motivated, organized, and independent learner who thinks critically and feels comfortable with the ambiguity inherent in more complex concepts.
3. The student enjoys exploring new material and is comfortable experimenting with and interpreting new material without direct instruction.
4. The student can easily recall concepts and skills learned in previous science classes, can apply these skills to new situations and can independently review when needed.
5. The student appreciates the advantages of collaborating with classmates when learning new skills and eagerly fulfills this obligation to contribute productively to group assignments and laboratory activities.
6. All students enrolled in an AP level course are expected, with their parents, to sign an AP Science contract, which establishes a clear understanding of the rigors and expectations of the course.

### **COURSEWORK IN BIOLOGY**

Students explore the living world, with emphasis on questioning, experimental design, data analysis, and drawing conclusions. Core concepts include, but are not limited to, biological chemistry, cell structure, genetics, ecology, and evolution. Weekly laboratory investigations reinforce course concepts, and projects expand areas of student interest. Students will be placed into Biology or Accelerated Biology by the Science Department.

### **BIOLOGY**

This introductory course teaches the scientific process as it relates to the field of biology by introducing fundamental principles and concepts. Students will work both collaboratively and independently to develop a deeper understanding of topics through independent projects, group work, and laboratory investigations. They will gain a better awareness of and appreciation for the living world around them. Emphasis will be placed on relevant biological issues and their implications on modern society.

3 credits

### **ACCELERATED BIOLOGY**

This biology course is offered to freshmen who possess a solid foundation in science through courses in their former schools as evidenced with a high score on the science placement exam for incoming students. Due to the rapid pace of the curriculum and the breadth and depth of the material studied, maturity and the ability to learn material through independent work and collaboration with peers are critical. Prerequisite:

Departmental Recommendation

3 credits

### **AP BIOLOGY**

This course follows the suggested AP Examination Syllabus and prepares students for that exam. The curriculum is designed around advanced topics in chemistry and biochemistry; cellular metabolism and energetics; cellular reproduction, regulation, and differentiation; genetics; gene expression and regulation; evolution and taxonomy; plant and animal homeostatic mechanisms; and ecology. Graded summer assignments and the

first exam in September are used to assess a student's probable success in the course, providing a student with an opportunity to adjust their course load if needed. Students are expected to take the AP exam upon completion of the course. Note: The curriculum requires completion of summer assignments as well as December and March break assignments. Prerequisite: Full year of biology and departmental recommendation.  
3 credits

### **COURSEWORK IN CHEMISTRY**

Students learn the fundamental principles of chemistry including the structure of matter, the intimate relationship between structure and properties, changes in the structure of matter, and the role of energy in chemical processes. Furthermore, all chemistry students develop skills in several key areas, including thinking critically about matter on observational and submicroscopic levels, mathematical reasoning as it pertains to measurement, experimental design, and scientific communication.

### **CHEMISTRY**

This introductory course takes a conceptual approach and emphasizes the synthesis of scientific information to analyze problems and suggest solutions to situations faced by today's society. Core concepts and skills are founded in everyday, real-world contexts to help students understand that chemistry is everywhere. 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.

3 credits

### **HONORS CHEMISTRY**

The honors course approaches chemistry from an "atoms-first" perspective - starting with the structure of atom and building up to the observable world through physical principles and insights. This course requires a strong interest in science, and is taught at an honors pace. Students must possess strong math and reading skills. They must be able to learn independently and will be expected to do so daily. Class time will be largely reserved for discussions of challenging problems and topics, as well as collaborative, inquiry-based lab work and modeling activities. A student who successfully completes Honors Chemistry should be prepared to take the SAT subject test in Chemistry. Prerequisite: Departmental recommendation

3 credits

### **AP CHEMISTRY**

AP Chemistry is a course designed for students interested in pursuing college level science courses or programs requiring college chemistry. This course follows the AP Examination Syllabus suggested by the College Board. The curriculum is designed around advanced topics in structure of matter; properties of matter such as characteristics, states, and forces of attraction; chemical reactions; kinetics; thermodynamics; and equilibrium. The curriculum requires completion of summer assignments and assignments over breaks. Additionally, graded summer assignments and the first exam in September are used to assess a student's probable success in the course and provide an

opportunity to adjust their course load. Students are expected to take the AP exam upon completion of the course. Prerequisite: full year of chemistry and departmental recommendation.

3 credits

## **COURSEWORK IN PHYSICS**

Physics is the study of matter and its interactions. All physics courses present the core topics of motion, forces, energy, electricity and magnetism, waves and sound, and light. Furthermore, students in our classes develop deeper understanding of these topics and enhance their ability to think critically within these areas. All courses offered present those core topics with progressively more sophisticated mathematical techniques and laboratory experiences, as well as higher expectations of independent work and critical thinking ability. Students taking physics will be expected to accurately use scientific and technological nomenclature in stating hypotheses, draw conclusions, and evaluate scientific data at a level that is appropriate to the course.

## **PHYSICS**

This introductory course presents the core topics of physics with an emphasis on examples drawn from everyday life. The course emphasizes an understanding of the fundamental concepts, answering “How do we know?” questions, and developing strong reasoning and problem solving skills. Students experience the exploratory nature of physics as they participate in hands-on labs and activities. Mathematics in this course is primarily at the algebra level, and through the course, students will improve their ability to communicate scientifically and reason mathematically.

3 credits

## **ACCELERATED PHYSICS**

The accelerated course presents the core topics of physics at a higher level of sophistication, with enrichment in many areas. Students will learn from lecture and hands-on, discovery based labs and activities. Students will be expected to think critically and reason logically using algebra as a tool of communication. Students in Accelerated Physics should be independent learners who have shown strength in previous mathematics and science courses. *This course does not fully prepare students to take the SAT subject test in physics; however, a student may elect to take the SAT subject test in physics after successful completion of this course with the understanding that additional coursework and review will be needed. Any Accelerated Physics student interested in taking the SAT subject test should speak to the teacher early in the year for a list of additional topics and a plan of preparation.* Prerequisite: Departmental recommendation.

3 credits

## **AP PHYSICS 1**

AP Physics 1 is an advanced, algebra based introduction to physics. The core topics of physics will be presented with a high level of complexity, and many of the topics will be extensively enriched. Through discovery labs, lecture, and homework, students will explore principles of Newtonian mechanics (including rotational motion); work, energy,

and power; mechanical waves and sound; and direct-current circuits. It is expected that students will be skilled at critical thinking in science, able to communicate scientific ideas using the language of algebra, and capable of significant independent work. Graded summer assignments and the first exam in September are used to assess a student's probable success in the course, providing a student with an opportunity to adjust their course load if needed. Upon completion of the course students will be required to take the College Board AP Physics 1 examination. Prerequisite: Departmental recommendation.  
3 credits

## **AP PHYSICS 2**

AP Physics 2 is a second year course that continues to develop the themes studied in AP Physics 1. Topics include fluids, thermodynamics, electrostatics and RC circuits, electromagnetism, optics, and nuclear and quantum physics. The class will be taught using exploratory labs and activities, lecture, and homework. It is expected that AP Physics 2 students will have successfully completed AP Physics 1, will be enrolled on AP Calculus, and will have shown exceptional ability in scientific and mathematical reasoning. Graded summer assignments and the first exam in September are used to assess a student's probable success in the course, providing a student with an opportunity to adjust their course load if needed. Upon completion of this course, students will be required to take the College Board AP Physics 2 examination. Prerequisite: 1 Full year of Physics and departmental recommendation.  
3 credits

## **FULL YEAR ELECTIVE COURSES**

### **AP ENVIRONMENTAL SCIENCE**

This course follows the AP Examination Syllabus suggested by the College Board and prepares students for that exam. 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. Open to 11<sup>th</sup> and 12<sup>th</sup> grade students only. Students are required to take the AP exam upon completion of the course. Note: the curriculum requires completion of summer assignments as well as December and March break assignments. One or more Saturday labs may be scheduled for field investigations. Prerequisite: Departmental recommendation.  
3 credits

### **ENGINEERING**

Engineering emphasizes collaborative problem solving and design based project work. The courses provides students with a broad understanding of the branches of engineering and the type of work each involves. The coursework covers general engineering principles and analysis, and takes a more detailed look at civil, environmental, mechanical, and industrial engineering. Students will work individually and on teams to solve open ended problems that do not have one simple answer. Engineering is offered

as a year long course. Trimester 1 introduces the student to the engineering process, and develops a student's ability to document this process through the design of an organizer for an in-house client. Trimester two's initial focus is on mechanical engineering, as we redesign the traditional Ptolemy engine driven toy boat. The second trimester will end with an exploration of structural forces as the class moves into civil engineering. During the third trimester, students will redesign a community building. The course ends with a student selected independent project that meets an environmental or social need.

Prerequisite: Engineering is open to juniors and seniors who have completed or are concurrently taking Physics and Math 3.

3 credits

## **TRIMESTER ELECTIVES**

### **ECOLOGY T1**

Ecology is a branch of Biology that explores the relationships of organisms to one another and to their environment. This (largely) outdoor field course examines the basic principles of ecological study by closely examining the ecosystems found on Pingree's campus. Students will learn to keep detailed field journals as they explore organisms' relationships at the species, community, population, ecosystem, and biome level. Course topics will also include biodiversity, growth and regulation, invasive species, evolution and adaptation. Current environmental issues are highlighted.

1 credit

### **HUMAN HISTOLOGY T1**

Histology is the branch of anatomy that deals with the study of the microscopic structure of tissues. This trimester elective course will focus on the study of the four primary tissue types found in the human body (epithelial, connective, muscular, and nervous). This will be a lab focused science elective, with heavy emphasis on the use of microscopes to view and analyze professionally prepared slides of various tissue types. In-class learning will be supplemented with outside homework assignments and extended projects.

1 credit

### **MARINE BIOLOGY T2**

This laboratory based course introduces students to the variety of living organisms of our oceans. Students will study the taxonomic classification, structure, and function of marine algae, invertebrates, and vertebrates. An emphasis will be placed on understanding each organism's ecological role in the ocean community, from primary producers to apex predators. Dissections will be used to further investigate anatomy of some species. This course will also highlight current environmental and anthropogenic threats to marine systems.

1 credit

### **HUMAN PHYSIOLOGY T2**

Human Physiology is the branch of anatomy that deals with the normal functions of living organisms and their parts. This trimester elective course will focus on the study of how cells in the primary tissue types found in the human body (epithelial, connective, muscular, and nervous) function. Though the first trimester course—Human Histology—could complement this course, students will not be disadvantaged for having not taken it. Though there will be a lab component to this class, labs will not be the dominant focus of the course. In class learning will be supplemented with outside homework assignments and extended projects.

1 credit

### **OCEANOGRAPHY T3**

This course presents an introduction and overview to principles and concepts of geology, chemistry, physics, climatology and biology of the world's oceans. Students in this course will explore topics including: seafloor bathymetry and deep-sea exploration, seawater properties and vertical layering, surface circulation, and tides. Emphasis will be placed on the biological and ecological systems that operate within unique ocean zones and under unique oceanic conditions. Topics of current interest will be discussed (global warming and ocean acidification, El Nino weather patterns, marine debris, fisheries, coastal development, etc.). This course is heavily project and presentation oriented and will give students the foundation they need to have intellectual discussions about important and relevant environmental issues surrounding our global oceans and climate.

1 credit

### **GROSS ANATOMY T3**

Gross Anatomy is the branch of anatomy that deals with the structure of organs and tissues that are visible to the naked eye. This third trimester elective course will be, specifically, a dissection-based course. Though the first and second trimester courses—Human Histology and Human physiology—could complement this course, students will not be disadvantaged for having not taken them. Students will study the muscular, digestive, respiratory, circulatory, nervous, and sensory systems of the human body primarily through the dissection of a preserved lab specimen. In class learning will be supplemented with outside homework assignments.

1 credit

### **H BLOCKS**

#### **FAILURE ANALYSIS IN ENGINEERING (T1)**

This class provides an introduction to civil engineering and structural analysis. Small hands-on projects will allow students the opportunity to creatively design, construct, and test a variety of structures as we explore engineering principles, identify structural loads, and analyze failure. This class is open to all students.

½ credit

#### **INDEPENDENT SCIENCE RESEARCH PROJECT (T1, T2, T3)**

Though we teach our core science curriculum in three distinct disciplines – biology, chemistry, and physics – the truth of the matter is that the practice of science relies on the generation of new knowledge of the world around us through thorough background research, good experimental design, and drawing appropriate conclusions from analysis of data. This H-Block is meant to provide curious students with dedicated time and space to both ask a question about the world, and attempt to answer it through science and engineering practices and their application. Along the way, students will refine and frame their own question, propose experiments, carry out experiments and collect data, and finally synthesize this data into conclusions that will be presented in some form to the Pingree community. Though this course is listed as an H-Block, it requires up-front summer work and ample time investment outside of scheduled meeting periods. Re-enrollment in this H-Block is dependent upon progress from trimester to trimester, and a full project will require three trimesters to complete in most circumstances.  
½ credit each trimester

### **AN ENGINEERING APPROACH TO LAUNCHED PROJECTILES (T2)**

In the event you were going to raid the castle next door, you'd certainly want a catapult! This class provides an introduction to engineering design work and an analysis of projectiles. Let's face it, sending things flying through the air never gets old! Our projects will allow students the opportunity to creatively design and construct work that explores the ways that engineering principles govern the success of an object in flight. This class is open to all students.  
½ credit

### **SUSTAINABILITY: RESEARCH, DESIGN AND IMPLEMENTATION FOR ENVIRONMENTAL AND SOCIAL IMPACT (T2)**

This interdisciplinary elective course provides a structured platform for students to learn about sustainable living practices and to advance their passion for preserving the environment. This course is intended to be an extension of Pingree's green team "Pingreen" and can supplement ongoing work done by the club, but not act as a replacement. Students do not need to be "Pingreen" members, but should have a genuine interest in sustainability.  
½ credit

### **ENGINEERING AND DESIGN FOR A BETTER TOMMORROW (T3)**

This course provides an introduction to engineering design work and the process of design thinking and problem solving. Students will be introduced to this thinking approach and then they will select their own project for analysis, design, and construction. Student projects will be rooted in social awareness, environmental stewardship, or artistic expression.  
½ credit

# THE ARTS

## FULL-CREDIT ARTS COURSES VISUAL ARTS

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Ceramics 1: Handbuilding	Ceramics 1: Wheel	Functional Ceramics
Ceramics 2***	Ceramics 2***	Ceramics 2***
Photography 1		Alternative Photo: Color Projects
Alternative Photography: Darkroom Projects	Photography 2**	
Advanced Photo: Portfolios**		
Studio Art: Drawing	Studio Art: Painting	Studio Art: Alternative Drawing & Painting <sup>+</sup>
Advanced Drawing & Painting <sup>+</sup>	Advanced Studio Art <sup>++</sup>	
Printmaking: Relief & Intaglio	Printmaking: Painterly Prints	Printmaking: Screenprinting
Digital Art	3D Studio: Sculpture	3D Studio: Sculpture

\*\*Pre-requisite: both trimesters of Photo 1 (darkroom & digital)

\*\*\*Pre-requisite of 1 trimester of Ceramics 1

<sup>+</sup> Pre-requisite 1 credit of Studio Art

<sup>++</sup> Pre-requisite of one full-credit year (3 credits) of visual arts coursework.

## PERFORMING ARTS

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
	Dance Ensemble	Dance Ensemble (2 H-blocks)
Building Arts	Building Arts	
Acting 1	Acting 1	
Acting & Directing*	Performing Arts Lab: Song & Story	Acting & Directing* (2 H-blocks)
Intro to Music Theory & Production	Music and the Human Experience	
Electronic Music Lab: Foundations, Beats, & Synths	Electronic Music Lab: Recording Studio	Electronic Music Lab: iPads & Live Performance
Instrumental Ensemble	Instrumental Ensemble	Instrumental Ensemble (2 H-blocks)
Spectrum Vocal Ensemble	Spectrum Vocal Ensemble	Spectrum Vocal Ensemble
		Voice Lab (2 H-blocks)

\*Prerequisite: having completed coursework in Acting/Directing in a previous year, or instructor approval

**H-BLOCK ARTS COURSES**  
 (Open to all students unless otherwise noted)  
**PERFORMING ARTS**

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Yogance	Ballroom with a Twist	Yogance
Song and Dance	Hip Hop Grooves	
	Technical Theater Design	Technical Theater Design
	Building & Construction	
Portfolio Practicum: Performing Arts**	Theater Improv	Theater Improv
	Public Speaking	
Pingree A Cappella*	Pingree A Cappella*	Pingree A Cappella*
Singers	Singers	
	The Solo Artist	
Contemporary Music Ensemble	Contemporary Music Ensemble	Contemporary Music Ensemble
Percussion Ensemble	Percussion Ensemble	Percussion Ensemble
Rock Band	Rock Band	Rock Band
Classical Ensemble	Classical Ensemble	Classical Ensemble

\*Open to all students by audition

\*\*Seniors intending to prepare an audition and/or submit a performing arts portfolio with their college applications should enroll in this non-credit course. Refer to the course description for more information.

**VISUAL ARTS**

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Drawing & Painting: Portraiture	Drawing: Comics & Cartooning	
Sculpture: Masks & Monsters	Drawing & Painting: Landscape	Painting: Imaginative Realism
Portfolio Practicum: Visual Arts**	Photo Workshop: Photo Books	Photo Workshop: Low Light & Long Exposures
Yearbook*	Yearbook*	Photo Workshop: Photo Collage
		Clay Tiles, Mosaics, & Glass
		Sculptural Ceramics

\*Open to students in Grades 11-12

\*\*Seniors intending to submit a visual art portfolio with their college applications should enroll in this non-credit course. Refer to the course description for more information.

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. 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.

### **Honors Performing Arts Courses**

Students who meet the grade requirements are eligible to apply for either Honors level study in Acting and Directing, Dance Ensemble, Instrumental Ensemble, and Spectrum Vocal Ensemble. All students taking Honors level Performing Arts courses are required to take the course in every trimester the course is offered and should expect additional assignments involved in creating an academic portfolio, the focus of which will be determined collaboratively by the student and the teacher based on goals established for the year. Additional rigorous academic and artistic expectations will be established and showcased in class and the community. Following the application process, students may be recommended for Honors level study. The application form must be signed by the student, parent/guardian, and advisor, and is available from the Art Department Chair.

### **FULL CREDIT CLASSES**

#### **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 Ceramics, Dance, Drawing, Music, Photography, Printmaking, Public Speaking, Technical Theater, and Theater Arts. We will examine the elements, vocabulary and technical skills involved in each discipline and discover the concepts that interconnect 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. Pass-Fail.

2.5 credits

### **VISUAL ARTS - CERAMICS**

#### **CERAMICS 1: HANDBUILDING (T1)**

Clay is the medium used to create personally expressive as well as functional pottery. Students will be introduced to the extruders and slab roller and will explore the

techniques of hand building: slab, coil, pinch and the use of plaster hump and slump molds. No prerequisite, open to grades 10 through 12.

1 credit

### **CERAMICS 1: WHEEL (T2)**

In this course students will be introduced to the process of wheel throwing in ceramics. They will focus on the wheel as a tool that can be used to produce a variety of vessel forms such as cylinders, mugs, bowls, vases, pitchers and teapots. Wheel throwing techniques will be explored in relation to ceramic art historically and their place in the world of contemporary art. No prerequisite, open to grades 10 through 12.

1 credit

### **FUNCTIONAL CERAMICS (T3)**

This full-credit course will be a more introductory variation of advanced Ceramics 2, that meets during Trimester 3. Students will focus on wheel throwing and handbuilding basics to create practical, original tableware, sets and more challenging lidded forms. Open to grades 10 through 12

1 credit

### **CERAMICS 2 (T1, T2, T3)**

An advanced clay class for students who have completed a previous trimester course in Ceramics (beyond freshman year). The approach to creative work will be more challenging and independent and involve both handbuilding (Tri 1) and wheel work (Tri 2) and both wheel and handbuilding in Tri 3. Assigned projects will deal with building on basic skills, creative thought, personal reflection and will include the study of ceramic artists and various cultural approaches to clay work. There may be a service component to this class, depending on the trimester. Prerequisite of one trimester of Ceramics 1, or instructor approval.

1 credit per trimester

## **VISUAL ARTS - PHOTOGRAPHY**

### **PHOTOGRAPHY 1 (T1&2 - Two-trimester course)**

This course is designed to give the student a foundation in the art of film and digital photography. During trimester one students learn how to use the camera, apply systems of exposure, process film, print their negatives in the darkroom and present finished work. Second trimester emphasizes the computer as a digital darkroom including scanning and Photoshop software. Presentations of historical and contemporary photographers as well as class critiques are included in the course. Must take both trimesters 1 and 2. This course is open to all students in grades 10-12.

2 credits

### **ALTERNATIVE PHOTOGRAPHY: DARKROOM PROJECTS (T1)**

#### **Pinhole, Cyanotypes, and Handmade Negatives**

This course is a unique approach to darkroom photography using uncommon photographic methods. First, students will each make two cameras from boxes and other

unconventional enclosures to use in pinhole photography We will move on to exploring the cyanotype process, a simple sun printing process invented in 1842 that includes making our own printing paper, exposing to the sun, and developing in water. We will finish by creating handmade negatives using glass, ink, and smoke for use in darkroom printing. This course is open to all students in grades 10-12.

1 credit

### **ALTERNATIVE PHOTOGRAPHY: COLOR PROJECTS (T3)**

#### **The Altered image and Photo Books**

Students will work on non-traditional photo projects from their own digital photographs in the lab and classroom. Creative assignments will include making a pop-up book and other 3d book forms, cutting and combining images, altering photographs with paint, and assembling photographic images into a sculptural form. This course is open to all students in grades 10-12.

1 credit

### **ADVANCED PHOTO: PORTFOLIOS (T1)**

This advanced level class will be devoted to making 2-3 separate photography portfolios or bodies of work. These will be concentrated studies on a particular theme and may include, for seniors, editing a photo portfolio of all work for college submission. The last portfolio will be a group portfolio which will include a piece of work from every student printed in multiples to present to each member of the class. **Prerequisite: two trimesters of Photo 1 (darkroom and digital)**

1 credit

### **PHOTOGRAPHY 2 (T2&3 - Two-trimester course)**

This is a course for more advanced photography students who have completed both the darkroom and digital sections of Photography 1 Students will be expected to take creative risks and work independently on projects of their own design. In addition, there will be class assignments that build on skills learned in previous photography classes and work on conceptual themes and finding a personal voice. Must take both trimesters 2 and 3.

**Prerequisite: two trimesters of Photo 1 (darkroom and digital)**

2 credits

### **VISUAL ARTS - STUDIO ART**

#### **STUDIO ART: DRAWING (T1)**

In this trimester-long course, students have the opportunity to expand their understanding of drawing methods and materials. Concepts of line, value, and composition are reinforced as students develop their sense of individual expression. Students are introduced to drawing media such as pencil, charcoal, and ink, and to the ways in which artists have used drawing as a tool across centuries and today. Open to students in grades 10 - 12.

1 credit

#### **STUDIO ART: PAINTING (T2)**

This trimester-long course offers a chance for students to focus on developing painting skills using primarily water based media, including watercolor and acrylics. Students observe and discuss the work of historically significant and contemporary painters alongside a series of guided painting projects. This course is a great opportunity for students to gain an understanding of color theory and value, and to continue honing their observational skills. Open to students in grades 10 - 12.  
1 credit

### **STUDIO ART: ALTERNATIVE DRAWING & PAINTING (T3)**

This trimester-long course enables students to test the limits of drawing and painting methods and materials as they expand their work. Students will be encouraged to take an inventive approach to drawing and painting as they study the artwork and artists who have altered the definitions of these media. *Prerequisite: One trimester of Drawing or Painting.*  
1 credit

### **ADVANCED DRAWING AND PAINTING (T1)**

Advanced Drawing and Painting is an advanced level one trimester course offered in the fall. This course offers students who have previous studio art experience an opportunity to delve deeper into the technical and expressive elements of drawing and painting. Advanced Drawing and Painting is a great opportunity to bring your work to the next level and begin developing a portfolio. This course may be linked to Advanced Studio Art (two trimester course) in the winter and spring. Material demonstrations in drawing and painting will be ongoing throughout the course. *Prerequisite: Either one full-credit trimester of Studio Art or 2 trimesters of H-block Drawing and Painting, or by approval of instructor.*  
1 credit

### **ADVANCED STUDIO ART (T2&3, Two-trimester Course)**

Advanced Studio Art offers students who have previous art experience a chance to develop their artwork in a guided yet independent direction. Discussion of issues in contemporary art such as identity and social action are built into the curriculum as students examine the work and processes of today's artists. Material demonstrations in drawing, painting, and printmaking will be ongoing throughout the course. Students in Advanced Studio Art are encouraged to create a portfolio of their artwork and will be asked to maintain an active sketchbook practice. *Prerequisite: Either one full year of visual arts experience beyond freshman arts, or by approval of instructor.*  
2 credits

### **PRINTMAKING: RELIEF AND INTAGLIO (T1)**

This course builds on students' experiences in the Freshman Printmaking rotation by exploring projects that incorporate two types of printmaking processes. Intaglio prints are created using ink that sits in a scratched or etched surface of a printing plate. Conversely, relief printing is a process where the surface of a block holds ink and recessed areas are ink free. These two printing techniques hold many possibilities for

artists and can be combined to create beautiful prints. Material demonstrations, as well as integration of printmaking vocabulary and history will be ongoing in this one trimester course. This course is open to all students in grades 10-12.

1 credit

### **PRINTMAKING: PAINTERLY PRINTS (T2)**

This course gives students who enjoy painting and working in color the opportunity to explore the medium of printmaking and the ways in which it intersects with painting. Emphasis will be placed on the process of creating monotypes and using watercolor, acrylics, and gouache to alter hand-pulled prints. Open to all students in grades 10-12.

1 credit

### **PRINTMAKING: SCREENPRINTING (T3)**

Pop Art, T-Shirts, Stencils, and Posters are formats in which screen printing is visible in the world around us. This class introduces students to the methods and materials of screen printing and its' variety of applications in both art and design. Students in screen printing will also have the opportunity to create posters and signage for practical applications at Pingree. Open to all students in grades 10-12.

1 credit

### **DIGITAL ART (T1)**

This course gives students the opportunity to create art digitally. An emphasis will be placed on learning to use the powerful program adobe photoshop to explore photo collaging, digital drawing, and painting. The class will also cover the ways in which traditional art making techniques can be fused with digital ones. This course is open to all students in grades ten through twelve.

1 credit

### **3D STUDIO: Sculpture (T2, T3)**

This course gives students the opportunity to work with and combine a variety of sculpture materials including but not limited to clay, wire, and paper mache as they build their sense of personal expression. An emphasis will be placed on the study of shape and form, and students will be encouraged to experiment with new materials and to take an inventive approach to art-making. **This course is open to all students in grades ten through twelve.**

1 credit per trimester

### **PERFORMING ARTS - DANCE**

#### **DANCE ENSEMBLE (T2, T3)**

In this workshop-structured course, intermediate to advanced technical skills will be practiced, key performance skills will be discussed, and fundamental team building skills will be highlighted. Creative processes and improvisation will be explored, and multiple genres and styles will be taught and may include but are not limited to: contemporary, ballet, creative movement, musical theater, tap, jazz, hip hop, and modern. The ensemble will rehearse and be encouraged to provide their own ideas and creative input throughout

the year, and will be asked to collaborate in a variety of ways in order to achieve goals set by the class. In addition, students will have the opportunity to create their own dance works by learning skills in choreography, improvisation, and composition. This course will also offer students the opportunity to develop a greater sense of body awareness, self-confidence, and self-discipline by learning to use the body as an expressive instrument. Students in this class will be required to perform in multiple events in and outside the Pingree community throughout the school year. **Students with previous experience can apply for Honors Credit in this section. In addition to the regular level course work, students taking Dance Ensemble for Honors Credit will be required to prepare a Dance Reel in Spring Semester to be showcased at end of the year, a journal, and to assist with dance productions/concerts, costume selections, music choices, guest artist workshops/performances, field trips, and various dance events throughout the Pingree community. During Trimester 3, this course will move to 2 H-Block periods to allow for creative collaborative projects between other performing arts classes.**

1 credit per trimester

## **PERFORMING ARTS - INSTRUMENTAL**

### **PERFORMING ARTS LAB: INSTRUMENTAL ENSEMBLE (T1, T2, T3)**

This course offers all students who play an instrument the opportunity to explore musical creativity by developing skills in performance, instrumental technique, improvisation, and composition. The instrumentation and musical direction of this ensemble varies from year to year and encourages the exploration of a wide variety of musical genres. As this ensemble functions in a workshop setting, significant time is devoted to developing skills in active listening, musical collaboration, and creative interaction. Students are encouraged to suggest repertoire, create original works and arrangements, make use of our recording studio, and perform in small and large ensemble contexts. Every effort is made to establish and achieve the musical goals of the individual players as well as those of the collective ensemble. Students will give public performances at various points in each trimester and may also be required to perform at other events in and outside of the Pingree community. Additionally, students are encouraged to audition for local and state music festivals. Only those students who are registered for this course may attend field trips or audition for music festivals. **Students with previous experience can apply for Honors Credit in this section. In addition to the regular level course work, students taking Instrumental Ensemble for Honors Credit will be required to prepare a number of independent performance/composition/research projects and can expect to participate in a significant number of performances in and around the community. During Trimester 3, this class will move to 2 H-Block periods to allow for creative collaborative projects between other performing arts classes.**

1 credit per trimester

### **ELECTRONIC MUSIC LAB: FOUNDATIONS, BEATS AND SYNTHS (T1)**

Students will learn the fundamental concepts involved in the creation of music through the use of a variety of digital technologies, synthesizers, and the latest in computer hardware and music software. Emphasis will be placed on learning the techniques

involved in creating hip-hop and other popular music styles. Students will develop a foundational understanding of the music production software ‘Ableton Live’, and learn how to use and program synthesizers, drum machines, and audio effects in order to create unique instrument sounds. This course is open to all students in grades 10-12.

1 credit

### **ELECTRONIC MUSIC LAB: RECORDING STUDIO (T2)**

Students will learn how to create, record, and produce music and sound using the Pingree Recording Studio. This course is open to all students and no prior experience with playing a musical instrument is required. Students will learn how to use recording hardware and software in order to record voices and instruments. Students who successfully complete this course will be adequately trained in order to serve as a ‘recording crew’ for events in and around the Pingree community. In addition to learn how to record and mix music, students will also learn how to record audio to be added to projects they are doing in other courses. This course is open to all students in grades 10-12.

1 credit

### **ELECTRONIC MUSIC LAB: iPADS AND LIVE PERFORMANCE (T3)**

Students in this course will explore making music with iPads, learn the techniques involved with recording and mixing acoustic and electronic instruments, and will learn how to use a variety of hardware and video tools in performing electronic music. Students will use a variety of unique iPad apps in creating original music and will also perform together as an iPad Ensemble. Students will also develop proficiency with Ableton Live--a fully-featured, industry-standard music software application. This course is open to all students in grades 10-12.

1 credit

### **INTRODUCTION TO MUSIC THEORY AND PRODUCTION (T1)**

This course will introduce students to the fundamental concepts of music theory, recording, and production and their application in creating original music. Students will learn different approaches to analyzing, notating, and composing music, and significant emphasis will be placed on ear training and developing aural skills. By the end of the trimester, students will have learned to use the hardware and software in the recording studio in order to engineer and produce recordings of their work. Skills developed in this course will also help to inform and empower more meaningful experiences for students involved with musical ensembles at Pingree. This course is open to all students in grades 10-12 regardless of prior musical experience.

1 credit

### **PERFORMING ARTS LAB: SONG & STORY (T2)**

In this multidisciplinary course, you will explore the intersection of theatrical performance and musical songwriting. By exploring foundational concepts of music theory, studying and analyzing a variety of songs and performance styles, and crafting written language into lyrics, students will learn to write and perform original songs. You

will be challenged to envision innovative, theatrical ways to share your work and to explore the dynamic relationship between a performer and the audience. Most importantly, the process of composing, sharing, and performing your original material will encourage self-reflection, risk-taking, and a broader look at connections between theater and music. No prior experience as a musician, vocalist, or performer is required. This course is open to all students in grades 10-12.

1 credit

### **MUSIC AND THE HUMAN EXPERIENCE (T2) -- Interdisciplinary**

This interdisciplinary course is designed for students who consider themselves music lovers but not necessarily performers. Equal parts music appreciation, psychology, and pop culture studies, students will have the opportunity to listen to and explore a variety of music while developing understandings about how and why their musical tastes have developed and evolved. In addition to exploring the role music plays in helping to shape identity and culture, controversial issues in contemporary music will be addressed, including: the role of technology and the Internet on the art and business of music, image in pop music, the ethics of sampling, and issues surrounding race, class, and gender. Students will learn how to thoughtfully critique music in written and verbal forms and will have opportunities to research artists and musical genres of personal interest. This course is open to students in grades 11-12, with preference given to seniors. This is a one credit course, which meets both art and history distribution requirements.

1 credit

### **PERFORMING ARTS - TECHNICAL THEATER**

#### **BUILDING ARTS (T1, T2)**

The Pingree Scene Shop is an active workshop for students interested in the arts of carpentry, metal smithing, garment making, mechanics, electrics and technical drawing. This course will give students the opportunity to both gain exposure to the basics of all these disciplines with primary focus on wood, textile, and cold metal work. The structure of the class will involve teaming together students from different areas of interest to design and build larger scale objects that address certain challenges or aesthetic themes. In the collaborative problem-solving process, students will find themselves working on unique and functional projects (storage units, shop aprons, unique musical instruments) for display or use in the community. Additionally, students will be involved with creating the set for the fall and winter productions, making for a great hands-on opportunity for those interested in pursuing Engineering, Architecture, Project Management and Design of all types.

Students may be tested on some material, have homework assigned, and will be required to participate in some winter and spring school events. Building Arts students should be comfortable learning to work with a variety of hand and power tools. Course may be taken multiple times. This course is open to all students in grades 10-12.

1 credit per trimester.

### **PERFORMING ARTS - THEATER**

## **ACTING 1 (T1, T2)**

In this introductory acting course, students will explore a variety of acting styles and techniques. The class will focus on authenticating roles through identity work and in-depth character study. The class will also practice skills that relate directly to acting for film and television. Students will have the opportunity to share their work with the community in Morning Meetings and at the winter arts concert. This course is open to all students in grades 10-12. **Students must complete two trimesters of this course, or one trimester of Acting 1 & one trimester of ‘Song and Story’ in order to register for the ‘Acting and Directing’ course.**

1 credit per trimester

## **PERFORMING ARTS LAB: ACTING AND DIRECTING (T1, T3)**

Through close examination of a variety of theories and styles, this class will produce and present fully realized theater pieces for both the winter and spring concerts. As theater is all about integrating a variety of different skill sets, you will have the opportunity to engage in various theatrical disciplines throughout the year. In Acting & Directing, you will learn and practice skills in the areas of acting, directing, design, and dramaturgy. You will gain a greater understanding of all elements involved in bringing a piece to life on stage and work extensively on acting and directing for film and television. Students with previous Acting & Directing experience can apply for **Honors Credit** in this course. In addition to the regular level course work, students taking Acting & Directing for Honors Credit will be required to prepare a number of class presentations and independent performance projects. ***During Trimester 3, this class will move to 2 H-Block periods to allow for creative collaborative projects between other performing arts classes.*** **Prerequisite: completion of Acting & Directing coursework in a previous year, or instructor approval.**

1 credit per trimester

## **PERFORMING ARTS LAB: SONG & STORY (T2)**

In this multidisciplinary course, you will explore the intersection of theatrical performance and musical songwriting. By exploring foundational concepts of music theory, studying and analyzing a variety of songs and performance styles, and crafting written language into lyrics, students will learn to write and perform original songs. You will be challenged to envision innovative, theatrical ways to share your work and to explore the dynamic relationship between a performer and the audience. Most importantly, the process of composing, sharing, and performing your original material will encourage self-reflection, risk-taking, and a broader look at connections between theater and music. No prior experience as a musician, vocalist, or performer is required. This course is open to all students in grades 10-12.

1 credit

## **PERFORMING ARTS - VOCAL MUSIC**

### **SPECTRUM VOCAL ENSEMBLE (T1, T2, T3)**

All students will rehearse and perform a wide variety of musical styles and genres, developing basic musical skills such as sight-reading, vocal production, and performance

techniques. The ensemble will perform in major concerts and a mix of recitals, outreach concerts, competitions, field trips and festivals that vary from year to year. Students will also be expected to fulfill a service-learning component in this course through work with Express Yourself of Beverly. Students taking Spectrum at the “Regular” level are encouraged to audition for MMEA District Choir. Juniors and Seniors who have 2 trimesters of previous experience in Spectrum can apply to take Spectrum Vocal Ensemble at the **Advanced Level**. In addition to the regular level coursework, Advanced Level students can expect to participate in a significant number of additional rehearsals and performances in and around the community, will become a part of the Spectrum Leadership Team, and are expected to audition for MMEA District Choir. *Seniors* who have completed three trimesters of Spectrum are eligible to apply for **Honors Level** study. In addition to all of the expectations of Regular and Advanced Level students, Honors students will coordinate the Spectrum Leadership Team, are expected to audition for the Performance Series at Carnegie Hall, and will be expected to complete rigorous academic coursework as indicated by the department honors requirements, culminating in a portfolio of work to be assessed by the Art Department. All students interested in applying for Advanced or Honors Level study must complete an application and a hearing, after which a department recommendation for level placement will be made.  
1 credit per trimester

### **PERFORMING ARTS LAB: VOICE LAB: (T3)**

Have you ever dreamed of being the lead singer fronting a band? Or performing at coffee houses? Well, now is your chance! Each voice is different and possesses unique sounds and capabilities all its own. In this lab, we seek to identify and develop each person’s individual potential. Explore the key components of singing, from stylizing to repertoire, from communicating and performing with confidence. Students will have the experience of singing jazz, pop, rock, R&B and beyond. They will learn the general anatomy of the mouth, throat, larynx, lungs and diaphragm. They will learn about proper singing posture, practice techniques, performance tips and tricks, do’s and don’ts and some general music theory as it pertains to practice techniques, and how it all relates to one’s ability to create music and collaborate with other disciplines. ***This class will meet during 2 H-Block periods to allow for creative collaborative projects between other performing arts classes.***

1 credit

### **H BLOCKS**

**All H Block courses in the Arts are Pass/Fail.**

### **OFFERED MULTIPLE TRIMESTERS**

#### **CLASSICAL ENSEMBLE (T1, T2, T3)**

This half credit H block course is offered to those students who would like to participate in an instrumental ensemble that focuses on classically-oriented repertoire and can incorporate any instrument. The ensemble will rehearse and perform a variety of classically based musical styles, and work on basic musical skills such as music literacy, and both solo and ensemble technique. 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. This ensemble will perform on the two major concerts/festivals during the year, as well as other school events.

½ credit per trimester

### **CONTEMPORARY MUSIC ENSEMBLE (T1, T2, T3)**

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. In trimesters 1 and 3, 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 which will be performed for the school community. The ensemble will meet in full and sectional rehearsals and at times combine with other ensembles during H Block.

During the second trimester, we will focus on one of today's most prevalent genres, Hip Hop. Students from all backgrounds, viewpoints and experience levels will collaborate in small and large groups to work on creative projects using any and all available instrumentation including (but not limited to) rhythm section instruments, MC's/rappers, vocalists, beat makers/electronic music, horns and strings. All students will be encouraged to develop technical facility on their instrument/musical craft, gain experience performing as individuals and a collective ensemble, and learn techniques and concepts needed to create various forms of Hip Hop.

½ credit per trimester

### **PERCUSSION ENSEMBLE (T1, T2, T3)**

You don't have to consider yourself a drummer to join this group! It is open to all students who are willing to get creative and interact using rhythm. This rhythmic experience will be relevant for many types of students, whether they are looking to simply have a new and fun experience, expand on their existing drumming skills of any type, or gain more rhythmic experience and apply it to another instrument. Each of the three trimesters will have a slightly different focus. Trimester 1 will act as a Rhythm Workshop. This drum-circle-style ensemble is perfect for drummers and non-drummers alike. If you are new to drumming, come and try out some simple rhythms on various percussion instruments! If you are an intermediate or advanced drummer, try tackling more complex rhythms and solo techniques! You will have a great time playing with this group, regardless of your experience level. In trimester 2, students will have a chance to explore the world through rhythms. Students will try out a variety of drumming techniques and styles from West African, Cuban, Middle Eastern and Indian musical traditions, among others. Get a taste of what rhythm means in cultures around the world all while gaining experience on a variety of new and interesting percussion instruments! In Trimester 3, students will take all that they have learned in previous trimesters and apply them to modern acoustic drums and electronic digital instruments to produce contemporary percussion-based music. Students will also be encouraged to provide their

own ideas for concert repertoire as the course progresses, and will be given the opportunity to perform for the school community. At times, this ensemble will combine with other ensembles during H Block.

½ credit per trimester

### **PINGREE A CAPPELLA (T1, T2, T3)**

With artists like the Pentatonix and television shows like "The Sing Off," the popularity of a cappella singing is on the rise. In this performance-based ensemble class, and in the tradition of a cappella singing at Pingree, students will explore many genres of music as they relate to the unaccompanied voice. Students will perform pieces from the Early Renaissance all the way through popular songs by contemporary artists. This ensemble will be asked to perform at various school and community events and may participate in vocal competitions. This is the place to sing your heart out! Students must successfully pass an audition to be accepted into this course. See Mr. Thom to schedule an appointment.

½ credit per trimester

### **PINGREE SINGERS (T1, T2)**

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, and at an alternate time for the concert dress rehearsal. Pingree Singers will be performing in the two major concerts of the year, as well as other school events.

½ credit per trimester

### **ROCK BAND (T1, T2, T3)**

This half credit H block course offers students the opportunity to gain experience performing a wide range of rock music and is perfectly suited for guitar, bass, drums, keyboard and vocalists, but can adapt to include any instrument. Students will develop 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 course progresses, and will be given the opportunity to perform for the school community. At times, this ensemble will combine with other ensembles during H Block.

½ credit per trimester

### **TECHNICAL THEATER DESIGN (T2, T3)**

Open to all students, this course is open to students who are interested in scenic design, costume design, light/sound design for us in theatrical productions. This course may appeal to students with an interest in architecture, fashion, and sound engineering. Student will be introduced to and have the opportunity to practice using the technical

operating systems in the Pingree theater, and may apply skills learned in supporting Pingree events and productions. Open to all students.  
½ credit per trimester

### **THEATER IMPROVISATION (T2, T3)**

This half-credit course will introduce the essential skills and techniques necessary for becoming a successful improviser. Through a series of theater games and improvisational structures, you will learn to work both independently and collaboratively on acting “in the moment”. The course will focus on creating an ensemble, building confidence on stage, making unique and interesting character choices, and developing comedic timing. There is the potential for work generated in class to be performed in the Winter and Spring Dance/Theater concerts, during Morning Meetings, and at Comedy Night. All levels.  
½ credit per trimester

### **YEARBOOK (T1, T2)**

Students in this class will develop the skills required to communicate ideas and information, reflecting various aspects of the 2017-2018 Pingree school year. They will be involved in the production of layouts, photographs, graphic design (use of the online page design website) and digital imaging. Students will be assigned specific pages to complete and will be involved in theme development and cover design for the 2016 yearbook, "Gadfly". Open to juniors and seniors.  
½ credit per trimester

### **YOGANCE (T1, T3)**

This yoga inspired dance movement class will help all athletes with coordination, flexibility, and balance. Students will practice multiple genres of dance, while staying connected mind and body. Students will study the ways they might inform and enhance their athletic abilities through strength, stretch and conditioning exercises while focusing on the importance of breath. Athletes in this healthy and effective class will have the opportunity to perform in the Spring Arts Festival.  
½ credit per trimester

### **TRIMESTER 1 ONLY**

#### **DRAWING AND PAINTING: PORTRAITURE (T1)**

Open to all students in grades 9-12, and using portraiture as subject matter, this course is a study of the basic elements and principles of drawing and painting. Using examples in art history as a guide, students will complete multiple portrait drawings and/or paintings. Assignments will vary by trimester and students are encouraged to take the course multiple times. Students will be guided and encouraged to explore and take risks with materials and ideas.  
½ credit

#### **PORTFOLIO PRACTICUM: PERFORMING ARTS (Non credit workshop - T1)**

This non-credit workshop series is offered during one H-block to all seniors who are preparing auditions, compiling performing art portfolios and/or supplemental performing arts materials as a part of the college application process. Students will be provided sessions to learn to build discipline specific portfolio materials such as artist websites (including photographs, acting reel footage, design materials, etc.), audio/video recordings, and audition repertoire. In addition, class time will be used for audition/recording preparation and recording auditions for audio or video submission. Students will also workshop artist statements, resumes, and any other supplementary materials to a performing art portfolio. **Seniors only.**

No credit

### **PORTFOLIO PRACTICUM: VISUAL ARTS (Non credit workshop - T1)**

This non-credit workshop series is offered during one H-block to all seniors who are compiling visual art portfolios for college. Students will be provided sessions to learn basic digital photography skills as they apply to shooting art pieces, as well as the necessary Photoshop techniques needed to effectively edit their images and compile a portfolio. Students will also workshop artist statements, resumes, and any other supplementary materials to an art portfolio. **Seniors only.**

*Note: Students with photography-specific portfolios should work directly with the photo teacher rather than signing up for Portfolio Practicum.*

No credit

### **SCULPTURE: MASKS AND MONSTERS (T1)**

Students in this class will create a Monster! Beginning with small sketches and ending with a finished sculpture in clay. Students will then make a life size mask of their Monster out of wire, masking tape, and even paper mache. Scary or friendly, the limits of design are only your imagination! Open to all skill levels 9-12.

½ credit

### **SONG AND DANCE (T1)**

Song & Dance is a performance based class designed to develop skills such as improvisational techniques, characterization, and interpretation through the study of musical theater scenes and songs as well as other popular music. Scenes from classic and modern musicals are rehearsed and studied in terms of styles and historical perspective. The course also includes the effective use of the singing voice on stage, and movement for actors through dance and creative movement. All will culminate in a final project performance designed by the students in class. No previous experience needed. All are welcome to participate in this class!

½ credit

### **TRIMESTER 2 ONLY**

#### **BALLROOM WITH A TWIST (T2)**

This fun, festive and social dance class is for any student who wishes to learn basic ballroom techniques in both American and Latin style dances. These styles include and are not limited to salsa, cha cha, samba, waltz, tango and swing. Dancers will also learn

partnering techniques along with some ways to sweep their partner off their feet. This class is for all levels and requires no previous experience.

½ credit

### **BUILDING AND CONSTRUCTION (T2)**

Students will work in the Scene Shop in collaborating on hands-on projects to create and build designs for the fall, winter, and spring productions, and will have the opportunity to work on independent building projects. Additionally, students should be comfortable learning to work with power tools, electricity and on ladders. This course is open to all students and no prior experience is required.

½ credit

### **DRAWING: COMICS AND CARTOONING (T2)**

The first half of this class will cover the basics of drawing comics and cartoons. Students will learn the fundamentals of form, lighting, perspective and anatomy. An emphasis will be placed on design, layout and visual storytelling. In the second half of the class students will learn to bend those basic principles to their own unique style and a focus will be placed on the student creating their own mini comic or cartoon.

Open to all skill levels 9-12.

½ credit

### **DRAWING AND PAINTING: LANDSCAPE (T2)**

Open to all students in grades 9-12, and using landscape as subject matter, this course is a study of the basic elements and principles of drawing and painting. Using examples in art history as a guide, students will complete multiple landscape drawings and/or paintings.

Assignments will vary by trimester and students are encouraged to take the course multiple times. Students will be guided and encouraged to explore and take risks with materials and ideas.

½ credit per trimester

### **HIP HOP GROOVES (T2)**

Groove to the beat of some of your favorite songs! This beginner/intermediate level hip hop dance course is a blend of different hip hop techniques that will explore popping, locking, krumping, breakdancing and other popular dance styles. Dancers in this class will practice isolation, body control, and musicality. Freedom of freestyle and self expression will be encouraged.

½ credit

### **PHOTO WORKSHOP: PHOTO BOOKS (T2)**

Students will explore inventive uses of photography and bookbinding to make one-of-a-kind books. Projects may include a pop-up book, a flip book, a flag or tunnel book and multiple image books that utilize various book binding forms. Open to all skill levels 9-12.

½ credit

## **PUBLIC SPEAKING (T2)**

Speaking in public is an opportunity to connect, to educate, to motivate, and to inspire. This course will introduce students to a wide variety of types of public speaking – narrative, informative, symposium, persuasive and impromptu. We will especially focus on the art of communication and connection with an audience by strengthening skills in voice, diction, posture and gesture. Students will prepare a series of solo and group 1-5 minute presentations over the course of the trimester. Students will also learn techniques to overcome anxiety about public speaking and self-expression. This course is open to students in grades 9-12.

½ credit

## **THE SOLO ARTIST (T2)**

Have you ever dreamed of being the lead singer fronting a band? Or performing at coffee houses? Well, now is your chance! Each voice is different and possesses unique sounds and capabilities all its own. In this lab we seek to identify and develop each person's individual potential. Explore the key components of singing, from stylizing to repertoire, from communicating and performing with confidence. You will have the experience of singing jazz, pop, rock, R&B and beyond. Open to all students.

½ credit

## **TRIMESTER 3 ONLY**

### **CLAY TILES, MOSAICS AND GLASS (T3)**

In this ceramics class students will be introduced to the process of creating clay tiles and mosaics. Decorative surface treatments will be explored, including high and low relief carving, melted glass, and a variety of glazing methods, as well as the process of grouting shards of broken pottery and other mixed media materials onto vessel forms or flat surfaces, to design an expressive, composite exterior. Open to grades 9 through 12.

½ credit

### **PAINTING: IMAGINATIVE REALISM (T3)**

Ever wanted to paint something from imagination, but became discouraged with the result, or was even too scared to start? In this class students will learn basic fundamentals of painting, along with specific tips and tricks, and even a step by step process, to make a fully finished detailed painting. For inspiration we will look at book covers, movie posters, videogame concept art, surrealist painters, fantasy painters... the list goes on. Open to all skill levels 9-12.

½ credit

### **PHOTO WORKSHOP: LOW LIGHT AND LONG EXPOSURES (T3)**

Whether using existing light or adding light to pictures using light sticks, flash lights and off-camera flashes students will explore low light and long exposure situations with cameras and tripods to evoke time of day, movement, and emotion. Some subjects may include neon signs, star trails, and painted light landscapes. Students must commit to photographing for an hour at night each week and have access to a digital camera and

tripod. (The school has limited cameras and tripods available for use.) Open to all skill levels grades 9-12.

½ credit

### **PHOTO WORKSHOP: PHOTO COLLAGE (T3)**

In this workshop students combine photography with different materials to build unique mixed media works. Students will take pictures and then will work with inkjet prints, paint, glue and found objects to create a mixed media piece that tells a personal story.

Open to all skill levels grades 9-12.

½ credit

### **SCULPTURAL CERAMICS (T3)**

In this class the aesthetic and functional possibilities of clay will be explored as students experiment with a variety of clay forming techniques and processes. Focus will be on technique, basic design elements and the development of original ideas. Patterns in nature, figure and animal forms will be possible sources of inspiration. Students will examine the dual nature of pottery as both practical and expressive. Open to grades 9 through 12.

½ credit

### **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, bass, strings, woodwinds, brass, and piano. The Director of Music schedules lessons with our adjunct instructors during students' free periods.

# COMPUTERS/TECHNOLOGY

	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>Programming</b>	Introduction to Programming: Scratch	Introduction to Programming: Python	Introduction to Programming: Java
<b>Graphic Design</b>	Graphic Design: Introduction to 2D Drawing	Graphic Design: Introduction to 3D Drawing	Graphic Design: AutoCAD
<b>H Blocks</b>	Programming Arduino Boards	Designing for the Laser Cutter	App Inventer

## **FULL CREDIT CLASSES**

### **INTRODUCTION TO PROGRAMMING: SCRATCH (T1)**

This course introduces students to computational thinking using the programming language Scratch, developed by the MIT Media Lab. It relies heavily on lab work and individual projects to explore and develop a wide variety of programming concepts and techniques. Projects include designing computer games, developing computational algorithms, and begin working with variables and loops. Students are required to maintain an electronic portfolio of their work. Open to grades 10-12.

1 credit

### **INTRODUCTION TO PROGRAMMING: PYTHON (T2)**

Python is a popular, general use programming language that emphasizes readability. Students will work primarily in the command line environment and will develop facility with variables, “if loops” and “while loops,” and arrays. Students will also begin exploring data analysis by writing programs that can read from and write to text files. The course will take a hands on, project based approach, and students will be required to keep an online portfolio of their work. Prerequisite is Intro. to Programming with Scratch or instructor’s permission. Open to grades 10-12.

1 credit

### **INTRODUCTION TO PROGRAMMING: JAVA (T3)**

Java is a widely used, object oriented programming language. In this course, students will learn to work within an IDE (Integrated Developers Environment) to write Java code. In addition to learning the Java syntax for standard programming concepts such as variables, if and while statements, and arrays, students will learn about classes and objects in Java. The course will employ a variety of hands on projects, and students will be required to keep an online portfolio of their work. Prerequisite is Python Programming or instructor’s permission. Open to grades 10-12.

1 credit

### **GRAPHIC DESIGN: INTRO TO 2D DRAWING (T1)**

Students will work with vector-based drawing programs such as Adobe Illustrator and the open source Gimp to learn how to create original computer drawings, some of a technical nature and others from a more creative perspective. Real world application of the skills learned is an important feature of the class. Students will design posters and other promo material for Pingree events, and design a variety of objects to be cut on the laser cutter. Students will complete a variety of tutorials and projects and be required to maintain a digital portfolio of their work throughout the course. Open to grades 10-12.

1 credit

### **GRAPHIC DESIGN: INTRO TO 3D DRAWING (T2)**

This course will present an introduction to 3D modeling using Sketchup, then proceed to 3D modeling through coding with OpenScad. 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 is Intro. to 2D Drawing or instructor's permission. Open to grades 10 - 12.

1 credit

### **GRAPHIC DESIGN: AutoCAD (T3)**

In this course students will begin working with industry standard 3D software AutoCAD. Students will learn the fundamentals of this program, and work to design precision objects to be produced on both the laser cutter and the 3D printer. Students will maintain a digital portfolio of their work throughout the course. Prerequisite is Intro. to 3D

Drawing or instructor's permission. Open to grades 10-12.

1 credit

## **H BLOCK COURSES**

### **PROGRAMMING ARDUINO BOARDS (T1)**

The Arduino board is a small, inexpensive microcontroller that is used for a wide variety of dedicated, open-source hardware and software projects. Students will learn the fundamentals of Arduino programming and then will learn how to integrate a breadboard to create projects that feature inputs and outputs. The course will culminate with a major independent Arduino project of the student's design. Open to grades 9-12.

½ credit

### **DESIGNING FOR THE LASER CUTTER (T2)**

The laser cutter in the Pingree Makerspace is seeing ever-increasing demand. Students have engraved a wide range of items including phone, tablet and laptop cases. Students, e.g. some science team members, have use it to make parts for projects, and it will even be used in some senior projects this year. To capitalize on this interest, the timing is right to offer this course to train the next generation of laser cutter users. Open to grades 9-12.

½ credit

### **APP INVENTER (T3)**

Apps are an increasingly important part of the programming landscape. This course will introduce students to MIT's App Inventor, where they will learn the fundamentals of programming and computational thinking by building Android apps. Open to grades 9-12.

½ credit

# H-BLOCK COURSES

All H Block classes are half credit per trimester. They are pass/fail unless otherwise noted.

Department	Trimester 1	Trimester 2	Trimester 3
History	Latin and the Foundations of Democracy	All Art Is Political	Pilgrimage: A Short History Through Art
English	Creative Writing (10-12)	Creative Writing (10-12)	Creative Writing (10-12)
Science	Failure Analysis in Engineering (9-12)	An Engineering Approach to Launched Projectiles (9-12)	Engineering & Design for a Better Tomorrow (9-12)
	Ind. Science Research Project (ISRP) (10-12)	ISRP (10-12)	ISRP (10-12)
		Sustainability (9-12)	
Language	Conversational Spanish (9-12)	Conversational Spanish (9-12)	Conversational Spanish (9-12)
Math		Art of Math (10-12)	Financial Literacy (10 - 12)
Technology	Programming Arduino Boards (9-12)	Designing for the Laser Cutter (9-12)	App Inventer (9-12)
Cross-curricular	Mindfulness (9-12)		What's Next? (9-12)
	Get Published (10-12)	Get Published (10-12)	Intro to Debate (9-12)
ART Department	Drawing & Painting: Portraiture (9-12)	Drawing & Painting: Landscape (9-12)	Painting: Imaginative Realism (9-12)
	Sculpture: Masks & Monsters (9-12)	Drawing: Comics & Cartooning (9-12)	
	Yearbook (11-12)	Yearbook (11-12)	Photo Workshop: Low Light & Long Exposures (9-12)
		Photo Workshop: Photo Books (9-12)	Clay Tiles, Mosaics & Glass
	Song and Dance (9-12)	Hip Hop Grooves (9-12)	Photo Wkshp: Photo Collage (9-12)
	Yogance (9-12)	Ballroom with a Twist (9-12)	Sculptural Ceramics
		Building & Construction	Yogance (9-12)
		Technical Theater Design (9-12)	Technical Theater Design (9-12)
		Theater Improv (9-12)	Theater Improv (9-12)
		Public Speaking (9-12)	
	Pingree A Cappella (10-12)	Pingree A Cappella (10-12)	Pingree A Cappella (10-12)
	Singers (9-12)	Singers (9-12)	
	Contemporary Music Ensemble (9-12)	Contemporary Music Ensemble: (9-12)	Contemporary Music Ensemble (9-12)
	Percussion Ensemble (9-12)	Percussion Ensemble (9-12)	Percussion Ensemble (9-12)
	Rock Band (9-12)	Rock Band (9-12)	Rock Band (9-12)
	Classical Ensemble (9-12)	Classical Ensemble (9-12)	Classical Ensemble (9-12)
Portfolio Practicum: Visual or Performing Arts (12)	The Solo Artist	"PERFORMING ARTS LAB" (2 H-Blocks)	

## **OFFERED MULTIPLE TRIMESTERS**

### **CLASSICAL ENSEMBLE (T1, T2, T3)**

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. Letter grades and comments will be 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.

### **CONTEMPORARY MUSIC ENSEMBLE (T1, T2, T3)**

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. In trimesters 1 and 3, 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 which will be performed for the school community. The ensemble will meet in full and sectional rehearsals and at times combine with other ensembles during H Block.

During the second trimester, we will focus on one of today's most prevalent genres, Hip Hop. Students from all backgrounds, viewpoints and experience levels will collaborate in small and large groups to work on creative projects using any and all available instrumentation including (but not limited to) rhythm section instruments, MC's/rappers, vocalists, beat makers/electronic music, horns and strings. All students will be encouraged to develop technical facility on their instrument/musical craft, gain experience performing as individuals and a collective ensemble, and learn techniques and concepts needed to create various forms of Hip Hop.

### **CONVERSATIONAL SPANISH (T1, T2, T3)**

This trimester-long conversational course will emphasize oral communication in a variety of topics that are of interest to the students. This interactive course will help students learn key phrases and vocabulary, as well as helpful hints related to speaking the language. In the past, topics for discussion have included vocabulary and phrases related to travelling, giving/receiving directions, describing people and places, talking in general social situations, cooking Latin America/Spanish food, and navigating a restaurant situation. Students do not need to have any experience with Spanish in order to take this course. Open to students in grades 9-12.

### **CREATIVE WRITING (T1, T2, T3)**

This course is intended for students who are committed to developing their talents as creative writers. Students will respond to a variety of writing prompts and be expected to share and workshop their pieces with their peers. This is a half-credit, pass/fail course. Enrollment is limited. This course cannot fulfill the regular English course requirement but must be an additional elective. Open to all students in grades 10-12, with priority given to students who have previously been enrolled in the course. To enroll, students must meet with the instructor and submit a 1 page writing sample.

### **GET PUBLISHED: ADVANCED STORYTELLING, MULTIMEDIA, and VIDEO PRODUCTION (T1, T2)**

Want to get your first story published? Want to put together a strong sports highlight reel or an online website/portfolio? Want to bring your creative skills to the next level? This class will take a look at the trends in communications today and guide you to produce strong work with the goal of publication and distribution. We will learn how to storyboard, explore design, and see how creative concepts become real projects. We will work individually and as a class to produce projects for personal and/or institutional publication. At the end of each trimester, students will produce a class project for Pingree School. Open to students in grades 10-12. Prerequisite: Freshman Arts or equivalent; intermediate/advanced writing, photography, and/or video experience.

### **INDEPENDENT SCIENCE RESEARCH PROJECT (T1, T2, T3)**

Though we teach our core science curriculum in three distinct disciplines – biology, chemistry, and physics – the truth of the matter is that the practice of science relies on the generation of new knowledge of the world around us through thorough background research, good experimental design, and drawing appropriate conclusions from analysis of data. This H-Block is meant to provide curious students with dedicated time and space to both ask a question about the world, and attempt to answer it through science and engineering practices and their application. Along the way, students will refine and frame their own question, propose experiments, carry out experiments and collect data, and finally synthesize this data into conclusions that will be presented in some form to the Pingree community. Though this course is listed as an H-Block, it requires up-front summer work and ample time investment outside of scheduled meeting periods. Re-enrollment in this H-Block is dependent upon progress from trimester to trimester, and a full project will require three trimesters to complete in most circumstances.

### **PERCUSSION ENSEMBLE (T1, T2, T3)**

You don't have to consider yourself a drummer to join this group! It is open to all students who are willing to get creative and interact using rhythm. This rhythmic experience will be relevant for many types of students, whether they are looking to simply have a new and fun experience, expand on their existing drumming skills of any type, or gain more rhythmic experience and apply it to another instrument. Each of the three trimesters will have a slightly different focus. Trimester 1 will act as a Rhythm Workshop. This drum-circle-style ensemble is perfect for drummers and non-drummers alike. If you are new to drumming, come and try out some simple rhythms on various percussion instruments! If you are an intermediate or advanced drummer, try tackling

more complex rhythms and solo techniques! You will have a great time playing with this group, regardless of your experience level. In trimester 2, students will have a chance to explore the world through rhythms. Students will try out a variety of drumming techniques and styles from West African, Cuban, Middle Eastern and Indian musical traditions, among others. Get a taste of what rhythm means in cultures around the world all while gaining experience on a variety of new and interesting percussion instruments! In Trimester 3, students will take all that they have learned in previous trimesters and apply them to modern acoustic drums and electronic digital instruments to produce contemporary percussion-based music. Students will also be encouraged to provide their own ideas for concert repertoire as the course progresses, and will be given the opportunity to perform for the school community. At times, this ensemble will combine with other ensembles during H Block.

### **PINGREE A CAPPELLA (T1, T2, T3)**

With artists like the Pentatonix and television shows like "The Sing Off," the popularity of a cappella singing is on the rise. In this performance-based ensemble class, and in the tradition of a cappella singing at Pingree, students will explore many genres of music as they relate to the unaccompanied voice. Students will perform pieces from the Early Renaissance all the way through popular songs by contemporary artists. This ensemble will be asked to perform at various school and community events and may participate in vocal competitions. This is the place to sing your heart out! Students must successfully pass an audition to be accepted into this course. See Mr. Thom to schedule an appointment.

### **PINGREE SINGERS (T1, T2)**

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, and at an alternate time for the concert dress rehearsal. Pingree Singers will be performing in the two major concerts of the year, as well as other school events.

### **ROCK BAND (T1, T2, T3)**

This half credit H block course offers students the opportunity to gain experience performing a wide range of rock music and is perfectly suited for guitar, bass, drums, keyboard and vocalists, but can adapt to include any instrument. Students will develop 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 course progresses, and will be given the opportunity to perform for the school community. At times, this ensemble will combine with other ensembles during H Block.

### **TECHNICAL THEATER DESIGN (T2, T3)**

Open to all students, this course is open to students who are interested in scenic design, costume design, light/sound design for us in theatrical productions. This course may appeal to students with an interest in architecture, fashion, and sound engineering. Student will be introduced to and have the opportunity to practice using the technical operating systems in the Pingree theater, and may apply skills learned in supporting Pingree events and productions. Open to all students.

### **THEATER IMPROVISATION (T2, T3)**

This half-credit course will introduce the essential skills and techniques necessary for becoming a successful improviser. Through a series of theater games and improvisational structures, you will learn to work both independently and collaboratively on acting “in the moment”. The course will focus on creating an ensemble, building confidence on stage, making unique and interesting character choices, and developing comedic timing. There is the potential for work generated in class to be performed in the Winter and Spring Dance/Theater concerts, during Morning Meetings, and at Comedy Night. All levels.

### **YEARBOOK (T1, T2)**

Students in this class will develop the skills required to communicate ideas and information, reflecting various aspects of the 2017-2018 Pingree school year. They will be involved in the production of layouts, photographs, graphic design (use of the online page design website) and digital imaging. Students will be assigned specific pages to complete and will be involved in theme development and cover design for the 2016 yearbook, "Gadfly". Open to juniors and seniors.

### **YOGANCE (T1, T3)**

This yoga inspired dance movement class will help all athletes with coordination, flexibility, and balance. Students will practice multiple genres of dance, while staying connected mind and body. Students will study the ways they might inform and enhance their athletic abilities through strength, stretch and conditioning exercises while focusing on the importance of breath. Athletes in this healthy and effective class will have the opportunity to perform in the Spring Arts Festival.

### **TRIMESTER 1 ONLY**

#### **DRAWING AND PAINTING: PORTRAITURE (T1)**

Open to all students in grades 9-12, and using portraiture as subject matter, this course is a study of the basic elements and principles of drawing and painting. Using examples in art history as a guide, students will complete multiple portrait drawings and/or paintings. Assignments will vary by trimester and students are encouraged to take the course multiple times. Students will be guided and encouraged to explore and take risks with materials and ideas.

#### **FAILURE ANALYSIS IN ENGINEERING (T1)**

This class provides an introduction to civil engineering and structural analysis. Small hands-on projects will allow students the opportunity to creatively design, construct, and test a variety of structures as we explore engineering principles, identify structural loads, and analyze failure. This class is open to all students.

### **LATIN AND THE FOUNDATIONS OF DEMOCRACY (T1)**

Have you ever wanted to read Caesar in the original Latin? Or understand why democracy and self governance emerged in modern history? Latin and the Foundations of Democracy exposes students to the language, culture and history of the Romans. An introduction to the language through excerpts from the Cambridge Series emphasizes basic comprehension of the Latin language and common English root words by following the lives of a traditional Pompeian family. The stories read will illuminate the social and political history of the Romans, especially during the first century AD. Classes will include basic Latin grammar and vocabulary, as well as discussions of Ancient Rome's contributions to modern democracy. Labor omnia vincit! Open to all grades.

### **MINDFULNESS (T1)**

Do you ever feel as though there is simply too much to do, with no time to do it and in the meantime, your teachers, friends and phone are all begging for your full attention when you hardly had time to eat lunch, let alone finish your English homework, but then soccer practice starts at 5 tonight when you can only get out of play practice at 4:59 and then you need to scarf down dinner so that you can do your group project before brushing your teeth, but who has time for that anyway (?) because you are trying to get the necessary 9.25, but realistically more like 6, hours of sleep each night... only to do it again tomorrow... Don't you wish you had a pause button? Please stop. Take a deep breathe. Notice where your feet are and what it feels like when the air fills your lungs and flows back up and out again. Take in this moment.

Mindfulness practice involves learning to direct your attention to the present moment without judgment, and with curiosity, patience, acceptance, and your full attention. The course leads students through a nine week series of lessons and exercises in mindful practices. The objective of the course is to present mindfulness as a life-long skill and practice. In the words of the .b program, one of the programs used in this course, "Students use it: to feel happier, calmer and more fulfilled; to get on better with others; to help them concentrate and learn better; to help cope with stress and anxiety; to perform better in music and sport." This course is open to all students and will be graded Pass/Fail based on attendance and willingness to engage in the lessons.

### **PROGRAMMING ARDUINO BOARDS (T1)**

The Arduino board is a small, inexpensive microcontroller that is used for a wide variety of dedicated, open-source hardware and software projects. Students will learn the fundamentals of Arduino programming and then will learn how to integrate a breadboard to create projects that feature inputs and outputs. The course will culminate with a major independent Arduino project of the student's design. Open to grades 9-12.

### **PORTFOLIO PRACTICUM: PERFORMING ARTS (Non credit workshop - T1)**

This non-credit workshop series is offered during one H-block to all seniors who are preparing auditions, compiling performing art portfolios and/or supplemental performing arts materials as a part of the college application process. Students will be provided sessions to learn to build discipline specific portfolio materials such as artist websites (including photographs, acting reel footage, design materials, etc.), audio/video recordings, and audition repertoire. In addition, class time will be used for audition/recording preparation and recording auditions for audio or video submission. Students will also workshop artist statements, resumes, and any other supplementary materials to a performing art portfolio. **Seniors only. No credit.**

### **PORTFOLIO PRACTICUM: VISUAL ARTS (Non credit workshop - T1)**

This non-credit workshop series is offered during one H-block to all seniors who are compiling visual art portfolios for college. Students will be provided sessions to learn basic digital photography skills as they apply to shooting art pieces, as well as the necessary Photoshop techniques needed to effectively edit their images and compile a portfolio. Students will also workshop artist statements, resumes, and any other supplementary materials to an art portfolio. **Seniors only. No credit.**

*Note: Students with photography-specific portfolios should work directly with the photo teacher rather than signing up for Portfolio Practicum.*

### **SCULPTURE: MASKS AND MONSTERS (T1)**

Students in this class will create a Monster! Beginning with small sketches and ending with a finished sculpture in clay. Students will then make a life size mask of their Monster out of wire, masking tape, and even paper mache. Scary or friendly, the limits of design are only your imagination! Open to all skill levels 9-12.

### **SONG AND DANCE (T1)**

Song & Dance is a performance based class designed to develop skills such as improvisational techniques, characterization, and interpretation through the study of musical theater scenes and songs as well as other popular music. Scenes from classic and modern musicals are rehearsed and studied in terms of styles and historical perspective. The course also includes the effective use of the singing voice on stage, and movement for actors through dance and creative movement. All will culminate in a final project performance designed by the students in class. No previous experience needed. All are welcome to participate in this class!

### **TRIMESTER 2 ONLY**

#### **ALL ART IS POLITICAL (T2)**

This course will explore a small handful of artworks that represent both critical monuments and significant turning points in the history of political art in the Western world. We will begin in ancient Greece and Rome, and conclude in the 21st century. Objects chosen represent a small but compelling sampling of some of the most significant pieces of political art produced in Europe and America. We will example architecture,

mosaics, painting and sculpture. Some pieces will be overtly political, others far more subtle, raising the question of what does it take for a piece of art to be political in nature? Our discussion will begin with the artwork, but will delve into the historical context: what important historical developments of the day shaped the art object? How does the artwork reflect the values, concerns and interests of the people who created it? What did it mean to create political art at different points in history? What does political art look like today? Open to grades 10-12.

### **THE ART OF MATHEMATICS (T2)**

Since the first time one of our human ancestors used a piece of string to scratch a circular decoration, the concepts, techniques, and applications of mathematics have helped inform, influence, and create art. The *Art of Mathematics* will explore the many ways in which mathematics -- the “language of pattern”-- has led artists to express their aesthetic vision. The course has no prerequisites, and will require only an open mind and the patience needed to learn a few new perspectives -- literally. The following topics may be covered: symmetry, harmony, fractals, line design, mandalas, one and two perspective, op art, origami, tessellations, Islamic art -- and other culturally specific applications of mathematics in art. Also, the works of various innovative artists will be discussed -- from Brunelleschi and DaVinci to M.C. Escher and Erik Demaine.

### **BALLROOM WITH A TWIST (T2)**

This fun, festive and social dance class is for any student who wishes to learn basic ballroom techniques in both American and Latin style dances. These styles include and are not limited to salsa, cha cha, samba, waltz, tango and swing. Dancers will also learn partnering techniques along with some ways to sweep their partner off their feet. This class is for all levels and requires no previous experience.

### **BUILDING AND CONSTRUCTION (T2)**

Students will work in the Scene Shop in collaborating on hands-on projects to create and build designs for the fall, winter, and spring productions, and will have the opportunity to work on independent building projects. Additionally, students should be comfortable learning to work with power tools, electricity and on ladders. This course is open to all students and no prior experience is required.

### **DESIGNING FOR THE LASER CUTTER (T2)**

The laser cutter in the Pingree Makerspace is seeing ever-increasing demand. Students have engraved a wide range of items including phone, tablet and laptop cases. Students, e.g. some science team members, have use it to make parts for projects, and it will even be used in some senior projects this year. To capitalize on this interest, the timing is right to offer this course to train the next generation of laser cutter users. Open to grades 9-12.

### **DRAWING: COMICS AND CARTOONING (T2)**

The first half of this class will cover the basics of drawing comics and cartoons. Students will learn the fundamentals of form, lighting, perspective and anatomy. An emphasis will be placed on design, layout and visual storytelling. In the second half of the class students

will learn to bend those basic principles to their own unique style and a focus will be placed on the student creating their own mini comic or cartoon.  
Open to all skill levels 9-12.

### **DRAWING AND PAINTING: LANDSCAPE (T2)**

Open to all students in grades 9-12, and using landscape as subject matter, this course is a study of the basic elements and principles of drawing and painting. Using examples in art history as a guide, students will complete multiple landscape drawings and/or paintings. Assignments will vary by trimester and students are encouraged to take the course multiple times. Students will be guided and encouraged to explore and take risks with materials and ideas.

### **HIP HOP GROOVES (T2)**

Groove to the beat of some of your favorite songs! This beginner/intermediate level hip hop dance course is a blend of different hip hop techniques that will explore popping, locking, krumping, breakdancing and other popular dance styles. Dancers in this class will practice isolation, body control, and musicality. Freedom of freestyle and self expression will be encouraged.

### **PHOTO WORKSHOP: PHOTO BOOKS (T2)**

Students will explore inventive uses of photography and bookbinding to make one-of-a-kind books. Projects may include a pop-up book, a flip book, a flag or tunnel book and multiple image books that utilize various book binding forms. Open to all skill levels 9-12.

### **PUBLIC SPEAKING (T2)**

Speaking in public is an opportunity to connect, to educate, to motivate, and to inspire. This course will introduce students to a wide variety of types of public speaking – narrative, informative, symposium, persuasive and impromptu. We will especially focus on the art of communication and connection with an audience by strengthening skills in voice, diction, posture and gesture. Students will prepare a series of solo and group 1-5 minute presentations over the course of the trimester. Students will also learn techniques to overcome anxiety about public speaking and self-expression. This course is open to students in grades 9-12.

### **THE SOLO ARTIST (T2)**

Have you ever dreamed of being the lead singer fronting a band? Or performing at coffee houses? Well, now is your chance! Each voice is different and possesses unique sounds and capabilities all its own. In this lab we seek to identify and develop each person's individual potential. Explore the key components of singing, from stylizing to repertoire, from communicating and performing with confidence. You will have the experience of singing jazz, pop, rock, R&B and beyond. Open to all students.

### **SUSTAINABILITY: RESEARCH, DESIGN AND IMPLEMENTATION FOR ENVIRONMENTAL AND SOCIAL IMPACT (T2)**

This interdisciplinary elective course provides a structured platform for students to learn about sustainable living practices and to advance their passion for preserving the environment. This course is intended to be an extension of Pingree's green team "Pingreen" and can supplement ongoing work done by the club, but not act as a replacement. Students do not need to be "Pingreen" members, but should have a genuine interest in sustainability. Open to all students.

### **TRIMESTER 3 ONLY**

#### **APP INVENTER (T3)**

Apps are an increasingly important part of the programming landscape. This course will introduce students to MIT's App Inventor, where they will learn the fundamentals of programming and computational thinking by building Android apps. Open to grades 9-12.

#### **CLAY TILES, MOSAICS AND GLASS (T3)**

In this ceramics class students will be introduced to the process of creating clay tiles and mosaics. Decorative surface treatments will be explored, including high and low relief carving, melted glass, and a variety of glazing methods, as well as the process of grouting shards of broken pottery and other mixed media materials onto vessel forms or flat surfaces, to design an expressive, composite exterior. Open to grades 9 through 12.

#### **ENGINEERING AND DESIGN FOR A BETTER TOMMORROW (T3)**

This course provides an introduction to engineering design work and the process of design thinking and problem solving. Students will be introduced to this thinking approach and then they will select their own project for analysis, design, and construction. Student projects will be rooted in social awareness, environmental stewardship, or artistic expression.

#### **FINANCIAL LITERACY (T3)**

This course will expose students to the fundamental principles of personal finance. Students will learn about credit and debt, saving and investing, money management, risk management, income and careers, and taxes. The goal is to equip students to make responsible, informed financial decisions now and in their future. Assessment will be based on participation and projects. Open to grades 10 - 12.

#### **INTRODUCTION TO DEBATE (T3)**

Introduction to Debate, a trimester elective for students in grades 9-12, is for students interested in developing persuasive argumentation and advocacy skills. Students will begin the course learning about and practicing structured extemporaneous speeches with emphasis on verbal and nonverbal delivery skills, which include: organization, projection, inflection, eye-contact, cadence, and hand gestures. Presidential candidates, styles, and topics will be explored. Students will then build a foundation for effective argumentation and advocacy -- claim, warrant, and evidence -- by participating in SPAR debates and presenting a research-based persuasive speech. This course is ideal for

students who want to explore forms of debate, enjoy persuasive arguing, or wish to develop their public speaking skills.

### **PAINTING: IMAGINATIVE REALISM (T3)**

Ever wanted to paint something from imagination, but became discouraged with the result, or was even too scared to start? In this class students will learn basic fundamentals of painting, along with specific tips and tricks, and even a step by step process, to make a fully finished detailed painting. For inspiration we will look at book covers, movie posters, videogame concept art, surrealist painters, fantasy painters... the list goes on. Open to all skill levels 9-12.

### **PHOTO WORKSHOP: LOW LIGHT AND LONG EXPOSURES (T3)**

Whether using existing light or adding light to pictures using light sticks, flash lights and off-camera flashes students will explore low light and long exposure situations with cameras and tripods to evoke time of day, movement, and emotion. Some subjects may include neon signs, star trails, and painted light landscapes. Students must commit to photographing for an hour at night each week and have access to a digital camera and tripod. (The school has limited cameras and tripods available for use.) Open to all skill levels grades 9-12.

### **PHOTO WORKSHOP: PHOTO COLLAGE (T3)**

In this workshop students combine photography with different materials to build unique mixed media works. Students will take pictures and then will work with inkjet prints, paint, glue and found objects to create a mixed media piece that tells a personal story. Open to all skill levels grades 9-12.

### **PILGRIMAGE: A SHORT HISTORY THROUGH ART (T3)**

Pilgrimage is an age-old concept that crosses cultures and transcends time. This course will serve as an introduction to the concept and history of pilgrimage as it has been practiced across time and place and in religious and secular (non-religious) contexts. Students will read about the theory of pilgrimage, the rituals associated with it, and how it has been practiced from the medieval period to the present day. We will explore Christian, Islamic and Buddhist pilgrimage tradition: so in many ways, this course will serve as a general introduction to some significant faith traditions. Students will learn about key pilgrimage sites and the people who visit them, and consider the elements of sacredness, ritual and tourism that shape the pilgrim's experience. We will conclude the course by considering secular pilgrimage and the ways in which pilgrimage continues to thrive today outside the realm of religion but within the realm of the spiritual. Open to grades 9-12.

### **SCULPTURAL CERAMICS (T3)**

In this class the aesthetic and functional possibilities of clay will be explored as students experiment with a variety of clay forming techniques and processes. Focus will be on technique, basic design elements and the development of original ideas. Patterns in nature, figure and animal forms will be possible sources of inspiration. Students will

examine the dual nature of pottery as both practical and expressive. Open to grades 9 through 12.

**WHAT'S NEXT? (T3)**

The purpose of this course is to examine the transitions students encounter as they progress through high school. Specifically exploring how your identity shapes your world view. Growing racial diversity of America will affect students' ability to navigate in a world that is more diverse than Pingree. What are the skills you will need to assist you in networking, selecting a college, selecting major and/or selecting friends as you move away from your community. This course will require participation group discussions, reading short articles, and self-examination of who you are.

## **COMMUNITY EDUCATION**

The Community Education program at Pingree is sustained over all four years of the students' time here, but is pursued most intensively in ninth-grade, when freshmen meet once weekly for class. The curriculum is a blend of "hard" and "soft" skills that do not fall into more traditional academic disciplines, but which we believe are vital to adolescent development and life skills acquisition. In addition to short units on topics as diverse as individual learning style diagnostics and skills, proper citation and documentation, exit strategies, and exam preparation, Community Education focuses on three prominent areas: Digital Citizenship, Identity and Equity, and Health and Wellness. Students in grade nine will attend community education classes during trimester 2 either at the beginning or end of their Freshman Art Performing Arts rotation.

½ credit