

# Packer Collegiate Institute

## Upper School Curriculum Guide

2009-2010



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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 personal 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 quarter of computer literacy through the computer science department, one quarter of information literacy, and a one quarter health seminar prior to beginning Packer's peer support program.

The sophomore year looks at 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 choose to pursue an elective course in the tenth grade as well. Some students elect to enroll in a second world language, journalism, a computer science course, or a visual, dance or theater arts course to round out their second year of Upper School.

Students in their junior and senior years have increased flexibility in their academic schedules. Advanced Placement (AP) courses and upper level electives from each of the academic departments enable students to pursue particular strengths and talents. English course: *The Individual in Society*, biology and modern world history are required of all eleventh graders. Independent study, senior thesis, School Year Abroad, Maine Coast Semester, Rocky Mountain Institute, and cultural exchange programs are just a few of the special opportunities available for eleventh and twelfth grade students.

### **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-half (.5) credit computer science (beginning with the Class of 2013)

One credit of health (completed in the 10<sup>th</sup> grade; 9<sup>th</sup> grade (1<sup>st</sup> quarter) and 12<sup>th</sup> grade (3<sup>rd</sup> quarter) each have a required health seminar; see Health Department, page 39 for further information.

\*Information literacy (one quarter)

\*Computer literacy (one quarter)

Forty-five hours of school and community service

\*Although required for graduation this course is not offered for credit and is graded on a pass/fail basis.

### Advanced Placement and Accelerated Courses

Advanced Placement (AP) and accelerated courses enable students to pursue particular strengths and talents to the highest level of achievement. They are valuable to students because these courses represent to college admissions offices a clear indication that a student is taking the most challenging offerings at Packer. However, to do well in such a course, a student must possess not only the requisite content skills, but also the traits that characterize a commitment to serious study. **Students who do well in AP and accelerated courses are self motivated, responsible, intellectually curious, independent thinkers who actively seek and respond maturely to constructive evaluation of their work.** They also routinely demonstrate the following attributes, appropriate for their age:

- Solid understanding of concepts and facility with the skills from pre-requisite courses and material
- Ability to grasp complex and abstract ideas easily
- Strong analytic skills as demonstrated through class discussion, written work, and problem solving
- Clear, effective oral and written communication skills
- Well-developed student skills including: organization, effective note-taking, thorough and timely homework completion, and time management

**In addition to a student's grade record this criteria is use by teachers and department heads to make enrollment decisions for all AP and accelerated courses.**

Packer offers classes that prepare students for the following Advanced Placement examinations: American History; Art: Studio General; Art History; Biology; Calculus AB; Calculus BC; Chemistry; Computer Science AB; English Literature; French Language; European History; American Government/Politics; Latin: Vergil; Physics B; Spanish Language; Statistics.

### Independent Study Program

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

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. 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.

Students who participate in the Independent Study program are responsible for writing a narrative comment at comment time (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 then assess 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 skills of 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 question based on their personal academic interests and area(s) of specialization.

### Program Requirements

Senior Thesis Program participants will construct a research design that:

- accesses both faculty and community resources;
- works with printed material, multimedia resources, and Internet/on-line databases;

Additionally, program members

- deliver a 30-45 minute presentation of findings that includes both a written and visual depiction of the research findings.

Senior thesis presentations will take place during the 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 will be exhibited during the last two weeks of the semester. Senior thesis applications are due on December 1<sup>st</sup> of a student's senior year and require the approval of the class dean and program coordinator. Senior thesis presentations are evaluated on a high pass, pass, 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.

### **Maine Coast Semester**

Each semester, two juniors may enroll in this rich academic program that explores the relationship between humankind and the natural world. At the 400-acre peninsula campus of the Chewonki Foundation, a not-for-profit educational institution in Wiscasset, Maine, approximately thirty eleventh grade students complete one semester of junior year coursework while pursuing environmental studies and working on the Foundation's organic farm. For more information, visit [www.chewonki.org/mcs](http://www.chewonki.org/mcs).

### **Rocky Mountain Semester**

Students in their junior year may enroll in this unique semester program that is offered by the High Mountain Institute. Students engage in a rich academic program that takes place in both classrooms and the southern Rocky wilderness. In addition to traditional courses like United States history, calculus and world language, students also pursue environmental studies and engage in wilderness experiences such as fly-fishing, wilderness camping and mountain climbing. Students submit applications to the program during their sophomore year. For more information, visit [www.hminet.org](http://www.hminet.org).

### **Course Descriptions**

The course descriptions that follow represent a complete listing of courses offered in the upcoming school year (2009-2010). Some elective courses are given every other year to ensure the widest array of choices is available to Packer students. All classes meet four days per week unless otherwise indicated in the course description.

**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.



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 AP Computer Science (optional). No prior programming knowledge is required. This course is open to students in grades ten through twelve.

### **AP Computer Science**

**Computer Science 850 Year**

**Class meetings: 4**

**Credit: 1**

This one-year course prepares students to take the Advanced Placement Computer Science exam. Students will further their knowledge of both computer science and the Java language through the study of advanced topics such as algorithm efficiency, recursion, object-oriented software design, and dynamic data structures. Working with the AP Computer Science case study and with their own complex programming projects, students will also improve their ability to design, code, test, debug, and modify sophisticated programs.

Prerequisite: Grade of B or above in Fundamentals of Computer Science or approval of the instructor.

### **English**

Department Head: Megan Corse

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. In reading works from a variety of genres and a range of time periods, students hone their critical reading, thinking, and writing skills in preparation for the demands beyond high school. At each level, the processes of academic endeavor are emphasized; students write and revise often, and close readings of texts reinforce interpretive skills useful in all disciplines.

Packer requires that students take English during each of their four years in high school. Ninth, tenth, and eleventh graders take year-long courses focusing on age-appropriate literature and skills. Twelfth graders enroll in two semester-long English electives. Semester-long journalism classes are open to tenth and eleventh grade students in addition to their required year-long English course. **Eleventh graders interested in taking one of the Advanced Placement English exams may take a supplemental course to become familiar with the demands of the test and to study intensively literature not included in the required eleventh grade course.** Eleventh graders may also enroll in a senior English elective if space is available and their schedule permits. At all grade levels, students study vocabulary and the conventions of correct writing in the context of their own reading and writing. The department expects that students will leave Packer with the writing and thinking skills necessary for their continued success and with a love for literature and for reading.

The English department is committed to introducing students to a range of literature, and includes work by authors both within and beyond the traditional literary canon, emphasizing national, ethnic, racial, cultural, and religious diversity.

### **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 mock trials and dramatic scene work, students grow as critical readers. Students also develop techniques of self-expression

in their writing, composing personal and analytic essays and imaginative pieces (short fiction, poetry and dramatic scenes). Through peer-conferencing and other revision techniques, students learn that good writing involves rewriting.

Texts may include: *Antigone*, Sophocles; *Things Fall Apart*, Chinua Achebe; *Macbeth*, Shakespeare; 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 works by Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Emily Dickinson, Kate Chopin, John Steinbeck, F. Scott Fitzgerald, Anzia Yezierska, and Arthur Miller.

### **Grade Eleven**

#### **The Individual in Society                      English 130                      Year                      Credit: 1**

In this course, students examine the individual's relationship to and function in society. Each quarter, students will explore a different subtopic of the individual and society through reading and discussion, personal and analytic writing, and individual or group projects. Students will read works from several genres including novels, short stories, poetry, personal essays, and nonfiction. Art and film may also be used as supplementary texts. Significant attention is given to analytic writing, with emphasis on thesis development, revision of first drafts and integration of feedback from peer and teacher review. Students will also compose several personal essays and complete an independent reading project.

Texts may include works by Maxine Hong Kingston, Franz Kafka, William Shakespeare, Toni Morrison, Joseph Conrad, James Baldwin, Jamaica Kincaid, and Flannery O'Connor.

#### **AP English                      English 160                      Class meetings: 1 Year                      Credit: 1**

This course meets once a week to prepare students for the AP English exams. Students will practice the close reading and test-taking skills necessary for success on the exam, write essays on a variety of topics, and review the literary terms and techniques on which the exams focus. Upon successful completion of the course and sitting for the AP exam, students will receive an AP designation on their transcripts for English 130. This course is open only to juniors.

**Prerequisites: Students who wish to be considered for the AP English course must have maintained an A- average in tenth grade English and must have submitted a sample analytic essay to the AP English instructor by Friday, February 13, 2009.**

Placement decisions will be made and announced by the English department head in consultation with 10th grade English teachers and the AP 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 not covered elsewhere in the English curriculum. The rigor of these courses encourages students to be more engaged in critical reading, to take greater intellectual risks, and to exhibit greater 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.

## Fall Semester

### **Classical Journeys in Literature English 163 Fall Credit: .5**

Seductive women who lure men to their watery deaths; lascivious clergy who have their bottoms scorched when they woo the wrong woman; 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 through 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.

### **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).

### **The Hero in Literature and Film English 154 Fall Credit: .5**

This course will focus on the hero archetype in epic literature, comic books, and on the screen. We will examine the similarities between heroic figures of all times and places, the differences between male and female heroes, and the differences between upper class and working class heroes. Further, we will study the role of heroes in society and in our lives, the consequences of abandoning them, and the potential benefits in resurrecting them.

Texts may include *The Hero with a Thousand Faces* by Joseph Campbell; *Beowulf*; *Idylls of the King*; *Harry Potter*; Greek, Roman, Norse, and African myths; and *Batman: Year One*. Films may include *The Seven Samurai*; *Star Wars*; classic westerns; and the television series *Buffy the Vampire Slayer*.

### **Nonfiction Writing English 153 Fall Credit: .5**

Think *The New Yorker*. *Sports Illustrated*. Movie reviews, restaurant reviews. Editorials and op-eds. Non-fiction gets a bad rap—it's not as “creative” as fiction--but a powerful and inventive piece of non-fiction can leave a reader as satisfied as a well-crafted poem or novel. In this course we will read examples of successful non-fiction and examine the craft of non-fiction writing. Students will write in a variety of genres, experimenting with a variety of styles, and you will write as professional writers write: getting feedback from peers, revising often, considering your audience. Seniors in the course may use one assignment to work on a college application essay. Your options will be limited only by your imagination...

### **Creative Writing: Short Fiction English 146 Fall 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, writing on specific themes, etc. As the course is grounded in a workshop setting, with two 10 page stories and a revision due as the major grade, students will evaluate their own work as well as the works of other writers, including their peers. *Creative Writing: Short Fiction* strives above all to create a comfortable and productive atmosphere rooted in creativity, constructive criticism, and intellectual daring. This course is also offered in Spring 2010; students may register for only one semester.

## Spring Semester

### 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) and 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*.

### Writing about Film

**English 159**

**Spring**

**Credit:**

**.5**

What does it mean to "read" a film? What is the language of film? How do literary elements such as metaphor, symbolism, and characterization operate in the medium of film? In this course, students will learn about film elements and techniques as they hone their visual skills and learn to "read" a film; they will demonstrate their interpretive and analytical ability as they write a variety of papers throughout the semester. Emphasis will be on class discussion and on writing cogently about both content and technique; students will also keep a daily film journal. In this course, we will view films rated R.

### 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, writing on specific themes, etc. As the course is grounded in a workshop setting, with two 10 page stories and a revision due as the major grade, students will evaluate their own work as well as the works of other writers, including their peers. *Creative Writing: Short Fiction* strives above all to create a comfortable and productive atmosphere rooted in creativity, constructive criticism, and intellectual daring. This course is also offered in the Fall; students may register for only one semester.

### Playwriting

**English 165**

**Spring**

**Credit: .5**

A play is more than a piece of literature; it is literature crafted both to be read and to be performed. A play involves, even implicates, its audience in a kind of literary voyeurism that a novel cannot. In this study of playwriting, students will explore not only the essential skills of character, plot, and dialogue development but also the art of moving and provoking an audience. This class is for students who are serious about honing their skills as writers—for those who want to examine and capture the behavior, foibles, and psychology that make

characters come to life on stage. We will follow a workshop format in which students share their work through every step of the writing process—from monologue and scene exercises to our final project, for which each student will write a one-act play to be read aloud in class.

## **Journalism**

### **Introduction to Newspaper Journalism English 162/161 Fall/Spring Credit: .5**

In this course, students learn the skills involved in the craft of newspaper journalism, including how to interview and report, how to structure various types of articles, and how to write headlines. Topics include newsworthiness; fairness, accuracy and balance; ethics; beat reporting; clarity and conciseness; color and detail; and more. Students will also put their skills and knowledge into practice by writing for The Prism, the Upper School's monthly newspaper.

### **Advanced Journalism English 167 Fall/Spring Credit: .5**

The students in this course are the editors and senior staff members of the Upper School's monthly newspaper, The Prism. They will work on all aspects of the newspaper, from story planning to reporting and from editing to design; they will be responsible for creating The Prism's content, format and style, and for meeting journalistic standards and ethical principles. Students are also expected to be regular consumers of news and to use first-rate high school, college and professional newspapers as models for their own work. Students will also study topics including ethics, student press rights and freedoms, and the evolving state of the news media.

## **World Languages**

Department Head: Yongling Lu (serving as the World Languages coordinator)

The faculty of the world language department is committed to a curriculum through which students develop the skills necessary for comprehension and effective communication in Latin, French, Mandarin Chinese and Spanish. Upon entering the Upper School, students new to Packer will take a placement examination to determine their level, while returning students will be placed according to their teachers' recommendations and grades. While students may opt to choose a new language, they are strongly encouraged to continue the study of their initial language. Each successive level is a progression aimed at building upon the skills of the previous year. For this reason, there are established prerequisites for each course beyond the introductory level. 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 at each level of the program. Packer requires three years of foreign language study in the Upper School. Students must also successfully complete level III in French, Spanish, Mandarin Chinese or Latin to fulfill the graduation requirements. Due to the full range of courses we offer at the advanced level, Packer students may enroll in as many language courses as their schedules permit. Courses without sufficient enrollment will not run. Any student intending to take a second language must receive approval from the department head and his/her academic advisor.

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

**World language waiver:** A foreign language waiver sets aside the school's foreign language graduation requirement. This waiver may be requested at the beginning of any school year in which said student is enrolled in the Upper School or by special permission from the Upper School administration.

**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, tests and quizzes.

Included within this option are accommodations appropriate to the development of both oral and written work. Due to the idiosyncratic nature of foreign language syntax and orthography, spelling accommodations will 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 foreign 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 foreign language department, the appropriate grade level 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                      Spanish 217                      Year                      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.

Texts include: *Aventuras*, textbook, Vista Higher Learning

**Spanish II                      Spanish 227                      Year                      Credit: 1**

Spanish II students will continue to consolidate the skills learned in Spanish I. They will be exposed to new and more advanced grammar topics while continuing to develop their communicative abilities. Students will be introduced to authentic literary texts that will serve as a basis for vocabulary acquisition, brief writing assignments, and in-class discussion.

Text include: *Aventuras*, textbook, Vista Higher Learning

**Prerequisite:** Spanish 217 (Spanish I) with a grade of C+ or above

**\*NOTE:** Students who do not satisfy the prerequisite must repeat Spanish I or complete a summer remediation program. Students who elect to pursue summer work must retake and pass the Spanish I final exam with a grade of B- or above before the start of the fall semester in order to move to the next level.

**Spanish I-II                      Spanish 228                      Year                      Credit: 1**

This intensive basic Spanish class combines the content and goals of both Spanish I and II. It is an accelerated course designed for students of solid linguistic ability and dedication who already have a background in the study of another Romance language. Only students who have successfully completed advanced levels of study in Latin or French and who have a

strong interest and commitment to studying Spanish should consider this course.

Texts include: *Aventuras*, text and workbook, Vista Higher Learning

**Prerequisites:** Grade of B+ or above in French or Latin and permission of the department head.

**Spanish III Spanish 238 Year Credit: 1**

Spanish III students will progress from an intermediate to an advanced level in Spanish. Advanced grammar topics will include the subjunctive and conditional moods. Our textbook, which includes authentic materials, will expose students to an array of important Hispanic authors and cultural figures. Written and oral summaries of these works, together with discussion in the classroom, will provide a meaningful context for the student's progress in the areas of grammar and vocabulary.

Texts include: *Enfoques*, text and workbook, Vista Higher Learning

**Prerequisite:** Spanish 227 or a grade of C+ or above or Spanish 228 with a B or above

**Spanish IV-A: Advanced Spanish Grammar, Composition and Style**

**Spanish 247 Year Credit: 1**

This advanced course will work toward mastery of the grammar learned in Spanish I, II, and III. Students will be introduced to the skills and standards of the SAT II/Spanish and the Advanced Placement Spanish Language examinations. This course will focus on advanced vocabulary acquisition, speaking, reading comprehension, and listening. Students will be introduced to basic literary themes and movements in Hispanic literature. Students enrolled in this course will be prepared to sit for the SAT II/Spanish test in June.

Texts include: *Abriendo Paso Lectura* and *Gramática*, Prentice Hall

**Prerequisites:** Grade of A- or above in Spanish 238 and/or permission of the department head.

**The following courses are offered in alternating years and satisfy the requirements for Spanish 248 and 258.**

**Spanish IV/V: Spanish Language Literature and Culture: The Iberian Peninsula**

**Spanish 248/258 Year-Offered 2008-09 Credit: 1**

This intermediate-advanced culture and conversation class provides students with a variety of opportunities to learn about the Spanish-speaking world. Students will study history, political trends, artistic movements and literature from Spain. The course will begin with a survey of the medieval and the Golden Age periods. The focus of the spring semester will be on modern and contemporary Spain. Authors may include but are not limited to Cervantes, Lorca, Hernández, and Machado. Students will continue to work on the four language skills: reading, writing, listening, and speaking.

**Spanish IV/V: South American Language, Literature and Culture**

**Spanish 248/258 Year-Offered 2009-10 Credit: 1**

This intermediate-advanced culture and conversation class provides students with a variety of opportunities to learn about the Spanish-speaking world. Students will study history, cultural trends, and literature. In the fall semester, our study will focus on Central America and the Caribbean. During the spring semester, students will study South America. In all aspects of this course, students will continue to work on the four language skills: listening, speaking, reading, and writing.

**Prerequisite:** Grade of C+ in Spanish 238 or permission of the department head

## **Advanced Placement Spanish Language**

### **Spanish 257**

**Year**

**Credit: 1**

This advanced Upper School course combines an exploration of twentieth century literature with an intensive grammar review. Contemporary writings, newspapers, magazine articles and audio files are used to engage discussion and improve oral proficiency, an essential part of the Advanced Placement exam. Essays and oral presentations are directed toward increased accuracy and fluency. Each student in this course is expected to take the AP exam in May.

Texts include: *Preparing for the AP Spanish Exam* and *Abriendo Paso Lectura*, Prentice Hall, and *Spanish for Oral and Written Review*, Holt, Rinehart and Winston

**Prerequisites:** Grade of B+ or above in Spanish 247 and/or permission of the department head.

## **Spanish-Language Cinema**

### **Spanish 278**

**Year**

**Credit: 1**

In this post-Advanced Placement course, students will explore Spanish and Latin American film and attempt to understand and appreciate the socio-political contexts of these cinematic masterpieces. Films from the Spanish-speaking world will be used as springboards for conversation, reading, writing, and advanced language study. Supplementary, authentic readings will aid students in grasping a variety of themes, genres, and cultural experiences encapsulated in the films while presenting natural language in context. Class discussion, essays, and oral presentations will be geared to improving proficiency in speaking and writing.

**Prerequisite:** Grade of B or above in Spanish 257 or an A- or above in Spanish 258

## **French Program**

### **French I**

### **French 217**

**Year**

**Credit: 1**

This Upper School course is an introduction to the French 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.

Texts include: *Discovering French*, McDougal Littell

### **French II**

### **French 227**

**Year**

**Credit: 1**

French II students will continue to consolidate the skills learned in French I. They will be exposed to new and more advanced grammar topics while continuing to develop their communicative abilities. Students will be introduced to authentic literary texts that will serve as a basis for vocabulary acquisition, brief writing assignments, and in-class discussion.

Text include: *Discovering French*, McDougal Little

**Prerequisite:** French 217 (French I) with a grade of C+ or above

**\*NOTE:** Students who do not satisfy the prerequisite must repeat French I or complete a summer remediation program. Students who elect to pursue summer work must retake and pass the French I final exam with a grade of B- or above before the start of the fall semester in order to move to the next level.

### **French I-II**

### **French 228**

**Year**

**Credit: 1**

This intensive basic French class combines the content and goals of both French I and II. It is an accelerated course designed for students of solid linguistic ability and dedication who already have a background in the study of another Romance language. Only students who have successfully completed advanced levels of study in Latin or French and who have a strong interest and commitment to studying French should consider this course.

Texts include: *French In Action, Capretz*

**Prerequisites:** Grade of B+ or above in French or Latin and permission of the department head.

**French III French 238 Year Credit: 1**

French III students will progress from an intermediate to an advanced level in French. Advanced grammar topics will include the subjunctive and conditional moods. Our textbook, which includes authentic materials, will expose students to an array of important Hispanic authors and cultural figures. Written and oral summaries of these works, together with discussion in the classroom, will provide a meaningful context for the student's progress in the areas of grammar and vocabulary.

Texts include: *Allez-Viens, Level 3, Holt Reinhart*

**Prerequisite:** French 227 or a grade of C+ or above or French 228 with a B or above

**French IV-A: Advanced French Grammar, Composition and Style**

**French 247 Year Credit: 1**

This advanced course will work toward mastery of the grammar learned in French I, II, and III. Students will be introduced to the skills and standards of the SAT II/French and the Advanced Placement French Language examinations. This course will focus on advanced vocabulary acquisition, speaking, reading comprehension, and listening. Students will be introduced to basic literary themes and movements in Hispanic literature. Students enrolled in this course will be prepared to sit for the SAT II/French test in June.

Texts include: *Interaction, Prentice Hall*

**Prerequisites:** Grade of A- or above in French 238 and/or permission of the department head.

**The following courses are offered in alternating years and satisfy the requirements for French 248 and 258.**

**French IV/V: French Language, Literature and Culture:**

**The Expatriate Experience: NYC as seen through the eyes of the French and Paris as seen through the eyes of the American expatriates:**

**French 248/258 Year-Offered 2008-09 Credit: 1**

Just like Paris, New York is a city full of clichés. Both are fantastic cities (literally and in a literary way), half-way between fact and fiction. Whereas Paris has served as a backdrop for many novels (as the American expatriates), NYC is a "movie" city, meaning as a backdrop for film.

Through literary excerpts, we will study the dynamism and the plethora of images created by NYC. Based on the revolutions, cataclysms, and changes of the 20th century, we will see that even if all these writings were written under different circumstances and under different states of minds, all share the technique of clichés that their authors taint, deconstruct or

transform- authors on both sides of the Atlantic reshaped and transformed these clichés in their work. We will see that NYC is de-realized: it is no longer a geographic place but as a literary “topos”, as a place where to write .... Just like Paris. We will let the American expatriates give us a tour of Paris.

This course will focus on oral communication and will review some grammatical aspects of the French language.

### **Advanced Placement French Language**

#### **French 257**

**Year**

**Credit:**

This advanced Upper School course combines an exploration of twentieth century literature with an intensive grammar review. Contemporary writings, newspapers, magazine articles and audio files are used to engage discussion and improve oral proficiency, an essential part of the Advanced Placement exam. Essays and oral presentations are directed toward increased accuracy and fluency. Each student in this course is expected to take the AP exam in May.

Texts include: *Une Fois Pour Toutes*

**Prerequisites:** Grade of B+ or above in French 247 and/or permission of the department head.

### **Latin Program**

#### **Latin I**

**Latin 215**

**Year**

**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 well as in analogous English sentences. 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 so that students may gain an understanding and appreciation for the impact of the ancient world upon our own heritage.

Texts include: *Ecce Romani - Book 1*, by Lawall, et al.

#### **Latin II**

**Latin 225**

**Year**

**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 continuous 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.

Texts include: *Ecce Romani -Book 2*, by Lawall, et al.

**Prerequisite:** Latin 215 with a grade of C- or above

**\*NOTE:** Students who do not satisfy the prerequisite must repeat Latin I or complete a summer remediation program. Students who elect to pursue summer work must retake and pass the Latin I final exam with a grade of B- or above before the start of the fall semester in order to move to the next level.

**Latin I-II Latin 218 Year Credit: 1**

This intensive-basic Latin class combines the content and goals of both Latin I and II. It is an accelerated course designed for students of solid linguistic ability and dedication who already have a solid background in the study of another Romance language. Students who have successfully completed advanced levels of study in Spanish or French and have a strong interest and commitment to studying Latin should consider this course.

Texts include: *Wheelock's Latin*, Fifth Edition; *Latin Stories* by A. Groton and J. May

**Prerequisites:** A grade of B+ or above in French or Spanish and permission of the department head

**Latin III Latin 235 Year 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.

Texts include: *Wheelock's Latin*, Fifth Edition; *Latin Stories* by A. Groton and J. May

**Prerequisite:** Latin 225 with a grade of C- or above

**Latin IV Latin 265 Year Credit: 1**

This advanced Upper School course combines a thorough review of grammar and vocabulary with a survey of Latin prose, poetry, and culture. Students develop comprehension skills as they acquire increased facility and accuracy in translating a wide range of authors. Historical and cultural topics will serve to augment the readings and to illuminate aspects of the ancient world. Students enrolled in this course would be ready, should they so choose, to sit for the SAT II/Latin Test at the end of the school year. The students will also be introduced to Roman poetry and meter both in order to read them for the possibility of taking the SAT II/Latin Test as well as to prepare them for the poetry of Vergil, whose epic, the *Aeneid*, is treated at the AP level.

Texts (and handouts) include: Petronius, *Cena Trimalchionis*; Pliny, *Epistulae*; Phaedrus, *Fabulae*; Ovid, *Metamorphoses*; Vergil, *Georgics*

**Prerequisite:** A grade of B- in Latin 235 or permission of the department head

**Advanced Placement Latin: Vergil Latin 245 Year Credit: 1**

This advanced Upper School course prepares students for the Advanced Placement exam in Latin: Vergil through an in-depth study of his epic poem *The Aeneid*. The skills and topics developed during the course include accurate translation and critical interpretation; scansion; figures of speech; imagery; the structure and themes of the epic; and aspects of Roman history and culture. Each student in this course is expected to take the AP exam in May.

Texts include: *Vergil's Aeneid*, C. Pharr, editor; *The Aeneid of Vergil*, translated by Allen Mandelbaum

**Prerequisites:** A grade of B+ or above in Latin IV and permission of the department head

**Honors Latin Latin 266 Year Credit: 1**

This advanced level reading/special topic course is open Latin students who have either already taken AP Vergil or have completed Latin IV and wish for more reading practice prior to going on to the AP level. Students in this course will have the opportunity to sample an array of ancient authors and various genres of literature in both prose and poetry. The course will focus upon a special topic, this year upon the theme of mythology. Besides exploring how myths come about in ancient and primitive cultures and the purposes they serve, students will focus upon such topics as the creation myths of the Greeks and Romans and the anthropomorphic nature of their respective pantheon of gods and goddesses, ancient religious practices, mystery cults and initiatory rites, and the oracles of Delphi and Cumae. Students will also compare the Greek and Roman mythological systems to those of other ancient and modern cultures. A number of mythological stories, legends and fables will be read in Latin, with a concentration upon the famous mythical cycles and characters that have continued to reverberate through the centuries in the literature, art and even the psychology of later cultures.

**Texts** (and handouts) will include:

In English:

Hesiod, *Theogony*; Homer, *Iliad*; *The Homeric Hymns*; G.S. Kirk, *Myth: Its Meaning and Functions in Ancient and Other Cultures*; Mark Morford and Robert Lenardon, *Classical Mythology*; Aeschylus, *The Oresteia*

In Latin:

Ovid, *Metamorphoses*; Livy, *The Early History of Rome*; Phaedrus, *Fabulae*; Seneca, *Thyestes*

**Prerequisite:** A grade of B- in Latin 265 or permission of the department head

### Chinese Program

**Chinese I**                      **Chinese 200**                      **Year**                      **Credit: 1**

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 Mandarin Chinese language. Students learn to use the phonetic system of Pinyin and to recognize and reproduce one hundred 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. Through a series of culture-based activities, students not only learn about Chinese culture, but also develop a basic awareness of cultural commonality and diversity.

Texts include: *Integrated Chinese: Level 1, Part 1*, Cheng & Tsui Company

**Chinese II**                      **Chinese 202**                      **Year**                      **Credit: 1**

This low-intermediate Upper School course is a continuation of all basic skills introduced and 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 daily 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. Through a series of culture-based activities, students will explore current social and economic change in China.

Texts include: *Integrated Chinese: Level 1, Part 1-2*, Cheng & Tsui Company

**Prerequisite:** Chinese I with a grade of C or above or permission of the department head

**Chinese III**                      **Chinese 203**                      **Year**                      **Credit: 1**

This high-intermediate Upper School course is a continuation of all of the skills mastered in the previous Chinese courses. Students will continue to develop the four main skill groups: reading, writing (using simplified characters), speaking, and listening. Students will expand

their ability to carry out conversations in Chinese on a wider range of topics while building their 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 expected to carry out daily conversations with cultural sensitivity, to read short articles adapted from newspapers, magazines, and literary works, and to write simple and short essays.

Texts include *Integrated Chinese: Level 1 Part 2 – Level 2*, Cheng & Tsui Co.

**Prerequisite:** Chinese II with a grade of C or above or permission of the department head

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

This intermediate-advanced Upper School course is a continuation of all four skills mastered in the previous Mandarin Chinese courses. Students will continue to develop the four main language skills: reading, writing (using simplified characters), speaking, and listening. Students will expand their ability to carry out conversations in Mandarin on a wider range of topics as well as 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, to read article from newspapers, magazines and literary works, and to write simple essays.

Texts include *Integrated Chinese: Level 2*, Cheng & Tsui Co.

**Prerequisite:** Chinese 203 with a grade of B- or above or permission of the department head

**Chinese V: language, Literature and Culture**

**Chinese 207    Year    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. Building upon the previous levels of study, the course will focus on advanced vocabulary acquisition, oral production, reading and listening comprehension, and writing skills in addition to introducing basic topics and themes in Chinese history, political trends, artistic movements, and literature. At the completion of this course, students will be expected to carry out oral discussions with linguistic ease and cultural sensitivity, to read newspapers, magazines, and some literary works, and to write essays on social and cultural topics.

**Prerequisites:** Chinese IV with B+ average and/or permission of the department head

**Advanced Placement: Chinese Language and Culture**

**Chinese 209                      Tentatively offered in the 2010-2011 academic year**

This advanced Upper School course combines an exploration of Chinese literature with an intensive grammar review. Contemporary literary writings, newspapers, and magazine articles will be used to perfect reading comprehension skills as well as to engage discussions and improve oral proficiency. Advanced vocabulary and idiomatic expression acquisition will be a major focus of this course. Essays and oral presentations on a variety of topics will lead the students toward increased oral and written accuracy. In addition to improving their reading and writing, the students will spend time perfecting their listening comprehension and advanced speaking skills. All students are expected to sit for the AP Chinese Language exam in May.

**Prerequisites:** Chinese IV with an A average, or Chinese V with a B average, and/or permission of the department head

**Rassias Method®: Student Language Coach**

**French 204    Year    Class meetings: 2    Credit: .5**

## Spanish 206

In this elective, students will learn to perfect a highly structured and rapid-fire method of oral language drilling in French or Spanish, designed to increase speaking confidence and success for beginning foreign language learners. Students will learn the Rassias Method® philosophy and method and the skills necessary to lead and manage successfully small groups of students. In addition to training in the method, class time will be used for delivering language drills to Middle School language students, debriefing coaching sessions, and refining one's technique. By assuming the role of an assistant teacher, students will work to improve their own command of French or Spanish while gaining valuable leadership experience.

Prerequisite: The completion of French 230 or Spanish 238 with at least a B+ and demonstrated exceptional oral proficiency and speaking confidence in French or Spanish; high energy and dramatic style; willingness to be a social and academic role model for younger students; and interest in teaching a language.

This course has a limited enrollment of eight students (four French and four Spanish) and permission to enroll is based upon an application process that includes an audition. Applications are available from the world language department.

## 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. Packer's rich selection of courses exposes students to the forces that have shaped our own 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, which are an essential part of a college preparatory curriculum.

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 American history. Modern world history is the focus in the eleventh grade. In the twelfth grade, students may take Advanced Placement (AP) American Government or a history elective. AP options are also available for qualified students in 10th and 11th grades.

## Humanities: Foundations of World History

### History 311

**Year**

**Credit: 1**

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.

Texts: *The Human Drama Volumes 1 & 2*, Johnson & Johnson

### American History History 320

**Year**

**Credit: 1**

American History is a year-long examination of the major figures, events, themes and cultural movements that have shaped our nation. The course focuses on the American political process; social and economic forces such as immigration; the growth of reform movements; and the evolution of foreign policy. Through the development of skills in primary source analysis, expository writing, historical research, and oral presentations, students learn to grapple with conflicting interpretations of history.

Texts: *Making America: A History of the United States* by Berkin, Miller, Cherny and Gormly

### **Advanced Placement United States History**

#### **History 352**

**Year**

**Credit: 1**

Taking the Advanced Placement examination in American history can be a challenging, interesting experience. The exam measures more than historical knowledge; its questions ask for originality, theory formation, and the integration of new information with old. This course will help students look at American history critically in preparation for the national assessment. The most important part of this preparation will be lively discussion in which different points of view can be shared. It will be crucial for students to learn to help each other understand concepts and causation. Students can expect to practice with multiple-choice questions, document based essays, and standard essays. Each student in this course is expected to take the AP exam in May.

Text: *The American Pageant* by David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey

**Prerequisites:** See requirements for AP history course.

### **Modern World History**

#### **History 340**

**Year**

**Credit: 1**

Modern World History presents a survey of world history from 1700 to the present. After a general overview of the variety of cultures and societies of the 18th century world, the class will concentrate on the development of a global exchange system and its impact on Asia, Europe, Africa, and the Americas. Throughout the year, students will examine political and social revolutions in Europe and the Americas; the impact of European technological change on Asia and Africa; the legacy of imperialism; and world wars, 20th century revolutions, and the problems and possibilities in the post-Cold War world.

Texts: *A History of the Modern World*, by R.R. Palmer and Joel Colton; *Western Civilization: Sources Images and Interpretations* 3rd Edition, by Sherman

### **Advanced Placement European History**

#### **History 382**

**Year**

**Class meetings: 5**

**Credit: 1**

The Advanced Placement course in European history is designed to foster a considerable depth of knowledge about events, people and movements since 1450 and to stress the ability to speak and write persuasively about historical developments. Each student in this course is expected to take the AP exam in May.

Texts: *A History of the Modern World*, by R.R. Palmer and Joel Colton

**Prerequisites:** See requirements for AP history courses (below).

### **Cultural Anthropology**

**History 347**

**Fall**

**Credit: .5**

Anthropology is a discipline that includes a wide range of subject matter – from tribal societies in Africa to “modern” communities in the United States. This course will focus on human beings as social beings; specifically, it will examine the forms of social organization and cultural practice that humans create. While students will be asked to analyze the cultural differences of various societies throughout the world, they also will be asked to

consider thematic similarities among these societies. Since this course will be an introduction to anthropology for many students, it will begin with an investigation of anthropological methodology and a discussion of anthropology's historical roots in colonialism. The remainder of the course will focus on anthropological themes such as ritual, kinship, belief systems, political structures, artistic expression, and gender and social organization.

Texts: *Cultural Anthropology*, by Conrad Phillip Kottak; Supplemental Texts TBD

**Constitutional Law                      History 346                      Fall                      Credit: .5**

Do women have a right to an abortion? Is the death penalty constitutional? 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 history of these debates displays 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.

Texts: Otis Stephens Jr. & John Scheb, *American Constitutional Law Volumes I and II*, 4th Edition

**Modern East Asia                      History 348                      Fall                      Credit: .5**

This course examines the cultural patterns and the key historical developments that have shaped modern East Asia. Special attention is given to China and Japan with secondary attention to Vietnam and Korea. The class aims to help students appreciate the unique character of each of these cultures within the general framework of East Asian civilization. Patterns of indigenous change and responses to Western imperialism are central to appreciating the crucial role the region plays in the world today. Materials used in the course will include translated documents, period fiction, art, memoirs, films, and selected scholarly writings.

Texts: Rhoads Murphey, *East Asia: A New History*, 4<sup>th</sup> Edition

**History of Modern China                      History 349                      Spring                      Credit: .5**

This course traces China's development from the relative peace and prosperity of the late eighteenth century, through the devastating wars and imperialist incursions of the nineteenth century, to the struggle in the twentieth century to create a modern nation-state and regain a position of wealth and power in an often hostile world. The survey ends with the crushing of the pro-democracy movement at Tiananmen in 1989 and its consequences. Chinese materials in translation, including novels, autobiographies, reports, and films, will help students explore how individuals experienced the major political, cultural, social, and economic transformations of the past two centuries.

**Texts:** To be determined

**History of the Modern Middle East                      History 344                      Spring                      Credit: .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. Today its geopolitical realities, strategic resources and its 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. Key topics will include the Ottoman Empire and its collapse, European colonialism, the rise of nationalism and Zionism, and political Islam in relation to

the development of modern nation-states. The course will also explore more current events including the Israeli-Palestinian conflict, the Islamic Revolution in Iran, the Gulf Wars, and the War on Terror.

Texts: TBD

### **Documenting History: Looking at History through Documentary Film**

**History 345**

**Spring**

**Credit: .5**

While conducting research for his film, *The Untold Story of Emmet Till* (2005), Keith Beauchamp unearthed new evidence in the case of the young black man who was brutally murdered in Mississippi in 1955 by two men who confessed to the crime but were never convicted; the new evidence put forth in this film led federal investigators to reopen the *Till* case and to seek justice for Till and his family. As in this instance, documentary films not only are created to tell history, they can also impact history. In this course, we will study the way that history has been represented in documentary films, by viewing works that focus on topics like Sixties Counterculture, social activism, debates surrounding war, and the lives of famous individuals and of those who are often overlooked or easily forgotten by historians. We will view various films and read supplementary sources with an eye towards analyzing the stories, the techniques used by the filmmakers to tell us these stories, and the impact these films have had. Students will have the opportunity to make their own short documentaries on a topic of their choosing.

Films that we will study may include: *The Untold Story of Emmet Till*, *Bitter Cane*, *The Life and Times of Harvey Milk*, *Harlan County U.S.A.*, *Pray the Devil Back to Hell*, and *The Thin Blue Line*.

### **Advanced Placement American Government**

**History 372**

**Year**

**Credit: 1**

This course is designed to prepare students for the Advanced Placement test in American government and is intended to be the equivalent of a first year college level offering. Topics of study include the Constitution; civil liberties; the role of the federal and state governments in policy making; interest groups; and political parties. Students discuss and debate issues. Each student in this course is expected to take the AP exam in May.

Texts: *American Government*, by Sabato & O'Connor and *American Polity*, edited by Serow and Ladd

**Prerequisites:** See requirements for AP history courses (below).

#### **Note: The criteria for admission to all AP history courses include:**

- A grade of A- or above in the preceding history course taken (B+ if it is an AP course)
- Submission of a statement of intent to take the course; this statement must include the student's reasons for wanting to take an advanced course and is due February 13, 2009 to the head of the history department.
- Submission of an essay written in a current history course
- Permission of the department head.
- Students are advised to review the additional information about AP classes found on page 4 of the curriculum guide.

### **Mathematics**

Department Head: Lizabeth Joseph

Although Packer has a sequential, three-year math requirement for graduation, the majority of Upper School students enroll in a math course all four years. 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 analytical skills developed in Middle School math courses so that students can master the

increasingly complex concepts and ideas covered in the Algebra, Geometry, Algebra II, and Pre-calculus courses. To become effective problem solvers, students will have the opportunity to develop the analytical skills necessary to work confidently and independently as they apply mathematics to real world situations. Students are expected to be proficient in use of their graphing calculators.

The mathematics department is committed to utilizing an array of resources, including work with teachers outside of class and peer tutoring, to support student success in mathematics. Students will graduate from Packer with a deep appreciation for mathematics as a science, a language, and a tool that can be used to solve real-life problems. In addition, they will be fully prepared to enroll in math courses offered in any four-year institution of higher learning.

Because of the cumulative nature of Packer's math curriculum, it is important for students to be prepared adequately in algebra in order to be successful in subsequent courses. A student who receives a grade of C- or lower in Algebra 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, TI-83+ or TI-84 graphing calculator is required for all Upper School mathematics courses.

### **Accelerated Mathematics Classes**

Accelerated 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. Students in accelerated classes are also expected to independently tackle challenging problems that extend the lessons. There are some content differences between standard and accelerated classes which are indicated with an asterisk in each accelerated course description below.

Students wishing to move from a standard level class into an accelerated class the following year must earn an A in the standard course, consistently demonstrate the attributes listed in AP and Accelerated Course Criteria (p. 4) demonstrate mastery of pre-requisite content that may not have been covered in the standard section, and obtain permission from the department head.

Students who wish to advance a year in their mathematics studies by attending summer school 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. All students enrolled in a summer course must take Packer's final exam for the corresponding course. Students who earn a grade of 90% or higher on the final exam will earn full credit for the course. Students who earn less than 90% on the final 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 accelerated section but not in the standard section.

#### **Algebra Math 410**

**Year**

**Credit: 1**

This is a foundation course in the principles of algebra. 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, introductory probability and single variable statistical analysis. Students use graphing calculators extensively in this course.

Because algebra is the foundation of all higher level mathematics, Packer requires students to earn a C or higher in this gateway course. A student who receives a grade of C- or lower in Algebra will be required to complete a summer school course to strengthen his or her mastery of the material prior to enrolling in a geometry course. Upon completion of summer work, the student will be required to complete an exam intended to assess his or her achievement.

**Geometry                      Math 422                      Year                      Credit: 1**

This is a standard 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; and areas and volumes of solids. Students will apply many of the skills that they learned in algebra. They will work with geometric proofs and use Geometer's Sketchpad to investigate the material.

**Prerequisites:** Grade of C or higher in Algebra (Math 410).

**Geometry Accelerated      Math 420                      Year                      Credit: 1**

This is a fast-paced advanced geometry course that 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 Geometer's Sketchpad to investigate the material.

**Prerequisites:**

- consistent demonstration of attributes of students successful in AP and Accelerated Course Criteria (p. 4), AND
- permission of the department head, AND
- grade of B- or higher in 8-1 (eighth-grade Algebra)

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

This is a standard Algebra II course that 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, intermediate probability theory 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).

**Algebra II with Trigonometry Accelerated      Math 430                      Year                      Credit: 1**

This is a fast-paced Algebra II and Trigonometry course that 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\*; intermediate probability theory 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 AP and Accelerated Course Criteria (p. 4), AND
- permission of the department head, AND
- grade of B or higher in Geometry A (Math 420) OR grades of A in Geometry (Math 422) and A- or higher in Algebra (Math 410) or eighth grade Algebra.

**Pre-calculus with Trigonometry**

**Math 445**

**Year**

**Credit: 1**

This is a standard pre-calculus course that builds on the skills acquired in Algebra II strengthening and reinforcing students' facility with functions. Students will engage in rigorous study of trigonometry as well as several topics traditionally included in a fourth-year college preparatory math class. 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, conic sections, sequences and series, and an introduction to limits.

**Prerequisites:** Grade of B- or higher in Algebra II (Math 432) and permission of the department head.

**Pre-calculus Accelerated**

**Math 448**

**Year**

**Credit: 1**

This is a fast-paced pre-calculus course that builds on the skills acquired in Algebra II Accelerated, strengthening and reinforcing students' facility with functions. Students will engage in rigorous study of several topics traditionally included in a fourth-year college preparatory math class. Topics include matrices, polynomial functions, rational functions, additional work with exponential, logarithmic and trigonometric functions, polar coordinates and equations\*, conic sections, vectors\*, sequences and series, limits\*, and an introduction to the derivative\*.

**Prerequisites:**

- consistent demonstration of attributes of students successful in AP and Accelerated Course Criteria (p. 4), AND
- permission of the department head, AND
- grade of B or higher in Algebra II Accelerated (Math 430) OR
- grade of A in Algebra II, AND demonstration of mastery with trigonometry (not covered in standard Algebra II course)

**Advanced Placement Statistics Math 442**

**Year**

**Credit: 1**

This course is approximately equivalent in content to one semester of a college statistics but topics are covered more deeply as it is geared towards advanced math students. The purpose of this course is to introduce students to four different concepts in statistics: data exploration and analysis, sampling and experimentation, probability and simulation, and statistical inference. Students will complete several projects throughout the year and are expected to read and write extensively. This course prepares students for the AP Statistics examination.

**Prerequisites:**

- consistent demonstration of attributes of students successful in AP and Accelerated Course Criteria (p. 4), AND
- permission of the department head, AND
- grade of B+ or higher in Algebra II A (Math 430) OR grade of B- or higher in Pre-calculus Accelerated (Math 448) OR grade of B+ or higher in Pre-calculus with Trigonometry (Math 445)

<b>Discrete Math</b>	<b>Math 490</b>	<b>Year</b>	<b>Credit: 1</b>
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This course will cover topics that were introduced in previous math classes, but students will explore them in much greater depth. General problem solving techniques are the basis of this course. Topics include sets, logic, number theory, permutations, combinations, probability, consumer math, three-dimensional geometry and voting and apportionment methods. Lessons are hands-on and project-oriented.

**Prerequisites:** Successful completion of Algebra II (Math 432).

<b>Calculus</b>	<b>Math 480</b>	<b>Year</b>	<b>Credit: 1</b>
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This is a standard calculus course that covers approximately one semester of college-level calculus. Primary topics of study include functions, limits, continuity, derivatives, applications of the derivative, and an introduction to integration. Students spend some time reviewing pre-calculus 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:**

Calculus is considered an advanced course. As such, the following prerequisites apply:

- consistent demonstration of attributes of students successful in AP and Accelerated Course Criteria (p.4), AND
- permission of the department head, AND
- strong algebra skills, AND
- grade of B or higher in Pre-calculus with Trigonometry (Math 445) OR a grade of C or higher in Pre-calculus Accelerated (Math 448).

<b>AP Calculus AB</b>	<b>Math 481</b>	<b>Year</b>	<b>Credit: 1</b>
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This course is approximately equivalent to a rigorous one semester college-level calculus course. Students spend less time reviewing pre-calculus material and study more topics at a greater depth than students in the standard calculus class. Topics include limits, derivatives, applications of the derivative, integrals, applications of the integral and an introduction to differential equations and slope fields. Students prepare for the AP Calculus AB examination in May. Students who score a 4 or 5 on the AP exam are usually awarded one semester of college credit.

**Prerequisites:**

- consistent demonstration of attributes of students successful in AP and Accelerated Course Criteria (p. 4), AND
- permission of the department head, AND
- grade of B or higher in pre-calculus Accelerated (Math 448)

<b>AP Calculus BC</b>	<b>Math 483</b>	<b>Year</b>	<b>Credit: 1</b>
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This course is approximately equivalent to two semesters of college-level calculus. The class moves much more quickly than AP Calculus AB and covers additional topics. Topics include limits, derivatives, applications of the derivative, integrals, applications of the integral, integration by parts, an introduction to differential equations and slope fields, sequences and

series, and Taylor and Maclaurin series and polynomials. Students prepare for the AP Calculus BC examination in May. Students who score a 4 or 5 on the AP exam are usually awarded two semesters of college credit.

**Prerequisites:** Grade of A in pre-calculus Accelerated (Math 448) and permission of the department head.

**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. The course is designed around challenging problem sets and requires strong communication skills.

**Prerequisites:** Score of 4 or 5 on the AP Calculus BC exam or a score of 5 on the AP Calculus AB exam, and permission of the department head.

## Science

Department Head: C. N. 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 nature of science, and to teach students how to apply their knowledge to solve scientific problems. The use of the laboratory is essential to learning science at Packer. Students conduct both hands-on investigations and minds-on inquiry with an emphasis on prediction, 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 an Advanced Placement (AP) science course. Students earning a B+ average or better in AP Chemistry, AP Physics or AP Biology should consider taking the respective SAT II test in June.

**Conceptual Physics                      Science 500                      Year                      Credit: 1**

Why is it a bad idea to wear a black skirt on a hot day? Should I be afraid of falling out of a roller coaster? What does it mean to "blow a fuse"? 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. There will be many forms of assessment in this class, including end of the unit "challenges" that will display the students' overall understanding of the material presented in a creative and unique way. Students will make use of computers for both 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: Hewitt *Conceptual Physics, 2006, 10<sup>th</sup> edition*

**Co-requisite:** Students should be enrolled in Algebra I with an introduction to trigonometry.

**Computational 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. Computational Physics will cover the topics of mechanics, waves, electricity and magnetism. The emphasis will be on examining how mathematical equations can describe the world around us. These topics will be explored through discussion, problem solving, and laboratory investigations. Students will make use of computers for both data collection and analysis.

Text: Serway and Faughn *Physics, 2006*

**Prerequisite:** Algebra I with an introduction to trigonometry; students should be enrolled in geometry.

**AP Physics B                      Science 505                      Year                      Class meetings: 7                      Credit: 1**

This course is designed to be the equivalent of a college-level introductory physics course and builds upon the foundations you received in your 9<sup>th</sup> grade physics class. Topics include: motion in one- and two- dimensions, forces, circular motion and rotation, 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 probe ware and self-made measuring devices. Strong emphasis is placed on solving a variety of challenging problems, as well as continuing to develop a deep understanding of physics concepts. After completing this course, students will be required to sit for the Advanced Placement Physics B examination in May.

Text: Giancoli *Physics, 6<sup>th</sup> Edition, 2005*

**Prerequisites:** Conceptual or Computational Physics. This course is open to juniors and seniors with a B+ average in computational physics or an A- average in conceptual physics; completion or concurrent registration in Calculus, or the permission of the department head.

**Chemistry                      Science 510                      Year                      Credit: 1**

This introductory course emphasizes the development of problem-solving skills through a study of matter. All major topics in physical chemistry are introduced in this course, including models of atomic and molecular structure; states of matter; the chemical and physical behavior of elements and compounds; solutions; nuclear chemistry; and equilibrium. Laboratory investigations stress the importance of quantitative analysis and experimental error. Some emphasis is given to relating chemistry to current developments in science and its importance in environmental issues. This course is open to all students, regardless of their math level.

Text: Zumdahl et. al. *World of Chemistry, 2002*

**Prerequisite:** Computational or Conceptual Physics

**Quantitative 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, solution behavior, equilibrium, and

acid-base chemistry. This course is open to students enrolled in Algebra II or IIA with a strong interest and aptitude in math and science.

Text: Zumdahl, *Introduction to Chemistry*, 2008, 6<sup>th</sup> edition

**Prerequisite:** B average in both Computational Physics and 9<sup>th</sup> grade math course or by approval from department head.

### **Go Organic: Topics in Organic Chemistry**

**Science 542**

**Fall**

**Credit: .5**

This one semester course will provide an introduction to organic chemistry and will focus on a series of representative organic molecules that are of current and/or historical interest. Many organic compounds are discussed frequently in the public sphere, but how much does the average person know about their chemical structures, properties and reactivity? What do they look like? What do they do? How do we decide if they are "safe?" Students will learn to tackle these questions with informed chemical understanding and will explore the relationship between chemistry and politics/public opinion.

Text: Hart, *Organic Chemistry—a short course*, 2007, 12<sup>th</sup> edition

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

### **Forensic Chemistry**

**Science 544**

**Spring**

**Credit: .5**

This one semester course will focus on analytical techniques used by chemists to solve problems in forensic science. In addition to expanding their knowledge of chemical structure and reactivity, students will learn methods for separating and identifying chemical substances in blood, urine, hair and other samples that might be collected at a crime scene, in a drug test, or for some other investigative purpose. The course will also explore the validity of these methods, their level of precision, and the ways in which their results are used in the legal system.

Text: Funkhouser-Deslich, *Forensic Science for High School*, 2006, 1<sup>st</sup> edition

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

### **Advanced Placement Chemistry**

**Science 580**

**Year**

**Class meetings: 6**

**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? What does the catalytic converter in your car do? 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 AP Chemistry, students are building the academic foundation required to excel in any science field. 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 or explain chemical phenomenon.

Text: Zumdahl & Zumdahl, *Chemistry*, 6<sup>th</sup> Edition, 2003.

**Prerequisite:** Students enrolled in AP Chemistry must have successfully completed either Quantitative Chemistry with at least a B+ average or Chemistry with an A- average. Students must also either be currently enrolled or have completed Algebra II while maintaining a B average in their math courses.

**Biology****Science 520****Year****Credit: 1**

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 research on the internet. Realizing that science can never be separated from the culture and society from which it comes from, we will explore selected bioethical issues throughout the year.

Text: Campbell et. al. *Biology: Concepts and Connections*, 5<sup>th</sup> edition, 2006.

**Prerequisite:** courses in physics and chemistry

**Advanced Placement Biology****Science 582****Year****Class meetings: 7****Credit: 1**

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. After completing this course, students will be prepared for the Advanced Placement Biology examination in May.

Text: Neil Campbell and Reese *Biology, 7th Edition, 2005.*

**Prerequisites:** Conceptual or Computational Physics; Chemistry or Quantitative Chemistry; and Biology. This course is open to seniors with a B+ average in science or the permission of the department head. Juniors with a solid A average in science may take this course to fulfill the biology requirement for graduation.

**Anatomy and Physiology****Science 553****Fall****Credit: .5**

Do you yearn to learn how the body works? Ever wonder what that bone in your ankle was that you broke playing basketball? 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 meant? 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 will not be 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:

Kapit & Elson *The Anatomy Coloring Book*, 2002, 3<sup>rd</sup> edition

Kapit et. al. *The Physiology Coloring Book*, 2000, 2<sup>nd</sup> edition

**Prerequisite** or concurrent enrollment in Biology or AP Biology

**Bioethics****Science 539****Spring****Credit: .5**

For better *and* worse, a new age is upon us, an age with remarkable advances in science and technology that forces us to reconsider long-held values, practices, and even the meaning of life itself; additionally, these values and practices vary in different centuries and different cultures. We are confronted daily with moral prescriptions about how people should behave responsibly toward the natural world, including other humans. No matter how delicately we tread upon the earth, our actions have consequences for others. In today's global society, these consequences are more apparent to us than ever before. In Bioethics, students will explore such issues as pharmaceutical advertising and HMO influence on the use of prescription drugs, human rights concerning control of our bodies and the embryos that can be created from our reproductive cells, and the ethics and economics of organ donation. As the class will pursue these topics, students will develop a better understanding of the reality that you do not get to choose between right and wrong, good and evil, but between competing goods and evils – and no matter how you choose, there is some loss.

Text: Helga Kuhse and Peter Singer (Eds.) Bioethics: An Anthology (Blackwell Philosophy Anthologies), 2<sup>nd</sup> Edition, 2006

Prerequisite: Biology

**Psychology****Science 540****Fall & Spring****Credit: .5**

Students in this psychology class are going to read, write, and discuss in an attempt to understand the human nervous system and consciousness as an extension of the evolutionary process. In parallel, we are going to examine human nervous system development from conception to death. Groundbreaking studies and readings from selected texts will help us think deeply about questions such as: How does experience shape the structure and function of one's brain? What is love and why does it exist? What is the nature of consciousness and does free will exist? How has modern science come to support ancient practices like meditation and "mindfulness"? Students will leave the class with a better understanding of how their brain evolved and therefore how best to use it.

Text: The Compassionate Brain by Gerald Uther

A General Theory of Love by Thomas Lewis, Fari Amini, and Richard Lannon

**Pre-Requisite:** Completion or concurrent enrollment in biology

**Introduction to Science Research****Science 506****Year****Class meetings: 2****Credit: 1**

Open to students entering the 10<sup>th</sup> grade, Introduction to Science Research will provide a rich experience in the physical sciences, leading to an authentic research experience working in a laboratory with a scientist in the summer between the junior and senior years. In order to prepare students for this summer experience, the 10<sup>th</sup> 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 evening and week-end science lectures and engage in extended lab experiences which will incorporate statistical analysis techniques, graphing and error analysis skills. Students will gain experience presenting their laboratory analysis at a presentation and poster session in the spring.

Text: Sharon Sorenson, Introduction to Research. NY: Amsco School Publications, 1996

**Pre-Requisite:** Grades of A- or above in Conceptual or Computational Physics, Algebra, and Geometry. This course is open to students entering 10<sup>th</sup> grade.

**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, Brass Choir tour, Upper School Chorus European tour, 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. FreshArts is taught by members of the visual and performing arts faculty. 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 Fundamentals** involves structured work in composition, improvisation and technique. Its primary focus is on expanding students' use of space and their movement vocabulary. Extensive use of William Forsythe's *Improvisational Technologies* (a video/CD-Rom textbook with over 80 filmed examples) is the basis of much of the work done in class. This video textbook gives students a working vocabulary from which dance can be analyzed. A final choreographic project is performed at the end of each quarter.

**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 ongoing critical dialogue will be at the center of the production process.

**Music** offers students a hands-on experience with learning and improvising a variety 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, and group performance exercises that are designed to free emotional spontaneity and to encourage creativity, the ensemble explores various aspects of the craft. Students are assigned contemporary monologues and/or scenes and have the opportunity to explore text and develop confidence in their performance skills.

**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 rudimentary computer graphics. The course emphasizes creating artwork in the studio, accompanied by discussions of aesthetic ideas that emerge from the assignments.

### **Intermediate Dance**

**Arts 625/PE 725    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, performance, technique, dance history and theory are covered throughout the year. During the first semester, students learn and rehearse a new dance work 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. Students write one major paper each quarter dealing with dance criticism, theory and dance history.

Prerequisite: Arts 610 or permission of the instructor. This course is open to students in grades ten through twelve and fulfills physical education requirements.

### **Advanced Dance**

**Arts 635/PE735    Year    Class meetings: 3    Credit: 1**

This course offers an opportunity to study advanced and diverse techniques, composition, choreography, improvisation, contact work, and dance criticism. 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 learn about costume design, lighting, leadership, and concert production. Second semester will provide the opportunity for further choreographic development with site-specific creations. In addition, students are required to develop and teach a lesson plan to the rest of the class. Throughout the year there are four major papers (on criticism and theory), an ongoing journal, 15 hours of service work in dance, and individual conferences with the teacher.

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

**The Packer Chorus    Arts 651    Year    Class meetings: 3    Credit: 1**

The Packer Chorus has received high praise for its performances abroad as well as home. The chorus presents two major school concerts each year and performs at numerous school functions, such as special chapels and celebrations. In addition, the chorus participates in outside events that include choral festivals, trips and exchanges with other local schools or abroad schools. Within the rehearsal, singers focus on breathing and vocal technique through a rigorous approach to practicing repertoire. Students also will learn basic score and music reading skills to incorporate through the repertoire. They acquire their aural musical skills, and explore their imagination through movements and imagery exercises. Focus in class is on the development of a strong and beautiful voice that blends seamlessly into the ensemble. This course is open to students in grades nine through twelve.

**The Packer Orchestra    Arts 653    Year    Class meetings: 3    Credit 1**

With a focus on instrumental technique and ensemble playing, we will learn a variety of repertoire selected from the rich tradition of over three centuries of art music. We will have three weekly rehearsals, one of which is used as a sectional practice, divided into upper and lower strings, to work out fingers, bowings, and other technical issues. We will continue to learn how to watch and interpret visual cues given by the conductor (as an extension of the skills developed in MS orchestra). The main emphasis will be team spirit and working as an ensemble. Select students will be given the opportunity to play chamber music, and both the orchestra and the chamber ensembles will perform several times throughout the year. This class is open to eligible instrumentalists in grades nine through twelve.

### **The Packer Wind Symphony**

**Arts 655    Year    Class meetings: 3    Credit: 1**

The Wind Symphony meets three times weekly, and each enrolled 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 Class meetings: 2 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 are 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 Class meetings: 2 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 two times per week and additionally as warranted for each concert. 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 are 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

**Music Theory Arts 650 Year Credit: 1**

This course includes music syntax, key signatures, and clefs and will progress quickly to two (or four) part vocal writing, basic counterpoint 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 is a quickly paced class for all musical enthusiasts and will include dictation, sight-reading and formal listening analysis.

**Actor's Studio Art 627-I/II Year Credit: 1**

This acting course is designed to immerse students in the acting experience. Using a variety of texts, but with a focus on classical material, students develop their skills using an array of acting techniques. There is an 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. Stage combat work is introduced, and may include units in unarmed combat, quarterstaff, or broadsword. This course is open to students in grades ten through twelve.

**Prerequisite:** Students who have already taken Level I may enroll in Level II.

**Actor's Ensemble Arts 614 Year Class meetings: 2 Credit: .5**

Actor's Ensemble is an exciting option for theatre students. The focus is completely on the technique of the actor. The Ensemble is designed to continue the FreshArts introduction to the study of acting: theater games, exercises, sensory response, imagination, improvisation, and characterization work with a focus on ensemble work. Study will also





**AP Art History is open to seniors only. Students who register for this course must have previously demonstrated an expressed interest or experience in the arts.**

Text: *Art History*, by Marilyn Stokstad; *Writing About Art*, by H.M. Sayre; *Primary Sources in Art History*

**Physical Education and Athletics**

Physical Education Department Head: Pippa Mayell

Athletic Director: Rich Domanico

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 some 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, yoga, and Tae Kwon Do.

In addition, students can choose from a variety of team sports for interscholastic competition:

**Fall:**

- Boy’s varsity soccer
- Boy’s JV soccer
- Girl’s varsity soccer
- Girl’s varsity volleyball
- Girl’s JV volleyball
- Boy’s cross-country
- Girl’s cross-country

**Winter:**

- Boy’s varsity basketball
- Boy’s JV basketball
- Girl’s varsity basketball
- Girl’s JV basketball
- Squash – co-ed
- Indoor Track – co-ed

**Spring:**

- Boy’s varsity baseball
- Boy’s JV baseball
- Boy’s Varsity volleyball
- Girl’s varsity softball
- Girl’s JV softball
- Boy’s track
- Girl’s track
- 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 which quarters and/or semesters toward which each sports team counts.

Both tennis and squash are dependent upon court availability. Please confirm that they are going to take place at end of the first quarter with the athletic director.

	1 <sup>st</sup> Q	2 <sup>nd</sup> Q	S1	3 <sup>rd</sup> Q	4 <sup>th</sup> Q	S2
<b>Soccer</b>	X	X	X			
<b>G VB</b>	X	X	X			
<b>X-Country</b>	X	X	X			
<b>Basketball</b>				X	X	X
<b>Squash</b>				X	X	X

<b>Baseball</b>				<b>X</b>	<b>X</b>	<b>X</b>
<b>Softball</b>				<b>X</b>	<b>X</b>	<b>X</b>
<b>B VB</b>				<b>X</b>	<b>X</b>	<b>X</b>
<b>Track</b>				<b>X</b>	<b>X</b>	<b>X</b>
<b>Tennis</b>				<b>X</b>	<b>X</b>	<b>X</b>

### Requirements:

Physical education is required each year and meets two times per 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 above. If a student is uncertain whether or not he/she wants to play on a team, the student must register for a physical education class.

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

NOTE: Students who are registered for a physical education class that takes place in the fall and who decide to participate in a team sport that satisfies the third/fourth quarters and second semester credit must remain in their assigned class until the end of the first semester.

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.

### Physical Education

**PE 711/712 Semester**      **Class meetings: 2 Credit: .5**

### Yoga

**PE 713/714**      **Semester**      **Class meetings: 2 Credit: .5**

Yoga literally means union. It is a divine discipline that gives a seeker the power to turn his/her attention within. Yoga reunites all polarities and recreates a state of oneness, and it is both the process of reconciling these apparent opposites and the final state of union--it is both the means and the goal. Yoga is the scientific art of remembering our true nature. Yoga is a fifty-minute class opens to all Upper School students. No prior yoga experience is necessary. It is an elective that can be taken to fulfill the physical education requirement. Yoga postures are introduced, practiced, and combined with relaxation and breathing exercises, meditation, and philosophy.

### Tae Kwon Do

**PE 736**      **Semester**      **Class meetings: 2 Credit: .5**

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 rank 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.

**NOTE: See the Arts Department section of this guide for a listing of dance classes that can be taken for physical education credit.**

## **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 12<sup>th</sup> 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 (9<sup>th</sup> grade)**

#### **Health 751**

**Fall (One Quarter)**

**Class Meetings: 1**

The design of this introductory health class is to help the freshman have a smoother transition from middle school into the upper school. The class will emphasize relevant issues such as decision making, drugs/alcohol and social/mental health. Additionally, this class will offer an introduction to sources of support for the freshmen. Guest speakers may include the learning specialist, school psychologist and peer supporters.

### **Health (10<sup>th</sup> grade)**

#### **Health 752**

**Year**

**Class Meetings: 2**

**Credits: 1**

This year long course focuses on drugs/alcohol, mental health, 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 high 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 creative writing, and oral presentation.

### **Health (12<sup>th</sup> grade)**

#### **Health 753**

**Spring (Third Quarter) Class meetings: 1**

The purpose of this class is to help prepare seniors for the transition from high school to college. Topics will include separation from family, home, friends and high school; Sexually transmitted infections; contraception; date rape; drugs and alcohol; mental and physical health. Guest speakers may include college mental health professionals, alumni, staff from college health services, and drug education specialists.

### **Peer Support Team Training**

#### **Health 754**

**Year**

**Class meetings: 3**

**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. Class members sign a behavioral contract, and 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**

**Class meetings: 3**

**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 and winter training retreats, 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.

### **Library**

Department Head: Judy Jones

Packer's libraries promote academic excellence and individual success by equipping students with the skills to become independent, life-long learners and readers. In addition to developing a collection of quality print, non-print, and electronic materials that support the academic departments' curricula, we provide a dynamic environment in which students learn the necessary skills to interpret information, understand ideas, think critically and creatively, and develop a love of reading.

### **Information Literacy**

**Library 140**

**Fall (One Quarter)**

**Class meetings: 1**

This required course for all 9<sup>th</sup> graders will introduce students to the research process. It will be organized around important research topics and skills including academic honesty and plagiarism, accessing and evaluating information through databases and Web 2.0 resources, the mechanics of paraphrasing and direct quotation, and proper MLA-style citation. By the end of the course, students will demonstrate their understanding of the research process through the completion of a final research project.

Text: *Packer Upper School Academic Integrity Handbook.*