

Upper School Course Guide 2024-2025



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UPPER SCHOOL NINTH – TWELFTH GRADES

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

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

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

UPPER SCHOOL GRADUATION REQUIREMENTS

The specific department requirements and programs are as follows:

English	4 units – English I, II, III, IV required
Mathematics	3 units taken in Upper School, through completion of Algebra II
History	3 units – World Cultures (½ unit), US History, World History, Government (½ unit)
Science	3 units - Biology, Chemistry, Physics required
World Languages ¹	3 units in the same language; at least 2 units taken in Upper School
Fine Arts	1 unit (½ unit must be performance-based or hands-on)
Religion	1 unit (½ unit received for World Cultures; ½ unit must be taken junior or senior year)
Computational Thinking ²	½ unit
Health Science	½ unit (to be completed freshman or sophomore year)
<i>Physical Education</i> '25, '26	<i>6 trimester units (minimum – 2 freshman year, 2 sophomore year, 1 junior year, 1 senior year)</i>
Community Activity '27 +	8 trimester units (2 units each year of US)

¹ Successful demonstration of mastery in a language, obtained prior to 9th grade, will count as one unit towards graduation requirements in the Upper School if the student continues to study the same language in the Upper School. In all cases, at least two units of world language study must be completed in the Upper School with the student attaining at least Level III in that language.

² The introductory prerequisite course is the semester-long Principles of Engineering & Design. With approval, students may by-pass the prerequisite and take AP Computer Science Principles or AP Computer Science A to meet the Computational Thinking requirement. Students who stay in Engineering and Design Principles courses for four years may be eligible for a waiver of ½ unit of the fine arts requirement. Students who participate in four years of journalism may be eligible for a waiver of ½ fine arts and ½ computational thinking. Students who participate in four years of the same

discipline of fine arts may be eligible for a waiver of ½ credit of computational thinking. All waivers must be approved by the Chief Academic Officer

Courses required for graduation credit must be taken at The Episcopal School of Dallas. Exceptions are allowed with permission of the Department Chair and the Head of Upper School.

In addition to the course requirements for graduation, successful participation in the following is required: daily attendance and participation in Chapel, the Outdoor Education Program, and Community Service. It is important to note that some colleges require additional units in World Languages, Mathematics, or Science. The student and his or her parents are responsible for checking college entrance requirements. ESD does not extend the possibility of early graduation.

ADVANCED PLACEMENT AND HONORS CLASSES

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

A student who wishes to be considered for Honors or AP class submits an online application requesting approval for each course. The Department Chair will confer with members of the department who have previously taught the student, review the student's grades in related coursework, examine standardized test scores, and seek input from the grade-level Dean and Head of Upper School, if needed. Some departments may require further assessment or testing before approval. The student is then notified of the decision made on the student's application. He or she is also advised regarding how many total Honors or AP classes to take. All placement decisions require final approval of the Department Chair.

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

SUMMER SCHOOL POLICIES

SUMMER COURSE WORK

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

SUMMER SCHOOL GRADE REPORTS

Semester-equivalent courses will receive a final semester-equivalent grade report. A semester-equivalent exam or project will be given. Full year-equivalent courses will receive semester-equivalent grades. Semester-equivalent exams or projects will be given for semester-equivalent

coursework in full-year-equivalent summer courses. Seniors are not exempt from exams in summer school.

SUMMER SCHOOL DROP/ADD POLICY

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

Upper School Academic Acceleration Policy

Although ESD does not accept summer credits or grades from other institutions except in rare cases of remediation, students may use their summer experiences to accelerate their learning (e.g., to achieve honors or AP status or even skip an otherwise prerequisite course) at ESD. If a student wants ESD to consider advanced summer work for such placement, the student must follow these general expectations:

1. First, students should discuss their plans and specifics of the coursework (e.g., context, number of days, total hours, content, and assessments) with the appropriate department chair, who will discuss these details with the CAO and appropriate teachers in the department. The coursework must be merit-based and could require successful completion of a pre-test (e.g., an honors placement test) prior to enrollment.
2. The department will then give feedback about the plan of action based on a number of factors including placement tests, teacher recommendations, grades, and standardized test scores: although we cannot guarantee any specific outcomes or fully recommend any particular program, we can assess the overall plan and likely outcomes based on its successful completion. Requirements vary by course and department; for instance, science coursework requires a significant amount of lab work.
3. During the program, the student should keep a portfolio of any work (e.g., labs, experiences, projects, quizzes, and tests) so that the student can submit these artifacts to the appropriate department chair upon completion of the program or experience.
4. The student will sit for an appropriate test— written and perhaps verbal— of the content and skills that the student would like for the committee to consider for advancement.
5. The committee will determine whether the student has met the criteria for probationary advancement: any acceptance will be reviewed during the first 20 days of class. Some examples include the following:
 - A. Intensive Summer Work (e.g., Johns Hopkins Intensive Studies in Science; Pre-College Summer Language Institute at The University of Chicago)
 - B. College Coursework (e.g., Mountain View, UTD, or UT online)
 - C. Summer Immersion in a Second-Language Program
 - D. Self-taught Learning with or without Support, using Online Resources such as Khan Academy or Coursera

UPPER SCHOOL CURRICULUM OVERVIEW

Key

- Honors or AP
- †Speech Proficiency
- *Semester-long courses
 - (B) Offered both
 - (F) Offered Fall only
 - (S) Offered Spring only
 - (R) Repeatable

INTERDISCIPLINARY

- AP Seminar† & •AP Research†

CLASSICAL & MODERN LANGUAGES

- Arabic I
- Honors Arabic II, III, IV, V
- French I, II, III, IV, V
- Honors French II, III, IV
- AP French Language & Culture
- Post-AP Business French
- Latin I, II, III, IV
- Honors Latin II, III, IV
- AP Latin
- Chinese I
- Honors Mandarin Chinese II, III, IV, V
- AP Chinese Language & Culture
- Spanish I, II, III, IV, V
- Honors Spanish II, III, IV
- AP Spanish Language & Culture
- AP Spanish Literature & Culture
- Spanish for Professionals
- Post-AP Language Mentor

ENGINEERING & PROGRAMMING

- Principles of Engineering with Programming* (B)
- AP Computer Science Principles
- AP Computer Science A
- Post AP Comp Sci I/IV*
- Honors Engineering Mechanical I/II
- Honors Engineering Architecture I/II
- Adv Engineering Capstone

ENGLISH

- English I
- English II
- Honors English II
- English III
- AP Language & Comp III
- AP Language & Comp IV
- AP Literature & Composition IV
- Creative Writing* (F)
- Journalism I (for both NP & YB)
- Newspaper
- Yearbook
- Magazine* (S)
- Compassion Science & Literature*(S)

PERFORMING ARTS

- Acting: Beg.* (B), Int.*(B) or Adv (R)
- Band (R)
- Concert Choir (R)
- AP Music Theory
- Tech Theatre (Beg. or Adv)* (B) (R)
- Speech/Communications* (B) (R)
- Orchestra (R)
- Tournament Speech/Debate* (B) (R)

VISUAL ARTS

- Beginning Film Production & Film Appreciation*(B)
- Intermed. Film Production* (B)
- Advanced Film Production* (B) (R)
- AP 2D Art & Design — Film
- Beginning Ceramics* (B)
- Intermediate Ceramics* (B)
- Advanced Ceramics* (B) (R)
- AP 3D Art & Design—Ceramics
- Beginning Sculpture* (B)
- Intermediate Sculpture* (B)
- Advanced Sculpture* (B) (R)
- AP 3D Art & Design—Sculpture
- Beginning Studio Art* (B)
- Intermediate Studio Art* (B)
- Advanced Studio Art* (B) (R)
- AP 2D Art & Design- Studio Art
- AP Drawing
- Beginning Photography* (B)
- Intermediate Photography* (B)
- Advanced Photography* (B) (R)
- AP 2D Art & Design—Photography
- AP Art History
- Digital Art & Design* (B, R)
- Elements of Creation: 2D & 3D* (B, R)

HISTORY & SOCIAL SCIENCE

- World Cultures
- World History
- AP World History
- United States History
- AP United States History
- United States Government* (B)
- AP U.S. Govt & Politics* (B)
- AP Comparative Govt* (B)
- AP European History
- Law* (B)

BUSINESS ELECTIVES

- Economics* (S)
- AP Micro- and Macroeconomics* (B)
- Business Management* (S)
- Entrepreneurship* (F)
- Accounting* (F)
- Financial Literacy*(B)

MATHEMATICS

- Algebra I
- Geometry
- Honors Geometry
- Algebra II
- Honors Algebra II
- Pre-Calculus
- Honors Pre-Calculus
- Calculus
- AP Calculus AB
- AP Calculus BC
- Statistics* (S)
- AP Statistics
- Functions & Trigonometry*(F)
- Multivariable Calculus*(F)
- Linear Algebra & Differential Equations*(S)

HEALTH

- Health and Wellness* (B)

RELIGION

- Biblical Theology* (F)
- Found. of World Religion* (S)
- Ethics* (B)
- Immigration in America* (F)
- Race in America* (S)
- Philosophy of Religion* (B)

SCIENCE

- Biology
- Honors Biology
- AP Biology
- Chemistry
- Honors Chemistry
- AP Chemistry
- Physics
- Honors Physics
- AP Physics 1
- AP Physics 2
- AP Physics C:Mechanics, Electricity & Magnetism
- AP Psychology
- AP Environmental Science
- Forensic Chemistry* (B)
- Human Anatomy* (F)
- Science of Wellness* (F)
- Culinary Science* (B)

UPPER SCHOOL CURRICULUM OVERVIEW

COMMUNITY ACTIVITY CREDIT (2 per school year)

FALL

Cheerleading
Dance
Crew
Field Hockey
Football
Theatre Production- Acting (Play)
Theatre Production- Tech (Play)
Volleyball

WINTER

Men's Basketball
Women's Basketball
Cross Country
Men's Soccer
Women's Soccer
Swimming
Theatre Production- Acting (Musical)
Theatre Production-Tech (Musical)
Mountain Biking
Wrestling

SPRING

Baseball
Crew
Golf
Men's Lacrosse
Women's Lacrosse
Softball
Men's Tennis
Women's Tennis
Track & Field
Yoga

Curriculum Overview

Ninth Grade at a Glance

Dean: Heather Cernoch

All ninth graders take English I, World Cultures, and either Biology or Honors Biology. Students who want to be considered for Honors Biology need to take a placement test. The primary placement consideration at the ninth grade level involves mathematics: based on 8th grade achievement, optional supplemental work, and a spring placement test, ninth grade students take either Algebra I, Geometry or Honors Geometry, or Algebra II or Honors Algebra II, with the majority of students taking a geometry course. Ninth graders will continue in their world language progression, or start learning a new language in a level 1 course. Students may need to take a language placement test. Most ninth graders enroll in their second level of a world language.

In addition to the above courses, students can choose from a wide array of electives. Unless a student has a particular interest in journalism or engineering design and computer programming courses, we recommend that all ninth graders take one introductory art course and Health & Wellness as both are required for graduation.

Principles of Engineering with Programming fulfills the Computational Thinking graduation requirement. Students may apply to be considered for the year-long AP Computer Science Principles course. Students who stay in Engineering and Design Principles courses for four years may be eligible for a waiver of ½ unit of the fine arts requirement. Students who participate in four years of journalism may be eligible for a waiver of ½ fine arts and ½ computational thinking. Students who participate in four years of the same discipline of fine arts may be eligible for a waiver of ½ credit of computational thinking. All waivers must be approved by the Chief Academic Officer.

While students can take up to 7 courses each semester, we encourage students to consider a study hall during semesters that involve time-consuming extra-curricular activities such as competitions or performances.

All ninth graders must complete two community activity credits and begin work on their first 25 hours of community service, which are due at the end of tenth grade.

Summer

We encourage students to spend quality time with their families during the summer before ninth grade or pursue a personal interest, engage in community service, gain work experience, or seek an internship. Students may also consider taking a summer course at ESD to gain confidence and fulfill graduation requirements that might inhibit their ability to pursue other electives or take a study hall during the school year.

Distinctive Ninth-Grade Experiences

- Each ninth grader begins a two-year relationship with the same advisory of ~10.
- Ninth graders are eligible for Unproctored Study Hall privileges during the spring semester.
- Each ninth-grade student attends an overnight retreat to learn more about their high school experience ahead, focusing on belonging and leadership.
- Ninth graders participate in three days of programming to increase student wellbeing and prevent misuse of substances.
- All ninth graders take the PSAT 9 in October
- All ninth graders participate in special programming days, one focused on leadership.

Important Policy Reminders

- Students may drop or add courses within two full cycles from the beginning of each semester.
- Students who transfer from an honors or AP course to the regular section will receive an adjustment to their grade.
- Students must be enrolled in six courses, including four core courses, per semester.

Curriculum Overview

Tenth Grade at a Glance

Dean: Marc Salz

All tenth graders take English II or Honors English II, Chemistry or Honors Chemistry, and World History or AP World History, and most complete their second-language graduation requirement by enrolling in level III of their world language, either regular or honors. Students who want to be considered for honors or AP in these core classes will need to apply in the spring of ninth grade. Similarly, students continue to advance in either geometry, Algebra II, or pre-calculus, applying for honors during the previous spring if they had not already been accepted.

If they did not complete the requirements during ninth grade, tenth grade students should complete Health & Wellness and at least one semester of fine arts. If they are not pursuing a waiver for journalism or fine arts, tenth graders should also complete their Computational Thinking requirement.

While students can take up to 7 courses during the day, we encourage students to consider a study hall during semesters that involve time-consuming extra-curricular activities such as competitions or performances.

All tenth graders must complete two community activity credits and fulfill their first 25 hours of community service by May 31st.

Summer

We encourage students to spend quality time with their families during the summer or pursue a personal interest, engage in community service, gain work experience, or seek an internship. Students may also consider taking a summer course at ESD to gain confidence and fulfill graduation requirements that might inhibit their ability to pursue other electives or take a study hall during the school year.

Distinctive Tenth-Grade Experiences

- Sophomores conclude the final year of their first advisory group of ~10 students
- Sophomores embark on a one-day retreat to Wolf Run in the spring to reflect on reaching the midpoint of their Upper School experience.
- Sophomores begin their formal relationships with their college counselors in the spring.

Important Policy Reminders

- Students may drop or add courses within two full cycles from the beginning of each semester.
- Students who transfer from an honors or AP course to the regular section will receive an adjustment to their grade.

Curriculum Overview

Eleventh Grade at a Glance

Dean: Claire Mrozek

All juniors take English III or AP Language and Composition III, US History or AP US History, and a level of physics: regular, honors, or AP Physics 1. Some students elect to take physics as a senior because of their level of mathematics. Juniors continue to progress in either Algebra II, Pre-calculus or Honors Pre-calculus, or one of three versions of calculus, including AP Calculus AB and BC. Although most students have completed their world language requirement, many continue to advance to level IV or AP by their junior year. Similarly, many juniors continue with advanced fine arts classes even though they have completed their graduation credits.

Two new graduation requirements emerge during eleventh grade. Juniors can select from the following to fulfill their religion-ethics credit: Biblical Theology, Foundations of World Religions, Ethics, Race in America, Immigration in America, or Philosophy of Religion. Additionally, juniors can select from US Government, AP US Government, or AP Comparative Government classes to fulfill their government requirement. Juniors who do not fulfill these requirements must complete them as seniors.

Juniors can also choose from a wide range of electives. In addition to AP science options in biology, chemistry, environmental, and psychology, science offers lab-based electives such as Forensic Chemistry, Culinary Science, and Astronomy. The history department offers three varieties of economics, business management, entrepreneurship, accounting, and personal finance. Juniors can also continue with advanced levels of Engineering Design and Programming.

While students can take up to 7 courses during the day, we encourage students to consider a study hall during semesters that involve time-consuming extra-curricular activities such as competitions or performances.

All juniors must complete one trimester of community activity credit and begin their second 25 hours of community service.

Summer

We encourage students to spend quality time with their families during the summer or pursue a personal interest, engage in community service, gain work experience, or seek an internship. Students may also consider taking a summer course at ESD to gain confidence and fulfill graduation requirements that might inhibit their ability to pursue other electives or take a study hall during the school year. Students have the opportunity to participate in the Eastin Family Worx Program.

Distinctive Eleventh-Grade Experiences

- Juniors begin a two-year relationship with a new advisory group of ~10 students.
- Eligible juniors receive their Junior Privileges in the spring, allowing them more responsibility and freedom, including weekly off-campus lunch privileges.
- Advisories experience an overnight at Wolf Run to bond through fun recreation, get to know each other more, and participate in leadership activities.
- Juniors research, write, and present a joint history and English synthesis paper connecting a family-related event with a contemporary issue.
- Juniors participate in an advisory-based philanthropy project to investigate larger social problems in the metroplex, choose and research a local non-profit addressing the problem, visit and interview the organization, and make a donation through the Puckett Family's "Giving Beyond Ourselves Fund," distributed through The Dallas Foundation.
- Students have the opportunity to apply for internships as part of the Eastin Family WORX Program.

Important Policy Reminders

- Students may drop or add courses within two full cycles from the beginning of each semester.
- Students who transfer from an honors or AP course to the regular section will receive an adjustment to their grade.

Curriculum Overview

Twelfth Grade at a Glance

Dean: Marcela Garcini

All seniors take either AP Language and Composition IV or AP Literature and Composition IV. We encourage all seniors to take a fourth year of science including robust AP, Post-AP, and non-AP options, and a fourth year of mathematics including three levels of calculus, Post AP Multivariate Calculus, AP Statistics, or semesters of statistics and trigonometry.

Seniors should review their complete list of graduation requirements, especially those that emerged during eleventh grade. Seniors can select from the following to fulfill their religion-ethics requirement: Biblical Theology, Foundations of World Religions, Ethics, Race in America, Immigration in America, or Philosophy of Religion. Additionally, seniors can select from the US Government, AP US Government, or AP Comparative Government class to fulfill their government requirement.

While students can take up to 7 courses during the day, we encourage students to consider a study hall during semesters that involve time-consuming extra-curricular activities such as competitions or performances.

All seniors must complete one trimester of community activity credit and complete their second 25 hours of community service by January 31st.

Summer

We encourage students to spend quality time with their families during the summer or pursue a personal interest, engage in community service, gain work experience, or seek an internship. Students may also consider taking a summer course at ESD to gain confidence and fulfill graduation requirements that might inhibit their ability to pursue other electives or take a study hall during the school year. Students have the opportunity to participate in the Eastin Family Worx Program.

Distinctive Twelfth-Grade Experiences

- Seniors continue a two-year relationship with the same advisory of ~10.
- Seniors model responsible leadership to all US students and receive Senior Privileges which afford them more responsibility and freedom.
- Seniors participate in three Special Programming Days that introduce them to various topics as they enter adulthood.
- Students serve as Senior Buddies, pairing with fifth graders to participate in activities throughout the year.
- Seniors enjoy four parent-organized, theme-based Rally Days throughout the year
- Seniors lead advisory-based Chapel talks.
- Seniors lead the annual Capstone Project, creating a partnership with a nonprofit.
- Seniors are invited to participate in Exit Interviews with the Head of Upper School.
- Seniors help coordinate lower school carpool once a week.

Important Policy Reminders

- Students may drop or add courses within two full cycles from the beginning of each semester.
- Students who transfer from an honors or AP course to the regular section will receive an adjustment to their grade.

COURSE DESCRIPTIONS

INTERDISCIPLINARY OFFERINGS

- AP SEMINAR†

(A two-semester 1-credit course for sophomores, juniors, and seniors with corresponding departmental approval.)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students read and analyze a wide array of sources in order to synthesize information and develop their own perspectives as written essays and present their positions through oral and visual presentations. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who successfully complete AP Seminar are eligible for AP Research.

At ESD, AP Seminar students pursue topics related to a non-AP fall elective in order to complete the first AP Seminar Performance Task in groups of three to five students. Performance Task 1 consists of an individual research report of 1200 words, a multimedia presentation of the group's solution or resolution, and an oral defense of their findings and research methods. In the spring, these students complete the second Performance Task—the individual research-based essay and presentation in response to the cross-curricular stimulus packet supplied by the College Board in January. Throughout the spring semester, each student attends a series of discussion sessions and works with a group of mentor-teachers as each student reads and analyzes the stimulus packet; composes research questions arising from the packet; gathers additional research; analyzes, evaluates and selects evidence; and develops a logical, well-reasoned 2,000-word argument. Finally, each student develops a 6-8 minute multi-media presentation, presents it to a peer audience, and defends his or her research through oral responses to two questions asked by a mentor-teacher. AP Seminar concludes with an end-of-course exam in May.

Students who are interested in taking AP Seminar should begin by forming a group of 3 or more students with a common interest and then set up a meeting with the Chief Academic Officer. If enough students are interested, a specific course could be formed, or existing courses could serve as the underlying content for the experience.

- AP RESEARCH†

(A two-semester 1-credit course for juniors and seniors. Prerequisite: AP Seminar)

The College Board describes AP Research as the second course in the AP Capstone experience, which allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a 15- to 20-minute multimedia presentation with an oral defense.

CLASSICAL & MODERN LANGUAGES

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

SUBJECT MASTERY GOALS:

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

GRADUATION REQUIREMENTS

Three credits in the same language (successful demonstration of mastery prior to ninth grade can count towards 1 credit of the requirements if the student continues to study the same language in the Upper School for two additional, consecutive years.) *Many students take an optimal four or five credits.*

ARABIC I

(A two-semester 1-credit course)

This course introduces students to the Arabic language (Modern Standard Arabic) at the beginner level, so that students develop proficiency on a basic level. Learning the Arabic language in this course includes the study of Modern Standard Arabic as well as the spoken Levantine dialect of Lebanon, western Jordan, Syria, and the Holy Land. Students will learn how to read, speak, listen, and write in Arabic, beginning with learning the Arabic alphabet, numerals, and language sounds and continuing study using Western and Arabic scripts. Study of Arab culture will engage students in understanding a variety of cultural products, practices, and perspectives from around the Arab world, such as Arabic calligraphy, music, dance, film, cuisine, and literature. This course will use a workbook, a textbook with an online companion website, and supplemental online resources to best address individual progress. This course may meet in a mixed-level class to facilitate peer-to-peer interaction, and will use supplemental online resources to best address individual progress.

● HONORS ARABIC II-V

(A two-semester 1-credit course. Prerequisite: Arabic I)

Expanding on the content and skill development from earlier courses, advanced Arabic courses continue the study of the Arabic language to further develop proficiency on intermediate and advanced levels. Students continue reading, speaking, listening, and writing in Arabic, studying the language by using Western and Arabic scripts. The study of Arab culture remains central to the goals of the course, in addition to authentic media sources and Arabic literature and poetry. This course will use a textbook with an online companion website, in addition to supplemental online resources to best address individual progress. This course may meet in a mixed-level class to facilitate peer-to-peer

interaction, and will use supplemental online resources to best address individual progress.

FRENCH I

(A two-semester 1-credit course.)

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

FRENCH II or • HONORS FRENCH II

(A two-semester 1-credit course. Prerequisite: French I.)

The French II course continues to develop the four language skills: listening, speaking, reading, and writing. The focus is on the increasing acquisition of thematic vocabulary, grammar structures, and verb tenses. Oral proficiency is enhanced through speaking and listening in class and using various technologies. Cultural readings are used to improve the students' reading comprehension and writing abilities. Students continue to study French and francophone cultures across the globe through the use of authentic materials. The honors course moves at an accelerated pace with a heavier emphasis on cultural readings, vocabulary production, and grammar application. Students work with authentic materials, making in-depth French and francophone cultural connections. As the year progresses, the class is conducted in French and students are expected to communicate in French more frequently.

FRENCH III or • HONORS FRENCH III

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

The French III course emphasizes interpersonal exchanges and the use of more complex sentence structures, tenses, and vocabulary. Oral proficiency is enhanced through speaking and listening in class and using various technologies. Cultural readings are used to improve the students' reading comprehension and writing abilities. Students continue to study French and francophone societies and cultures through a variety of authentic sources. The honors course moves at an accelerated pace with a heavier emphasis on cultural readings, vocabulary production, and grammar application. Students work with authentic materials, making in-depth French and francophone cultural connections. The class is conducted and students are expected to communicate in French.

FRENCH IV or • HONORS FRENCH IV

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

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

FRENCH V – CULTURE AND COMMUNICATION

(A two-semester 1-credit course. Prerequisite: French IV or French IV Honors)

This course focuses on French civilization in the areas of geography, history, politics, economics, social markets, culture, and daily life in France. Students learn how to write résumés, business letters, and emails. Exploring a variety of multimedia sources, students produce written and oral communications requiring social etiquette and formality, and are equipped with the knowledge necessary to work in French commerce at home and abroad and to live successfully in a Francophone country.

- AP FRENCH LANGUAGE AND CULTURE

(A two-semester 1-credit course. Prerequisites: Honors French III or IV and Departmental Approval.)

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

- POST-AP BUSINESS FRENCH

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

Post AP Business French is a skills-based course in which students prepare to test for the Diplôme de Français Professionnel, administered through the Chambre de Commerce et d'Industrie de Paris. This diploma is validated in all of the 27 European Union countries, meaning that a student who receives this diploma will be certified to work at the B1 level in any business French setting. This test validates competency in French at the B1 Level and certifies that students can understand and communicate in current social and business contexts. Competencies that are evaluated include understanding and processing information from business reports, business texts, and professional documents. Students will be able to communicate effectively in person, over the phone, or virtually in a business setting. Oral skills include everyday conversation in a business setting, describing business-related activities, exchanging factual information, discussing and defending their opinions, and making explanations in practice situations. The exam has a written evaluation to check the comprehension of business infographics, plans, balance sheets, email exchanges, conducting meetings, and summarizing meetings. Writing a cover letter and resume to apply for a job is also included. The oral section includes argumentation regarding candidates for hire on a hiring team and going on a sales call to sell their product to a client. This course emphasizes all four language skills (reading, writing, speaking, and listening) by focusing on various facets of the world of business and technology.

LATIN I

(A two-semester 1-credit course.)

Latin I covers classical pronunciation, vocabulary and derivatives, syntax, and reading and writing in Latin. Students are introduced to the grammar of an inflected language. Noun and pronoun case usage and the verb tense system are some of the concepts covered. The course includes a study of the life and customs of the ancient Romans.

LATIN II or • HONORS LATIN II

(A two-semester 1-credit course. Prerequisite: Latin I)

Latin II continues the study of grammar and derivatives and increases competence in reading Latin. Students learn all verb tenses and voices, verbal adjectives, and more. The course includes an exploration of the history and people in the transition from Republic to Empire.

LATIN III or • HONORS LATIN III

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

Latin III focuses on more complex grammar amid a cultural background of life in the Roman Empire. The course works toward proficient reading of unadulterated texts in poetry and prose. The honors course covers the Latin III curriculum in depth with additional readings, vocabulary, and grammar. The honors course offers preparation for the reading in AP Latin or Honors Latin IV.

LATIN IV

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

Latin IV is a survey course introducing students to Latin literature. The course reinforces grammar and

works at comprehension and enhanced sight-reading skills. Students examine the culture, politics, and literary style of different Republican and Augustan-era authors through selected readings of Latin poetry and prose and cultural studies.

- HONORS LATIN IV

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

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

- AP LATIN

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

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

MANDARIN CHINESE I

(A two-semester 1-credit course.)

This course introduces students to the Chinese language (Mandarin) to help them develop proficiency at a basic level. Language learning in this course will focus on novice-level communication skills, basic vocabulary, and grammatical structures. All language skills, including listening, speaking, reading, and writing, will be practiced. The course also introduces students to traditional Chinese beliefs and contemporary culture. Students will explore China and its regions through a wide variety of resources, including online materials, texts, videos, blogs, and podcasts. The course will be structured around specific topics such as my daily world, holidays, hobbies and free time, school, food, shopping, health, and family.

- HONORS MANDARIN CHINESE II

(A two-semester 1-credit course. Prerequisite: Mandarin Chinese I or equivalent and Departmental Approval)

This course provides students with a more in-depth understanding of the written and spoken language. It emphasizes more advanced grammar through new scenarios for writing and conversation, placing particular emphasis on learning through reading Chinese characters. In-depth discussions about Chinese culture will serve as a focal point for acquiring new vocabulary. The course may be conducted in a mixed-level class, facilitating peer-to-peer interaction and utilizing supplemental online resources to support individual progress.

- HONORS MANDARIN CHINESE III

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

This course will focus on more advanced grammar and vocabulary. The textbook introduces approximately 350 new items of vocabulary and covers topics that are of interest to high school students. Reading, writing, and correct pronunciation will be emphasized this year, and speaking and listening skills will be further developed through audio and visual activities, discussions, and oral presentations. Students will also learn deeper, secondary meanings of words already in use. This course may meet in a mixed-level class to facilitate peer-to-peer interaction, and will use supplemental online resources to best address individual progress.

- HONORS MANDARIN CHINESE IV, V, VI

(A two-semester 1-credit course. Prerequisite: Honors Chinese III, IV, or V, respectively.)

Chinese IV is conducted in Chinese and, while it adds to the vocabulary and grammar skills from previous years, it emphasizes written Chinese. New scenarios are introduced as topics of conversation and writing. Students will use a Chinese Pinyin input system to do computer assignments and will gain a deeper understanding of Chinese history and culture. Review and practice will prepare students for Chinese V Honors. This course may meet in a mixed-level class to facilitate peer-to-peer interaction, and will use supplemental online resources to best address individual progress.

- AP CHINESE LANGUAGE AND CULTURE

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

AP Chinese Language and Culture is a full-year course that enables students to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture, the use of various authentic multimedia and literary materials, and the study of advanced-level Chinese linguistic structures and expressive styles. Students enrolled in AP Chinese Language and Culture will be expected to perform at a level commensurate with the requirements of the AP exam at the end of the course in May. This course may meet in a mixed-level class to facilitate peer-to-peer interaction, using supplemental online resources to best address individual progress.

SPANISH I

(A two-semester 1-credit course.)

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

SPANISH II or • HONORS SPANISH II

(A two-semester 1-credit course. Prerequisite: Spanish I.)

Spanish II covers grammatical concepts such as pronoun placement and verb tenses and mood. Students will also continue to build on their vocabulary. Speaking and listening skills are enhanced through the use of different technologies. Small group projects further help to develop speaking abilities. The honors course covers the Spanish II curriculum at an accelerated pace with additional grammar, vocabulary, and readings. Continued study of customs and the arts throughout the Spanish-speaking world allows students to perfect their reading and writing skills. Increased emphasis is given to writing and reading, including cultural material and blogs.

SPANISH III or • HONORS SPANISH III

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

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

SPANISH IV or • HONORS SPANISH IV

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

Spanish IV continues the development of the four basic skills of reading, writing, listening, and speaking, with an added emphasis on authentic cultural experiences and interactions. Students review grammar and complete a variety of written and oral tasks. Videos and audio activities are used to enhance listening skills. The honors course covers authentic literary texts and short films of various genres that provide a context through which a review of grammar is conducted and the acquisition of new vocabulary is attained. A major focus is placed on increasing the proficiency of the four language skills through discussion, giving oral presentations, listening to authentic material, and writing for a variety of practical contexts. The course also builds cultural competency through conversations with native speakers, an independent project, and exploration of the Spanish-speaking communities in Dallas. Both Spanish IV courses are conducted in Spanish. On-level Spanish IV also includes a community service component, where students expand their knowledge of the Spanish-speaking world and the local Spanish-speaking community by participating in a Community Service Program in which they help students at ESD's sister school, Caillet Elementary.

SPANISH V

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

This course is designed for the advanced-level student who wishes to continue building proficiency in all areas of Spanish-language acquisition: reading, writing, listening, and speaking. Students will engage in different conversations and will have the opportunity to interact and discuss high-interest topics. The course delves into Spanish through personal experiences by having students compose a scrapbook, create opinion pieces, make films, and give documentaries. Students expand their knowledge of the Spanish-speaking world and the local Spanish-speaking community by participating in a Community Service Program in which they help students at ESD's sister school, Foster Elementary. Spanish V is conducted in Spanish.

- **AP SPANISH LANGUAGE AND CULTURE**

(A two-semester 1-credit course. Prerequisite: Honors Spanish IV and Departmental Approval.)

This course requires a higher degree of proficiency in speaking, writing, listening, and reading. Written skills are reinforced through letter compositions and by writing essays that integrate audio and written Data Base Questions (DBQs). Formal and informal speaking skills are further developed through the use of in-class discussions, by listening to authentic material from media sources, and through the analysis of Latin American and Spanish cultures. This class is conducted in Spanish. Students take the AP Spanish Language and Culture examination in May.

- **AP SPANISH LITERATURE AND CULTURE**

(A two-semester 1-credit course. Prerequisite: AP Spanish Language and Culture and Departmental Approval.)

This course is designed to be the equivalent of an introductory college-level course in the literature of the Spanish-speaking world, focusing on some of the most important works from Spain, Latin America, and the United States, from the Middle Ages to the present. Through critical reading and analysis of each work's historical, cultural, and sociopolitical context, students will gain insight into the various cultures represented, and will make connections with their own culture. This course is conducted entirely in Spanish and will prepare students to take the AP Spanish Literature and Culture exam in May.

- **SPANISH FOR PROFESSIONALS**

(A two-semester 1-credit course. Prerequisite: Spanish IV or Spanish IV Honors; can be enrolled concurrently with AP Spanish Language or AP Spanish Literature or above with departmental approval)

Spanish for Professionals is a course that targets specific skills that students need to communicate

effectively in a professional setting. Students will gain cultural knowledge and skills to conduct business. They will use terminology for different professions. By the end of this course, students will be able to communicate effectively and be able to handle a conversation in a professional setting. All four skills will be practiced (writing, reading, listening and speaking). The Spanish for Professionals course will help students to stand out in an increasingly competitive environment. At the end of the school year, current sophomores and juniors will have the opportunity to go to Guatemala to put their knowledge in practice while helping the Global Public Service Academy (GPSA). Seniors will be able to take the class, but they will not be part of the Global Public Service Academy (GPSA).

- **POST-AP LANGUAGE MENTOR**

(A one- or two-semester course for ½ -credit each semester. Prerequisite: AP and Departmental Approval.)

This course is available to students who have completed any of the concluding AP language courses. Students will continue their own learning and contribute to other students' learning by engaging in a combination of individual work and mentorship work for a lower-level course of the same language. Individual work, under the direction of the teacher, may include work with literature or other media, research, translations, and writings. Mentorship work, at regular intervals and also under the direction of the teacher, may include the preparation of resources, presentations of linguistic or cultural information, and working with students on a group or individual basis.

ENGINEERING DESIGN and PROGRAMMING

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

SUBJECT MASTERY GOALS

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

GRADUATION REQUIREMENTS: a one-semester ½ credit course taken in Upper School

PRINCIPLES OF ENGINEERING WITH PROGRAMMING (PEP)*

(A one-semester ½-credit course offered in the fall and spring.)

Students will learn principles of both programming as well as the engineering design process through a combination of classical schoolwork and project-based learning. Some projects will utilize modern fabrication techniques, such as 3D Printing, while improving general skills including analysis, multimedia presentations, and collaboration. Aside from a variety of instant challenges, notable projects include the Puzzle Cube and the Final Team Design Challenge, both of which will have students using the Engineering Design Process and leveraging computers to solve problems while

under constraints. Students will develop a strong understanding of office software and report writing, including spreadsheets and charting, as well as a basic understanding of image and video editing. Finally, students will explore CAD-tools and programming languages such as Onshape and Python, respectively.

- **HONORS ENGINEERING I: ARCHITECTURE**

(A two-semester 1-credit course. Prerequisites: PEP and Departmental Approval.)

In Advanced Architecture I, students embark on a comprehensive exploration of residential architectural design, honing their skills through a hands-on approach to creating a house presentation. This immersive experience guides participants through the entire architectural process, from conceptualization to presentation. Students delve into the intricacies of plot diagrams, mastering the art of site analysis and planning, while also developing a keen understanding of elevation drawings, floorplans, and interior designs. The course places a strong emphasis on leveraging cutting-edge technology, with students gaining proficiency in producing stunning Revit renderings that bring their residential architectural visions to life.

- **HONORS ENGINEERING II: ARCHITECTURE**

(A two-semester 1-credit course. Prerequisites: PEP, Honors Engineering I, and Departmental Approval.)

Building upon the foundation laid in Advanced Architecture I, Advanced Architecture II elevates the challenge by shifting the focus to commercial and business projects. This advanced course continues to refine students' architectural expertise as they undertake the creation of more complex business-related structures. Participants apply the skills acquired in the first course to design and present intricate business spaces, exploring the intersection of functionality and aesthetics in the realm of commercial architecture. Through this progression, students not only expand their portfolio but also emerge with a nuanced understanding of both residential and commercial architectural challenges, ready to tackle diverse projects in their future careers.

- **HONORS ENGINEERING I: MECHANICAL**

(A two-semester 1-credit course. Prerequisites: PEP and Departmental Approval.)

In Advanced Mechanical Engineering I, students are immersed in a dynamic exploration of robotics and automation, acquiring foundational skills in designing and constructing robots. This hands-on course introduces participants to the basics of coding, enabling them to bring their creations to life through programming. Students gain practical experience with breadboards, mastering prototyping and circuitry. A significant highlight of this course is the initiation into Arduino programming, empowering students to realize innovative projects. By the end of Advanced Mechanical Engineering I, students have a solid foundation in robotics and Arduino, setting the stage for more advanced exploration in the second part of the series.

- **HONORS ENGINEERING II: MECHANICAL**

(A two-semester 1-credit course. Prerequisites: PEP, Honors Engineering I, and Departmental Approval.)

Advanced Mechanical Engineering II builds upon the skills acquired in the first course, taking students on an even more challenging and sophisticated journey in the realm of mechanical engineering. With a focus on advancing their proficiency in robotics and Arduino projects, participants tackle more complex and intricate challenges. This advanced course challenges students to delve into cutting-edge technologies, refining their coding abilities and pushing the boundaries of their creativity. Through hands-on projects and problem-solving, students emerge from Advanced Mechanical Engineering II with a comprehensive skill set that positions them at the forefront of innovation in the evolving field of mechanical engineering.

- **ADVANCED ENGINEERING: (Capstone)**

(A two semester course , 1 credit course offered both semesters. Senior only, Honors Engineering Architecture II or Honors Engineering Mechanical II.)

The Advanced Engineering Capstone course offers a transformative experience where students take center stage in addressing real-world engineering challenges of their choosing. Guided by the systematic Engineering Design Process, students will engage in a comprehensive exploration of problem-solving methodologies. From meticulously researching existing solutions to hands-on experimentation through the creation of mock-ups, students will refine their prototypes iteratively. Throughout the course, emphasis is placed on critical thinking, collaboration, and innovation. As a culmination of their efforts, students will document their findings and insights, showcasing their journey in a final presentation at the end of the course. This capstone experience not only solidifies their command over the engineering design landscape but also equips them with the skills and confidence to tackle complex problems in their future engineering endeavors.

- **AP COMPUTER SCIENCE PRINCIPLES**

(A two-semester 1-credit course. Prerequisites: Requirements (9): MS Science or Geometry teacher recommendation; or completion of PEP in Summer School Requirements (10+): Completion of PEP OR Instructor Recommendation)

This year-long advanced placement class will combine both the basic engineering skills taught in PEP with a more typical AP Computer Science Principles (APCSP) curriculum, including completion of digital performance tasks for the College Board and taking the Digital AP Exam in May. College Board® leaves choice of language to teachers – we choose Python for its general applicability in multiple adjacent fields. Students will focus on cultivating higher level problem solving skills utilizing a mix of block programming and Python, all the while learning the vocabulary to describe the state of computer science. Unique challenges in Python and supporting mathematics will serve as potential springboards for advanced students, providing challenges and occasional opportunities for extended learning. Students skipping PEP to take this course should expect more work than normal, as they will have to cover PEP skills and concepts as well.

- **AP COMPUTER SCIENCE A**

(A two-semester 1-credit course. Prerequisites: Enrolled in at least Algebra II with either Instructor Permission or completion of AP Computer Science Principles)

This year-long advanced placement course replicates introductory college courses (CS1/CS2) teaching the pillars of computer science utilizing the Java programming language. In APCSA, Java is a requirement and students will develop proficiency with the Java programming language for basic software development. Study in this course culminates in demonstrating command of the Java language on the AP Exam in May. Students should expect to make thorough use of the online textbook CSAwesome. We also will instruct in the use of *TeX for writing research papers. We do highly encourage extracurricular involvement and projects – we expect students to demonstrate self motivation.

- **POST-AP TOPICS IN COMPUTER SCIENCE I/II/III/IV***

(A repeatable one-semester 1/2-credit course. Prerequisites: Completion of AP Computer Science A with good standing or special permission)

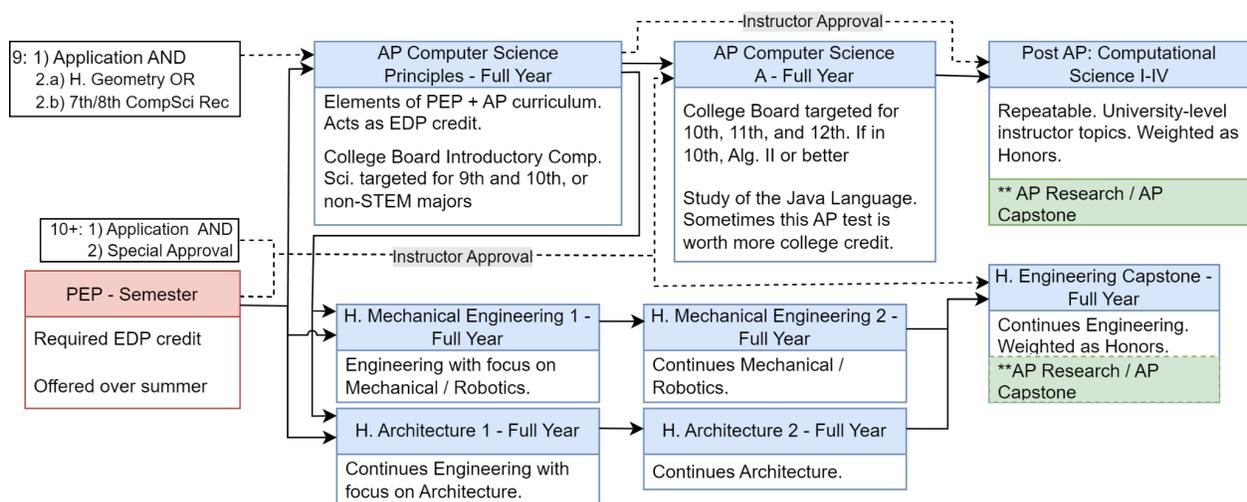
Repeatable undergraduate / graduate level class that provides a rotation of topics depending on both instructor and student interest. In addition to students' completion of projects, every student will demonstrate proficiency in the following by level:

(I) use of C/C++/Python programming languages, combined with source control methods and usage of shell scripting and Makefiles, to solve gamified problems. Additionally, students should expect to use circuit simulators (Turing Complete) to understand gates and registers.

(II) Implementation of numerical methods for root solving, algorithms for solving large linear systems, and parallel simulations, sometimes in the Fortran / MATLAB languages.

(III) OpenMP and parallelism use. Projects with proper GUI in composable compiled environments, stand alone applications, web applications.

(IV) The use of Artificial Intelligence (AI) and Machine Learning (ML) as well as distributed systems. Each semester the student shall demonstrate multiple college level projects that showcase new skills, as well as a formal written report utilizing proper typesetting and citations through TeX. We welcome interdisciplinary projects. Additionally, we expect all students at this level to assist in tutoring other ESD students in the computer science curriculum. While we intend for this course to be a year-long, the semester approach is approved given ESD's numerous graduation requirements. In that vein, a scheduling note: advanced enough students in these courses may be embedded in other computationally relevant classes.



ENGLISH

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

SUBJECT MASTERY GOALS

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

GRADUATION REQUIREMENTS (4 year-long credits)

ENGLISH I

(A two-semester 1-credit course.)

This world literature course focuses on understanding and analyzing both classical and contemporary texts from a cultural perspective. Students read texts from various genres of literature while examining their own sense of self in connection to the global society in which they live. They question, research, and understand the way the writing style of a literary work reinforces the ideas, rituals, and viewpoints of the culture that it both reflects and affects. Writing assignments are frequent and complex, designed to sharpen critical thinking, close reading, and effective writing skills. Students will engage actively as learners to hone discrete skills in reading and annotation, vocabulary acquisition, oral communication, and the writing process (brainstorming, organization, drafting, revision, editing).

ENGLISH II

(A two-semester 1-credit course. Prerequisite: English I)

This world literature course focuses on analyzing and evaluating both classical and contemporary texts from a cultural perspective and aims to broaden students' understanding of the human condition in all its complexities--and similarities. Students read novels, plays, poetry, short stories, and essays while examining the philosophical and political aspects of the global society in which they live. Students review previously introduced language skills and pursue new ones through essays that thematically integrate two or more works of literature. In addition, students develop topics in both analytical and creative compositions, giving particular attention to the refinement and development of the thesis statement. Students are expected to use in-text citations that are relevant, thoughtfully analyzed, and successfully integrated into the text.

● HONORS ENGLISH II

(A two-semester 1-credit course. Prerequisites: English I and Departmental Approval)

This course will challenge students to read with breadth and depth from the canon of world literature and to integrate their reading with the philosophy and political ideology of each period studied. Whole works will comprise much of the curriculum, and students will examine the way texts from around the world and throughout history portray the human experience. Using Pre-AP English guidelines, students will engage in close observation and analysis of texts, evidence-based writing, higher-order questioning, and academic conversations and will be challenged to produce thoughtful literary analyses as well as persuasive and creative pieces.

ENGLISH III

(A two-semester 1-credit course. Prerequisite: English II.)

This course focuses on the idea that individuals--writers, artists, thinkers, students, teachers--construct what "America" has come to mean. With that in mind, students will question what it means to "read," to interpret a text that offers a vision of America. We will ask ourselves what it means to be an American and examine underlying assumptions about people by examining various points of view to

consider whose voices are—and are not— represented in the works. We will allow complexity to lead us away from the simple answers of childhood to the more complex concepts of maturity. In addition to reading a wide range of American literature—including short stories, poetry, and essays--students will strengthen their skills in narrative and expository writing as well as literary and rhetorical analysis. This course is required for all juniors except those taking AP English Language and Composition.

- ENGLISH III: AP LANGUAGE & COMPOSITION

(A two-semester 1-credit course. Prerequisites: English II and Departmental Approval.)

AP English Language and Composition focuses on the analysis and interpretation of American literature (nonfiction and fiction) to identify and explain the author’s rhetorical strategies and stylistic techniques. In addition, students write to develop individual style and voice in a variety of modes: argument, synthesis, expository, narrative, and analysis. Students will also practice all steps of the writing process from research and drafting to revising and editing. A chronological study of American literature will parallel and incorporate lessons in rhetoric to develop critical thinking, writing fluency, and independent reading skills. In May, students take the Advanced Placement exam in English Language and Composition.

- ENGLISH IV: AP LANGUAGE & COMPOSITION

(A two-semester 1-credit course. Prerequisites: English III)

Senior AP Language and Composition focuses on “the educated conscience” as students engage in the close reading of a variety of texts, understanding more fully the ways writers use language to achieve purpose and affect their audiences. Students learn to analyze writers’ rhetorical strategies, to synthesize sources into their own arguments, and to arrange and develop their arguments in various ways. Representative works from various genres will be selected from a wide range of current and historical sources. In May, students take the Advanced Placement exam in English Language and Composition.

- ENGLISH IV: AP LITERATURE & COMPOSITION

(A two-semester 1-credit course. Prerequisites: English III and Departmental Approval.)

This senior-level course explores the concepts of “the educated conscience” through the lenses of classical, post-colonial, and contemporary world literature. Selected texts—primarily works written from the sixteenth century to today—will serve to reinforce previously introduced language concepts and assist the student in refining critical oral communication and written composition skills. AP English Literature and Composition students will engage in a careful reading and critical analysis of imaginative literature, including the novel, drama, and poetry. Writing includes frequent timed essays as well as longer pieces that require a close reading of the text and outside criticism. In May, students take the Advanced Placement exam in English Literature and Composition.

ENGLISH ELECTIVES

The following English electives can be taken in addition to those required above for graduation:

- CREATIVE WRITING*

(A one-semester ½-credit course offered in the fall. Junior or senior standing, sophomore by approval)

This course is open to students who possess a desire to hone their talent as creative writers and a willingness to fine-tune their work. The coursework includes a focus on reading the works of published writers, weekly writing assignments, and active “workshopping.” Students read, interpret, and analyze a variety of works (such as poems, short stories, dramatic scenes, and/or memoirs) by numerous authors. While writing in a variety of forms and modes, students will also complete exercises in word choice, dialogue, character development, conflict, structure and form. Aside from broadening students’ literary scope, helping them read with a critical eye, and exposing them to constructive criticism, this class will encourage an artistic appreciation for the beauty of language. Emphasis is given

to writing and evaluating pieces that may be selected for publication in *Itinerary*, ESD's literary magazine.

JOURNALISM I

(A two-semester 1-credit course. Open to all grade levels with Departmental Approval.)

This introduction to journalism includes two semesters of study. The first semester will cover the history of the newspaper in the U.S., freedom and responsibilities of the press, the code of ethics for journalists, and journalistic writing: news, features, sports, and opinion. Particular emphasis is on researching, interviewing, and writing clearly and concisely. Additional skills include headline writing, proofreading and copy editing.

The second semester will cover the basic elements of design, page layout design, publication planning and photojournalism. Students will use computers to learn the desktop publishing programs in Adobe Creative Suites (InDesign, Illustrator and Photoshop) and to create a portfolio of their own graphic designs for communications and publication.

The first-year student produces columns, editorials, reviews, stories, photo assignments, photo essays, advertising designs and double-page spread layouts and joins either the Eagle Edition staff or the Carillon staff upon successful completion of this two-semester entry-level course. Highly recommended is a summer journalism workshop between freshman and sophomore year.

JOURNALISM II-IV [Newspaper/Yearbook]

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

Second-year students review the topics learned in Journalism I. The student is responsible for helping to plan, write, edit, design, and produce all issues of the *Eagle Edition* or assigned pages of Carillon. As a staff member or page editor, he/she has the responsibility of designing a page, securing all of the content, laying it out on the computer, and proofing it. An optional trip to Columbia University in New York helps students reinforce skills they learn during the year. Highly recommended is a summer journalism workshop between sophomore and junior year.

By the third year, journalism students will be section editors (on newspaper—news, features, sports, entertainment or opinions; for yearbook—ads, academics, sports, classes, student life, etc.) and/or hold a staff position such as circulation manager, ad manager, or special assignments. Newspaper students continue to work on techniques of persuasion and argument for editorials and to develop voice through personal columns and editorials. In addition to polishing research, interview, and writing skills, advanced students are required to cover a controversial topic for an in-depth news and/or feature topic for the newspaper's center spread. All writing includes the process approach: brainstorming, focusing, organizing, writing, editing, and rewriting. Leadership skills are developed while planning, editing, and supervising layout of sections of the newspaper. Yearbook students in their second year on staff assume leadership positions over sections of the book or other administrative functions of book production. Advanced coverage skills develop as the yearbook incorporates accepted academic journalism standards for copy, caption, theme, coverage, photographs and design. An optional trip to Columbia University in New York helps students reinforce skills they learn during the year. Highly recommended (and required for the future editor-in-chief) is a summer journalism workshop either in Dallas, Austin, or elsewhere between junior and senior years. Students with leadership responsibilities can receive honors credit with teacher and department chair approval.

The fourth year student assumes a major editorial leadership role on the staff [managing editorship, lead columnist, editor-in-chief, etc.], so leadership skills and journalism ethics are priorities. As a senior editor, this student will direct section editors, artists, photographers, and designers as they publish seven issues of the student newspaper during the year, or complete production of the yearbook and its

proofing. The advanced student must concentrate on editing skills while polishing writing and design skills. Journalism IV students not only familiarize themselves with emerging trends in design and coverage by experts in the field, but also assume the day-to-day leadership of the publications and communicate directly with the adviser to present a unified and cohesive philosophy for each publication. Students with leadership responsibilities can receive honors credit with teacher and department chair approval.

Students who remain committed to any form of ESD publication for four years may waive ½ of their fine arts requirement (1 semester) and the Engineering Design & Programming requirement (1 semester). Therefore, we recommend that students who plan to enroll in publications for four years postpone taking these credits unless they are equally interested in such courses. If students stop enrolling in a publication class, they must complete these two postponed semesters at that time.

MAGAZINE*

(A one-semester ½-credit course offered in the spring.)

Magazine is a hands-on, workshop-based course designed to introduce students to magazine publishing as well as allow them to organize and create two printed student publications at ESD: *Itinerary*, a literary-art magazine published each spring, and *[Title To Be Announced]*, an interdisciplinary academic journal published each fall. In this course, students will grow into confident publication designers, content managers, and campus leaders. Students will also develop competence in understanding the various types and styles of magazines and their individual purposes through an exploration of a broad array of magazines as well as creating magazines from start to finish. In addition, students will increase their vocabulary, improve their copy-editing skills, and gain confidence and experience in editing and design. We will conduct literary, photography, and art reviews and learn about layout and design and how to prepare a publication for press. In order to accomplish these goals, students should be dedicated to a creative, deadline-driven process.

COMPASSION SCIENCE AND LITERATURE*

(A one-semester ½-credit course offered in the spring for sophomores, juniors, and seniors.)

This semester-long English elective will explore the power of compassion to positively impact the giver's physical, emotional, and mental well-being. We will begin the course with an overview of the neuroscience behind compassion, including related concepts such as awe, elevation, and the ripple effect (texts include *The Oxford Companion to Compassion Science*, *Behave* by Robert Sapolsky, and other research papers in the field). We will then explore literature that illustrates these benefits to the "giver," examining these trends in the patterns of character behavior and responses. Woven throughout the semester will be a project inspired by the literature in which students will take action to alleviate the suffering of others in a community of their choosing. This will be an active component of the course, woven gracefully throughout, based on design-thinking used in the Applied Compassion Training program offered through Stanford's Center for Compassion and Altruism Research and Education. Finally, on the first and last day of the course, students will measure their OWN sense of well-being (specifically, self-compassion and sense of purpose) to see to what extent they were impacted by learning about and acting with compassion.

FINE ARTS

In accordance with the Mission Statement, the Fine Arts Department provides an environment for

an increased understanding of self, artistic and creative talents, and our relationship to other people and the world. Students are required to take one year of Fine Arts in the Upper School to meet graduation requirements. At least one semester of this requirement must be fulfilled by an experiential, hands-on course. Preference for enrollment in introductory art classes is given to 9th and 10th grade students.

SUBJECT MASTERY GOALS

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

GRADUATION REQUIREMENTS

1 credit (including ½ credit in a hands-on class)

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

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

PERFORMING ARTS

Juniors and seniors who have completed at least 3 semesters of the same performing art (not including Speech or Debate) may be considered for Honors. This distinction requires additional work, commitment, and/or leadership as designated by the teacher. During the drop-add period, students will meet with the teacher to determine eligibility after which, the teacher will initiate the change to honors based on the agreement with the student at the beginning of each semester.

ACTING—BEGINNING *

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

Beginning Acting is a course designed to develop acting skills starting with the basic skills necessary for performance. Various acting exercises will be practiced as well as the exploration of various acting methods, including Stanislavski, Meisner, and Adler. In addition to scene work, students will be introduced to a variety of audition techniques and improvisations preparing them for theatre performances produced outside of the classroom. Additional topics such as stage combat and voice acting may be introduced.

ACTING—INTERMEDIATE *

(A one-semester ½-credit course offered both semesters. Prerequisites: Beginning Acting, or audition and teacher recommendation)

Intermediate Acting is a course designed to continue the acting skills started in Beginning Acting. Further in-depth exploration of acting methods continues, with the addition of new techniques including movement and breathing, such as Laban and Alexander. Continued emphasis will be

given to the study and performance of monologues and scene work. Additional topics such as characterization, analysis and dialects may be explored.

ACTING—ADVANCED

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

Advanced Acting is designed for the serious theatre student. After a review of acting styles from Beginning and Intermediate Acting, students will explore more stylized and historical performance techniques and literature. Scene work may include Greek theatre, French farce, Shakespearean theatre, early American theatre and musical theatre. Additional topics such as acting for the camera, playscript analysis, acting through song, choreography and directing may be explored. Students will be presenting theatrical works at the ISAS Fine Arts Festival, and may be invited to attend and/or compete in individual events at the Texas State Thespian Convention or an equivalent event. The course culminates in a spring theatrical production.

BAND

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

Upper School Symphonic Band focuses on deepening knowledge and skills in the study of woodwind, brass, and percussion instruments and repertoire. This is a performance-based course. Music from jazz, rock, pop, symphonic and classical are studied each semester. Emphasis is on ensemble and solo performances. Performance opportunities may include concerts, All-State and Region Bands, ISAS Fine Arts Festival, Solo and Ensemble competition, and performing at school events and concerts. Students are responsible for their own instruments and supplies. The course welcomes students with any previous experience on a woodwind, brass or percussion instrument. Students enroll for the entire year, and are encouraged to continue through multiple grade-levels during Upper School. Every semester and every grade level is a new and different class, filled with greater opportunity, challenge and reward.

ORCHESTRA

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

Upper School Orchestra is a continuation of Middle School Orchestra as a study of the orchestra instruments and literature. Emphasis is on ensemble and solo performances. Performance and competition opportunities may include concerts, auditioning for TPSMEA All-State Orchestra and High School Region Orchestra, participating in the TPSMEA Solo and Ensemble Festival, the All-State Solo Contest, ISAS Fine Arts Festival, masterclasses, performance programs such as Universal Studios' STARS program, and/or playing at school events. Students are responsible for their own instruments and supplies.

CONCERT CHOIR

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

This course is for Upper School students who are interested in singing in an ensemble with a high degree of musicianship. During the first semester, students are encouraged to participate in the TPSMEA All-State Choir auditions by submitting a recorded audition. The choir participates in daily chapel services and performs at the Fall Concert, Lessons and Carols service, and a community service field trip. During the second semester, students participate in the TPSMEA Solo Contest, ISAS Arts Festival, Cabaret Night, Pass It On ceremony, and Baccalaureate.

● AP MUSIC THEORY

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

This course is designed to develop a student's ability to recognize, understand, and describe the

basic materials and processes of music that are heard or presented in a musical score. The course will include aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. Musicianship skills, like dictation, sight-singing, and keyboard harmony will be emphasized.

TECHNICAL THEATRE— BEGINNING*

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

This course is designed for students who are interested in the backstage aspects of theatre. Students will be introduced to basic elements of design and construction of sets, costumes, props, lighting, sound, makeup and special effects.

TECHNICAL THEATRE— ADVANCED *

(A one-semester ½-credit course offered both semesters. Prerequisite: Beginning Technical Theatre)

This course is designed for students who are looking to advance the knowledge acquired during Beginning Technical Theatre through working on set construction, lights, sound and props with a specific emphasis in theatrical design. Students may have opportunities to implement their own designs for productions. All participants are required to serve as a member of a design team for at least one major production during the semester. Attendance at out of class rehearsals and/or work calls may be required.

SPEECH/COMMUNICATIONS*

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

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

TOURNAMENT SPEECH/DEBATE*

(A one-semester ½-credit course offered both semesters; Prerequisites: Speech/Communications or Approval)

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

VISUAL ARTS

Each AP 2D Art & Design, AP 3D Art & Design, and AP Drawing courses is designed to be equivalent to a one-semester, introductory college course in art and design. As in introductory college courses, students will need to work inside and outside the classroom and beyond scheduled periods. While prerequisites serve as general guidelines, placement can be adjusted through teacher appraisal of student skill development, motivation, and self-regulation. In general students should have completed or be currently enrolled in the Advanced level course for their chosen discipline when they apply for AP the following school year. With the exception of AP 2D ART & DESIGN—STUDIO ART it is expected that most students will take an AP Art & Design course as seniors.

BEGINNING FILM PRODUCTION & FILM APPRECIATION*

(A one-semester ½-credit course offered both semesters. Prerequisite: None)

This course provides the beginning film student with a general history of cinema from the invention on the camera and early cinema to contemporary films. Students will learn about some of the industry's most influential directors and how they have crafted stories through film. Guest speakers, introductory film making, and viewings are part of the film studies curriculum. Students will also learn the fundamentals of shooting, editing, and screenwriting to produce a short film for submission to the annual ESD Film Festival.

INTERMEDIATE FILM PRODUCTION*

(A one-semester ½-credit course offered both semesters. Prerequisites: Beginning Film Production)

This series of intermediate hands-on production courses reinforces and develops the fundamentals of shooting, editing, and writing for film and video productions by emphasizing aesthetics, creativity, and technical expertise. The course requires significant amounts of shooting and editing outside class. Students produce short video projects using digital video and DSLR cameras and edit digitally on computer workstations.

ADVANCED FILM PRODUCTION*

(A one-semester ½-credit course offered both semesters. Prerequisites: Intermediate Film Production)

This series of advanced hands-on production courses reinforces and develops the fundamentals of shooting, editing, and writing for film and video productions by emphasizing aesthetics, creativity, and technical expertise. The course requires significant amounts of shooting and editing outside class. Students produce short video projects using digital video and DSLR cameras and edit digitally on computer workstations.

● AP 2D ART & DESIGN—FILM

(A two-semester 1-credit course. Prerequisites: Advanced Film Production, Departmental Approval)

The AP 2D Studio Art—Film course is for all students who are interested in inquiry-based thinking and making. Students create a portfolio of film work that demonstrates inquiry through art and design and development of film related materials, processes, and ideas. The portfolios will include process documentation, storyboards, scripts, and written commentary about the films you create. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

BEGINNING CERAMICS*

(A one-semester ½-credit course offered both semesters. Prerequisites: None. Class size is limited.)

This course is a prerequisite for students interested in taking upper level courses in Ceramics. In producing utilitarian ware and sculptural imagery, basic hand-building techniques will be introduced with a focus on designing and learning to critique. These techniques will include press molding, slab building, modeling, slip casting, and mixed media. Various surface treatments, glaze applications, and firing processes will be explored. Students may also learn the basic techniques of throwing on the potter's wheel: learning to center, open, and pull a cylinder. As students become confident in throwing cylinders, bowls will be introduced with a focus on designing and developing critiquing skills. An overview of contemporary ceramics will be introduced through video and digital presentations.

INTERMEDIATE CERAMICS*

(A one-semester ½-credit course offered both semesters. Prerequisites: Beginning Ceramics. Class size is limited.)

This intermediate ceramics course builds upon one's prior experience in handbuilding and wheel throwing. The focus of this course is to provide an in-depth exploration of one's image making, and possible further exploration of wheel-throwing techniques and surface treatments. Self-motivation,

problem solving, and the ability to make new discoveries in the making process will be emphasized. Through discussion and critique, students will explore surface/form relationships and develop an understanding of three dimensional design. Brainstorming and learning how to critique will play an essential role in this course. Individual and group critiques will be held throughout the semester. An overview of contemporary ceramics will be presented through video and digital presentations.

ADVANCED CERAMICS*

(A one-semester ½-credit course offered both semesters. Repeatable for credit. Prerequisites: Intermediate Ceramics. Class size is limited.)

This hand-building course is sequential, and it builds upon one's prior experience in ceramics. The focus of this course is to provide an in-depth exploration of one's image making. Self-motivation, problem solving, and the ability to make new discoveries in the making and firing process will be emphasized. Through critique and brainstorming, students will further their understanding of three dimensional design. Refining one's critiquing skills will play an essential role in this course. Individual and group critiques will be held throughout the semester. Work produced in this *Advanced Ceramics* class may be included in an AP Portfolio. An overview of contemporary ceramics will be presented through video and digital presentations.

- AP 3D ART & DESIGN—CERAMICS

(A two-semester 1-credit course. Prerequisites: Advanced Ceramics and Departmental Approval)

In this advanced-level studio course, students must be self-motivated and proficient in technical skills. This course focuses on the development of critical thinking in the pursuit of personal imagery. Students will organize a portfolio of artwork that demonstrates the strength and breadth of their artistic abilities, as they pursue a sustained investigation. Each student will prepare a digital portfolio as outlined by the Advanced Placement College Board. These portfolios may be used for college and scholarship applications, as well as the College Board AP Studio Art Exam. Senior AP students will install a gallery exhibition of their work. This exhibition will include an artist statement, an artist talk and digital presentation, artist-designed invitations, and a reception designed by the students.

BEGINNING SCULPTURE*

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

This course is a prerequisite for all students interested in taking upper level courses in Sculpture. Students interested in pursuing AP 3D Art & Design-Sculpture in their senior year will need to enroll in this course. This semester-long course provides a survey of different sculptural materials and processes, including, but not limited to: casting, assemblage, cut paper constructions, 3D printing, and reductive techniques in wood or stone. The course serves as a review of the Elements & Principles of Art as they relate to sculpture. Critiquing skills will also be developed. Works created in this course might be considered for an AP portfolio.

INTERMEDIATE SCULPTURE*

(A one-semester ½-credit course offered both semesters. Prerequisite: Beginning Sculpture.)

This course provides students with a foundation in design and fabrication including the use of paper plans, maquettes, and 3D models for the creation of completed 3D work with either a sculptural or design focus. Basic woodworking techniques and skills will be introduced. Subjects covered may include: CAD, furniture design, laser cutting, basic joinery, and casting. Critiquing skills will continue to be developed. Works created in this course may be considered for use in an AP portfolio.

ADVANCED SCULPTURE*

(A one-semester ½-credit course offered both semesters. Prerequisites: Intermediate Sculpture.)

This course will continue the development of technical skills, aesthetics, and problem-solving with an emphasis on the development of the student's own artistic voice. Projects will be primarily student-guided, or based on open-ended assignments, rather than specific skill building projects, in order to foster the student-artist's independence and artistic discernment. Students may choose to deepen their expertise in specific areas, or to broaden their exposure to novel materials and processes. Issues of aesthetics, content, and subject matter will be explored through group critique. Additional semesters of Advanced Sculpture will allow students to hone their skills, taste, and independence, resulting in more mature and better prepared sculptors and designers if they choose to apply for AP 3D Art & Design. Works created in this course will be considered for use in an AP portfolio. At least one semester of Advanced Sculpture must be completed during a student's Junior year in order for them to be considered for acceptance into the AP 3D Art & Design program.

- AP 3D ART & DESIGN—SCULPTURE

(A two-semester 1-credit course. Prerequisites: Advanced Sculpture and Departmental Approval)

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

BEGINNING STUDIO ART*

(A one-semester ½-credit course offered both semesters. Prerequisites: none)

This introductory course will focus on the development of observational skills necessary to drawing, printmaking and painting. Students will be introduced to a variety of media and techniques as they apply to drawing, printmaking, painting and design. Students will also participate in class critiques to help develop verbal and analytical skills as they apply to works of art. There will be occasional sketchbook assignments to be completed outside of class.

INTERMEDIATE STUDIO ART*

(A one-semester ½-credit course offered both semesters. Prerequisites: Beginning SA or Department Approval)

In the first semester, students in this studio class will create art that explores color theory, painting, mixed media, and printmaking. Students will create works relating to major movements in art of the 19th and 20th centuries with emphasis in contemporary art. Students will broaden their visual vocabulary of styles and techniques and develop conceptualizing techniques. Critiquing skills will be developed throughout the course.

ADVANCED STUDIO ARTS*

(A one-semester ½-credit course offered both semesters. Prerequisites: Intermediate SA, or two semesters of DA&D with Departmental Approval.)

This is an advanced studio class where students will have the opportunity to apply what they have learned in the two previous levels. The student will also have the agency to focus on the development of specific concepts and the techniques which best suit the expansion of these ideas which could be further developed during AP 2D Art & Design as well as AP Drawing classes. In the first semester, students will create art that explores drawing, painting, collage, and printmaking. Students will broaden their visual vocabulary of styles and techniques and develop conceptualizing techniques. Critiquing skills will be developed throughout the course.

- AP 2D ART & DESIGN—STUDIO ART

(A two-semester 1-credit course. Prerequisites: Advanced Studio Art and Departmental Approval.)

This is an Advanced Placement studio class in which students will prepare a 2-D Design portfolio, composed of their best original artworks in keeping with the requirements outlined by the AP College Board. The Design portfolio is focused more on how the Principles of Design are used in conjunction with the Elements of Art. While students in this class can continue to pursue their work with traditional processes such as drawing, painting, and mixed media, this course allows students to create work using digital design software. One section of the portfolio, the Concentration, is entirely determined by the student. Senior students enrolled in this course will plan and execute an exhibition that will take place in the Jennifer and John Eagle Gallery at the Susan M. Frank Center for the Arts and Humanities. Upon successful completion of this course, Juniors may go to take AP Studio Art—Drawing in their senior year.

- AP DRAWING

(A two-semester 1-credit course. Prerequisites: AP 2D Art & Design—Studio Art or Departmental Approval.)

This is an Advanced Placement studio class in which students prepare a drawing portfolio that consists of their best original artworks in keeping with the requirements outlined by the AP College Board. The Drawing portfolio is focused more on issues such as rendering of form, development of value, surface manipulation, illusion of depth, composition, line quality and mark-making through a variety of processes such as painting, printmaking, drawing or mixed media. One section of the portfolio, the Concentration, is entirely determined by the student. Senior students enrolled in this course will plan and execute an exhibition in the Jennifer and John Eagle Gallery at the Susan M. Frank Center.

BEGINNING PHOTOGRAPHY

(A one-semester ½-credit course offered both semesters. Prerequisite: none.)

This course focuses on teaching the basic elements of composition, framing, vantage point, proximity, and visual storytelling all while enforcing a mastery of technical camera skills in various scenarios. Additionally, the course stresses different ways of photographic seeing, and includes practices and procedures for image capture, digital workflow, Adobe Photoshop and Lightroom techniques, printing, presentation and critique. Students will also explore the history, aesthetics, and conceptualization of photographic imagery. Camera equipment and materials are supplied to the student for this course.

INTERMEDIATE PHOTOGRAPHY *

(A one-semester ½-credit course offered both semesters. Prerequisite: Beginning Photography)

The first portion of the course explores the history, aesthetics, and conceptualization of photographic imagery by teaching film and darkroom procedures such as developing, printing, and finishing black and white photographic materials. The second part of the course explores conceptualization of photographic imagery through analog photography methods, stresses photographic seeing, and includes practices and procedures for combining traditional image capture techniques with digital workflow, Adobe Photoshop and Lightroom techniques, printing, presentation and critique.

Traditional 35mm film cameras are provided for this darkroom-focused course.

RAW format capabilities. Nikon, Canon, and Sony are recommended. Traditional 35mm film cameras are provided for the darkroom units.

ADVANCED PHOTOGRAPHY*

(A one-semester 1/2-credit course, offered both semesters. Prerequisites: Intermediate Photography, or two semesters of DA&D with Departmental Approval.)

This course explores photography through 19th-century image-making and alternative non-traditional printing processes. Additional semesters will focus on completing a narrative photography project. The

student completes a professional portfolio that represents their artistic vision of the content and delivers it in a finished portfolio. Students are encouraged to create photography that serves a purpose, reflecting their interests and perspective. As the teacher is primarily a guide and mentor, the student independently creates narrative or conceptual projects reflecting their interests and inspirations. Students express the photographic language and image evaluation through group critiques. Students may choose to work with digital and/or analog formats. Students are required to have a digital camera with interchangeable lens options, manual exposure and RAW format capabilities. Nikon, Canon, and Sony are recommended. If the student wishes to prioritize film photography projects, they are required to have their own 35mm SLR camera in lieu of a digital camera.

- AP 2D ART & DESIGN—PHOTOGRAPHY

(A two-semester 1-credit course. Prerequisites: Advanced Photography and departmental approval)

This course extensively investigates the interrelationship between subject matter, concept, and technical decision-making in producing a college-level body of artwork. Students develop an advanced portfolio of images in preparation for the College Board AP Studio Art exam based on their sustained investigation and quality of work. Seniors will plan and execute a public exhibition, including an artist talk. Students are required to own a digital SLR camera.

- AP ART HISTORY

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

This course is an extensive investigation of the interrelationship between subject matter, concept, and technical decision-making in the production of artwork throughout history. Equal to a college level art history class, students analyze an advanced portfolio of images in preparation for the College Board AP Studio Art exam.

DIGITAL ART & DESIGN*

(A one semester ½-credit course offered both semesters. Prerequisites: Any Beginning Level Visual Arts course, Beginning Tech Theater, Elements of Creation: 2D & 3D, Journalism I, or Principles of Engineering with Programming.)

This course provides students with a foundation in digital art and design skills. Its goal is to deepen art and/or design skills gained during the prerequisite courses while introducing new tools and concepts utilizing digital tools. Topics and skills covered may include, but are not limited to: Photoshop, Illustrator, AI generated imagery, digital projection, CAD, 3D printing, laser cutting and engraving, etc. The course is repeatable for credit. Students using Studio Art as their prerequisite are eligible to apply for AP 2D Art and Design (Studio Art) after completing a second semester of DA&D. Ceramics, Film, Photo, and Sculpture students will need at least one semester in a given studio at the Advanced level before applying for AP.

ELEMENTS OF CREATION: 2D & 3D*

(A one semester ½-credit course offered both semesters. No prerequisites. Available to 11th and 12th grade students in need of a Fine Arts credit for graduation.)

This course is designed for 11th and 12th grade students who want to fulfill ½ of their Fine Arts graduation credit. This course includes hands-on activities in 2D and 3D studies as well as critical discussions regarding the art-making process. Students will have opportunities to explore basic 2D and 3D design as it relates to the practices of drawing and painting, as well as an introduction to 3D construction and form.

HEALTH & WELLNESS

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

HEALTH & WELLNESS*

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

This course focuses on the health components of physical fitness, the benefits of good nutrition and exercise, and the reduction of disease risks. The course also covers stress management and concludes with a unit on addictive substances and positive lifestyle choices. Through labs and field work, students investigate how physical fitness, exercise, nutrition, lifestyle choices, and stress management help maintain wellness and prevent disease and injury.

HISTORY AND SOCIAL SCIENCE

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

SUBJECT MASTERY GOALS

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

GRADUATION REQUIREMENTS

3 credits – World Cultures (counts for ½ credit in History), World History, United States History, ½ credit of Government

WORLD CULTURES

(A two-semester 1-credit course: ½ credit in Religion, ½ credit in History)

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

WORLD HISTORY

(A two-semester 1-credit course. This course should be taken sophomore year.)

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

- **AP WORLD HISTORY**

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

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

UNITED STATES HISTORY

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

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

- **AP UNITED STATES HISTORY**

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

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

- **AP EUROPEAN HISTORY**

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

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

LAW*

(A one-semester ½-credit course. Prerequisite: Sophomore, Junior or Senior standing.)

Law provides students with an introduction to legal ideas and legal practice. The course covers one of four substantive legal topics every semester: (1) Criminal, (2) Torts, (3) Contracts, and (4) Property. Students may take the course in successive years if they so choose. Students will participate in a series of Mock and Moot Trials and Hearings throughout the semester to better understand how the law works in real life.

GOVERNMENT ELECTIVES

(½ credit of Government Required for Graduation)

ESD offers a number of electives to fulfill the school's graduation requirement for government: US Government*, AP Comparative Government*, AP US Government, and other timely, relevant electives. Each of these courses examines the fundamental principles of government, the role of institutions, and the processes that contribute to public policy. Students engage in primary documents or contemporary news articles and develop their civic skills in order to foster their own civic engagement, participation, and collaboration.

UNITED STATES GOVERNMENT*

(A one-semester ½-credit course offered both semesters. Prerequisite: junior or senior standing.)

In order to develop an understanding of the rights and responsibilities of citizens, this course examines, evaluates, and analyzes the fundamental principles of the United States political system, the historical background of these principles, the incorporation and debate of these principles in the U.S. Constitution, and the actual application of those principles within our political institutions.

- AP U.S. GOVERNMENT AND POLITICS*

(A one-semester ½-credit course offered both semesters. Prerequisite: junior or senior standing and departmental approval.)

This course provides a more in-depth analysis of the American political system. The course begins with an examination of the foundations of American democracy including the development of our constitutional system. We follow up by studying the interactions among the branches of government. Second semester begins by exploring civil liberties and civil rights and how they have been defined and protected. Next, we look at the formation and evolution of American political ideologies and beliefs and how they impact policy making. We finish with a detailed look at and evaluation of political participation in the United States. Throughout the course, we incorporate the public policymaking process in our understanding of our political system. Primary focus is placed on the analysis, interpretation, and application of the required primary documents (nine) and court cases (fifteen). Multiple outside readings are used in addition to the textbook. Students are required to take the AP exam at the end of the course.

- AP COMPARATIVE GOVERNMENT AND POLITICS*

(A one-semester ½-credit course offered both semesters. Prerequisite: junior or senior standing and departmental approval.)

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

BUSINESS ELECTIVES

ECONOMICS*

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

This course introduces the tools and concepts of economic analysis. A study of microeconomics and macroeconomics is included with an emphasis on developing the vocabulary necessary for discussing, reading, and understanding basic economic and political issues. The application of economic concepts and vocabulary to national and international issues is encouraged through student-led discussions of political and economic topics. Note: Successful completion of both Business Management and Entrepreneurship electives will include coverage of the Economics curriculum.

BUSINESS MANAGEMENT*

(A one-semester ½-credit course offered in the spring. Prerequisite: junior or senior standing or departmental approval.)

The purpose of the Business Management course is to provide the student with a basic understanding of managing a business in today's world. Special focus will be on planning, finances, business writing, marketing and international business. Students will also analyze graduate school-level case studies to understand better problems faced by businesses and offer solutions. Students will read from a variety of sources and expand their working knowledge of Google Sheets.

ENTREPRENEURSHIP*

(A one-semester ½-credit course offered in the fall. Prerequisite: junior or senior standing or departmental approval.)

The one semester course in Entrepreneurship allows students to design and create a working business, including marketing, research, and developing appropriate financial statements, culminating in a written business plan. Students also examine contracts, ethical decision-making, patents/copyrights, and other relevant business topics necessary to start a business. Students—individually or in small groups—will pitch their business proposals to a panel of entrepreneurs and business leaders for feedback. Opportunities for internships, community outreach and entrepreneurship competitions will be part of the course. Winners of the competition will have the opportunity to work closely with mentors and access funding of their business ideas through the EagleSpark Accelerator, a dynamic initiative aimed at fostering innovation, entrepreneurship, and the rapid growth of promising startups of ESD students enrolled in the Entrepreneurship class. This accelerator is designed to provide selected entrepreneurs with the resources, mentorship, and strategic guidance needed to accelerate the development and launch of their early-stage startup with the benefit of mentorship, legal guidance, and funding.

- AP MICROECONOMICS*

(A one-semester ½-course offered both semesters. Prerequisite: junior or senior standing or departmental approval.)

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

- AP MACROECONOMICS *

(A one-semester ½-course offered both semesters. Prerequisite: junior or senior standing or departmental approval.)

This course will offer an in-depth examination of macroeconomic principles and their applications. Emphasis will be placed on fiscal and monetary policy, as well as international trade and finance.

The course will prepare students to take the Advanced Placement exam in macroeconomics.

ACCOUNTING*

(A one-semester ½-credit course offered in the fall. Prerequisite: junior or senior standing.)

The purpose of the accounting course is to give students a solid understanding of the accounting and financial systems of firms. Students will gain an understanding in managing and analyzing business operations, balance statements, payroll accounting and also ethical financial decision making. Students learn QuickBooks Online and have access to the online accounting software throughout the course, where they will maintain their own financial books for a fictional business. Students will have the opportunity to continue their learning by becoming QuickBooks online certified the following semester in an independent study course, if they choose.

FINANCIAL LITERACY*

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

Personal Financial Literacy is a one semester course that better prepares students to make informed financial decisions as they progress through their lives. Being financially literate is crucial to the success of the individual (personally and professionally) and the economy as a whole. Students learn how to build wealth, navigate the financial services industry, budget, build a career, understand investment and insurance, and financially secure their future.

MATHEMATICS

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

SUBJECT MASTERY GOALS

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

GRADUATION REQUIREMENTS

3 units taken in Upper School with completion of Algebra II or beyond.

ALGEBRA I

(A two-semester 1-credit course.)

This course begins with the study of operations with real algebraic expressions (constant and variable) and the introduction of fundamental algebraic properties. Students solve equations and inequalities of various types, including linear, quadratic, absolute value, radical, and rational. They also study linear and quadratic functions, both analytically and graphically. They work with expressions of higher degree and exponential expressions later in the course and throughout the year encounter worded problem situations.

GEOMETRY or • HONORS GEOMETRY

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

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

ALGEBRA II or • HONORS ALGEBRA II

(A two-semester 1-credit course. Prerequisite: Geometry and Departmental Approval for Honors, Required for Graduation)

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

PRECALCULUS or • HONORS PRECALCULUS

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

The intent of this course is to deepen the students' general understanding of functions using both analytical and graphical approaches. This course places special emphasis on the study of trigonometric functions and includes a comprehensive survey of trigonometry. Successful completion of this course should sufficiently prepare a student to take calculus in the following school year. Both courses include the study of the following functions: linear, quadratic, rational, radical, exponential, logarithmic, and trigonometric. Additional topics to be studied include vectors, polar functions, and limits.

CALCULUS

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

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

● AP CALCULUS AB

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

This course follows the syllabus prescribed by the College Board. That syllabus presupposes a solid grasp of both the concepts and the mechanics of the algebra and pre-calculus sequence. AB Calculus

begins with the study of limits. Later topics of study include the continuity of functions, derivatives and their applications, antiderivatives, definite integrals and their applications, separable differential equations, and miscellaneous techniques of integration. Students are expected to take the Advanced Placement examination in May. Candidates who achieve sufficiently high scores on this examination generally receive a semester's credit or advanced placement from the university into which they matriculate. Students enrolling in this college-level course should thus expect a demanding pace, both in the classroom and in their preparation at home. For this reason, enrollment in this course is closely monitored.

- **AP CALCULUS BC**

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

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

FUNCTIONS AND TRIGONOMETRY*

(A one-semester ½-credit course offered in the fall. Prerequisite: Algebra II.)

The objective of this course is to strengthen students' understanding of basic algebraic functions and to prepare them for the study of pre-calculus. Students will review topics studied in Algebra II and be introduced to the study of trigonometry. Mathematical modeling and applications are integrated into each unit.

STATISTICS*

(A one-semester ½-credit course offered in the spring. Prerequisite: Algebra II.)

This course is designed to provide a basic understanding of probability and descriptive and inferential statistics. Topics studied will include measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts.

- **AP STATISTICS**

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

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

- **MULTIVARIABLE CALCULUS***

(A one-semester 1/2-credit course offered in the fall. Prerequisite: AP Calculus BC and Departmental Approval.)

This semester-long course explores the typical college-level Calculus III curriculum. This includes vector-valued functions, curves and surfaces in space, partial derivatives, gradients, finding extrema using derivative tests and Lagrange multipliers, multiple integration, and applications of iterated integrals (e.g., volume and surface area).

● LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS*

(A one-semester 1/2-credit course offered in the spring. Prerequisite: AP Calculus BC and Departmental Approval.)

This semester-long course explores topics typically covered in the first two years of undergraduate science, engineering, and mathematics majors. Topics include various matrix reduction techniques, vector spaces, eigenvectors and eigenvalues, linear dependence and independence, separable, first and second order linear equations, homogeneous and exact equations, and the Wronskian and linear dependence of solutions.

RELIGION & ETHICS

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

SUBJECT MASTERY GOALS

- To encourage a deep and lifelong desire to pursue justice and truth
- To have a clear understanding of the world's major religions, including core beliefs, practices, ethical traditions, and sacred texts
- To analyze various religions' sacred scripture in their cultural and literary contexts
- To foster better understanding of people and cultures from diverse religious backgrounds
- To examine, critique, and affirm personal and universal values in the light of contemporary culture and religion
- To use moral reasoning to resolve ethical dilemmas
- To grapple with theological questions and answers and examine personal beliefs as well as the nature of religious experience
- To become familiar with a wide selection of Hebrew scriptures and the New Testament and develop an understanding of their influence on the arts and literature of Western culture

GRADUATION REQUIREMENTS

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

WORLD CULTURES

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

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

BIBLICAL THEOLOGY*

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

How have people used the Judeo-Christian Scriptures to give life meaning and to answer humanity's deepest questions? This course aims at understanding how the great themes of human religious thought develop and unfold across Scripture. We will examine the ever-expanding Biblical vision of topics such as the nature of God, creation, human existence, the problem of evil, salvation, ethical values, and spiritual practices. We will explore how these themes interact with insights from history, literature, science, and world spiritual paths, and we will assess the enduring impact of these ideas on our lives and our culture.

FOUNDATIONS OF WORLD RELIGION*

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

What gives life meaning and purpose? How can individuals achieve their highest potential? This class will explore how religious beliefs and practices throughout human history have been a means towards “ultimate transformation.” Students will study how various individuals from different times and cultures have pursued the quest for salvation, enlightenment, satori or self-actualization. Students will also become informed interpreters of sacred stories and scriptures from many of the world’s greatest religious traditions. The goal of this class is to encourage students to broaden their understanding of religious experience and examine their own beliefs.

ETHICS*

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

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

IMMIGRATION IN AMERICA*

(A one-semester ½-credit course offered in the fall. Prerequisite: Sophomore or higher standing or departmental approval.)

ESD continues looking for opportunities to help students ignite their lives with purpose while developing civil and global skills that will help students navigate, operate, and contribute to a modern global world and economy. In this course, students will have the opportunity to learn and study about immigration and the borders of America. The class will focus on an understanding of the historical context of immigration in the United States. The course will incorporate the participation of guest speakers, as well as presentations from non-profit and non-government organizations that work directly with immigrants. This course will integrate discussions and relevant readings, including current events and a broad range of interdisciplinary resources that provide an opportunity for the students to understand different voices and points of view. The course focuses on interviews, project-based assessments, and discussions that will immerse students in the understanding of this polemical topic, so that they can engage in future discussions, supporting the increase of knowledge and awareness of significant global issues. This class would count towards the religion requirement. This class is inspired by and aligns with curricular preparation for the Shoulder to Shoulder trip to Mexico.

RACE IN AMERICA*

(A one-semester ½-credit course offered in the spring. Prerequisite: Junior or Senior standing or departmental approval.)

This course will be structured as a joint inquiry by students and teachers. We will seek to understand what race is and then move into a study of the historical and legal treatment of race in America. We will then focus on the cultural, economic, and social ramifications of race as a constant factor in

American life. Course materials will include historical and legal documents and readings, as well as current events and a broad range of interdisciplinary resources that offer multiple and divergent voices and viewpoints. The class will be both discussion- and project-based, with participants encouraged to focus in depth on aspects of the topic that are most interesting to them. The course is open to any upper school students who want to participate in an open and respectful exploration of this sensitive but critically important topic.

PHILOSOPHY OF RELIGION*:

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

This course provides an introduction for students to consider religious beliefs and ideas from a philosophical point of view. Such topics in this course will include the nature of God, understanding of divine attributes, arguments for the existence of God, the problem of evil, divine foreknowledge and free will, the existence of miracles, questions of faith and reason, religious pluralism, the problem of divine hiddenness, the compatibility of religion and science, religious experience, and life after death. Particular emphasis will be placed on students developing coherent and logically valid arguments for their views, as well as critically evaluating these arguments accordingly.

SCIENCE

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

SUBJECT MASTERY GOALS:

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

GRADUATION REQUIREMENTS: 1 credit each of biology, chemistry, and physics.

BIOLOGY

(A two-semester 1-credit course, required for graduation.)

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

- HONORS BIOLOGY

(A two-semester 1-credit course. Prerequisite: Placement Test; Departmental Approval; completion of Algebra I, enrolled in Geometry or above math course.)

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

- AP BIOLOGY

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

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The course emphasizes inquiry-based learning of essential concepts, helping students develop the reasoning skills needed to engage in science practices. The course helps the student develop a conceptual framework for modern biology by addressing four Big Ideas: evolution drives the diversity of life; biological systems use free energy and molecules to grow, reproduce, and maintain homeostasis; living systems store, transmit, and respond to information; and biological systems interact with each other. Students will gain an appreciation for current social and ethical issues at various points in the course. Students complete mock AP exams in preparation for the required AP exam at the end of the course.

CHEMISTRY

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

Chemistry students use inquiry, scientific reasoning, critical thinking and process skills to master their knowledge and understanding of matter and the changes it undergoes. Semester I topics include data analysis, classification of matter, atomic structure, periodic trends, chemical bonding and nomenclature. Semester II topics include the mole, stoichiometry, gas laws, solutions, thermochemistry, acids and bases and nuclear chemistry.

- HONORS CHEMISTRY

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

The first semester of this course deals with problem-solving techniques, dimensional analysis, the periodic table, naming and writing formulas of compounds, writing and balancing equations, and stoichiometry. The second semester deals with limiting reactants, percent yield, molarity, types of reactions, gasses, thermochemistry, periodic trends in atomic properties, chemical kinetics, chemical equilibrium, acids and bases, and electrochemistry. Labs are performed throughout the course to complement material covered in class.

- AP CHEMISTRY

(A two-semester 1-unit course. Prerequisites: Biology, Honors Chemistry, and/or departmental approval.)

This course is a college-level course. The first semester covers equilibrium, acids and bases, periodic trends, entropy, and free energy. The second semester covers chemical kinetics, electrochemistry, titrations, and heating and cooling curves. Labs are incorporated throughout the course to reinforce topics learned. Students are required to take the AP exam at the end of the course.

PHYSICS

(A two-semester 1-credit course, required for graduation. Prerequisite: Chemistry)

Physics is an analytical study of interactions in the physical world around us. Topics include motion, forces, energy, momentum, sound, light, electricity, and magnetism. Aimed at fully preparing students for further physics study at the college level, this course fulfills graduation requirements and qualifies for college entrance requirements for laboratory science. Considerable emphasis is placed on mathematical problem solving and critical thinking.

- **HONORS PHYSICS**

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

The primary goal of Honors Physics is to help students understand the world around them through the use of scientific investigation principles of physics and critical reasoning. It is designed to engage students in solving challenging problems through inquiry-based instructional strategies that focus on experimentation to develop students' conceptual understanding of physics principles. The topics of focus include Newtonian mechanics, conservation of energy and momentum, waves, optics, fluids, and electricity. Throughout the course, the students construct and use multiple representations of physical processes, solve multi-step problems, design investigations, perform and reason through calculations, and reflect on knowledge construction. At least twenty-five percent of instructional time will be devoted to hands-on laboratory work with emphasis on inquiry-based investigations.

- **AP PHYSICS 1**

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

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

- **AP PHYSICS 2**

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

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

- **AP PHYSICS C: MECHANICS AND ELECTRICITY & MAGNETISM**

(A two-semester 1 credit-course. Prerequisites: AP Physics 1, co-enrolled in Calculus-level math)

A second-year physics course, AP Physics C is a calculus-based, college-level physics course that is most appropriate for students considering majoring in physics, chemistry, or engineering. Much like AP

Physics 1 (and 2), the course is a balance of quantitative problem solving, conceptual discussions, and hands-on laboratory work. The first semester is devoted to classical mechanics (the branch of physics explicitly dealing with forces and motion) and the second semester is devoted to electricity and magnetism. The course acts as preparation for both the AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism exams.

ASTRONOMY*

(A one-semester ½-credit course offered in the spring. Prerequisite or Corequisite: Physics)

This course will act as an introduction to astronomy, the study of matter and phenomena in outer space, through the framework of searching for exoplanets (planets outside the Solar System). Students will develop models of space and time to map space from the perspective of Earth, of forces to analyze orbital motion, of both the particle and wave nature of light as a form of information transfer, and of stellar and cosmic evolution to better understand the history and fate of our universe. Simultaneously, students will develop analytical skills in observational astronomy, including image acquisition, stellar photometry, and data and image analysis, in order to search for exoplanets through the use of remote telescopes.

FORENSIC SCIENCE*

(A one-semester ½-credit course offered both semesters. Prerequisite: biology and chemistry)

Students will immerse themselves in the world of criminal investigation and learn how forensic scientists collect, analyze, and process evidence to solve a crime. Classroom exercises will include simulated classroom “crimes” in which students will engage in deductive reasoning activities, practice math skills, and perform forensics labs. Using the scientific inquiry process, they will collect clues, test and analyze evidence, and draw conclusions to solve the crime. Outside practicing forensic scientists will be brought in to demonstrate how science and the law come together to solve real crimes in the real world. Lab activities include a glass lab, chemical analysis of unknown substances, hair classification, fingerprint testing, fiber and fabric burn test, and blood lab. The students will write case study reports and study famous serial killers. The textbook for this course is *Criminalistics* by Richard Saferstein.

HUMAN ANATOMY AND PHYSIOLOGY*

(A one-semester ½-credit course offered in the spring. Prerequisite: Biology and junior or senior standing.)

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

SCIENCE OF WELLNESS*

(A one-semester ½-credit course offered in the fall. Prerequisite: Biology, health (MS or US) and sophomore, junior, or senior standing.)

After an initial examination of the human tendency to worry and focus on what we lack, students will learn the scientific “why” and “how” behind the positive impact of certain practices on the wellness of brain, mind, and body. Each unit will address a practice that research has suggested improves a person’s sense of well-being. From gratitude, to mindfulness and meditation, to compassion and kindness, to awe, to physical exercise (and more), students will learn how taking part in such practices can impact their own sense of well-being. In addition, students will, during each unit, apply what they have learned in an effort to boost their own sense of well-being, and they will track (using various

scales) how they feel, making note of any changes.

CULINARY SCIENCE*

(A one-semester ½-credit course offered in the fall and spring semesters. Prerequisites: biology and chemistry)

Culinary science students will apply biology and chemistry concepts to food production. Students will learn the science that applies to the four major themes in cooking: salt, fat, acid, and heat. Students will complete smaller projects aligned to each theme throughout the course, culminating in the production of a tasting menu consisting of recipes designed by students to be shared with the campus community. Each theme will also allow opportunities for students to uncover and understand the intersection of food, culture, and social justice issues. Students will be required to complete an online food safety course as part of the coursework. An illustrated journal of recipes developed by the student will be an integral part of the course. Examples of labs conducted include: knife skills practice, pickle production, sourdough bread making, the role of salt in meat processing, and the role of fat in baking/cooking. Required texts are *Salt, Fat, Acid, Heat* by Samin Nosrat and *The Science of Good Cooking* by Guy Crosby.

- AP ENVIRONMENTAL SCIENCE

(A two-semester 1-credit course. Prerequisites: Biology, Chemistry—junior or senior standing; Departmental approval.)

AP Environmental Science has an overall theme of balance versus imbalance: a balanced system is sustainable and survives, while an imbalanced system will struggle to survive. This interdisciplinary curriculum delves into ecology (biology), chemistry, physics, geology, meteorology, social sciences, and ethics. It merges the sciences and introduces new avenues to explore from a social science standpoint. The course is deeply rooted in analyzing scientific data related to the environment in order to learn how nature works and to assess the extent of human impact on the earth. The course aims to provide information in an accurate, unbiased, and interesting way through the use of lectures, articles, lab activities, and projects. At least one required field trip will be taken during the school year. The course is available to students in the tenth through twelfth grades. All students who take this course are required to take the AP exam at the end of the course in May.

- AP PSYCHOLOGY

(A two-semester 1-credit course. Prerequisite: Biology; junior or senior standing with Departmental Approval)

This course will focus on individual behavior and different approaches, including cognitive, behavioral, biological, psychoanalytic, and humanistic, to examine people and analyze why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, stages in childhood and adolescence, the ways the brain works, and psychological testing. The class will also have some guest speakers and perform experiments on the topics covered. The textbook for this course is *Psychology for AP*, 2nd edition by David Myers. All students who take this course are required to take the AP exam at the end of the course in May.

COMMUNITY ACTIVITY CREDITS

Two activity credits are required each year during the freshman and sophomore years; juniors and seniors are required to complete at least one activity credit each year. Starting with the class of 2027, the requirement will increase to two activity credits each year of upper school. Activity credits are graded as Pass (P)/Fail (F) and are noted on the transcript. Pass/Fail grades are not included in the student's cumulative grade point average. Students may fulfill their requirements by participating in the following :

THEATRE PRODUCTION (or THEATRE PRODUCTION - ACTING)

(An activity credit offered in the fall & winter trimesters. Prerequisite: Audition only)

This course is the active realization of a theatre production from start to finish as a cast member. Students would be expected to participate in after-school and occasional weekend rehearsals to analyze and memorize lines, stage blocking and choreography sequences, culminating in technical rehearsals and final performances for the community.

TECHNICAL THEATRE PRODUCTION (or THEATRE PRODUCTION - TECH)

(An activity credit offered in the fall & winter trimesters. Prerequisite: Beginning Technical Theatre or teacher approval)

This course is the active realization of a theatre production from start to finish as a member of the technical crew. Students would be expected to participate in after-school and occasional weekend crew calls to build and paint scenery, construct and/or manage props and costumes, focus lights, create sound plots and serve as show run crew for that semester's mainstage production.

ATHLETICS

FALL TRIMESTER:

Men: Cross Country, Football, Crew, Dance

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

WINTER TRIMESTER:

Men: Basketball, Soccer, Wrestling, Swimming, Mountain Biking

Women: Basketball, Soccer, Swimming, Mountain Biking

SPRING TRIMESTER:

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

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

LIBRARY

The Gill Library, an information center for middle and upper school students and all staff and faculty, strives to meet both curricular and recreational resource needs while encouraging all individuals to become independent, lifelong learners and readers. The librarians work collaboratively with classroom teachers to design and prepare integrated lessons that incorporate research skills into the curriculum. The library embraces the philosophy that research is a process. It is the thinking process, as well as the process of discovery which creates life-long learners.

Currently, the Gill Library houses over 12,000 print and digital books and magazines. The collection can be accessed on campus or from home at www.esdallas.follettdestiny.com. The library catalog allows users to locate, cross-reference, and retrieve desired information. In addition, the library subscribes to over 70 online research databases from leading vendors such as ProQuest, EBSCO, Gale and JSTOR that support the school's research and curriculum goals.

Research assignments that involve analysis and interpretation are an essential element of the Upper School curriculum. Course-integrated library instruction supports students' academic and personal success by providing access to scholarly research resources as well as addressing issues of academic integrity, modeling the ethical use of information. Library instruction builds students' confidence and competence as scholars and content creators who ethically navigate the information landscape and prepares them for college-level research.

ENRICHMENT

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

OUTDOOR EDUCATION

Inspired by a long history of involving ESD students in the outdoors, the primary function of the outdoor education program is to support and augment the School's mission and founding tenets; giving particular focus to the school community, service to others, and an appreciation of the great outdoors. Advisory activities, class retreats, field trips, overnight camp-outs, and extended trips give students hands-on experience in academic areas while building a sense of community and developing respect for the environment. The program is age appropriate and driven by the curriculum, involving grade-level teachers in designing and planning experiences.

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

The programs and facilities at Wolf Run offer ESD students from prekindergarten through 12th grade a broad range of educational experiences in the outdoors. These include programs in archaeology, astronomy, creative writing, environmental science, ecology, Texas history, and outdoor performing arts. In addition to the Wolf Run Educational Center, the Outdoor Education Department utilizes numerous state parks, national forests, and designated natural areas in Texas, Oklahoma, and Colorado.

COMMUNITY SERVICE PROGRAM

The Community Service Program at the Episcopal School of Dallas is an important component of our Episcopal Identity. Through community service, our students are instilled with a sense of lifelong responsibility for the world God has entrusted to our care by addressing issues of hunger, poverty, education, and more.

GRADUATION REQUIREMENTS

Upper School students are to complete a total of 50 hours of community service.

- 25 hours total during freshman and sophomore years.
 - Students may begin accumulating hours on June 1st before their freshman year. Hours must be completed by **May 31st** of their sophomore year.
- 25 hours total during junior and senior years.
 - Hours must be completed by **January 31st** of their senior year.
- Students who have not completed the appropriate amount of hours by the above deadlines are subject to a loss of privileges designated by the Head of Upper School, Assistant Head of Upper School, and/or Class Dean.

Guidelines and Limitations:

- All community service must be done volunteering **directly** for a nonprofit organization.
- Students may not miss class time for community service.
- Students are to request pre-approval from the Community Service Director prior to performing service that may fall outside the stated guidelines.
- Please reference the Frequently Asked Questions section for additional details.

DOCUMENTATION OF SERVICE

- ESD uses MobileServe to record and track service hours. Students are responsible for recording their service hours in a timely manner.
- Students must provide contact information of a supervising adult when entering service hours. For projects sponsored by ESD, students may enter Mrs. Phelps' contact information or the faculty member sponsoring the project.
- The Community Service Learning Director gives final approval of all student entries before credit is given.
- A detailed description and reflection of your service are required with each submission.

EXPECTED BEHAVIOR

Students are bound by Honor, Respect, and Integrity and are expected to abide by the Code of Conduct, modeling expected behavior as they represent ESD to the broader community. The school reserves the right to deny credit to students who display inappropriate behavior that reflects poorly on our ESD community.

FREQUENTLY ASKED QUESTIONS for COMMUNITY SERVICE

What qualifies for ESD Community Service?

- Service for local, national, and international nonprofit (501c3) organizations
- Service trips through travel and service organizations
- Service at libraries, city recreation centers, and city-sponsored sport events
- Service at hospitals, clinics, and retirement centers
- Teen board meetings (VNA, Ronald McDonald House, etc.)
- Service at any camp that benefits a nonprofit organization
- Special events or fundraisers that benefit a nonprofit organization
- Outreach projects sponsored by ESD or your place of worship (ex. mission trips, service projects sponsored by your youth group, etc.)

What does not qualify for ESD Community Service?

- Travel time to and from your destination
- Time spent on service trips that are not part of the project (traveling, sleeping, etc.)
- Meeting hours for service organizations such as YMSL and NCL
- Volunteering at private camps including sport camps
- Hours for donations unless the project is sponsored by ESD (Thanksgiving dinner drive, teen Christmas gifts, e-recycling, etc.) Students will be notified if a drive qualifies for hours.
- Volunteering at private practices, law firms, etc.
- Any service where students receive monetary compensation.