Packer Collegiate Institute
Upper School Curriculum Guide

Revised
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Packer’s Upper School curriculum is designed to encourage each student to realize his or her highest level of achievement. An engaging academic program; a vibrant community; and an array of artistic programs, athletics, and clubs enable students to extend their interests and cultivate their talents. Freshmen and sophomore students pursue a prescribed program to ensure that they are confident and capable in critical analysis, reading, writing, mathematics, research, language, computer literacy, and study skills. Junior and senior years provide multiple opportunities to apply these skills through elective courses in areas of particular academic and creative interests.

The freshman year is organized around a study of major literary works, ancient civilizations, and the FreshArts course, which is an introduction to the fine and performing arts. Additionally, freshmen take an introductory physics course, a world language class, mathematics, as well as one semester of Everyday Computing (computer literacy and basic Computer Science), a one quarter health seminar. Freshmen also participate in Packer’s peer support program.

The sophomore year focuses on the American experience from both a historical and a literary perspective. Chemistry, world language, mathematics, and health complete the required course of study for the grade. Students may also choose to pursue an elective course in the tenth grade. Some students elect to enroll in a second world language, journalism, a computer science course, or authentic science research through a multi-year "Introduction to Science Research Program," a visual, dance, or theater arts course to round out their second year of Upper School.

The eleventh grade program features Biology, and a variety of electives in English and History. Students must complete at least one History elective designated a global skills course. Two History electives are required over the course of the junior and senior years. Students are required to take two semesters of English in their junior AND senior years. Independent study, School Year Abroad, Chewonki Semester School, High Mountain Institute, and cultural exchange programs are just a few of the special opportunities available for eleventh and twelfth grade students.

Students in their junior and senior years have increased flexibility in their academic schedules. Advanced Topics (AT) courses and upper level electives from each of the academic departments enable students to pursue particular strengths and talents.

Graduation Requirements
- Four credits of English
- Three credits of a world language
- Three credits of mathematics
- Three credits of history
- Three credits of sciences
- Two credits of elective academics
- Two credits of arts
- Four credits of physical education
- One credit of health to be completed in the 10th grade; (The Health program also includes quarter long courses in the 9th and 12th grade.)
- Forty-five hours of school and community service
Advanced Topics and Accelerated Courses

Advanced Topics courses enable students to pursue subjects at the highest level of rigor offered at Packer. In addition to a student’s grade record, the following criteria are used by teachers and Department Heads to make enrollment decisions for all Advanced Topics courses.

**Attitude Towards Learning**
Open-minded; intellectually curious
Consistently goes beyond expectations

**Work Habits**
Proficient in organization and time management
Well-developed work ethic; persistent
Takes initiative and ownership in learning

**Membership in Learning Community**
Listens and contributes
Demonstrates ability to work independently and collaboratively
Engages actively in the construction of knowledge

**Competencies**
Reads and writes with discernment and sophistication
Strong analytical and problem-solving skills
Strong oral presentation skills

**Content Mastery in Related Discipline**
Generates insights and connections independently
Achieved deep level of understanding of prerequisite content

**SPECIAL PROGRAMS**

**Independent Study Program**
Students in grades ten through twelve can participate in the Independent Study Program, in which students design a program for a specialized project or course of study over the period of one semester or an entire academic year. An independent study may not take the place of a course in Packer’s curriculum guide.

Every independent study has a faculty mentor who is available to assist the student with completing a project proposal; mentor and student are expected to meet on a regular basis throughout the duration of the project. The mentor’s role is to serve as a guide and resource.

The emphasis in this program is on independent; it is the student’s responsibility to meet the deadlines and obligations of his/her program of study and the Independent Study program’s general guidelines.

Students who participate in the Independent Study Program are responsible for writing a narrative comment at the conclusion of the first and third quarter and keeping the Independent Study coordinator apprised of their progress. At the end of the project, each student will
determine, in conjunction with his/her mentor, if he/she has fulfilled the project’s goals and determine a grade of pass or high pass.

**Senior Thesis Program**

Second semester seniors interested in pursuing a self-designed, in-depth study resulting in an important piece of original work may choose to participate in Packer’s Senior Thesis Program. The purpose of the program is to promote the skills associated with independent, self-directed learning, and to reinforce essential behaviors linked to creative, original work. Students who participate in this program are afforded the opportunity to frame a research project based on their personal academic interests and area(s) of specialization.

**Program Requirements**

Senior Thesis Program participants will construct a research design that:

- utilizes both faculty and community resources;
- incorporates and considers printed material, multimedia resources, and Internet/on-line databases;
- results in a 30-minute presentation of findings to their classmates and members of the school community.

Senior Thesis presentations take place during the first week of Senior Term. Throughout the spring semester, program members are required to attend weekly meetings with their mentor and thesis workshops as announced. In addition, Senior Thesis members are required to write a third quarter comment detailing the progress of their study and future plans.

All projects are exhibited during the last two weeks of the semester. Senior Thesis applications are due on the **first Wednesday in December** of a student’s senior year and require the approval of the class dean and program coordinator. Senior Thesis projects receive academic credit and are evaluated on a high pass, pass, or fail basis.

**Second Semester Course Load**

Students are expected to carry four academic courses including an English course in addition to the Senior Thesis. The project will be the equivalent of one-half course credit.

**Course Descriptions**

The course descriptions that follow represent a complete listing of courses offered in the upcoming school year (2015-2016). Some elective courses are taught every other year to ensure the widest array of choices is available to Packer students.

*Please note* that whenever a grade average is specified for course enrollment, student grades through the third quarter of the academic year are used as the standard for admittance.
Department Head: Jim Anderson

Packer's computer science curriculum is designed to offer students a variety of opportunities to become educated, competent, and confident computer users and informed digital citizens. Selecting from a range of courses, students can improve their ability to use the computer as a creative and problem-solving tool, study certain applications in depth, or pursue their interest in programming languages and the formal discipline of computer science. All courses aim to help students improve their capacity to think abstractly, analytically, and systematically. Furthermore, an emphasis on innovation and design provides a creative element to each course.

Please note that courses without sufficient enrollment will not run.

Ninth Grade Everyday Computing

Computer Science 820 Fall
In addition to basic laptop orientation, Everyday Computing in the ninth grade will focus on learning to apply technology and Computer Science in students’ everyday lives. A focus on building basic computer literacy skills is joined by an introduction into the power of algorithmic thinking, through programming, to solve real world problems using Computer Science. This required course for all ninth grade students prepares them to make safe, productive, and skillful use of their laptops in their classes throughout their time in Packer’s Upper School. No prior programming knowledge is required.

Computer Science Fundamentals

Computer Science 812 Fall Credit: .5
This course is an introduction to the discipline of computer science focusing on problem solving, software design, logic, Boolean algebra, and the principles of formal language theory. Students will design and construct software to solve increasingly interesting and challenging problems. They will also explore the historical framework of computer science, the nature of digital information, the evolution of the Internet and networking, and the cutting-edge technological issues affecting the world.

Skills will be developed in preparation for Advanced Topics in Computer Science (optional). No prior programming knowledge is required.

This course is open to students in grades ten through twelve.

Programming Mobile Apps for the Real World

Computer Science 810 Spring Credit: .5
Do you have an idea for the next killer app? Join Packer’s app developers to learn how everything from the calculator to the Facebook app works on today’s smartphones and tablets -- then build your own! Previous programming experience is helpful but not required. Simply bring your imagination and motivation! Anyone can write an app.

Students will work at their own pace to develop custom software for use on iOS and Android smartphones and tablets. Through concept development, problem solving, app programming and interface design, students will learn Computer Science basics while creating their own apps.
This course is open to students in grades ten through twelve.

**3D Game Development**  
**Computer Science 840 Spring**  
Credit: .5

This class examines the boundaries between the virtual and physical worlds. Students develop, import and modify virtual 3D objects using Unity, the dominant global game development software. The cross-platform Unity engine (Mac, PC, web, iOS, Android) is used in award winning, high profile games such as Monument Valley, Assassin’s Creed Identity, Radial-G Racing, and more. Students then program those objects, and their environment, with properties and rules for interaction using the C# programming language. This combination of tools provides students with a clear path to developing 3D prototypes while also teaching the fundamentals of game programming. The digital and analog eventually meet when students output virtual objects to a 3D printer.

This course is open to students in grades ten through twelve.

**AT Computer Science**  
**Computer Science 850 Year**  
Credit: 1

Does the NSA really track everyone’s phone calls and emails? How does Facebook know whom to suggest as a new friend? Is there any privacy for a modern-day person? The digital world is as real as the real world. In the same way that we have archeologists making predictions about ancient creatures and civilizations, students will be able to make predictions about the profiles left in the digital world. This advanced computing course will allow students to explore a variety of advanced techniques in Computer Science through conducting thoughtful manipulation, analysis, and synthesis of large scale datasets. Students will be able to write complex software solutions that involve building algorithms, data structures, and user interfaces.

**Resources:**

This course will require the use of several (Integrated Development Environment) IDEs including Greenfoot, Processing, and Eclipse. It also makes use of SPSS predictive analytics software suitable for analyzing large datasets.

**Prerequisites:**

- Consistent demonstration of attributes of students successful in Advanced Topic and Accelerated Course Criteria (p. 4 of this curriculum guide), AND
- Permission of the department head, AND
- Grade of B+ or above in Computer Science Fundamentals or A or higher in Precalculus Advanced (Math 448)

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**English**

**Department Head: Elissa Krebs**

Through an intensive study of literature, the Upper School English curriculum seeks to instill in students an active curiosity about and appreciation for literature, human nature, and the world around them. Through close reading of works from a variety of genres and a range of time periods, students hone their critical reading, thinking, speaking, and writing skills. At each level, students write and revise often and engage in close readings of texts. The English department is committed
to teaching a range of literature that includes work by authors both within and beyond the traditional literary canon, reflecting diversity of identities and genres.

Packer requires that students take English during each of their four years in high school. Ninth and tenth graders take yearlong courses focusing on age-appropriate literature and skills, while eleventh and twelfth graders each enroll in two semester-long English electives. First semester and yearlong journalism classes are open to tenth, eleventh, and twelfth grade students in addition to their required English courses. Advanced Topics English is a yearlong course open to eleventh and twelfth graders who are eligible. This course is taken in addition to junior and senior electives.

**Grade Nine**

**Self-Expressions**

**English 110**  
Year  
Credit: 1

In this course, students explore issues of identity through literature and their own writing. In doing so, they develop the critical reading and composition skills necessary for their success in high school. Students examine diverse literary works about the nature of self and moral choice. Through class discussion as well as participation in dramatic scene work, students grow as critical readers. Students also develop techniques of self-expression in their writing, composing analytical and personal essays and imaginative pieces, including short fiction. Through peer-conferencing and other revision techniques, students learn that good writing involves rewriting.

Texts may include: *Macbeth*, Shakespeare; *Persepolis*, Marjane Satrapi; and *One Flew Over the Cuckoo's Nest*, Ken Kesey.

**Grade Ten**

**The American Experience**

**English 120**  
Year  
Credit: 1

Using the essential question, “What does it mean to be an American?” the American Experience course explores the literature of the United States from the voices of the early Americans to the present day. The literature chosen reflects diverse voices and the many ways of interpreting the experience of being an American. Students are given the opportunity to write in a variety of forms, but the course emphasizes the analytical essay. Students study grammar and vocabulary throughout the year.

Texts may include, among others, works by Nathaniel Hawthorne, Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Emily Dickinson, Kate Chopin, Sui Sin Far, Frederick Douglass, F. Scott Fitzgerald and James Baldwin.

**Grade Eleven**

Students are required to take one elective in English during both the fall and spring semesters of eleventh grade, choosing from a variety of elective courses that offer diversity in both genre and voice. Though the content in the courses varies, all eleventh graders will be required to read thoughtfully and reflectively and to write in a variety of ways. All courses include emphasis on improving analytical writing skills; an interdisciplinary approach to literature; and the opportunity for students to design at least one of their assessments.
Interested eleventh graders who meet the criteria may also enroll in Advanced Topics English.

**Fall Semester for Grade 11**

**Poetry As Literature**  
**English 150**  
**Fall**  
**Credit: .5**  
This is a course for lovers of poetry. Together, we will read poetry from a variety of time periods and in a variety of forms and styles; students will explore how to read poetry carefully and how to examine the poet’s craft. We will read and talk about poetry daily and write about it frequently as students hone their poetic, analytical, and interpretive skills. Students will write analytically and creatively and will have the opportunity to research a poetry topic of their choice.

**Classical Literature of Greece**  
**English 147**  
**Fall**  
**Credit: .5**  
This course will explore literature related to major Greek gods and goddesses, heroes, and monsters. Our studies will take us to the top of Mount Olympus, the battlefields of the Trojan War, and the depths of the Underworld. We’ll meet feisty deities, fierce warriors, and fearless heroes who don’t think twice about battling nine-headed serpents and horned beasts. As we read ancient Greek myths, drama, and epic poetry, we will explore the relevance of these stories to both ancient Greek culture and modern society. What do these ancient stories reveal about human nature, relationships, values, and culture? How have artists, poets, and musicians interpreted these stories? How are these stories relevant to our lives today? While the focus of the course will be on ancient Greek mythology, we will consider other world myths and legends. Texts may include the following: *The Iliad*, *Antigone*, *Electra*, and *Oedipus*.

**African-American Literature**  
**English 165**  
**Fall**  
**Credit: .5**  
From Homer to hip hop, one can see the legacy of oral tradition throughout our culture. This course will explore this legacy through the lens of the African diaspora. As slavery scatters many African peoples across the globe, survival comes in the power of the word. Traveling from slave ships to the front row at the Barclays Center, this class will explore how elements of Africa merge with other cultures to form African-American and Caribbean literature. We’ll learn how the campfire tales of a mischievous monkey in Nigeria start to hop onto the page as the tales of Brer Rabbit. We’ll witness the aftermath of an escaped slave’s struggle to free her children, whatever the cost, and how the telling of her tale is as important as living it. We’ll witness how a cheeky Creole boy in Martinique learns to navigate the dangerous and unchartered waters of his French-speaking school. Additionally, we’ll look at the roots of rap and hip hop. Texts may include *Beloved* by Toni Morrison, *School Days* by Patrick Chamoiseau, the tales of Brer Rabbit, African folk tales, poetry, rap, and hip hop.

**Spring Semester for Grade 11**

**Literature and Adaptation**  
**English 149**  
**Spring**  
**Credit: .5**  
Witness what happens when Little Red Riding Hood hops into the car of a mysterious stranger and how Winnie the Pooh contemplates Taoism between gulps of honey. Welcome to the world of adaptation. This course will examine the ways in which stories are told and retold, across time
periods, cultures, and genres. We will look at how different versions of different tales reflect the values and attitudes of a time. In addition, we will observe how a story is influenced by form, exploring how a change in medium shapes our understanding of a work. Texts may include: Winnie-the-Pooh; The Tao of Pooh; Into the Wild; Grimm's Fairy Tales; "Brokeback Mountain"; excerpts from Shakespeare, the Romantic poets, and musical selections. (In this course, we may view films rated R).

**Romantic and Victorian Era Literature**

**English 151**  
**Spring**  
**Credit: .5**

This course will explore the themes of romance, love, passion, and desire in European poetry and literature; specific emphasis will be placed on 18th-20th Century works. We will meet characters that tested or shunned social mores and expectations in an attempt to find true love and those for whom the search for love proved painful and elusive. We will witness marriages born of love in contrast to business contracts sealed with a wedding ring. We will witness the triumphs of requited love as well as the great tragedies of unrequited love, spurned romances, and hapless lovers. Emphasis will be placed on understanding changing historical, cultural, and social climates, as well as examining the shifting attitudes and expectations about gender roles, heterosexual and homosexual relationships, sex, romance, and the institution of marriage. How and when did twelve acres of land evolve into a dozen red roses? Texts may include works by Emily Bronte, Oscar Wilde, and Jane Austen, as well as a variety of short stories and poems.

**Literary Memoir**

**English 153**  
**Spring**  
**Credit: .5**

Literary Memoir is a course for students interested in exploring this exciting and burgeoning genre and its roots: the natural human drive to document both existence and experience. During this semester-long study, students will read and analyze a variety of contemporary, book-length memoirs and have the opportunity to discuss and critique them as thematic works of literary, creative nonfiction. Writing instruction and practice will include a study of literary elements/techniques, self-characterization, personal interview, and research for writers.

Students will compose a number of analytical and creative essays in response to the reading and discussions and finish the course with a fully processed, longer piece that may serve as a chapter or excerpt from their own literary memoir project.

**Literature, History and Politics of the Environment**

**English 167**  
**Spring**  
**Credit: .5**

From its foundations in the Transcendental Movement, nature writing has helped shape how Americans perceive and relate to the non-human world. Through readings, class discussions, and written work, as well as field trips, day hikes, and either an optional spring break or early summer backpacking trip, this course will examine the various ways Americans have envisioned “the natural” and how they have tried to put those visions into practice. In it, we will ask four essential questions: 1) How have the roots of the environmental movement shaped contemporary environmental discourse? 2) How have Americans imagined nature, and how have those constructions shaped environmental policy? 3) How do contemporary depictions of nature affect our relationship to the environment? 4) How are race, class, and gender inflected in these and other questions of environmental imagination and policy? By exploring the recent history, literature, and culture of the twentieth-century “environmental movement,” we will begin to understand how contemporary environmental problems and solutions come from our shared (and often divisive) environmental past.
Potential authors include: John Burroughs, John Muir, Aldo Leopold, Edward Abbey, Rachel Carson, N. Scott. Momaday, Annie Dillard, David Quammen, and Elizabeth Kolbert. This course is open to eleventh and twelfth graders, but eleventh graders seeking English credit will receive priority.

Advanced Topics in English
English 160  Class meetings: 2  Year  Credit: .5
What happens when the story of a novel is told by all of its characters and not just one? How do we decide what’s true when faced with different versions of the same event? What’s it like when a play starts at the end of the story and traces back to the beginning? Why do some poets write in traditional forms and others create their own? In Advanced Topics English, we will study writers and works that depart from the traditional, reading poetry, novels, and plays that break new ground, that play with structure and story-telling, and that offer multiple perspectives. Assignments will include traditional literary analysis, research into writers’ processes, and creative experimentation with well-known works of literature.

Prerequisites: Eleventh graders wishing to be considered for this class must have an A- average in tenth grade English and the approval of their tenth grade English teacher. Placement decisions will be made by the English department head in consultation with the tenth grade teachers and the AT English instructor.

Grade Twelve

Literary Endeavors
Students are required to take one elective in English during both the fall and spring semesters of their senior year. Each year, members of the English department offer a variety of elective courses in writing, both fiction and nonfiction; in film; and in literature.

The rigor of these courses encourages students to be engaged in critical reading, to take intellectual risks, and to exhibit autonomy in designing assignments, crafting thesis statements, writing and seeking constructive criticism on paper drafts, and, where appropriate, augmenting their written analysis with research from secondary sources.

Interested twelfth graders who meet the criteria may also enroll in Advanced Topics English.

Fall Semester for Grade 12

War Stories
English 163  Fall  Credit: .5
History may, as Winston Churchill asserted, be written by the victors, but what about literature? Are literary stories of war, too, told by those who benefit from it? Reading plays set during actual conflicts in three centuries and on two continents, we will ask: What is the relationship between literature and history? What is the playwright’s responsibility in depicting actual events? Is it okay to fudge the facts to present a certain view of an event or historical figure? How does perspective determine what is “true” about an historical event? Together, we will read Shakespeare’s Henry V, Bertolt Brecht’s Mother Courage, and Lynne Nottage’s Ruined and research the history of the events in the plays and the time in which they were written. We will also look at the depiction of war in poetry, visual art, and film.
Classical Journeys in Literature

English 164 Fall Credit: .5
Seductive women who lure men to their watery deaths; lascivious clergy who have their bottoms scorched when they woo the wrong women; and flatterers buried for all eternity up to their eyeballs in excrement: sound like a commercial for a modern reality TV show? Look again - these are the ingredients of which the classics are made. In this course, we will explore three of the great classical journey novels, beginning in Ancient Greece with Homer’s *Odyssey*, traversing Medieval England with Chaucer’s *The Canterbury Tales* and ending in the depths of hell with Dante's *Inferno*. 

This course will look at these classical journeys and examine how each work gives insight into its own time and yet holds sustaining relevance to modern society as well.

Science Fiction as Literature

English 146 Fall Credit: .5
Imagine a world in which your laptop has feelings, and you can travel back in time and even resurrect the dead. Welcome to the world of science fiction. Though often viewed as a more contemporary fictional genre, in fact, science fiction has literary roots that go as far back as the 1600s. In this course, we will trace the development of science fiction as a literary genre and also explore the myriad issues raised by the mixture of science and speculation. Fasten your seatbelts as we travel to warp speed with a crazed Swiss scientist who seeks to reanimate the dead (Mary Shelley's *Frankenstein*); a troubled young man who believes his dreams can change reality (Ursula Le Guin’s *The Lathe of Heaven*); and a computer that seemingly takes on a life of its own during a space mission (Stanley Kubrick's *2001: A Space Odyssey*). In each of these narratives, and in all of the stories we will explore together, we will also examine the ways in which these narratives shed insight on our present-day world—in particular, how technology intersects with and informs the ways in which race, gender, class and sexual orientation operate in a society. (In this course, we will view films rated R).

Dostoevsky

English 148 Fall Credit: .5
We will read Dostoevsky's psychological masterpiece *Crime and Punishment*—a novel about a university drop-out who commits an “experimental” murder. In Dostoevsky’s in-depth treatment, this ultimate act of defiance tests the existence of God, the meaning of good and evil, the nature of justice, and the make-up of the human psyche. In the second half of the course, students will read short works of fiction thematically related to *Crime and Punishment*, including *Dr. Jekyll and Mr. Hyde* (also about a fundamental split in the psyche) and Camus’ *The Stranger* (also about alienation from humanity), as well as a short work of Russian fiction written by a contemporary of Dostoevsky.

New York City in Literature

English 154 Fall Credit: .5
New York City in Literature explores the evolution of the New York character through literary, social, and historical texts. Through reading, writing (formal & personal essays - of which there are several papers and a number of written responses – poetry, short fiction, literary analysis, and dramatic exercise), and lively discussion, together we investigate the recurring themes of identity & personal journey, both metaphorical and literal, in the New York experience.

Essentially, through the lens of New Historicism, we attempt to wrangle with New York as its own
literary and cultural organism.

Authors include, among others: Walt Whitman, Herman Melville, Jacob Riis, Stephen Crane, Edith Wharton, Langston Hughes, James Weldon Johnson, Dorothy Parker, Bernard Malamud, Frank O’Hara, Amiri Baraka, and Jay McInerney.

**Creative Non-fiction Writing in the Digital Age**

**English 152**  **Fall**  **Credit: .5**

Reports of the demise of print may be exaggerated, but we can’t argue with the rise of digital publishing. In this course, we’ll create our own online magazine, packed with features that you’ll write, research, design, and publish, all on topics of your choice. Interested in food? Write a recipe or a restaurant review. Like sports? Pen an athlete’s profile or argue for a rule change. Politics your thing? Examine issues of local, national, or international importance. What we publish is up to you, and along the way, you’ll learn every step of publishing on the Web. You’ll write as professional writers do: getting feedback, revising, considering audience, and researching where appropriate. (Students will also have the opportunity to polish and publish personal statements for college applications.)

**Spring Semester for Grade 12**

**Writing about Film**

**English 142**  **Spring**  **Credit: .5**

No less than books, movies are texts and works of art, rich in meaning, character, and theme. They entertain, instruct, disturb, and provoke us, and in this class, we’ll examine movies that do all of that, and more. Learning about cinematography and technique, we’ll examine how directors and actors bring their ideas and interpretations to life, “reading” films much as we do literature. Assignments will include film journals, a variety of writing assignments, and a self-designed final project. (In this course, we will view films rated R.)

**Outsiders in Literature**

**English 144**  **Spring**  **Credit: .5**

Individualism and independence are qualities that we generally praise, but what’s the difference between being an individual and being an outsider? Between being a rebel and being an outcast? Between striking out on one’s own and being excluded? In what circumstances are outsiders driven to extreme measures, and how might society be responsible for creating those circumstances? In addition to studying the texts, which may include *The Merchant of Venice*, a selection of short stories, and the film *The Piano*, students will research the cultures and societies of the eras depicted in the works, as well as the eras in which they were produced, and discuss how the forces at work in the literature might apply to our society.

**Creative Writing: Short Fiction**

**English 169**  **Spring**  **Credit: .5**

In Creative Writing: Short Fiction, students will be given the opportunity to develop their voices by studying the mechanics of fiction; engaging in various writing exercises, including mimicking styles of published authors; developing pieces based on prompts; writing in groups; and writing on specific themes, etc. As the course is grounded in a workshop setting, with two ten-to-fifteen page stories due, one per quarter, as well as being responsible for writing responses to their peers’ work throughout the semester, students in Creative Writing: Short Fiction experience a
comfortable and productive atmosphere rooted in creativity, constructive criticism, and intellectual daring.

**Latin American Literature (in translation)**

**English 145  Spring  Credit: .5**

The biggest literary explosion of the 20th century, the Latin American "Boom," produced such writers as Juan Rulfo, Gabriel Garcia Marquez, and Julio Cortazar. During the course of the semester, we will read each of these Boom writers, looking at Garcia Marquez’s masterpiece *100 Years of Solitude* (where beautiful women fly to heaven while hanging sheets and people live for 145 years), Juan Rulfo’s *Pedro Paramo* (where a series of narrators speak from the grave), short stories of Cortazar (where people transform into salamanders), and Borges (where folks wander inside literal and metaphoric labyrinths). Finally, we will end with the extraordinary poetry of Pablo Neruda: his impassioned love poems, his odes to socks (best literature ever on that piece of clothing), and his poems of political protest.

**The Bible as Literature**

**English 155  Spring  Credit: .5**

There is only one book whose name means *the* book, and that’s the Bible. It is unquestionably the book with the greatest influence on your life—and that’s true even if you’ve never read a page of it; its cultural influence is pervasive. Yet in this course we will attempt, at times, to read it as if three thousand years of Western history and culture had never happened; that is, to the extent humanly possible, to read the Bible without preconceived beliefs, simply as freshly written stories whose main character is God. We will read selections, in standard and more modern translations, from Genesis, Exodus, the story of David, the Prophets, the Book of Job, and the Gospels. We will also look at ways that artists and writers have creatively re-imagined the Bible, including Michelangelo’s Sistine Chapel paintings and John Milton’s *Paradise Lost.*

**Comedy and Satire**

**English 157  Spring  Credit: .5**

Comedians such as Stephen Colbert, Louis C.K., and Sarah Silverman are modern practitioners of a longstanding tradition: using humor to criticize the shortcomings and vices of society. One good joke can do more damage than ten serious speeches. In this course, we will examine the history of satire from ancient times to the present. Working not with swords but with pens, the writers we will study have delightfully and boldly attacked political hypocrites, pompous elites, war mongers, and misogynists, just to name a few. The skilled satirist is perhaps more feared by those in power than any other foe; in this course, we will learn why. Texts may include: Jonathan Swift’s *A Modest Proposal* and excerpts from his novel *Gulliver’s Travels*, Christopher Buckley’s contemporary novel *Thank You for Smoking*, Molière’s 17th century French farce *Tartuffe*, Horace’s *Satire and Epistles*, Stanley Kubrick’s iconic film *Dr. Strangelove*, Vladimir Nabokov’s novel *Pale Fire; The Simpsons, The Onion, Monty Python,* and much more.

**Literature, History and Politics of the Environment**

**Spring  Credit: .5**

From its foundations in the Transcendental Movement, nature writing has helped shape how Americans perceive and relate to the non-human world. Through readings, class discussions, and written work, as well as field trips, day hikes, and either an optional spring break or early summer backpacking trip, this course will examine the various ways Americans have envisioned “the natural” and how they have tried to put those visions into practice. In it, we will ask four essential questions: 1) How have the roots of the environmental movement shaped contemporary environmental discourse? 2) How have Americans imagined nature, and how have those
constructions shaped environmental policy? 3) How do contemporary depictions of nature affect our relationship to the environment? 4) How are race, class, and gender inflected in these and other questions of environmental imagination and policy? By exploring the recent history, literature, and culture of the twentieth-century “environmental movement,” we will begin to understand how contemporary environmental problems and solutions come from our shared (and often divisive) environmental past.

Potential authors include: John Burroughs, John Muir, Aldo Leopold, Edward Abbey, Rachel Carson, N. Scott. Momaday, Annie Dillard, David Quammen, and Elizabeth Kolbert. This course is open to eleventh and twelfth graders, but eleventh graders seeking English credit will receive priority.

Advanced Topics in English

English 160 Class meetings: 2 Year Credit: .5
What happens when the story of a novel is told by all of its characters and not just one? How do we decide what’s true when faced with different versions of the same event? What’s it like when a play starts at the end of the story and traces back to the beginning? Why do some poets write in traditional forms and others create their own? In Advanced Topics English, we will study writers and works that depart from the traditional, reading poetry, novels, and plays that break new ground, that play with structure and story-telling, and that offer multiple perspectives. Assignments will include traditional literary analysis, research into writers’ processes, and creative experimentation with well-known works of literature.

Prerequisites: Twelfth graders wishing to be considered for this class must have an A- average in eleventh grade English and the approval of their eleventh grade English teacher(s). Placement decisions will be made by the English department head in consultation with the eleventh grade teachers and the AT English instructor.

Journalism – (Grades Ten-Twelve)

Print Journalism

English 161-Year/162-S1 First Semester or Year Credit: .5/1
In this course, students learn the skills involved in the craft of newspaper journalism, including how to interview sources; how to report and write various news stories; how to take news photographs; and how to write headlines, captions, and cutlines. Topics include current events, newsworthiness, fairness and accuracy, ethics, student press rights and freedoms, and beat reporting.

Students will also put their skills and knowledge into practice by writing for The Prism, the Upper School’s monthly newspaper.

Video Journalism

Arts 633/English 166 Year Credit: 1
This course is for budding videographers, journalists, and documentarians. Video Journalism students will learn the fundamentals of broadcast journalism and video production to create video broadcast reports on current issues of interest and concern to the Packer community. In collaboration, students will research and explore, plan, and create a quarterly video program comprised of segments about a specific topic. Theme-based units could include: environmentalism and sustainability, relationships and sexuality, gentrification and urban development, political
activism and leadership, and discrimination. These “news programs” will be broadcast to the Packer community.

**Prerequisite:** Introduction to Journalism, Advanced Journalism, or Digital Video (Arts 612).

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**World Languages**

**Department Head: Danielle Pappas**

The faculty of the World Language Department is committed to providing a curriculum through which students develop the skills necessary for comprehension and effective communication in Spanish, French, Latin, and Mandarin Chinese. In addition, our faculty believes that the study of people and culture is critical to the appreciation of a language. Therefore, appropriate historical and cultural material is integrated into the curriculum at each level of the program.

Packer requires students to complete three consecutive years of language study in either Spanish, French, Chinese, or Latin to fulfill the World Language graduation requirement. Each successive level of instruction is aimed at building upon the skills of the previous year. Please note the established prerequisites for each course beyond the introductory level.

Upon entering the Upper School, students who are new to Packer are required to complete a placement examination that is used to determine their language proficiency, while returning Packer students are placed according to their Middle School teacher’s recommendations. Students entering the ninth grade may opt to choose a new language, space permitting.

**NOTE:**
Upper School students with documented language-based learning differences may qualify for one or more of the following accommodations:

**World Language Waiver:** A World Language waiver releases the student from the school’s World Language graduation requirement. This waiver may be requested at the beginning of any school year in which the student is enrolled in the Upper School, or by special permission from the Upper School administration. Students awaiting a language waiver are expected to replace their language course with an additional academic course.

**Pass/Fail Option:** The pass/fail grading option allows a student to enroll in a language class for credit that will be granted on a pass/fail basis. Students pursuing the pass/fail option must fulfill the following expectations in order to pass the course:

- Students must make an effort to participate regularly in class.
- Students must earn a minimum average of 60% on all homework, quizzes, and tests.

Included within this option are accommodations appropriate to the development of both oral and written work. Spelling accommodations can be granted only to those who exercise the pass/fail option.

**Course For Grade:** Some Packer students with language-based learning differences will elect to enroll in a World Language class for a grade. It is important that students and families understand that when students elect to take a course for a grade, they will be assessed according to the same standards as other students in the class. They will earn a grade based on
their mastery of the course content alone. The routine accommodations of extended time, tests on computers and preferential seating will continue to be offered to students who qualify. Please take time to discuss each of these options with a member of the World Language Department, your child's dean, and a learning skills specialist in order to select the option that best fits your child's individual needs. All decisions are binding for the duration of the school year, unless appealed to the Upper School Head or her representative.

SPANISH PROGRAM
Spanish I. Introduction to Spanish
Spanish 228
Credit: 1
This Upper School course is an introduction to the Spanish language. While acquiring a solid, basic vocabulary, the beginner will exercise the four skills necessary for the mastery of language: listening, speaking, reading, and writing. The course will combine a communicative approach with a solid grammar base, enabling beginning students to express themselves. Appropriate readings from authentic sources, communicative activities, and cultural presentations will serve to enhance student learning.
Text: "Puntos De Partida" (8th edition)
No prerequisite
Students elect to take this course or are placed in it based on their placement test score.

Spanish II. Intermediate Spanish
Spanish 227
Credit: 1
This course builds upon the skills learned in Spanish I. Students will learn new and more advanced grammar, expand their vocabulary, and continue to develop their communicative skills. Students will be introduced to authentic literary texts that will serve as a basis for vocabulary acquisition, brief writing assignments, and in-class discussion.
Prerequisite: US students: Spanish 1
Prerequisite for MS students: Spanish 50 and Spanish 100
Text: "Puntos De Partida" (8th edition)

Spanish III. Advanced Grammar
Spanish 238
Credit: 1
Spanish III students will progress from an intermediate to an advanced level in Spanish. Areas of study will include the subjunctive and imperative moods, as well as all commonly used verb tenses. Through readings of authentic materials and the study of complementary resources, students will broaden their vocabulary and solidify their command of Spanish grammar. Written and oral summaries of readings, together with classroom discussion and extensive grammatical analysis, will provide a springboard for the student's development in the target language.
Prerequisite: US Spanish II /MS Spanish 200
Text: Enfoques (Curso intermedio de lengua española), Third Edition
Blanco/Colbert

Spanish IV-A: Advanced Spanish Grammar and Composition
Spanish 247
Credit: 1
This advanced course provides a context for continued development of language skills and cultural understanding. Activities and materials relate to contemporary topics in the Hispanic world, literary themes, political movements, historical events, and other content areas beyond the
Spanish classroom. Spanish IV-A includes the study of extensive vocabulary, mastery of grammatical structures, formal writing training, thorough listening comprehension exercises, and intensive conversation practice. The ultimate goal is to challenge the students to acquire the comprehensive language tools needed for sustained success in the target language. Participation in the target language is required at all times.

**Prerequisite: Spanish III**

**Spanish IV/V are offered in alternating years and satisfy the requirements for Spanish 248 and 258:**

**Spanish IV and Spanish V: Spanish Language, Literature and Culture 248/258**
Credit: 1

Spanish IV and Spanish V review all language structures of Spanish I, II, and III. Additional advanced language usage will be implemented through increased study of authentic Spanish language materials such as films and literature. Students will utilize their language skills through class presentations, debates, discussions, and projects. Grammar will be taught in context by exploring language structure through the lens of literature, music, film and a variety of contemporary themes. Individual and group activities, are emphasized to enhance the active use of the language. Participation in the target language is required at all times.

**Prerequisite: Spanish III**

**Advanced Topics Spanish Language Spanish 257**
Credit: 1

In this class students will work to expand, refine and put to use their already advanced Spanish language skills through the study of a series of thematic units exploring the issues, ideas, and attitudes most compelling to the contemporary Spanish speaker in today’s world. Working with an array of authentic texts, audio and other materials, students will study advanced vocabulary and grammar constructs across a variety of registers, using the context to help shape their comprehension. In addition, students will analyze how language affects perception and perspective and be invited to challenge common preconceptions and assumptions from a native Spanish speaker’s point of view. While the extensive use of present day source materials (e.g., press reports from print, radio, film, television and Internet sources) certainly brings a contemporary focus to the coursework, selected historical texts (both literary and scholarly in nature) will also be studied to further broaden the context of the concepts being investigated.

**Prerequisite: Advanced Spanish IV or permission from the Department Head**

**FRENCH PROGRAM**

**French I. Introduction to French French 214**
Credit: 1

This course is an introduction to the French language. Students will acquire basic vocabulary and grammar. The course utilizes a communicative approach to enable beginning students to express themselves in both oral and written French. Readings from authentic sources enhance student understanding of Francophone culture.

**No prerequisite.**

Students elect to take this course or are placed in it based on their placement test score.
French II. Intermediate French
French 220  Credit: 1
This course builds upon the skills learned in French I. Students will learn new and more advanced grammar, expand their vocabulary, and continue to develop their communicative skills.
Prerequisite for US students: French 1
Prerequisite for MS students: French 50 and French 100.

French III. Advanced Grammar
French 230  Credit: 1
French III is an intensive grammar course with a particular focus on the verb tenses, from the present to the subjunctive. Students are introduced to short readings as a means of analyzing grammar in context and building their vocabulary.
Prerequisite: US French 2/ MS French 200

French IV/V may be offered in alternating years and satisfy the requirements for French 241 and 251:

French IV/V. Reading, Composition and Advanced Conversation.
French 241/251
This course develops students’ skills in sustained reading of articles, stories and short novels and analytical composition writing. In addition, students will engage in class discussion and debate to increase their vocabulary and raise their level of conversational French.
Prerequisite: French III

Advanced Topics Course: Advanced French Literature
French 250  Credit: 1
This advanced French language and literature course, taught exclusively in French, will focus on the theme of “the stranger” in three major texts: Moderato Cantabile by Marguerite Duras, Pierre et Jean by Guy de Maupassant, and Mondo by J.M.G. LeClézio. The course will expose students to the social, historical, and cultural contexts of the texts, offering a rich interdisciplinary approach to the study of literature. Poetry, visual art, and source materials (e.g., film, music, articles, historical documents) will be used to establish the varying contexts and develop a deeper understanding of Francophone history and culture. Students in this course will study advanced grammar structures as well as sophisticated vocabulary in the context of the texts. They will also acquire knowledge of the different literary terms and techniques necessary for analyzing literature, and refine their persuasive and analytical composition-writing skills.
Prerequisite: French IV/V

LATIN PROGRAM
Latin I
Latin 218  Credit: 1
This Upper School course is an introduction to the Latin language. For the purpose of enriching the student’s vocabulary, the course will emphasize the study and memorization of Latin vocabulary and its roots and derivations. The class will increasingly focus upon identifying parts of speech
and using basic grammatical forms and functions in Latin as a means to improve reading fluency. Within the context of narrative reading passages, students will encounter the various types of nouns, their inflected endings, and the different tenses of verbs that occur in Latin. This introduction to the nuances of the Latin language will be accompanied by an emphasis on the rich historical and cultural aspects of antiquity.

**Latin II**  
**Latin 225**  
Credit: 1  
This Upper School course is a continuation of all basic skills introduced and mastered in Latin I. During the course of the year, students further their exploration of the grammatical forms and functions of the Latin language, developing and sharpening their ability to read Latin with comprehension, to translate with accuracy (both from and into Latin), and to analyze grammatically the structural components of a Latin sentence. Analogies to English grammar will be plentiful. New vocabulary, grammar, and syntax are studied within the meaningful context of extended passages of Latin prose.

Word study and a focus on the culture and history of Rome reinforce the connection between Latin and English and the link between Roman civilization and ours.  
Prerequisite: Latin I  
Texts include: *Ecce Romani -Book 2*, by Lawall, et al.

**Latin III**  
**Latin 235**  
Credit: 1  
This intermediate Upper School course is a continuation of all the skills mastered in previous Latin courses. Students will continue to develop and sharpen their ability to read Latin with comprehension, to translate with accuracy (both from and into Latin), and to analyze grammatically the structural components of a Latin sentence as presented within the context of patterned sentences and continuous passages. The more advanced structures of Latin grammar are introduced through and reinforced by the reading of authentic Latin authors, including Caesar, Cicero, Pliny, Catullus, Martial, Vergil, and Ovid. Students engage in more in-depth historical and cultural studies of Rome and the development of Latin literature as these topics emerge from the readings.

For the purpose of enriching the student’s English vocabulary, the course will emphasize the etymology and derivations of the Latin vocabulary encountered.  
Prerequisite: Latin II  
Texts include: *Wheelock’s Latin, Sixth* Edition

**Latin IV**  
**Latin 265**  
Credit: 1  
This advanced Upper School course combines a survey of Latin literature with a review of upper level grammar. Students develop their comprehension, facility, and analytic skills as they aim at increased accuracy in translating a range of authors and genres. Historical and cultural topics serve to augment the readings and to illuminate aspects of the ancient world. The students will also be introduced to Roman poetry and meter, including the work of Ovid, whose poetry will be treated further in the Advanced Topics course next year. Students enrolled in this course would be ready, should they so choose, to sit for the SAT Subject test in Latin at the end of the school year.  
Prerequisite: Latin III  
Texts include: Petronius, *Cena Trimalchionis*; Ovid, *Metamorphoses*; Edith Hamilton’s *Mythology*
Advanced Topics: Latin Poetry: Vergil, Ovid & Catullus

This advanced topics course is designed to build upon the students’ introduction to poetry in level IV. In this course, students will experience two different genres of Roman poetry, Epic and Lyric. Students will discover the conventions, literary styles and characteristics associated with each respective genre. They will likewise explore the historical, cultural, social, and political context within which the literature on the syllabus was created, with an emphasis on the political perspectives and the historical events that accompanied the transition from the end of the Roman Republic to the advent of the Empire. The overall objective of the course will be to read, understand, translate and analyze selections from the works of three master poets: Vergil, Ovid and Catullus.

Prerequisite: Latin IV

Texts include: Vergil’s Aeneid, C. Pharr, editor; Love and Transformations: An Ovid Reader, R. LaFleur, editor; The Student's Catullus, D. Garrison, editor

CHINESE PROGRAM

Chinese I

Chinese 200

This introductory Upper School course aims to develop the student’s basic language skills in listening, speaking, reading, and writing at an introductory level of the Chinese language. Students learn to use the phonetic system of Pinyin and to recognize and reproduce around one hundred and fifty Chinese characters. They will also learn to write in simplified characters. Dialogues and simple descriptive/narrative texts cover everyday topics, issues of interest, and idiomatic expressions.

Integrated Chinese Level 1, part 1 workbook, Simplified, third edition, published by Cheng & Tsui Company, Boston

Chinese II

Chinese 202

This basic-intermediate course builds upon the fundamental skills mastered in Chinese I. Students will continue to use the phonetic system of Pinyin and will be able to recognize and reproduce an additional one hundred and fifty characters. Exercises and drills to recognize and reproduce tones will be given in every class to help the students sharpen their listening and speaking skills. Students will also use the computer to write dialogues and short passages that they will share with the class.

Prerequisite: Chinese I

Integrated Chinese Level 1, part 1 workbook, Simplified, third edition, published by Cheng & Tsui Company, Boston

Chinese III

Chinese 203

This advanced-intermediate course offers a continuation of all of the skills mastered in the previous Chinese courses. Students will continue to hone their understanding of the four main
skill groups: reading, writing, speaking, and listening. Students will also increase their ability to carry on a conversation in Chinese, exploring a wider range of topics, while building vocabulary and solidifying their knowledge of basic syntax. Students will learn an additional three hundred Chinese characters to increase their reading comprehension and writing skills. At the completion of this course, students will be able to carry out daily conversations that demonstrate basic understanding of culture and customs, and to write simple and short essays.

**Prerequisite:** Chinese II

**Texts:** Integrated Chinese level 1, part 2 textbook, Simplified, third edition, published by Cheng & Tsui Company, Boston

**Chinese IV**  
**Chinese 205**  
Credit: 1

This intermediate-advanced Upper School course is a continuation of all four skills mastered in the previous courses. Students will continue to develop the four main language skills: reading, writing, speaking, and listening. Students will expand their ability to carry out conversations on a wider range of topics and start to use more idiomatic expressions while building their vocabulary and solidifying their knowledge of sophisticated syntax.

Students will also enhance their ability to recognize and write characters. At the completion of this course, students will be expected to carry out regular conversations in real life with cultural sensitivity and will be able to write three-paragraph essays.

**Prerequisite:** Chinese III

**Texts:** Integrated Chinese level 1, part 2 textbook, Simplified, third edition, published by Cheng & Tsui Company, Boston

**Chinese V**  
**Chinese 207**  
Credit: 1

This advanced language class provides students with a variety of opportunities to improve language proficiency and to learn about the Chinese-speaking world while thoroughly synthesizing grammar and vocabulary that have been mastered in Chinese I, II, III, and IV. Students will develop skills in intermediate vocabulary acquisition, oral production, reading and listening comprehension, and writing, in addition to introducing basic themes in Chinese contemporary Chinese society.

At the completion of this course, students will be able to participate in oral discussions with linguistic ease and cultural sensitivity, and to write essays on social and cultural topics.

**Prerequisite:** Chinese IV

**Texts:** Integrated Chinese level 2, part 1 textbook, Simplified, third edition, published by Cheng & Tsui Company, Boston

**Advanced Topics: Chinese Conversation and Culture**  
**Chinese 209**  
Credit: 1

Chinese Conversation and Culture is a full-year course intended for qualified students who are interested
in completing Chinese language studies equivalent to a third year college level in content and difficulty. The course is taught entirely in Chinese.

The objectives are to refine and further develop students’ abilities to conduct semi-formal or formal discussion of social-cultural issues; to increase vocabulary by making context-based guesses about the meaning of a new word; to write and present fully developed narrative and structured arguments; to learn to appreciate Chinese literature.

**Prerequisite:** Chinese V or the permission of the Department Head.

**Texts/Resources:** Multiple texts including Travel in Chinese, Harvest Intermediate Chinese, students will also receive printed materials.

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**History**

**Department Head: Erland Zygmuntowicz**

The history department aims to prepare students to become citizens capable of taking an active and informed role in shaping the society they will inherit. Our rich variety of elective offerings exposes students to the forces that have shaped our nation’s institutions as well as those of our increasingly interdependent world. Experienced faculty members take students beyond dates and memorization to insightful analysis and thoughtful interpretations of past and present world events. Instruction supports the development of writing and research skills as well as an abiding enthusiasm for the continuing study of history.

Packer requires three years of Upper School history for graduation. In the ninth grade, students investigate major themes of global history through the fifteenth century. In the tenth grade, students explore the conflicts and compromises in United States history. In the 11th and 12th grade students fulfill their graduation requirement by choosing from a range of one-semester or full-year electives. At least one of these semesters must be in a course which satisfies the department’s global requirement. Qualified students may also pursue Advanced Topics (AT) courses in European history, United States government or Making History: Conducting Scholarly Research in the Archives

*Note: Courses which meet the department’s 3rd year global graduation requirement are designated with an asterisk (*).*

**Humanities: Foundations of World History**

**History 311**

This course explores the world’s major centers of culture from ancient times through the 16th century. We begin with the evolution of communities from Neolithic societies to the urban civilizations of Southwest Asia, India, and China. As the year progresses, we focus on the development of major world religious and philosophical traditions in classical Greece, Rome, India, and China. We examine the rise of Islam; the rise of new states in Africa; the development of feudalism; and the Renaissance and Reformation in Europe. Finally, we explore increasing global interaction resulting from Mongol conquests in Eurasia and European expansion in the Americas. Using primary and secondary sources, students will trace trade and migration routes, discuss sacred and secular texts, and analyze surviving remnants of architectural and artistic creativity.

The course aims to develop skills of historical inquiry that will empower students to make thoughtful decisions about their own roles in today’s interdependent and culturally diverse world.
US History
History 320
Year
Credit: 1
United States History investigates the notion of the American Dream as myth and reality. Organized to cover a wide variety of crucial topics in U.S. History—including the way that early American history has been used and manipulated by political parties, the controversies surrounding the United States’ role on the world stage, and the emergence of social movements such as the Tea Party and Occupy Wall Street—we will spend the year assessing the degree to which this Dream has been made available to all. Guiding the design of the units is the framework provided by the “history lab” approach which is intended to enable students to master the fundamental skills of the historian: working with primary sources, conducting original research using a wide variety of scholarly secondary sources, making connections between pressing issues in the present and formative lessons from the past, and developing the ability to construct thoughtful analyses of the topics and themes that we study. Research projects—both small and large-scale—will be central to United States History. Additionally, for students who possess a strong interest in the study of American history and who receive teacher approval (based on first quarter work), a challenge option will be provided; students who meet the increased demands of the challenge option assignments will be awarded an Honors designation on their transcript at the end of the school year.

Modern China*
History 346
(Open to students in grades 11 and 12)
Fall
Credit: .5
This course traces China’s development from the relative peace and prosperity of the late 18th century, through internal decline and imperialist incursions of the 19th century, to the struggle in the 20th century to create a modern nation-state. The survey culminates with China poised to reclaim its past glory as a world power in the beginning of the 21st century. Students will use Chinese materials in translation, including novels, autobiographies, reports, and films, to help them explore how individuals experienced the major political, cultural, social, and economic transformations of the past two centuries.
Sources

Scientific and Historical Origins of Race and Gender
History 351
Fall
Credit: 1
The course will begin with an overview of human evolution, so students have a biological understanding of the evolutionary ideas that have influenced society. This will include fossil comparisons and DNA analysis. Students will then study the emergence of Darwinism as a scientific theory, including the socio-cultural context in which Darwin was conducting his research and developing his ideas. In addition to looking at the scientific debates prevalent at the time, students will investigate the influence of biological theories on the anthropological school of Evolutionism and its studies of culture. We will move into an exploration of how these theories influenced society and shaped governmental policies in the late 1800’s through the mid-1900’s – policies that have resulted in the oppression of communities in the US and Europe. Our historical studies will include, but not be limited to, slavery, gender discrimination, imperialism and colonialism, the Eugenics Movement, and Nazism. Students will investigate the science behind
the city both with others and alone, and lead class discussions. Throughout the fall we will read of New York’s writers and merchants, politicians and revolutionaries, its saint and sinners—citizens who, individually and collectively, have made our history. In addition to reading and writing about our city's history, students will be expected to explore the city both with others and alone, and lead class discussions.


Sugar and Blood: The History of Cuba*
History 356          Fall
What can one Caribbean island tell us about some of the most fascinating and traumatic moments of the last half millennium? Cuba is a big island with an even bigger story. This course will explore topics such as; the experience of indigenous peoples of Cuba & the conquest, slavery, independence movements, neo-colonialism and the Cuban Revolution, as well as Cuba’s role on the international stage and the future of US-Cuban relations. The course will also look at Cuba’s syncretic culture, focusing on Cuba’s music and the Afro-Caribbean religion of Santeria. This course will be taught in a seminar style, and will require students to be ready to engage and take ownership of their classroom experience.

We will read from sources such as Aviva Chomsky’s The Cuba Reader, Miguel Barnet’s Biography of a Runaway Slave and Raul Canizares’ Cuban Santeria. Along with these works we will dive into various kinds of primary and secondary materials, as well as use music, video and art as sources.

History of Warfare*
History 353          Spring
Credit: .5
Why and how do we fight? Zoologists have noted that chimpanzees, our nearest relatives, appear to engage in organized warfare. Archaeological remains suggest that violence was a fact of life at the very dawn of time. In A History of Warfare, we will study why we fight, and what may rightfully be considered war. Throughout the semester, students will study the conduct of warfare from the ancient world to the present day. The course will treat the professionalization of war, the influence of technology, the relation of politics and economics to war, logistics and transport, the changing role of women in war, strategy and tactics, guerrilla warfare and terrorism, the organization and training of soldiers, and the concept of the “just war.”

Texts: Paul K, Davis, 100 Decisive Battles from Ancient Times to the Present
Van Creveld, Martin, The Art of War: War and Military Thought

International Relations*
History 348          Spring
Credit: .5
As the pace of globalization increases, it is critical that Americans understand how the world’s nations interact. In this course we will think analytically about the role of power, diplomacy, and international law in shaping world politics. We begin with an overview and evaluation of the major international systems that have existed in the world since the 17th century and the onset of globalization. We then examine several case studies so we can better understand recent trends in International Relations (IR) and make informed predictions about the future of international law as a force for peace and stability in the world. This course culminates in a Model United Nations (MUN) simulation at the United Nations for which we will write policy statements and resolutions, lobby for signatories, deliver speeches, and engage in formal debate.

Text:

Literature, History and Politics of the Environment
History 350          Spring
Credits: 5
From its foundations in the Transcendental Movement, nature writing has helped shape how Americans perceive and relate to the non-human world. Through readings, class discussions, and
written work, as well as field trips, day hikes, and either an optional spring break or early summer backpacking trip, this course will examine the various ways Americans have envisioned “the natural” and how they have tried to put those visions into practice. In it, we ask four essential questions: 1) How have the roots of the environmental movement shaped contemporary environmental discourse? 2) How have Americans imagined nature and how have those constructions shaped environmental policy? 3) How do contemporary depictions of nature affect our relationship to the environment? 4) How are race, class, and gender inflected in these and other questions of environmental imagination and policy? By exploring the recent history, literature, and culture of the twentieth-century “environmental movement,” we will begin to understand how contemporary environmental problems and solutions come from our shared (and often divisive) environmental past.

Potential authors include: John Burroughs, John Muir, Aldo Leopold, Edward Abbey, Rachel Carson, N. Scott. Momaday, Annie Dillard, David Quammen, and Elizabeth Kolbert. Open to eleventh and twelfth graders, but eleventh graders seeking English credit will receive priority. **Note: This course can be taken for either History or English credit.**

### History of the Modern Middle East* (Open to students in grades 11 and 12)
**History 344**  
**Spring**  
**Credits: .5**

Birthplace of civilization and of the world’s three main monotheistic religions, the Middle East has a rich cultural heritage and has long been at the crossroads of history. In addition, its geopolitical realities, strategic resources and ideological movements make the area central to US interests and foreign policy. As a result, the aim of this course is to provide students with the historical and cultural background to help them understand current realities throughout the region. This course covers the history of the Middle East, roughly from the beginning of the ‘Modern Age’ to the present. Key topics will include the Ottoman and Safavid Empires; European imperialism and its lasting effects; the rise of Zionism and Arab nationalism; and the influence of political Islam on modern nation-states. It also will explore topics such as the discovery of oil and its political, social, and economic effects; the relationship between Israel, the Palestinians, and the Arab States; the Iranian and more recent Egyptian revolutions; and American interests in the region. Open to students in grades 11 and 12.


### Separate and Unequal: Apartheid in South Africa*
**History 357**  
**Spring**  
**Open to students in grades 11 and 12**

The death of Nelson Mandela brought world leaders together from all over the globe to honor his legacy. Yet many do not know the historical foundations background of this outpouring of support. This course will look at the rise, fall, and lingering effects of the 20th Century South African experience, focusing on the impact of the extraordinarily racist institutional policies of the apartheid system. Comparisons between the anti-apartheid movement and the civil rights movement in the United States will also be explored. This course will be taught in a seminar style, and will require students to engage with the material by leading class discussions, running a mock conference, and working collaboratively with classmates.

Sources will include Nelson Mandela’s *Long Walk to Freedom*, Mark Mathanabe’s *Kaffir Boy* and Nancy Clark and William Worger’s *South Africa: The Rise and Fall of Apartheid*. Along with these works we will dive into various kinds of primary and secondary materials, as well as use music, video and art as sources.
[Advanced Topics] Making History: Conducting Scholarly Research in the Archives
(Open to students in grades 11 and 12)

History 358
Credit: 1
This Advanced Topics course will enable students to conduct original research to gain insight into history by using the materials held in the Packer Collegiate Institute’s archives located at the Brooklyn Historical Society (BHS). Working as research historians in the archives, students will develop advanced research and writing skills and provide feedback to others throughout the research process. Each participant will be expected to work confidently and with a high degree of independence throughout the research process by seeking to draw meaningful connections between items in the Packer collection and national and international events. For example, potential research questions might include: What role did Packer community members play with regard to World War I or what was the relationship between Packer and nineteenth-century religious movements? Students will present their research in two forms: first, in the composition of a scholarly essay suitable for submission to The Concord Review or comparable journals that publish quality works by high school students and, second, in a public presentation at a research seminar held at the end of the year. The class will meet four times a week, including one meeting every seven days at the Brooklyn Historical Society during the long block. Students will be expected to do substantial work in the archives outside of class sessions.

Prerequisites: See requirements for Advanced Topics courses.

Advanced Topics in European History*
(Open to students in grades 11 and 12)

History 382
Year
Credit: 1
Advanced Topics in European History tracks the evolution of Western society from the fifteenth century to the twenty-first century. In the first semester, students reconstruct Europe’s past from the Renaissance to the French Revolution. We will enrich our understanding of European cultures through a class trip to the Metropolitan Museum of Art and through a study of the ways in which literary and cinematic recreations of the past can inform and distort our understanding of history. In the first semester, each student will submit an example of his or her work in a medium to be decided in consultation with the teacher. This could take the form of a piece of art, a short film, a work of fiction, or a series of lectures.

In the second semester, the class will examine critical topics that link Europe with Asia and Africa through units on the global impact of industrialization, nationalism, and imperialism, and on the achievements and tragedies of the 20th century. A research project related to World War II will serve as the centerpiece of the second semester. Each student will research a specific artifact drawn from private collections of photographs, letters, unpublished memoirs and material relics from the war years. In May, we will acknowledge the seventieth anniversary of the end of the Second World War with student presentations of their research.


Prerequisites: See requirements for Advanced Topics courses.

Advanced Topics in American Government
(Open to students in grades 11 and 12)

History 372
Year
Credit: 1
Advanced Topics in American Government explores the philosophical and constitutional underpinnings of the United States political system; major institutions of government; the roles of interest groups, political parties, elections, and the media; as well as debates about national security, civil liberties, and civil rights. Through an examination of politics in the United States and
debates illustrates the fact that the interpretation of constitutional law is a dynamic process, ever-

Do women have a right to an abortion? Are corporations “persons”? Are all Americans guaranteed equal educational opportunity? These questions reflect some of the fundamental legal controversies that have been debated over the course of our history. The evolution of these debates illustrates the fact that the interpretation of constitutional law is a dynamic process, ever-

Students will learn how the global exchange system formed in the 18th and 19th centuries fundamentally altered the relationships between the different regions of the world and why it led to the rise of early nation states. By studying how different regions of the world met the challenges of globalization, students will understand what was gained, lost or preserved in the process and why traditional ideas about government, religion and social order were thrown into question.


Note: Modern World History I can be taken alone or in conjunction with Modern World History II.

History 343
Credit: .5
This course examines the historical forces and human behaviors that have resulted in genocide in the 20th century. It will be organized around major themes such as historical memory, nationalism, human rights, and both personal and international responsibility. Within this thematic framework, students will examine specific case studies including the Holocaust, the Armenian genocide, and the Rwandan genocide. In a world in which hatred is very much alive, issues of racism, anti-Semitism, “ethnic cleansing,” and violence challenge students to reflect on their own lives, societies, and personal choices.

Texts: Facing History and Ourselves: Holocaust and Human Behavior, by Margaret Stern Strom and William S. Parsons, Crimes Against Humanity and Civilization: The Genocide of the Armenian, by FHAO, and additional texts TBD

Modern World History I* (offered 2016-2017)
History 340
Fall
Credit: .5
In this course students will examine the impact that globalization has had on the unique cultures, economies, and political systems of Asia, Europe, Africa, and the Americas from 1700 to 1850. Students will learn how the global exchange system formed in the 18th and 19th centuries fundamentally altered the relationships between the different regions of the world and why it led to the rise of early nation states. By studying how different regions of the world met the challenges of globalization, students will understand what was gained, lost or preserved in the process and why traditional ideas about government, religion and social order were thrown into question.


Note: Modern World History I can be taken alone or in conjunction with Modern World History II.

Constitutional Law (offered 2016-2017)
History 342
Fall
Credit: .5
Do women have a right to an abortion? Are corporations “persons”? Are all Americans guaranteed equal educational opportunity? These questions reflect some of the fundamental legal controversies that have been debated over the course of our history. The evolution of these debates illustrates the fact that the interpretation of constitutional law is a dynamic process, ever-
changing within the context of history, politics and culture. As a result, this course will focus on these and other crucial topics by studying the shifting relationships between individuals and the government and on relationships between the branches of the federal government and between federal and state governments.


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**Gender & Economics**

*History 346 (offered 2016-2017)*

**Credit: .5**

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**Mathematics**

**Department Head: Amy Hand**

The central goal of the mathematics department is to provide Packer students with a supportive and challenging learning environment in which they may fully develop their talents and abilities in the field of mathematics. The coursework for students in the Upper School is designed to build upon the algebraic and problem-solving skills developed in Middle School math courses so that students can master the increasingly complex concepts and ideas covered in the Geometry, Algebra II, Precalculus, Calculus and Statistics courses.

The majority of Upper School students enroll in a math course all four years.

Students will have the opportunity to develop the analytical skills necessary to work confidently and independently as they study more advanced math topics. Students will also practice writing and articulating their understanding of mathematical concepts.

Because of the cumulative nature of Packer’s math curriculum, it is important for students to be adequately prepared in Algebra in order to be successful in subsequent courses. A student who receives a grade of C- or lower in Algebra I will be required to complete a summer school course. This summer work is expected to strengthen the student’s mastery of the material. Prior to enrolling in a geometry course, the student will be required to complete an exam to assess his or her achievement.

A TI-83 or TI-84 graphing calculator is required for all Upper School mathematics courses.

**Advanced Mathematics Classes**

Placement decisions are thoughtfully made by Packer’s math faculty, with the goal of identifying the most effective learning environment for each student.

Advanced math classes spend less time reviewing foundational material, cover content at a much more rapid pace, and explore some topics more deeply than standard classes do; they also involve much more independent work.

Occasionally, teachers will consider switching a student from standard to advanced if he/she:

- Earns an A (93% and above) in the standard course
- Consistently demonstrates the attributes listed in AT and Accelerated Courses criteria (p. 4)
- Demonstrates mastery of pre-requisite content that may not have been covered in the
standard section

- Obtains recommendation from the department head and from his or her math teacher

Students who wish to advance a year in their mathematics studies through summer study must have prior approval from the department head and submit a detailed syllabus of the course in which they intend to enroll for pre-approval. The course must align with Packer’s syllabus, which is available from the department head. Approval is rare and reserved for students who would not be well served by Packer’s math sequence and offerings.

All students enrolled in a summer course must take a Packer math department exam for the corresponding course. Students who earn a grade of 85% or higher on the exam will earn full credit for the course. Students who earn less than 85% on the exam will work with the department head to determine if additional study is required prior to advancement or if the student will be required to repeat the course during the coming school year.

Note: An asterisk (*) indicates that the topic is covered in the advanced section but not in the standard section.

**Integrated Algebra/Geometry**

**Math 410**  
**Year**  
**Credit: 1**

This is a foundation course in the principles of algebra and geometry. Algebraic topics include properties of real numbers, algebraic expressions, linear equations and inequalities, algebraic solutions to problems expressed verbally, function vocabulary and notation, graphs of functions, linear functions and applications, polynomial expressions and factorable polynomial equations, graphs of quadratic functions, radical and rational expressions and equations. Geometry topics include the Pythagorean Theorem, similarity and congruence, distance and measurement, transversals, right triangle trigonometry and proofs. Students use graphing calculators extensively in this course.

**Geometry**

**Math 422**  
**Year**  
**Credit: 1**

This is a standard geometry course, which covers the fundamentals of plane and solid geometry and concepts in geometric proofs. Topics include points, lines, planes, and angles; deductive reasoning; parallel lines and planes; congruent triangles; quadrilaterals; inequalities in geometry; similar polygons; right triangles; circles; areas of planar figures; areas and volumes of solids; and coordinate geometry.

Students will apply many of the skills that they learned in algebra and at least one topic from Algebra I will be reviewed in each unit. Students will work with geometric proofs and use Geogebra to investigate the material.

**Prerequisites:** Grade of C or higher in 8th grade Algebra I.

**Geometry Advanced**

**Math 420**  
**Year**  
**Credit: 1**

This is a fast-paced advanced geometry course, which covers the fundamentals of plane and solid geometry and geometric proofs. Topics include points, lines, planes, and angles; deductive reasoning; parallel lines and planes; congruent triangles; quadrilaterals; inequalities in geometry; similar polygons; right triangles; circles; areas of planes and figures, areas and volumes of solids, coordinate geometry, and transformations*. Students will apply many of the skills that they
learned in algebra. They will work with geometric proofs and use Geogebra and other dynamic geometry software to investigate the material.

**Prerequisites:**
- Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria (p. 4), and
- Permission of the department head, and
- Grade of B or higher in 8th Algebra IA (eighth-grade Algebra)

**Algebra II**
**Math 432**  
**Year**  
**Credit: 1**

This is a standard Algebra II course, which strengthens and reinforces students’ algebraic skills through the study of intermediate algebraic concepts and provides a rigorous study of functions. Topics include linear and absolute value equations and inequalities; polynomial, radical and rational expressions and equations; linear and quadratic functions; common parent graphs and their transformations; operations, compositions and inverses of functions; exponential and logarithmic functions; and intermediate statistics including the standard deviation and the normal distribution. Students use the graphing calculator extensively throughout the course.

**Prerequisites:** Grade of C- or higher in Geometry (Math 422) or Integrated Algebra/Geometry.

**Algebra II Advanced**
**Math 430**  
**Year**  
**Credit: 1**

This is a fast-paced Algebra II and Trigonometry course, which strengthens and reinforces algebraic skills through the study of intermediate algebraic concepts and provides a rigorous study of functions and trigonometry. Topics include linear and absolute value equations and inequalities; polynomial, radical and rational expressions and equations; linear and quadratic functions; common parent graphs and their transformations; operations, compositions and inverses of functions; exponential and logarithmic functions; unit circle trigonometry*, trigonometric functions*, and trigonometric identities and equations*; and intermediate statistics including the standard deviation and the normal distribution.

Students use the graphing calculator extensively throughout the course.

**Prerequisites:**
- Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria (p. 4), and
- Permission of department head
- Grade of B or higher in Geometry A (Math 420)

**Algebra II/PreCalculus Advanced**
**Math 435**  
**Year**  
**Credit: 1**

This fast-paced accelerated math course covers half of Algebra II and all of Precalculus. Topics include functions and their transformations, applications of quadratic functions, matrices, unit circle trigonometry, polynomial, rational, exponential, logarithmic and trigonometric functions, triangle trigonometry, trigonometric identities and equations, intermediate probability and statistics, polar coordinates and equations, conic sections, vectors, and sequences and series.

Because of the fast nature of this course, there will be no review of previously learned material.

Students must demonstrate mastery of some Algebra II Advanced topics by completing a rigorous summer assignment.
Prerequisites:
- Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria (p. 4), and
- A or A- in 8th grade Algebra I A Plus and an A in Geometry Advanced, and
- Permission of the department head, and
- Independent summer work to demonstrate mastery of prerequisite Algebra IIA topics

**PreCalculus**  
**Math 445**  
Year:  
Credit: 1
This is a standard PreCalculus course, that builds on the skills acquired in Algebra II, strengthening and reinforcing students’ facility with functions. Topics include unit circle trigonometry, graphs of trigonometric functions, trigonometric equations and identities, matrices, polynomial functions, rational functions, additional work with exponential and logarithmic functions, intermediate probability and combinatorics, and sequences and series.  
**Prerequisites:** Grade of B- or higher in Algebra II (Math 432) and permission of the department head.

**PreCalculus Advanced**  
**Math 448**  
Year:  
Credit: 1
This is a fast-paced PreCalculus course, which builds on the skills acquired in Algebra II Advanced, strengthening and reinforcing students’ facility with functions. Students will engage in rigorous study of several topics including matrices, polynomial functions, rational functions, additional work with exponential, logarithmic and trigonometric functions, intermediate probability and combinatorics, polar coordinates and equations*, conic sections, vectors*, and sequences and series.  
**Prerequisites:**  
- Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria (p. 4), and
- Permission of the department head, and
- Grade of B or higher in Algebra II Advanced (Math 430).

**Advanced Topics Statistics**  
**Math 442**  
Year:  
Credit: 1
The purpose of this AT statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns, (2) Sampling and Experimentation: Planning and conducting a study, (3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and (4) Statistical Inference: Estimating population parameters and testing hypotheses. Throughout each of these themes, students will be exposed to technological tools that assist in the analysis of data and creation of distributions as well as real, relevant studies that are just now being published.  
**Prerequisites:**  
- Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria (p. 4), and
- Permission of the department head, and
- Grade of A- or higher in Algebra IIA (Math 430) OR grade of B- or higher in Precalculus Advanced (Math 448) OR grade of A- or higher in Algebra IIA; students earning a grade of A or higher in Precalculus (Math 445) may be considered with a teacher recommendation.
Advanced Math Applications S1
Math 490 Fall Credit: .5
This math course covers several discrete math topics, including Polya's problem solving techniques, set theory, logic, number theory, combinatorics, and intermediate probability including the Binomial Theorem. Throughout the course students hone their problem solving skills; engage in hands-on lessons, and complete several applied mathematics projects.

Throughout the course students hone their problem solving skills; engage in hands-on lessons, and complete several applied mathematics projects.

Prerequisites: Grade of C- or higher in Algebra II (Math 432).

Advanced Math Applications S2
Math 491 Spring Credit: .5
This math course covers several discrete math topics, including the development of number systems, network theory, three-dimensional geometry including a study of Platonic solids, applications of triangle trigonometry, and voting and apportionment methods. This course also explores topics in consumer math.

Throughout the course students hone their problem solving skills; engage in hands-on lessons, and complete several applied mathematics projects.

Prerequisites: Grade of C- or higher in Algebra II (Math 432).

Calculus
Math 480 Year Credit: 1
This is a standard calculus course, covering functions, limits, continuity, derivatives, applications of the derivative, and an introduction to integration. Students spend some time reviewing PreCalculus material to reinforce their understanding of functions prior to studying calculus topics. At the completion of this course students will be prepared to successfully complete their first year of college calculus.

Prerequisites:
Calculation is considered an advanced course. As such, the following prerequisites apply:
- Permission of the department head, and
- Strong algebra skills, and
- Grade of B+ or higher in PreCalculus (Math 445) OR a grade of C or higher in Precalculus Advanced (Math 448) OR a grade of C or higher in Algebra II/Precalculus Advanced (Math 435).

AT Calculus I
Math 481 Year Credit: 1
This is a rigorous calculus course covering limits, derivatives, applications of the derivative, integrals, applications of the integral and an introduction to differential equations and slope fields. Students learn through a discovery-based approach and will prove the theorems they use.

Prerequisites:
- Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria, and
- Permission of the department head, and
- Grade of B or higher in Precalculus Advanced (Math 448) or grade of B + or higher in Algebra II/Precalculus Advanced (Math 435).
AT Calculus I & II
Math 483 Year Credit: 1
This course is taught in the same spirit as AT Calculus I but at a faster pace, allowing the following additional topics to be covered: sequences and series; Taylor and Maclaurin polynomials; parametric equations; polar equations; and advanced techniques of integration.
Prerequisites:
• Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria, and
• Permission of the department head, and
• Grade of A or higher in PreCalculus Advanced (Math 448) OR grade of A - or higher in Algebra II/PreCalculus Advanced (Math 435).

Multivariable Calculus
Math 485 Year Credit: 1
This course includes a variety of advanced mathematics topics, including functions of several variables, non-rectangular coordinate systems, vector-valued functions, and differential and integral calculus of several variables.
Prerequisites:
• Consistent demonstration of attributes of students successful in AT and Accelerated Course Criteria (p. 4), and
• Permission of the department head, and
• Grade of A- or higher in AT Calculus I and II (Math 483).

Science

Department Head: Chris Williams

The science department promotes a curriculum that is designed to provide the information necessary to understand the discoveries and principles of science in an increasingly scientific and technological society. There are three primary goals of the science program: to promote scientific literacy for all students, to develop critical thinking and inquiry skills that help students understand the basic nature of science, and to teach students how to apply their knowledge to solve scientific problems. What is critical is not the amount of material covered but rather the conceptual depth of understanding reached.

The use of the laboratory is essential to learning science at Packer. Students conduct hands-on investigations as integral components of each unit, with an emphasis on prediction, alongside qualitative and quantitative analysis. Writing skills, mathematics, and technology are organically embedded within the laboratory program.

Packer requires three years of laboratory science for graduation. Students fulfill this requirement by taking physics in ninth grade, chemistry in tenth grade, and biology in eleventh grade.

Those considering a career in science or engineering are encouraged to complete four years of science including the Science Research Program and/or an Advanced Topics (AT) science course.
Students earning a B+ average or better in AT Chemistry, AT Physics or AT Biology should consider taking the respective SAT II test in June. However, students should be aware that the objective of science AT courses is not as preparation for the content of any of the science SAT II’s. As such, significant work by students outside of class to add topics not covered by the AT science courses, and to become familiar with the SAT II test format, will be required by any student desiring to take an SAT II science test. Students taking a third semester of chemistry, the course Advanced Experimental Chemistry, can also consider taking the SAT II in chemistry.

**Physics**

**Science 500 Year Credit: 1**

Physics can be used to answer questions such as why the sky can be such a beautiful blue (on Earth) or why sunsets are red; why a bullet fired horizontally from a gun and one dropped at the same instant from the same height hit the floor at exactly the same time, regardless of how far the bullet travels horizontally; why time is a relative term; why waves on a beach are always parallel to the beach (regardless of which side of the island you may be on); how electricity can be made with a piece of wire and a magnet; what causes mass (a seemingly simple question, though an as yet not completely understood question), and many other questions about matter and energy in our universe. Indeed, where does the energy come from that turns on that light? Physics applies to absolutely everything in the natural world, and it allows us to predict the outcome of a given scenario.

This course will focus on a conceptual understanding of the material; hence, laboratory investigations and demonstrations will comprise a major component of the course. Students will make use of computers and probes for data collection and analysis and will learn how to find mathematical relationships between physical quantities using graphical methods.

Basic algebra skills are used as a tool to understand these relationships and to solve problems. **Text: No text required**

**Accelerated Physics**

**Science 505 Year Credit: 1**

Have you ever wondered how to predict where a high fly ball to deep center field will land? Or have you tried to predict which way your body will fall when the subway stops short? Physics is a way of quantifying these scenarios and explaining mathematically how they will turn out. Advanced Physics is a rigorous first year physics course that will cover the topics of energy, mechanics, waves, electricity and magnetism.

The emphasis will be on establishing a strong conceptual understanding of the physics topics mentioned above and examining how mathematical equations can describe the world around us and quantify the physical world. These topics will be explored through discussion, problem solving, and laboratory investigations.

Students will make use of computers and probes for data collection and analysis and will require mastery of trigonometry. **Text: No text required**

**Prerequisite:** A- average and 1 effort grade average in 8th grade science at Packer and approval by the relevant science and math teacher. For students new to Packer in the 9th grade, placement in this course will be based on performance in their 8th grade science courses and a skill survey.
sent to their 8th grade science teachers.

**Advanced Topics in Physics**

**Science 586**  
**Year**  
**Credit: 1**  
This course is designed to be the equivalent of a college-level introductory physics course and builds upon the foundations received in 9th grade physics. Topics will be selected from: motion in one- and two- dimensions, forces, circular motion and rotational dynamics, simple harmonic motion, waves, geometric optics, thermodynamics, electrostatics, conductors and capacitors, magnetic fields, electromagnetism, fluids, thermodynamics and atomic physics. Numerous quantitative experiments are conducted throughout the year to show application of concepts and expand understanding, some of these using probes and computers. Strong emphasis is placed on solving a variety of challenging problems, as well as continuing to develop a deep understanding of physics concepts.  
**Prerequisites:** Physics or Accelerated Physics and the approval of the relevant science teacher. This course is open to juniors and seniors with a B+ average in accelerated chemistry or an A-average in chemistry and equivalent math grades; completion or concurrent enrollment in pre-calculus, and the recommendation of the relevant science teacher.

**Chemistry**

**Science 510**  
**Year**  
**Credit: 1**  
This introductory course emphasizes the development of chemical literacy and problem-solving skills through a study of matter. Students engage in active exploration of the central principles of chemistry and the applications of those principles to understanding natural phenomena and the world in which we live. Topics include models of atomic and molecular structure, states of matter, the chemical and physical behavior of elements and compounds, solutions, nuclear chemistry, and organic compounds.  
**This course is open to all 10th grade students, regardless of their math level or previous performance in 9th grade physics.**  
**Text:** Stacey, A. *Living By Chemistry*, 1st edition, 2010  
**Prerequisite:** 9th grade Physics

**Accelerated Chemistry**

**Science 512**  
**Year**  
**Credit: 1**  
This rigorous year-long course in chemistry explores the nature of matter through quantitative analysis. An emphasis is placed on developing improved analytical thinking and problem solving skills and on exploring the nature of the scientific process. Students will carry out hands-on investigations of chemical phenomena and learn to analyze and explain their observations with increased precision and detail. Topics covered will include atomic structure, bonding, qualitative and quantitative relationships in chemical reactions, thermodynamics, gas laws, condensed states of matter and solution behavior.  
**Text:** Zumdahl. *Introduction to Chemistry*, 7th edition, 2010  
**Prerequisite:** A-average in both Accelerated Physics and 9th grade math course and by approval of the relevant teacher, or by approval from the department head.

**Advanced Experimental Chemistry: From the Page to the Plant**

**Science 542**  
**Fall**  
**Credit: .5**  
Every year, chemical plants and factories churn out billions of kilograms of materials that, directly or indirectly, become essential components of modern life. Some of the most dire crises facing our species and our planet in the 20th and 21st centuries have been solved (and/or created) by
chemists who were able to take abstract concepts and develop them into concrete innovations. But, have you ever wondered what actually is required to turn a “simple” chemical reaction from a balanced equation on a piece of paper into a full-fledged industrial process? Once a “discovery” is made, how do scientists harness its power for practical purposes? What kinds of problems must be solved?

In this one semester laboratory intensive course, we will build on knowledge and skills from the 10th grade chemistry curriculum by exploring some of the challenges that must be addressed in moving a chemical reaction from the page to the plant. Most of the work will be hands-on and aimed at investigating solutions to practical challenges through student-directed experimentation. The course will address such topics as equilibrium, acid-base chemistry, kinetics, oxidation-reduction, and an introduction to organic compounds at a pre-AP level. With the appropriate review book and test preparation, students who complete this course will be prepared to sit for the SAT II in Chemistry.

**Text:** Zumdahl. *Introduction to Chemistry*, 7th edition, 2010

**Prerequisite:** This course is open to students who have demonstrated mastery of the 10th grade chemistry curriculum through a grade of B+ or higher in Advanced Chemistry or an A in Chemistry and have been approved by the relevant teacher.

**Topics in Organic Chemistry**

**Science 544  Spring  Credit: .5**

Organic compounds frequently make headlines and create media buzz – often described in hyperbolic terms ranging from “miracle drugs” to “deadly toxins,” but how much does the average person actually know about the chemical structures, properties and reactivity of these compounds? (Not much, it turns out…) What do they look like? What do they do? How are they developed into useable products? How do we decide if they are “safe?” In this one semester course, we will explore these questions as we develop a new way of thinking about and visualizing chemical structures and reactivity and as we explore the relationships between chemistry and economics, politics, and public opinion. Students will come to a better understanding of the chemistry behind physiological processes discussed in biology, learn to apply the fundamental principles of interactions between organic substances, and gain fluency with the basic reactions that allow chemists to build new complex molecules in the laboratory.


**Prerequisites:** B+ or higher in Chemistry or Accelerated Chemistry and completion or concurrent registration in biology

**Advanced Topics in Chemistry**

**Science 580  Year  Credit: 1**

Chemistry is all around, in every interaction of matter and in all that is observable. Chemistry provides the answers to the questions: Why does ice float? How do batteries generate electricity? How does the catalytic converter in a car work? Why is the ozone layer important? How is life maintained and reproduced? What are the tiles on the space shuttle made of? How do we freeze-dry coffee? By accepting the challenge of AT Chemistry, students are building the academic foundation required to excel in any field of science.

This course is the equivalent of the general chemistry course usually taken during the freshman year of college by science majors.
Students can expect to achieve a deep understanding of the fundamentals of general chemistry, develop critical thinking and problem solving skills, and learn to interpret and explain a broad range of chemical phenomenon.

**Text:** Zumdahl & Zumdahl, *Chemistry, 8th Edition, 2007*

**Prerequisite:** Students enrolled in AT Chemistry must have successfully completed either Accelerated Chemistry with at least a B+ average, Chemistry with an A- average or Advanced Experimental Chemistry with a B+ average. Students must also either be currently enrolled or have completed Algebra II while maintaining a B average in their math courses and be recommended by the relevant science teacher.

**Biology**

**Science 520**

This introductory course presents a study of the fundamental processes of living organisms, with an emphasis on the role of molecular biology and biotechnology in our world. Topics include: biochemistry, structure and function of cells, the cell cycle, reproduction, genetics, protein synthesis, evolution, cellular respiration, and photosynthesis. Students will make use of computers for data collection and analysis as well as for simulations and internet-based research. Realizing that science can never be separated from the culture and society from which it comes, we will explore selected bioethical issues throughout the year.

**Text:** Campbell, Essential Biology with Physiology, 4th Edition. 2013

**Prerequisite:** courses in physics and chemistry

**Advanced Topics in Biology**

**Science 582**

This course is designed to be the equivalent of a college-level introductory biology course. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics include: the principles of biological chemistry; cytology; cellular energy transformations; heredity; molecular genetics; evolution; ecology; taxonomy and systematics; and the anatomy, physiology, and development of plants and animals. The laboratory program consists of quantitative experiments that stress experimental design, as well as the use of computers for simulations, data collection, graphing, and an introduction to statistical analysis.

**Text:** Neil Campbell and Jane Reece *Biology, 8th Edition, 2008.*

**Prerequisites:** Physics or Accelerated Physics; Chemistry or Accelerated Chemistry; and Biology.

This course is open to students with a B+ average in biology and a B in accelerated chemistry, or a B+ in chemistry, or the permission of the department head.

**Anatomy and Physiology**

**Science 553**

Do you yearn to learn how the body works? Or why people who have heart bypass surgery have a large incision in their leg? Do you know why your feet swell in a theater or on an airplane when you take your shoes off? Why your rings get loose during winter? Why people run a fever? Why pregnant women waddle for the last few weeks? Ever wonder what an EKG, EEG, MRI, or CAT scan means? Or what the difference is between an aneurism and an embolism?

If these questions pique your curiosity, join us for an exploration of human biology. In this course we will study the structure and function of the systems of the human body.
Students should be aware that lab exercises will include a dissection of a fetal pig when all of the systems have been studied; since this is an elective and not a required course, **this activity is not optional.**

**Note:** This course will enhance your preparation for the SAT II in biology, if you intend to take it. Both the E and M forms of the test include human systems.

**Text:** There is no required text. Selected readings will be handed out in class.

**Prerequisite** Completion or concurrent enrollment in Biology or AT Biology

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**Scientific and Historical Origins of Race and Gender**

**Science/History 540**  
**Fall**  
**Credit: .5**

The course will begin with an overview of human evolution, so students have a biological understanding of the evolutionary ideas that have influenced society. This will include fossil comparisons and DNA analysis. Students will then study the emergence of Darwinism as a scientific theory, including the socio-cultural context in which Darwin was conducting his research and developing his ideas. In addition to looking at the scientific debates prevalent at the time, students will investigate the influence of biological theories on the anthropological school of Evolutionism and its studies of culture. We will move into an exploration of how these theories influenced society and shaped governmental policies in the late 1800’s through the mid-1900’s – policies that have resulted in the oppression of communities in the US and Europe.

Our historical studies will include, but not be limited to, slavery, gender discrimination, imperialism and colonialism, the Eugenics Movement, and Nazism.

Students will investigate the science behind these policies, looking at the realities of human genetics and the flawed methodology used to conduct scientific studies of race at the time. They also will research the historical context for these studies and reasons why American and European societies were receptive to these discriminatory ideas.

The course will end in the contemporary US and Europe, with an examination of current instances of injustice and discrimination, and debates around recent scientific studies.

**Text:** There is no required text. Selected readings will be handed out in class. This course can be selected as a .5 credit course for either science or history.

**Prerequisite:** Biology.

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**Introduction to Independent Science Research**

**Science 506**  
**Year**  
**Credit: 1**

Open to students entering the 10th grade, Introduction to Independent Science Research will provide a rich experience in the physical and biological sciences, leading to an authentic research experience working in a laboratory with a scientist in the summer. The course is perfect for students who have a strong interest in science and are motivated, independent learners who want to investigate an area of science of their own choice, and deepen their scientific and research skills.

As it is designed to be multi-year, the course is quite different from other courses at Packer. As each year progresses, a student’s research will become more and more detailed, and attain...
considerable depth and sophistication. In addition to attending a certain number of classes per week together, the majority of the work is carried out independently, with individual conferences to discuss progress every other week with the teacher. Hence, students will not meet as a whole class for every assigned weekly period.

In order to prepare students for their summer experience, the 10th grade course will include exposure to the body of science research literature and the discussions taking place in the larger scientific community. Students will read and analyze journal articles, attend occasional evening and weekend science lectures and meet local scientists both at the school and in their labs.

Students will gain experience presenting their research at a presentation and poster session in the spring, which will be attended by parents, invited scientists and school administrators.

As part of the course, students are required to conduct a minimum of four consecutive weeks of lab work during the summer (subject to change at the mentor’s discretion). Students completing at least 90 hours of summer research will receive 2 college credit from SUNY Albany.

**Text:** There is no course text, but a laboratory notebook is required.

**Prerequisite:** Completion of 9th grade physics and a strong interest in science and developing scientific research and independent learning skills.

Students considering the course should complete a short application and attend the course information session in February or speak with one of the research teachers or department chair.

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**Intermediate Independent Science Research**

**Science 507**

*Credit: 1*

The intermediate science research course is open to those students who have successfully completed the introductory course, including the summer lab work, and will be a continuation of each student’s work in his/her field of independent research. Students will continue working with both the course teacher and their individual mentors from the first year, to advance and deepen their understanding of their chosen topic. Students will be encouraged to enter at least one science competition and continue their independent research with their science mentor. Students are expected to go to their lab placement at least once a week throughout the school year and conduct a minimum of four consecutive weeks of lab work during the summer (subject to change at the mentor’s discretion).

Students will receive college credit from SUNY Albany for both their research during the school year (4 credits) and also during the summer (2 credits).

**Text:** There is no required text.

**Prerequisite:** Successful completion of Introduction to Independent Science Research and completion of a minimum of 4 weeks of summer research.

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**Advanced Independent Science Research**

**Science 508**

*Credit: 1*

The advanced science research course is open to those students who have successfully completed the introductory and intermediate courses and will be a continuation of each student’s work in his/her field of independent research. Students will continue working with both the course
teacher and their individual mentors from previous years to further advance and deepen their understanding of their chosen topic. Students will enter at least one science competition and continue their independent research with their science mentor. Other public speaking opportunities arise at this level, such as a presentation of the research during Community Meeting.

Students will receive college credit from SUNY Albany for their research during the school year (4 credits).

**Text:** There is no required text.

**Prerequisite:** Successful completion of Introduction to and Intermediate Independent Science Research and completion of a minimum of 4 weeks of summer research.

### Nuclear Physics
**Science 555**
**Fall**

This elective offers a survey of nuclear physics and nuclear-based technology. We begin with a historical look at the concept of the atom, tracing its development from antiquity to the present quantum model. The nucleus is given particular focus, with the discovery and development of radioactivity setting the stage for our modern understanding of nuclear theory. We then turn from theory to practice, exploring the role of nuclear physics in modern society. We examine the use of radiation and radioactive isotopes across a wide spectrum of human endeavor, from medicine to archaeology. The concepts of fission and fusion are introduced, providing the background to discuss the role of nuclear physics in politics and war, from the Manhattan Project to the threat of terrorism. We conclude with a thorough study of nuclear power, reviewing its controversial history and evaluating its future as a source of energy. This elective includes lab-work, in-depth reading assignments, and a research paper.

**Text:** There is no required text.

**Prerequisite:** B+ Average in science.

### Astronomy
**Science 554**
**Spring**

This elective offers a survey of space sciences, and takes an approach that moves from the Big Bang to the interior of planet earth. We begin with an examination of cosmological theory, reviewing the formation of the universe from the first nanoseconds until the present age of galaxies. We explore the life cycle of stars, from their nebular beginnings to their many possible end points, including supernovas and black holes. Planetary formation is discussed, with our own solar system serving as an instructional model.

Continuing our trajectory homeward, we arrive on earth and discuss our planet's relationship to the cosmos. Constellations, lunar cycles, and eclipses are examined from a scientific and historical perspective. This elective includes lab-work, sessions of evening stargazing, reading assignments, and a research project.

**Text:** There is no required text.

**Prerequisite:** B+ Average in science.
**Arts**

**Arts**  
Department Head: Debbie Pressman

The mission of the arts department is to offer a range of opportunities that will foster the development of each student's creative and artistic voice. The education process in these art courses fuses theory and concept with students’ expressive lives, and offers them the practical tools to give form to their experience. Using both traditional and innovative techniques, the arts faculty encourages students to be risk-takers and creative problem solvers, and to appreciate the rigors of disciplined craft and the development of skills over time.

The program includes two inter-related methodologies, which occur simultaneously: the formal studio/class experience within the curriculum, and the co-curricular experience, represented by performances and visual art displays, both within and beyond Packer's walls. Co-curricular experiences include the annual Packer Dance Concert, Upper School specialty trips to Europe, fall play, Renaissance Evening, and spring musical.

### FreshArts

**Arts 610**  
**Year**  
**Credit: 1**

The freshman year is a discovery year and provides an introduction to basic arts specialties in the Upper School. Members of the visual and performing arts faculty teach FreshArts. In the first phase of the course, students rotate through five arts disciplines: dance, music, theatre, new media, and visual arts. Included are discussions of common themes and ideas, historical contexts, and social and cultural perspectives. The second phase of this course requires students to choose a concentration in two of the arts disciplines for more intensive study at the beginning level. Choices are made from the following:

- **Dance** students explore multiple genres of dance through an exciting study of influential choreographers. We delve into modern dance, hip-hop, jazz/theater dance, and ballet by examining the technique, history, and repertoire associated with the choreographers. In the second semester, students study Merce Cunningham and his “chance procedures” as a basis for learning dance composition and developing a personal movement vocabulary.

- **Digital Video** gives students the opportunity to explore various aspects of video production and relevant film-making technologies. Students will use available digital media at Packer to create individual and group projects that explore a variety of video-making themes. An on-going critical dialogue will be at the center of the production process.

- **Music** offers students a hands-on experience with learning and improvising a various of rhythms and harmony using a variety of musical techniques. While playing authentic instruments such as congas, xylophones as well as exploring alternative instruments, such as PVC pipes and bucket drums, students are given the opportunity to expand their view of playing, improvising and composing. They come to respect musical systems that are as sophisticated as their own, learn
musical terms and formal structures that are founded on a different logic, and develop a flexibility that allows them to approach new music with curiosity and enthusiasm. **Theater Introduction** gives students the opportunity to work as an ensemble. Through voice and movement work, improvisation exercises and group games, they are encouraged to let down their guard and reveal who they are, without overemphasis on being funny or entertaining. Strong focus is placed on respect, effective listening, and teamwork. Students will come away with a greater sense of purpose and higher comfort level on stage, an understanding of some of the basic building blocks of acting, and experience performing long-form improvisation. **Visual Arts** explores both observational and imaginative concepts in the visual arts. Students work with a variety of materials in a wide range of techniques, including drawing, painting, printmaking, sculpture, and mixed media. In addition to skill building experiences the visual arts course looks at large autobiographical topics, like the school around us, home, and the city in which we live. This course is only open to ninth grader.

**Dance Technique**  
**Arts 645-I,II / PE 745-I, II**  
**Fall/Spring**  
**Credit: .5**  
Through the study of modern dance technique, this course encourages having fun and taking risks through full-bodied movement. Dancers develop strength, stamina, stability, and fluidity through phrase-work that includes balancing on one leg, moving into and out of the floor, and jumping. Classes include a fusion of ballet, jazz, hip hop, and yoga with the flowing freedom of modern dance. Each class begins with floor work and body conditioning and ends with longer dance phrases that integrate skills into a full experience of dancing. Dance Tech can be taken by semester or as a full year of study (recommended). This course is open to students in grades ten through twelve.

**Intermediate Dance**  
**Arts 625 / PE 725**  
**Year**  
**Credit: 1**  
This course is designed to help young artists explore their technique and choreographic voice. Focusing on modern dance, students will bring awareness to the body through a learned warm-up and sequences both across the floor and in the center. Principles of composition, choreography, and development of performance skills are covered throughout the year. We will create, rehearse and premiere a new work to be performed in the annual US Dance Concert. The choreography workshop portion of class allows each student to create and direct a dance for his or her own ensemble of dancers. Attendance at one performance of a professional dance company and two individual conferences with the teacher are also required.  
**Prerequisite:** Arts 610 or permission of the instructor. This course is open to students in grades ten through twelve and fulfills either arts or physical education requirements.

**Choreography**  
**Arts 635 / PE735**  
**Year**  
**Credit: 1**  
This course offers an opportunity to further the study of choreography, improvisation, performance skills, and creative process through advanced compositional assignments. A major
focus of the class is the required participation as a choreographer in the dance concert, which requires time outside of class. While choreography is the most obvious element of this task, students also learn about costume design, lighting, leadership, and concert production. Attendance at one performance of a professional dance company and two individual conferences with the teacher are also required. 

Prerequisite: Arts 625 (Intermediate Dance). This course is open to students in grades eleven and twelve and fulfills either arts or physical education requirements.

Packer Chorus
Arts 651
Year
Credit: 1

Do you enjoy singing and performing with your friends? Do you enjoy meeting new friends from other grades in the context of musical learning environment? Do you enjoy working with others to foster musical experiences? Do you like to create beautiful tones? If your answer is yes to any of these questions . . . become a member of the Packer Chorus! The Packer Chorus presents two major school concerts each year and performs at numerous school functions. In addition, the chorus participates in outside events that include service learning experiences, trips and exchanges with other schools. Within the rehearsal, singers focus on breathing and vocal technique through a rigorous approach to practicing repertoire. Students also will learn basic score, music reading skills, and musicianship skills to incorporate through the repertoire. They acquire their aural musical skills, visual reading skills, and explore their imagination through movements and imagery exercises.

Focus in class is on the development of a strong and independence musicians (singers!) who learn to have a healthy beautiful voice that blends seamlessly into the ensemble.

In the school year of 2015-16, the Upper School Choral Program will be on tour to Europe in the first week of Spring Break in March, 2016. Students will be notified of the tour destination in May of 2015. Students in Packer Chorus can choose to go on tour or not, except 10th graders who have also been accepted in Select Choir, they are required to go on tour.

This course is open to students in grades nine through twelve.

Select Choir
Arts 650
Year
Credit: 1

The Select Choir is an advanced musical ensemble that sings all kinds of music; from classical to jazz; in English and World Languages. Students who are passionate about singing, demonstrate a determination to pursue a higher skill level in music and have a high expectation of their own performance. Applicants must be self-motivated in order to reach a more advanced skills development in music learning, vocal techniques, and performance techniques. While applicants craft their independence and self-confidence through this choir, they are expected to take a leadership position in the Packer Chorus throughout their years in the choral program.

The Select Choir tours internationally in alternate academic years. The rehearsal process focuses on how to blend and how to listen to each other while developing note-reading and sight-singing skills. Healthy tone production, performance etiquette and teamwork are of primary importance and students are expected to work diligently to prepare for concerts, as well as other school events. One of our goals is to create a musical language that allows us to perform diverse choral music with beauty, integrity and rhythmic precision.
In the school year of 2015-16, the Upper School Choral Program will be on tour to Europe in the first week of Spring Break in March, 2016. Students will be notified of the tour destination in May of 2015. Students who are in Select Choir are required to go on tour. The curriculum will be focused on the tour repertoire.

For tenth grade, students need to have instructor’s approval in order to go into Select Choir, and they must also participate in Packer Chorus.

This course is open to students in grades tenth and twelve.

**Prerequisite:** Minimum requirement is one year-long experience in an organized vocal ensemble and with instructor’s approval.

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**The Packer Orchestra**

**Arts 653**

The Upper School Orchestra is the core of the Upper School String Program. The ensemble performs a wide variety of repertoire spanning from the orchestral canon to contemporary and world music. In order to gain a richer understanding of the works that we perform, exploration of the composers and music theory concepts related to each piece becomes part of the rehearsal process. Instrumental technique and ensemble playing (large and small) are integral aspects of our rehearsals, with the opportunity to divide into sectional practice between upper and lower strings. Each enrolled student is responsible for preparation of music and any related activity. As an extension of the skills developed in MS orchestra, attention is paid to working out finger placements, bowings, and other technical aspects of string playing. Further focus given on how to watch and interpret visual cues given by the conductor.

This class is open to eligible instrumentalists in grades nine through twelve.

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**Chamber Ensemble**

**Arts 654**

The Chamber Ensemble is the premiere ensemble of the Upper School String Program. Students are given a platform for a traditional small string ensemble experience and work as a collaborative group without a single leader. The Chamber Ensemble will embark on a performance-based trip during Spring Break, and the repertoire will reflect our destination. Some selections will require collaboration with other performing ensembles such as the Select Chorus and Jazz Band. Members of the ensemble will work in tandem to arrive at musical and artistic consensuses. Participating in such a group requires additional skills such as cooperation, nonverbal communication, and a strong knowledge of everyone else’s ensemble part. Students will work to improve intonation skills and achieve a higher level of listening while sight-reading. Additionally, as a tightly knit team, we perform more frequently and in a variety of venues. Members of the group support each other’s musicianship so that members of the ensemble could successfully perform together without outside direction.

In the school year of 2015-16, the Chamber Ensemble will be on tour to Europe in the first week of Spring Break in March, 2016. Students will be notified of the tour destination in May of 2015.

This class is open to eligible string instrumentalists in grades nine through twelve.
Prerequisite: permission of the instructor and commitment to a minimum of 30-minutes of additional lesson time each week.

The Packer Wind Symphony
Arts 655 Year Credit: 1
At least three performance opportunities are afforded each enrolled Wind Symphony student (brass, wind or percussion players) in this year-long course, including at least one off-campus performance. Each student is responsible for preparation of music and any related activity. Additionally, students may work in music history, theory, and other areas of musical interest, especially as these studies pertain to performance works in progress. From time to time, select members may be asked to join forces with the strings in the orchestra, and within this group, there exist multiple opportunities for playing chamber music coached by Packer music faculty and/or adjuncts. This class is open to eligible instrumentalists in grades nine through twelve.

Lab Band
Arts 657 Year Credit: .5
Lab Band consists of jazz and pop style performance groups for students who aspire to the jazz band. Lab band meets regularly two times per week and additionally as warranted for each performance opportunity. Each student is responsible for preparation of music and any related activity. As the nature of jazz allows for improvisational technique, students in Packer’s jazz band is encouraged to take an active role in soloing from given chord changes. Students are also encouraged to explore form and music theory, as improvisational work is predicated on knowledge of these formal applications. This course is open to students in grades nine through twelve.

Prerequisite: permission of the instructor

Packer Jazz Band
Arts 658 Year Credit: .5
Steeped in jazz and pop styles, this ensemble group performs at least six times yearly: four times each year in formal concert setting, and twice in designated chapel performances. The Jazz Band meets regularly each week, and additionally as warranted by the needs of each concert. Each student is responsible for preparation of music and any related activity. We make it a point to study style as it relates to performance pieces, especially those works found in any reputable list of Jazz standards. This often means working within a framework of historical perspective. We engage in listening, review the lives of jazz greats in their time, and explore features that distinguish one era in jazz from another. As the nature of jazz allows for improvisational technique, students in Packer's Jazz Band are encouraged to take an active role in soloing from given chord changes. Students will explore form and music theory, as improvisational work is predicated on knowledge of these formal applications. This is a full year course, as this ensemble will be making a trip to New Orleans, the birthplace of Jazz, during the first week of spring break, 2016. Registration in this class shall serve as acknowledgment. Additionally, with the blessings of the US administration, there may be live
performance outings in NYC to underscore the work we do in class. This course is open to qualified students in grades nine through twelve.

**Prerequisite:** permission of the instructor

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**Music Theory and Composition**

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<tr>
<td>Arts 652</td>
<td>Fall</td>
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<td>Arts 656</td>
<td>Spring</td>
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This course includes music syntax, key signatures, and clefs and will progress to two (or four) part writing, Circle of Fifths and music analysis. There is no prerequisite for this course; however, students must be invested in the mechanics of music, specifically the musical score. This class is for all musical enthusiasts and will include dictation, sight-reading and listening analysis. This semester class will focus on music theory using visual, aural, and kinesthetic tools. Students will improvise and playing music on pitched and unpitched percussion instruments. Therefore, students will apply what they have learned to compose their own music. Hooray!!!!

This course is open to students in grades ten through twelve.

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**Actors’ Studio**

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<td>Art 627</td>
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How do actors make the choices that lead to great performances? In Actors’ Studio, students will develop the actor’s tools of body, mind, and voice, and explore elements of different acting techniques through a weekly practical application of skills (monologues, scenes, and improvisations.) In this course, there is emphasis on interpreting text and analyzing character, and students will be expected to work toward performance of scenes or monologues. The course will include practical experience in movement, basic physical relationships, and ways in which the body can be used to heighten communication. Students will work with a variety of dramatic texts, and will have the opportunity to perform in a mid-year formal scene presentation as well as an end-of-year monologue/scene presentation.

This course is open to students in grades ten through twelve.

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**WILL POWER: Shakespeare Page to Stage: WOMEN UNDER COVER**

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<th>Course</th>
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<tr>
<td>Arts 629</td>
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This course offers in depth work on Shakespeare that will not only support an exploration into the playwright’s literary devices and the structure of his language but also give you a better understanding of the acting skills necessary to accurately portray character. Shakespeare’s characters struggle with the same things we struggle with: money, land, power and relationships. Exploring these struggles; the character’s hopes and fears, their passions and flaws, significantly strengthens one’s ability to understand these plays and serve as a foundation for strong acting choices. Men playing women playing men – ah, the possibilities! Viola in *Twelfth Night*, Rosalind in *As You Like it* and Portia in *The Merchant of Venice* all adopt disguises to pass themselves off as men. This act of rebellion, or preservation, frees them from the constraints of their traditional role in society and gives them the freedom to act without the sexism of their day. Love, gender,
sexual identity and homoeroticism, lies, deceit and justice - and that’s before we explore the power of Shylock.

- **Twelfth Night** (1599-1600)
  A skillful use of mistaken identity

- **As You Like It** (1599-1600)
  One of Shakespeare’s greatest comedies and his most inspiring heroine

- **The Merchant of Venice** (1596-1597)
  The quality of mercy and the character of Shylock

**WILL POWER: Shakespeare Page to Stage: THE ART OF BETRAYAL AND THE CRAFT OF POWER**

**Arts 630**  
**Spring**  
**Credit: .5**

This course offers in-depth work on Shakespeare that will not only support an exploration into the playwright’s literary devices and the structure of his language, but also give a better understanding of the acting skills necessary to accurately portray character. Shakespeare’s characters struggle with the same things we struggle with: money, land, power and relationships. Exploring these struggles; the character’s hopes and fears, their passions and flaws, significantly strengthens one’s ability to understand these plays and serve as a foundation for strong acting choices. While groundlings liked a good comedy, they consistently packed the playhouses to see the newest foray into treachery and murder. Shakespeare creates worlds where thoughtful, caring men commit horrific crimes in the name of patriotism and honor. These masterpieces of betrayal and power also demonstrate how power corrupts in Richard III, isolation of race felt by the Moor in Othello, and manipulation at it’s best, eliminating a potential tyrant, in Julius Caesar.

With a female perspective that is almost silent, two assassinations and a suicide . . . it doesn’t get more dramatic than this.

- **Othello** (1604-1605)
  The Moor falls prey to the devious schemes of his false friend

- **Julius Caesar** (1599-1600)
  A sharp study of political life in ancient Rome

- **Richard III** (1595-1596)
  Evil personified

**Photography: Method and Concept**

**Arts 622**  
**Year**  
**Credit: 1**

In this era of smart phones almost everyone takes photographs, hundreds of them. What qualities make a photograph “good”, one that stands out from the crowd of snapshots? This course is designed to develop in students an awareness of effective composition, an understanding of the important role that light plays in taking pictures, and a capacity to look at the ordinary in totally new ways.

Students will be taking pictures with both film and digital cameras and working in the darkroom to learn the traditional methods of making photographic prints. Students will learn to articulate their understandings about photography through speaking and writing about the work of other
photographers as well as through discussions of their own work. The sequence of photographic assignments covers a wide range of subject matter including portraits, still life, and the city, as well as important aspects of picture-taking such as light, vantage point and composition. It is helpful but not essential to have a digital camera. The school provides film cameras for use in class. Students purchase film and photographic paper for darkroom work.

This course is open to students in grades ten through twelve.

**Prerequisite:** Arts 610 or permission of instructor.

**Digital Video: I**

**Arts 612**  
**Fall**  
**Credit: .5**

Video storytelling is at the heart of this course designed to expose students to current and historic approaches to art making through an array of new media. A variety of projects are planned to enhance student understanding of video production and the synthesis of media that is at the core of the storytelling that shapes our world. The class will work with visiting filmmakers and artists through class visits and field trips. You can explore this course of study over three semesters beginning anywhere in the sequence. Each semester will have elements of team brainstorming, screenwriting, and storyboarding.

This course is open to students in grades ten through twelve.

**Prerequisite:** Arts 610 or permission of the instructor

**Digital Video: II-VI**

**Arts 615**  
**Spring**  
**Credit: 1**

Multi-level Digital Video is planned to enhance and build upon what was learned in the prior level of Digital Video. Video storytelling remains at the heart of this course. While we delve deep into what it takes to make a short film. Students develop their own voice as filmmakers as they strive to create an original short movie for submission to the Packer Film Festival. Each semester will have elements of team brainstorming, screenwriting, and storyboarding. You can explore this course of study over three semesters entering anywhere in the sequence.

This course is open to students in grades ten through twelve.

**Prerequisite:** Arts 610 or permission of the instructor

**Video Journalism**

**Arts 633/English 166**  
**Year**  
**Credit: 1**

This course is for budding videographers, journalists, and documentarians. Video Journalism students will learn the fundamentals of broadcast journalism and video production to create video broadcast reports on current issues of interest and concern to the Packer community.

In collaboration, students will research and explore, plan, and create a quarterly video program comprised of segments about a specific topic. Theme-based units could include: environmentalism and sustainability, relationships and sexuality, gentrification and urban development, political activism and leadership, and discrimination. These “news programs” will be broadcast to the Packer community.

This course is open to students in grades ten through twelve.

**Prerequisites:** Arts 610 or permission of the instructor
Studio Art I
Arts 631 Fall Credit: .5
This course is designed to immerse students in a broad range of visual arts experiences in drawing and printmaking. Through the use of a wide variety of techniques, materials, and visual concepts, students explore realism, abstraction, and self-expression. The drawing sequence includes figure drawing, observation drawing, imagination and conceptual drawing. Through the use of both traditional and new drawing mediums, such as pencil, pastel, charcoal, ink, watercolor, collage, mixed media, and computer. Printmaking techniques include etching, dry point, Solar plate and block printing with the outcome of a small edition of prints in one of the mediums. By the end of the course, students are evaluated on their own independent project based portfolio. Weekly homework projects and several independent museum visits are required.
This course is open to students in grades ten through twelve.
Prerequisite: Arts 610 or permission of the instructor

Studio Art II
Arts 632 Spring Credit: .5
This course is designed to explore a wide range of visual arts experience through painting. The projects explore observational, abstract and non-representation approaches. Painting mediums include tempera, acrylic, oil and mixed media outcomes. By the end of the course, students are encouraged to develop their own project based series of paintings. Weekly homework projects and several independent museum visits are required.
This course is open to students in grades ten through twelve.
Prerequisite: Arts 610 or permission of the instructor

Sculpture
Arts 687 Fall Credit: .5
Sculpture is the art of creating in three dimensions. This course will include work with traditional sculpture materials such as clay, wood, plaster, found objects, wax, stone, paper and cardboard as well as with less traditional materials such as light, water, ice, and mirrors.
Students will learn how to model with clay from direct observation, how to carve form, how to build and construct three-dimensional structures with wood. They will learn concepts about the use of empty space in relation to solid form and about the use of movement in sculpture. They will experiment with site-specific installations and other temporary sculptural forms. There will be periodic sculpture assignments given as homework and one museum report.
This course is open to students in grades ten through twelve.
Prerequisite: Arts 610 or permission of the instructor

Advanced Topics Studio Arts: Level 1 (junior year) and Level 2 (senior year)
Arts 681 Year Credit: 1
Advanced Topics in Studio Art provides the committed art student an opportunity to explore and refine personal areas of interest and concentrate on honing skills through the portfolio process. With an emphasis on painting, printmaking, mixed media and drawing, this advanced course
provides students with both independent explorations as well as skill oriented group work that encourages them to discover, develop and push their creativity. The portfolio places a strong focus on the development of one’s personal voice and encourages creative thinking, and problem solving. Students are expected to use New York City galleries and museums to inspire their own art and through their portfolios, reflect upon themselves and make connections with larger audiences.

**Prerequisite:** Completion of a year of intermediate art or equivalent, as well as approval by the Department Head and consistent demonstration of attributes of students successful in Accelerated Course Criteria.

**Advanced Topics Photography**

Level 1 (junior year) and Level 2 (senior year)

**Arts 682 Year Credit: 1**

The Advanced Topics Photography course provides an in-depth experience to students who wish to pursue photography with dedication and concentrated focus. The end goal is a portfolio, which represents a student’s best efforts from both creative and technical standpoints. The final portfolio will demonstrate both a broad understanding of photographic concepts and will, most importantly, include a thorough photographic exploration of a self-selected theme. More demanding than first year photography, this course requires students to demonstrate a high level of engagement in both class-work and homework. Students are encouraged to push the limits of their creativity and conceptual understanding, through both their creative efforts and their written and verbal efforts to “read” and analyze photographs. A central feature of the class will be visits from professional photographers who will offer consultation and feedback to students during the course of the year as well as evaluate portfolios at the end of the year.

**Prerequisite:** Completion of a year of intermediate art and/or photography courses with a minimum grade of B+, a portfolio of 5 photographs or other artwork to be presented to and discussed with the instructor, and consistent demonstration of attributes of students successful in Accelerated Course Criteria.

**Life’s Big Questions: On Origin, Identity, and Purpose**

**Arts 684 Spring Credit: .5**

This interdisciplinary course is designed to engage students in an in-depth personal and philosophical exploration of origin, identity, and purpose.

*Where did we come from? Who are we? Where are we going?* These three essential questions will be approached through a variety of perspectives using a combination of readings, discussions, guest speakers, videos, field trips, and student-driven projects.

A distinctive feature of the course will be the regular inclusion of guest speakers who will give short TED talk-like presentations on one of the three main questions. Students will create a project that will be presented towards the end of the course in a public forum and there will be periodic written papers based on readings and personal reflection.

This course is open to seniors only.
Physical Education and Athletics

Physical Education Department Head: Pippa Mayell
Athletic Director: Darrin Fallick

The Physical Education program in the Upper School seeks to develop each student’s appreciation of and commitment to lifelong personal health and fitness through participation in individual and team sports. The physical education program recognizes the wide range of abilities and interests of its students and seeks to offer choice and flexibility in order to encourage maximum participation and enjoyment. To achieve these aims, Packer offers instruction in the following activities: volleyball, soccer, basketball, softball, floor hockey, fitness and weight training, climbing wall activities, yoga, and Tae Kwon Do.

Requirements:
Physical Education is required each year and meets twice a week for the entire year. Students must pass eight semesters of physical education in the Upper School to graduate.

All students are required to register for a full year of physical education during the registration process the previous school year; students can fulfill this full-year requirement through the variety of options listed below.

Any student who is registered for and participating in a physical education class and who obtains a place on a team will be allowed to complete an add/drop form during a determined period of time at the beginning of each season.

Physical Education

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<th>Class meetings</th>
<th>Credit</th>
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<tr>
<td>PE 711/712</td>
<td>Semester</td>
<td>2</td>
<td>.5</td>
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<tr>
<td>PE 713/714</td>
<td>Semester</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>PE 718/717</td>
<td>Semester</td>
<td>2</td>
<td>.5</td>
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Students participate in a variety of sports and activities, including some or all of the following: soccer, floor hockey, ultimate Frisbee, basketball, volleyball, adventure activities and cooperative games, and fitness and weight training. The class aims to encourage maximum participation and to develop an appreciation and understanding of personal fitness and the importance of developing lifelong habits of physical activity.

Yoga I - Beginner

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<th>Class meetings</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 713/714</td>
<td>Semester</td>
<td>2</td>
<td>.5</td>
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</tbody>
</table>

Yoga I is open to all Upper School students. No prior yoga experience is necessary. Yoga postures are introduced, practiced, and combined with relaxation and breathing exercises, meditation, and philosophy.

Yoga II - Intermediate/Advanced

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Class meetings</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 718/717</td>
<td>Semester</td>
<td>2</td>
<td>.5</td>
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</table>

Yoga II is appropriate for those students who have developed their Yoga practice at Packer for a year or more, or who come to Packer with significant prior experience.

Tae Kwon Do

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Class meetings</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 736/737</td>
<td>Semester</td>
<td>2</td>
<td>.5</td>
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</tbody>
</table>

The aim of Tae Kwon Do is to develop mind, body, and spirit through martial arts training. As well as gaining experience and understanding of personal safety and self-defense through this course, students are given the opportunity to understand the cultural context of this discipline.
and other martial arts. The learning process involves the introduction of basic Korean vocabulary relevant to training techniques. As students improve as martial artists, they will progress through the standard ranking system. Students are expected to practice techniques taught in class on their own time between training sessions. Assessment is based on attendance, focus, and adherence to the underlying tenets of Tae Kwon Do: respect, humility, modesty, self-control, integrity, and indomitable spirit. The class meets twice a week for the full year.

**Personal Fitness Boot Camp.**

**PE 761 Fall Semester**  
Class meetings: 2  
Credit: .5

Students will participate in a structured fitness program that will focus on all aspects of fitness, including: stability, agility, flexibility, strengthening, cardiovascular work, and injury prevention. Students will learn how to create their own workout programs that will challenge their fitness in multiple ways. They will also incorporate mobility, stability, and agility exercises that will help develop the body in a balanced manner, providing protection from injury. The entire kinetic chain will be addressed. Cutting edge developments and techniques within the sports medicine industry, such as movement preparation/dynamic warm-up, myofascial release and the functional movement screen (FMS) will be used to help students develop and understand optimal fitness.

**AED/CPR/First Aid**

**PE 762 Spring Semester**  
Class Meeting: 2  
Credit: .5

Students will receive a two-year certification by the American Heart Association (AHA) in cardiopulmonary resuscitation (CPR), automatic external defibrillation (AED) and first aid for the adult, child, and infant. Students will learn the processes involved with anatomy and physiology during health related emergencies, and how to provide the most efficient immediate care. These health emergencies include allergies, asthma, diabetes, skin and wound care, spinal injuries, head injuries/concussions, sprains, strains, fractures, and internal injuries.

**Physical Education Independent Study 2.0**

**PE 696/697 Semester**  
Class meetings: 2  
Credit: .5

Physical Education Independent Study may be completed outside of school, if a student is already training and competing, 3-4 times a week, in a sport not offered by Packer, (e.g. Fencing or Ice Skating.) Students must provide contact details for their coach and club, a practice/game schedule, and keep a detailed workout journal.

**In addition, three Dance classes are available to be taken for Physical Education credit for students in grades 10-12.**

**Intermediate Dance**

**PE 725 /Arts 625 Year**  
Class meetings: 3  
Credit: 1

The focus of this class is to prepare students in the art of choreography, providing them with the tools needed to succeed at the advanced level. Principles of composition, choreography, and development of technique and performance skills are covered throughout the year. During the first semester, students learn and rehearse a new dance routine to perform in the dance concert; in the spring, an intensive choreography workshop allows each student to create and direct a dance for his or her own ensemble of dancers. Papers are not assigned in this class, but discussions on dance criticism and a reflective essay on a dance experience outside of Packer are included.

**Prerequisite:** Arts 610 or permission of the instructor. This course is open to students in grades ten through twelve and fulfills either arts or physical education requirements.
Choreography  
Arts 635/PE735  
Class meetings: 5  
Credit: 1  
Year  
This course offers an opportunity to further the study of dance composition, choreography, improvisation, performance skills, and creative process. A major focus of the first semester is the required participation as a choreographer in the dance concert, which requires time outside of class. While choreography is the most obvious element of this task, students also learn about costume design, lighting, leadership, and concert production. Second semester will provide the opportunity to deepen skills through advanced composition assignments that could include showcases of student work for the Upper School and the community outside of Packer. Attendance at one performance of a professional dance company and two individual conferences with the teacher are also required.  
**Prerequisite:** Arts 625 (Intermediate Dance). This course is open to students in grades eleven and twelve and fulfills either arts or physical education requirements.

Dance Technique  
Arts 645-I,II / PE 745-I, II  
Class meetings: 2  
Credit: .05  
Fall/Spring  
Through the study of modern dance technique, this course encourages having fun and taking risks through full-bodied movement. Dancers develop strength, stamina, stability, and fluidity through phrase-work that includes balancing on one leg, moving into and out of the floor, and jumping. Classes include a fusion of ballet, jazz, hip hop, and yoga with the flowing freedom of modern dance. Each class begins with floor work and body conditioning and end with longer dance phrases that integrate skills into a full experience of dancing. Dance Tech can be taken by semester or as a full year of study (recommended). This course is open to students in grades ten through twelve.

Athletics  
**Students can choose from a variety of team sports for interscholastic competition:**  

**Fall:**  
Boys Varsity Soccer  
Boys JV Soccer  
Girls Varsity Soccer  
Girls Varsity Volleyball  
Girls JV Volleyball  
Boys Varsity Cross-Country  
Girls Varsity Cross-Country

**Winter:**  
Boys Varsity Basketball  
Boys JV Basketball  
Girls Varsity Basketball  
Girls JV Basketball  
Boys Varsity Squash  
Girls Varsity Squash  
Girls Varsity Swim  
Boys Varsity Swim  
Boys Indoor Track  
Girls Indoor Track
Spring:
Boys Varsity Baseball
Boys JV Baseball
Boys Varsity Volleyball
Girls Varsity Softball
Boys Varsity Track
Girls Varsity Track
Boys Varsity Tennis
Girls Varsity Tennis

Participation on one sports team may be used to satisfy one semester of physical education credit each year. Participation on two or more teams may be used to satisfy an entire year of physical education credit.

The following table shows during which quarters and/or semesters the credit will count.

Both tennis and squash are dependent upon court availability; similarly swim may depend upon pool access. Please confirm that they are going to take place at end of the first quarter with the athletic director.

<table>
<thead>
<tr>
<th>Sport</th>
<th>1st Q</th>
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<th>3rd Q</th>
<th>4th Q</th>
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<tr>
<td>Soccer</td>
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<td>X-Country</td>
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<td>Squash</td>
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<td>Baseball</td>
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<td>Softball</td>
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<tr>
<td>Tennis</td>
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<tr>
<td>Ultimate Frisbee</td>
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</table>

Students may also fulfill their Physical Education credit by working as a manager for an athletic team.

Expectations for Managers of Athletic Teams

Managers will be expected to fulfill the following in order to receive Physical Education credit for one semester:

1. Complete one training session organized by the Athletic Director.
2. Complete one session in the Fitness Center per week - recorded, signed by a supervisor, and handed in to the team coach. (This requirement may be fulfilled by participation in a team practice, if deemed appropriate by your coach.)

3. Attend all games during the season to fulfill duties appropriate to the team sport. Duties may include assisting with equipment, set up, score keeping, record keeping, running the clock, calling lines, writing up game and practice schedules, etc.

4. Managers are exempt from PE class for the duration of the season. They must return to PE (Fall sports) or begin a PE class (Spring sports) when they are not in season. Basketball managers are exempt for the semester, due to the length of the season.

5. Managing an Athletic team may only be used for one semester of PE credit per year.

NOTE
1. Students who are registered for a physical education class that takes place in the fall and who decide to participate in a winter team sport must remain in their assigned class until they have made the team.
2. Students who, in the course of the school year, play one sport only in winter, must take PE 1st and 4th quarter, and will be exempt from PE, 2nd and 3rd quarter, during their season.
3. First time spring sport participants, if they are not coming off a winter season, must be in a second semester physical education class until they are assured of making the team.
4. If the number of students trying out for a team is more than the team can carry, cuts may be made. If this is the case, all students in jeopardy of not making a team must be enrolled and participating in a physical education class until they have made the team.

Health

Department Head: Karen Brandt

The purpose of Upper School health education is to review and build upon the foundational concepts of Lower and Middle School Health: self esteem, interdependence, awareness of and respect for diversity, decision-making skills, and community membership. A one-quarter course in ninth grade, a year-long course in tenth grade and a one-quarter course in the 12th grade concentrate on life skills topics, which empower students to consider themselves as responsible, contributing members of their various communities, while providing opportunities for explorations of personal decision-making and social identifiers.

The Upper School health courses are designed to inspire students to take responsibility for their choices, understand their consequences, and be able to appreciate their value as learning experiences.

Health (9th grade)
Health 751 Fall (First Quarter) Class
Health 9, focuses on the transition from middle to upper school. The program covers: stress reduction, effective communication, and risk reduction strategies.
Health (10th grade)

Health 752 Year Credit: .5
This year-long course focuses on drugs/alcohol, mental health, the politics of food/nutrition and human sexuality. Through interactive class discussion, critical film viewing, and guided exploration of Internet sources, students in this class will expand upon their knowledge of these topics and consider practical applications to their own lives as upper school members. Students are expected to use their own opinions and life experiences as food for thought and as catalysts for expanding each other’s knowledge. Assessment, projects, and assignments will include written quizzes, personal narrative, and oral presentation.

Health (12th grade)

Health 753 Spring (Third Quarter)
The purpose of this class is to help prepare seniors for the transition from high school to college. Topics include separation from family, home, friends and high school; Sexually transmitted infections; contraception; date rape; drugs and alcohol; mental and physical health.

Peer Support Team Training

Health 754 Year Credit: .5
The purpose of this course is to train team members in preparation for becoming partner leaders of small groups of ninth grade students. Through an extensive, yearlong process, students in this course will learn to be role models, mentors, and group leaders of younger peers. The course covers the following topics and skills: listening techniques, non-judgmental dialoguing and communication, confidentiality, establishing and implementing group community norms, understanding group dynamics, group facilitation, risk taking, the art of open mindedness and inquiry, creating new group exercises, practicing all the skills learned, and serving the community.

Prerequisite: Acceptance into the team after a four-week selection process completed during the previous spring semester.

Peer and Leadership Support

Health 760 Year Credit: .5
The purpose of this course is to provide Upper School students with the tools to facilitate peer sessions for seventh grade students. PALS leaders are trained to mentor and support seventh graders through instructive group activities and discussions. During the fall training retreat, the students develop active-listening techniques, learn about strategies to help establish and implement group guidelines, gain tactics for effective conflict resolution, and create activities to promote team unity and build trust in a group.

Throughout the year, peer leaders hone their group facilitation and mentoring skills in their bimonthly sessions with their seventh graders.

Prerequisite: Acceptance into the team after a four-week selection process completed during the previous spring semester.