

LAUREL SCHOOL

Upper School
Course Description Book
2012-2013

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CURRICULAR PHILOSOPHY AT LAUREL

Curriculum at Laurel School promotes learning that is enduring and transferable. Teachers and families work collaboratively to help each student find her own path to knowledge, and for her part the student enters the classroom with an open mind, ready to be a partner in her own learning. We all play a role in finding the best way to reach each student, giving multiple opportunities for our girls to connect with the material and recognize its usefulness. With this as our guide and the phrase “enduring and transferable” as an overarching tenet, other pedagogical pieces follow naturally: skills or content taught without the context of application will not promote endurance, and impermeable disciplinary borders will not encourage transfer. Process and content must have an appropriate curricular balance to make each learning experience as rich as possible.

Laurel’s curricular goal, where content balances process and learning is enduring and transferable, requires many approaches to learning. To meet the needs of Laurel students, three kinds of learning in particular distinguish our curriculum: experiential learning, interdisciplinary learning, and service learning.

- ◆ Experiential learning is study that requires girls to be active rather than passive participants in their education—students learn by doing, helping to construct the architecture of their own understanding. Our Butler Campus affords us the space and the access to the outdoors that enhances a curriculum rich in experiential learning. Problem-based learning, kinesthetic learning, and student-driven presentations and assessments are all examples of experiential learning, which may take up as much time as the 2-week archaeological dig experienced by our 7th grade at Butler or as little time as a current-events assignment in a primary classroom at Lyman.
- ◆ Interdisciplinary learning takes many forms, and at Laurel it happens everywhere. Our girls are doing interdisciplinary learning when Upper School students read a novel in English class discussing the life of a character growing up in Germany during World War II while learning about World War II in history, and also spend time in a math class analyzing data on the WWII-era military population in European countries compared to that of the US. They are doing interdisciplinary learning when the second-graders combine biology, social studies, research, and technology to study honeybee populations and lobby for their protection. These and many other connections to other disciplines help the students understand that the subjects they study do not arise in a vacuum, nor are they naturally discrete entities, but rather fluid

divisions made more fixed to simplify some elements of formal education.

- ◆ Service learning allows opportunities for our students to use both interdisciplinary and experiential methods to further their understanding of the role they play in the world. Community service done as an extracurricular does much to round out the life of a student; how much more power does service have when explored as a way to learn? At Laurel, we know that the more the girls understand about the service they perform, the more invested they are in it; the more they find opportunities to make a difference in the issues that are raised in the classroom, the more passionately they work to deepen their knowledge to better become agents of positive change.

We understand that curriculum permeates everything we do, all the decisions we make in our interactions with our girls. Our students see their lives and their interests reflected in the stories they read, the problems they solve, and the projects they complete. At Laurel, our girls know their own strengths, and they also know how to appreciate the strengths of others. They learn through academics, athletics, and arts; they learn during advisory, during study halls, at their lockers, and in the lunchroom. They learn as they take in the artwork their classmates have produced that dot the walls throughout the school, and as spectators supporting their classmates at sporting events and drama productions. They crave strong communities, opportunities to work collaboratively as well as independently. Girls are compassionate learners who care about their fellow students as deeply as they care about the dilemmas of fictional characters, the struggles of historical figures, and the real-life problems that our global community is currently trying to solve with technology, math, science, politics, and communication. Laurel students blossom in an environment that nurtures girls. Building community, becoming a fierce promoter of social justice, learning both figuratively and literally to speak the languages of others, reading about women in textbooks and fiction, immersing herself in discussions where everyone has a voice, taking responsibility for learning through reflection on process, solving complex math and science problems with an eye to the holistic rather than the compartmentalized, each girl is inspired in her own way to fulfill her promise and to better the world.

IMPORTANT DATES

Deadline for completing all summer work:

Two full weeks before the start of school

Deadline for Independent Study Proposals:

The end of the term preceding the term during which the Independent Study is planned

Last day for dropping and adding discretionary courses:

The fifth (5th) day of the semester

Last day for requesting to take an elective class Pass/Fail:

The end of the third full week of the class

Last day to request auditing a class:

The fifth (5th) day of the class in question

Last day to make any course change for any reason:

The start of the three weeks before semester exams. No course changes will be considered once the course is 75% completed (roughly Thanksgiving for 1st semester courses and Spring Break for year-long and 2nd semester courses.)

Last day to petition for a semester away:

Please know that if you would like to petition for a semester away, we must have your request in writing no later than February 13, 2012, to determine whether or not it would be possible

GRADUATION REQUIREMENTS

Laurel students are generally awarded a diploma after completion of a minimum of 20 credits. Students may never take less than four credits. Only semester courses receive semester credit. A student will not normally receive any credit for a full-year course taken for less than the full year. All diploma candidates must meet the following distribution requirements:

English	I, II, III (<i>or AP English</i>) and IV (<i>or KAP English IV</i>)
Health	Lifeskills 9 and 10
History	3 years (must include World History in Grade 9 and US History in Grade 10)
Mathematics	3 years in the Upper School (through <i>Functions and Statistics</i>)
Physical Education	2 credits (alternate Physical Activity may be substituted)
Science	3 years (must include <i>Biology</i> and <i>Chemistry</i>)
Visual and Performing Arts	2 credits
World Languages	3 years of a single language (through Level 3)

Other Graduation Requirements:

1. Successful completion of 50-hour Community Service Requirement
2. Successful completion of “Principles of Speech” prior to Senior year; or alternate credit earned through participation in the Speech and Debate team. See Mr. Kawolics for details.
3. Successful presentation of Senior Speech before the Upper School
4. Successful completion of any course failures a student may have received

COURSE LOAD

Students customarily take five and a half credits each year. Every student must take English each semester, and no student may take less than three additional credits in any year. Any student interested in participating in Laurel athletics must successfully complete a five-course load in the quarter prior to that activity. Laurel School defines a course load of 3 AP courses as most demanding.

Students who wish to take an academic overload of seven credits *must have the approval of the Directors of the Upper School.*

HONORS, AP AND KAP COURSES

1. The designation “Honors” is given to the more challenging level of a particular course (e.g. French III and Honors French III). Such courses are appropriate for students who are both interested in the subject and willing to undertake additional academic obligations.

2. Classes with the designation “AP” (Advanced Placement) are college-level courses and prepare students to take the College Board’s AP Examinations held each May. Each college or university has its own policies on whether it will grant either advanced standing, actual credit toward graduation or both, depending upon the scores received on the AP exams.

3. Classes with the designation “KAP” are part of the Kenyon Academic Partnership. The classes are taught by Laurel faculty who are associates of Kenyon College. Students who succeed in KAP courses receive Kenyon College credit. These credits are potentially transferable to other colleges and universities. In addition, students in KAP courses are usually prepared to take the College Board’s AP examinations in May (see #2). Kenyon College limits the number of KAP courses for which students can receive credit to 3. Students may enroll in more KAP classes, but must designate the courses for which they will receive transcript credit. Kenyon College must admit all students in KAP courses who intend to receive KAP credit, and applicants are charged an application fee.

GRADING POLICY

Laurel uses a letter grading system. Teachers who grade tests using numerical grades use the following correlation when producing letter grades. It is Laurel School's policy to round up to the next point if a numerical grade is at .5 or above:

A+= 97-100	A= 93-96	A-= 90-92
B+= 87-89	B= 83-86	B-= 80-82
C+= 77-79	C= 73-76	C-= 70-72
D+= 67-69	D= 63-66	D-= 60-62
F= below 60		

GRADE POINT AVERAGE

Laurel does not rank its students, but it does produce grade point averages (GPAs) based on the following values:

A+	4.33	B+	3.33	C+	2.33	D+	1.33
A	4.00	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	D-	.67

In computing a student's GPA, all her grades (except grades of pass/fail) are counted. Honors, Advanced Placement and KAP grades receive an additional .33 of a grade point when calculated. Cumulative GPAs are calculated using the year-end grades and are printed on the end-of-year grade reports for grades 10 through 12.

AP CREDIT POLICY

The Upper School expects that all students will take the AP exam associated with each AP class in which they are enrolled. Should a student decide not to take the exam, she must petition her teacher and the Upper School Directors. If the petition is approved, the student will be required to take an alternate exam that will be calculated into her final grade for the course. The student will receive the AP course designation on her transcript upon successful completion of either the course and the AP exam, or the course and the alternate exam.

COURSE PROGRESSION POLICY

Grades in the D range, while not failures, indicate doubt that a student has achieved sufficient mastery of a subject. Any student whose final grade in a course falls in the D range should consider doing summer work in that course, and teacher comments usually specify the areas of weakness. In World Languages and in Mathematics, any student who receives a C- or below for the year is strongly encouraged to do approved summer study before advancing to the next level. As both Mathematics and the study of languages tend to be exceedingly cumulative in nature, poor performance one year is *very* likely to translate into poor performance the next year unless the student focuses on remedial work over the summer.

PROCEDURES FOR MAKING UP ACADEMIC FAILURES*

When a student fails a course at Laurel, she makes the failure up in one of the ways described below. Students and parents should consult the teacher of the course, the department head or the Directors of the Upper School for advice on which makes the best sense in a given case. *NOTE: All required summer work must be completed a full two weeks before the start of the school year.*

- 1. Earning a grade of C- (70) or better in a summer school course that has received formal departmental approval (in writing and in advance of the course):** Laurel accepts the make-up without a retake of the final examination. The student's transcript shows original failure with a note that course was made up at X School in the summer of Y year. The original GPA stands.
- 2. Via a tutor (or a summer school course which did not receive formal departmental approval in writing and in advance of the course):** In this case, a student who has failed a course at Laurel is permitted **ONE** retake of a final examination of the failed course (this final examination is not the same one the student took at the end of the failed course). If the grade on the retake is C- (70) or better, the student is given credit for the failed course. The transcript shows the original failure with a note that the credit was made up after tutoring and retaking of the final examination with date. The original GPA stands.
- 3. The course is retaken at Laurel the next year.** The transcript shows the original failure and the subsequent course grade. For GPA: the original failure counts, as does the new grade in the subsequent course.

*All failures in courses required for graduation must be made up in order to graduate

COURSE CHANGE PROCESS

During the first five (5) days of each semester, a student may elect to drop or add a course at her discretion by filling out the appropriate form and submitting it to the Upper School Office for approval. Any course changes made during this time period will not appear on a student's permanent record.

After the first five (5) days the semester and until the end of the first quarter, a student wishing to drop a course without having it appear on her permanent record, must first receive authorization from the Directors of the Upper School before presenting the appropriate form to her advisor, parent(s) and affected teachers for their signatures. The Director(s) will grant final approval and theirs will be the last signature on the form. The petition of a Senior to drop a course must also have the signature of the Director of College Guidance. Courses dropped after the end of the first quarter are listed with the designation WP (Withdrew Passing) or WF (Withdrew Failing).

Any course level change must be initiated by the instructor. The completed and signed change form must be received no later than the Thanksgiving Break in order for the course not to appear on the student's permanent record. Any changes made after that time will subsequently result in the student receiving a semester grade and half credit for the original course and a semester grade and half credit for the ensuing course. A student may not petition for a course change in the three weeks before semester exams. No course changes will be considered once the course is 75% completed (roughly Thanksgiving for 1st semester courses and Spring Break for year-long and 2nd semester courses.)

INDEPENDENT STUDY

Independent Study credit is available to students who demonstrate exceptional initiative and interest in a discipline. The purpose of Independent Study is to provide an advanced learning opportunity not otherwise available through the Laurel curriculum. *All Independent Study courses must be approved by the end of the term immediately preceding the term during which they will take place.*

A student who wishes to undertake an Independent Study must first find a Laurel faculty member who is willing to act as the student's sponsor/advisor. The next step is to submit a completed Independent Study Registration Form to the Directors of the Upper School prior to the end of the term preceding that in which the independent study is desired (i.e., independent studies for fall of 2012, must be approved prior to the end of the 2011-2012 school year). Approval depends on the student's course load, her demonstrated capacity for independent work and the quality of the proposal. A student involved in Independent Study must meet at least once a week with her faculty sponsor. All Independent Study projects must be taken on a pass/fail basis.

PASS/FAIL OPTIONS

During the first three weeks of a term, students may choose to take one of their elective courses on a pass/fail basis. Students wishing to take advantage of this option must complete the appropriate forms that are available in the Upper School Office.

AUDITING

A Junior or Senior interested in an elective course but unable to take it for credit because of course load, may request to audit it. Such students submit a written petition to the Directors of the Upper School during the first five days the particular course meets. In consultation with the teacher of the course in question and the department heads, the Directors of the Upper School evaluate petitions to audit courses on the basis of the student's overall academic and co-curricular obligations. The expectations for an auditor are set by the teacher. Students who have been approved to audit a course may not subsequently request that they take the course they are auditing for credit of any kind. *Audited courses do not appear on a student's transcript, but are noted in a student's college recommendation.*

WORKLOAD

In our on-going effort to maintain an ambitious curriculum that is accompanied by a reasonable workload outside of class, the Laurel School Upper School faculty has dedicated itself to upholding the following standards and guidelines:

We believe that reasonable average homework guidelines are:

- 30-45 minutes of homework per class day for **college-preparatory** classes.
- 45-60 minutes per class day for **advanced (Honors, AP, or KAP)** classes.

These ranges are intended to capture the *average* time a student will take; variables like reading speed could certainly cause students to fall outside of this range—though constant and excessive variation from this norm should prompt the student to speak with her teacher about the situation (and then her advisor, if necessary).

ONLINE COURSES

Laurel School is a founding member of the Online School for Girls, and Laurel students are eligible to take OSG online courses at a discounted rate. Go to www.onlineschoolforgirls.org to register. Registration will open for student classes on March 1, 2012, for all consortium schools. Though the courses offered by OSG are separate from Laurel School courses (and billed for separately), all semester or year-long courses taken through OSG count toward a Laurel diploma. For the 2012-2013 school year, Laurel School will cover the cost (subject to successful registration) of AP Psychology and AP Statistics,

which are considered as being part of the department offerings for this year. Registration for these 2 courses is limited to 5 students. Students for these two courses will be registered by the Upper School Office:

AP PSYCHOLOGY (*Offered through Online School for Girls*) (1 credit)

The AP course in Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. In this course, students will be presented with the psychological facts, principles and phenomena contained within the major branches of psychology. A balanced examination of the following content areas: Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders and Social Psychology will provide the student with a thorough understanding of the many subfields contained within psychology and the connections between them. In addition, students will also be exposed to the history, methodology and ethical practices associated with psychological research. Upon completion of this course students will recognize the significance of psychology and its practical applications upon the world around them. *Prerequisite: None*

AP STATISTICS (*Offered through Online School for Girls*) (1 credit)

AP Statistics is intended to help students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Much of this knowledge will come through experiential activities that challenge students to design, administer, and tabulate results from surveys and experiments. The students will often work in small cooperative groups to explore problems and share ideas. Active participation, in the form of individual and group projects, peer review of student work, and discussion board conversations, will play a major role in the students' success in the course. Each student will be expected to learn how to articulate methodology, data description, and conclusions and to provide constructive comments on reports by classmates. Technology will be employed as a tool to help students solve statistical problems. Graphing calculators will be used regularly, along with other statistical software, to enhance the students' ability to visualize data distributions and calculate important numerical results. The students will learn that displaying data and calculating statistics are valuable tools only if the students can effectively and accurately drawn meaningful conclusions about what the data tell us. The class will necessarily be fast paced in an effort to complete the entire curriculum covered on the AP Examination. However, the pace of the course will not undermine the inclusion of important activities that help students understand the value of statistics in their own lives both now and in the future. Assessments will include projects, homework, participation, short quizzes, and major tests that mirror the multiple choice/free response format of the AP Examination. *Prerequisite: Algebra II*

COURSE SELECTION PROCESS

Descriptions found on the following pages represent the anticipated curriculum for the 2012-2013 academic year. Please note that some courses are taught every other year and/or are offered depending on interest. Tentative course selections begin in January when every department produces working lists for all advisors identifying students whose demonstrated interest in certain academic areas indicates they are likely candidates for enrollment in Honors, AP or KAP classes. Each student should then use this booklet in conversations with her parents, teachers and advisor to develop a tentative academic program for the coming year. The tentative academic program will be the focus of late winter conferences among the student, her parents and advisor.

If a student's tentative program must be modified, either because a course she has selected does not run, or because it turns out to be impossible to schedule her for a course she has requested, she is contacted as soon as possible to explore alternatives.

- ◆ Students may choose only one elective or double subject per semester.
- ◆ Most often, only those courses with a minimum of 5 enrolled students will run. Occasionally, when a course is part of a continuing sequence, the decision may be made to offer a course with a smaller enrollment.
- ◆ Please understand that not all courses listed in this book will run. Students will have to make choices dependent upon course selection and availability.
- ◆ Laurel School defines a course load of 3 AP courses as most demanding.
- ◆ There will be times when a course is closed to further enrollment. In general, preference is given to seniors, then juniors, then sophomores, and finally, to 9th graders.

COURSE OFFERINGS

(Listed by Department in Alphabetical Order with Non-Departmental Offerings at the End)

NOTE: Except where indicated, all courses must be taken for the entire year.

ENGLISH

Since English is the foundation course of the liberal arts, Laurel students must successfully complete English each year. Reading and writing constitute the core of the English curriculum, and all students are challenged to master the skills of precise and critical writing as well as those of careful and analytical reading. Topics covered in every English course include literature, critical thinking, composition, grammar, and vocabulary.

ENGLISH I: TAKING A STAND (1 credit)

It is important that students explore the psychological development of people struggling to form a strong and ethical identity. Doing so allows them to discover ways to navigate the world and stand courageously against injustice. The reading list for English I is full of such stories, beginning with those originating in ancient Greece -- *Oedipus Rex*, *Antigone* and *The Odyssey* – before moving to the classic novel *Jane Eyre*. The novel *In the Time of the Butterflies* introduces girls to the real-life sisters who fought against a dictator in the Dominican Republic. The second semester includes instruction in writing a research paper entitled “This I Believe.” In addition to researching print and electronic sources on a topic of conviction, students interview journalists and national experts. Another highlight of the semester is an interdisciplinary unit on the Harlem Renaissance. The year ends with a reading of Shakespeare’s *Twelfth Night*.

ENGLISH II: WHAT DOES IT MEAN TO BE HUMAN? (1 credit)

While students spend the majority of their freshman year studying texts that speak about personal identity, the sophomore curriculum builds on those insights to examine our group identity as human beings. Each quarter of English II uses an interdisciplinary and intertextual approach to explore a sub-topic relating to the question of what it means to be human. We begin with “Human Nature,” thinking about the ways we distinguish ourselves as uniquely human, with a particular focus on the scientific and technological advancements that are changing the way we live and even the bodies we inhabit. Next are “Human Rights” and “Human Responsibilities,” both of which will link to topics of exploitation, propaganda, social justice, and global partnership. Finally, we will examine “Human Community,” with an emphasis on the role the visual and performing arts play in our understanding of ourselves and our bonds with one another. Texts may include *Dr. Jekyll and Mr. Hyde* (Stevenson), *Brave New World* (Huxley), *The Housekeeper and the Professor* (Ogawa), *Things Fall*

Apart (Achebe), *The Tempest* (Shakespeare), *The Crucible* (Miller), and *Pride and Prejudice* (Austen). These texts will be supplemented by a variety of short stories from authors such as Louise Erdrich, Tim O'Brien, Isaac Asimov, Kurt Vonnegut, Edwidge Danticat, Angela Carter, Ursula LeGuin, and Sandra Cisneros; documentaries such as Simon Schama's *The Power of Art*; feature films such as *Gattaca*; and selected TED talks, essays, and interviews. Personal responses, papers of literary analysis, presentations, and research papers will be assigned throughout the year, along with the study of grammar and vocabulary.

ENGLISH III: AMERICAN LITERATURE (1 credit)

After studying the formal elements of literature in tenth grade, students in English III broaden their perspectives by examining American literature in its social, cultural and historical contexts. The course follows a chronological survey of the central works of the American literary tradition. This approach allows students to explore the historical events and ideas that influenced the literature and that were in turn influenced by it. We view American society as a dynamic entity, formed by the foundations of the country and her people, and constantly influenced by change and diversity. We study major American writers of the nineteenth century: Emerson, Thoreau, Whitman, Hawthorne, Douglass, Melville, and Chopin. Students also read such twentieth-century writers as Fitzgerald, Miller, Malcolm X, Vonnegut, Morrison, and Lahiri. In addition, students experience the work of many contemporary authors in an extensive short fiction unit. Students are asked to contribute insight, opinion, and emotional response—in class discussion and informal papers—so that they may develop connections between literature, history, and themselves that go beyond analysis. There are occasional quizzes and tests, but students demonstrate their understanding of the texts mainly through their writing, extended writing projects, research papers, in-class writing and presentations.

AP ENGLISH III: AMERICAN LITERATURE (1 credit)

The Advanced Placement English Literature class is taught to juniors who love reading, who are above-average writers, and who possess a spirit of perseverance in intellectual endeavors. The focus of the class is on American Literature, but the course is not a typical survey course. More attention is placed on the study of several genres than on a chronological overview of American Literature. Books regularly studied include *The Scarlet Letter*, *East of Eden*, *The Sound and The Fury*, *Beloved*, *The Great Gatsby*, and *Death of A Salesman*; this year, the AP reading list included 22 titles. The girls learn and are expected to apply an ever-broadening range of literary terms to the works they read, often doing so in a variety of types of papers, from sophisticated formal analytical essays to short response papers to timed essays that ask for skill in passage analysis or the application of large themes to specific literary works. The timed essay is especially important for success on the AP exam, as 55% of a student's score on that standardized test comes from the essay section of the exam. The

remaining 45% comes from a multiple-choice section, and students work with this form of testing throughout the course of the year, as well. After the AP exam in May and in lieu of a final, students embark on a project that allows them to tailor the curriculum to their own tastes as they work individually and together to understand the debate surrounding multiculturalism

ENGLISH IV: CONTEMPORARY WORLD LITERATURE (1 credit)

The Senior English curriculum focuses on contemporary literature in international settings or by international authors. Students explore how interrelated historical, cultural, and linguistic forces work to determine the form and content of texts as well as the diverse meanings we, as readers, assign to those same texts. Although this class is similar to other Laurel English classes in that it helps students improve their ability to perform close textual analysis and to express themselves effectively in writing, it is unique in its emphasis on global literatures. We will analyze a wide range of texts, from novels, plays, and short stories to memoirs, films, and academic articles. We will use many different critical lenses to engage those texts—especially postcolonial perspectives—and some assignments will encourage interdisciplinary work. Authors may include: Diana Abu-Jaber (Jordan/United States), Jamaica Kincaid (Antigua), Kobo Abe (Japan), Marjane Satrapi (Iran), Patrick Suskind (Germany), Nadine Gordimer (South Africa), Gabriel Garcia Marquez (Colombia), and T.C. Boyle (United States). Films may include: *Run, Lola, Run* (Germany), *Cavite* (Philippines), and *The Proposition* (Australia).

KAP ENGLISH IV (1 credit)

KAP English is a college-level course for seniors who want to explore major literary texts from a variety of critical perspectives. We will examine Bronte's *Wuthering Heights* through a feminist and psychoanalytic lens. For literature of the Irish Renaissance, we will add the perspective gained by reading texts in their historical and political context. We will do an extended unit on works by the major writers of the Irish Renaissance--Yeats, Synge, O'Casey and Joyce—to see how their writing drew upon Irish colonial history and Celtic mythology and to explore how these texts contributed to the political upheavals of the earlytwentieth century. In the second semester we will do a close reading of *Hamlet*, noticing how the contemporary writer David Wroblewski drew on this classic play in his novel *The Story of Edgar Sawtelle*. We will then read three classics of modern literature: *A Doll's House*, by Henrik Ibsen; *Heart of Darkness*, by Joseph Conrad; and *Mrs. Dalloway*, by Virginia Woolf. Throughout the year students examine the role of culture in shaping the individual, looking at the fate of those who surrender knowingly or unknowingly to social norms as well as the sometimes painful or paralyzing self-consciousness of intelligent characters who seek to escape the repressive conventions of society. *Prerequisite: departmental approval and KAP acceptance by Kenyon College.*

CREATIVE WRITING WORKSHOP (1st semester) (.5 credit)

Designed for students who want to begin—or continue with guidance -- a concentrated exploration of the creative process as it applies to the art of writing, this class will ask its members to experiment with several genres (fiction, creative non-fiction, poetry, playwriting, etc.) before choosing one genre as the focus of a longer work. Because the course is intended to help students discover and/or strengthen their own voices, they will each study a poet and a short story writer of their choice. Choices this year in fiction include *Boat* (Nam Le), *Hotel of the Saints* (Ursula Hegi), *41 Stories* (O. Henry), *In the Bedroom* (Andre Dubus), *Come to Me* (Amy Bloom), *Babe in Paradise* (Marisa Silver); in poetry *Poems of the Jazz Age* (F. Scott Fitzgerald), *Dark Fields of the Republic* (Adrienne Rich), *The Collected Poems of Sylvia Plath*, *The Trouble with Poetry* (Billy Collins), *New and Selected Poems, Volume 1* (Mary Oliver), *Carnival Evening: New and Selected Poems 1968 - 1998* (Linda Pastan), *Collected Poems* (Edna St. Vincent Millay). In addition to student writing, coursework will include thoughtful participation in peer workshops and the study of other poets' and writers' work—with an emphasis on craft rather than analysis or interpretation. In lieu of a final, students will submit portfolios at semester's end. *Open to Juniors and Seniors [This class may be taken to fulfill one semester of Art credit]*

FROM HARLEM TO HIP-HOP: THE CULTURAL ANTHROPOLOGY OF THE URBAN EXPERIENCE IN MODERN AMERICA (2nd semester) (.5 credit)

This interdisciplinary course explores the emergence and evolution of a distinct American culture from c.1920 to the present. Beginning with the post-Reconstruction diaspora and Harlem Renaissance and concluding with current youth culture, students will explore the literature, music, art, and film of the time period. Topics will include elements of community, crime and injustice, economics, education, family, history, identity, language, religion, politics, sports, race and racism, sexism, activism and social consciousness. The goal of this course will be for students to be able to analyze and understand the development of urban American culture on artistic and social levels and reflect that understanding through advanced discussion, research, and analytical and creative writing. *Open to Juniors and Seniors*

HISTORY

Students are required to take three years of courses in History. They must take World History in ninth grade and US History or AP US History in tenth grade. For eleventh and twelfth grades, students may choose any combination of semester courses or a full-year course to fulfill the graduation requirement.

WORLD HISTORY (1 credit)

This course surveys major events in world history from the earliest civilizations to 1750. The goals of the course are: (1) to introduce students to an understanding of the nature of history and the historical process; (2) to help students develop the fundamental skills of a historian in reading, writing, and research; (3) to foster a broad knowledge of the origins and development of major world civilizations; and (4) to encourage students to confront their own culture and values by comparing them with those of other societies at other times and in other places.

UNITED STATES HISTORY (1 credit)

A survey of American history from the immediate pre-Revolutionary War era to the current day, this course fulfills both Laurel's and the State of Ohio's United States history graduation requirement. While the course is primarily structured chronologically, the organization of the material will focus primarily on overarching themes, essential questions, historical analysis and class discussion. Utilizing textbook material, collateral readings, Facing History and Ourselves and Choices for the 21st Century curriculum, students will develop necessary skills in historical thinking and research, as well as a global perspective on U.S. history.

AP UNITED STATES HISTORY (1 credit)

This is a college level course which, while definitely challenging, is well within the reach of a 10th grader who enjoys history and wants to improve her reading, critical thinking, and writing skills. The course will focus on the diverse strands of American society and how they combined to shape the nation we live in today. We will pay particular attention to the contested ideas of freedom and equality as these have influenced our ideas of race, class, and gender in American history. Our studies will include many readings from primary source documents, which will be excellent preparation for learning to craft the kind of analytical essays required on the AP exam. The course includes two major projects: first semester, students will research and write a short paper on a constitutional issue which divided Americans; second semester, students will research and write a major paper on an episode of recent American history. Students will receive extensive guidance in all steps of writing a research paper, from refining a topic choice to formatting and presenting the finished paper. Substantial practice will be available for students preparing for the AP United States History exam. *Prerequisite: departmental approval.*

THE COLD WAR (1st semester) (.5 credit)

The four decades after World War II were defined by the tensions between the U.S. and the U.S.S.R., but it also saw the creation of nation-states out of former colonial lands in Asia and Africa. This class will explore the political, cultural, and economic changes of this era to help students understand the 21st century world in which they live. Particular emphasis will be placed on developments outside the United States. *Open to Juniors and Seniors*

THE MUSLIM WORLD (2nd semester) (.5 credit)

This class will look at the Muslim World from an historical perspective. After a brief survey of the origins of the Islam in Arabia and its spread throughout the Middle East and beyond, we will consider how Muslims have faced the challenges of the twentieth century. An important part of the course is that each student will choose a country and examine it in the context of the Arab Spring of 2011. The text is Tamim Ansary, *Destiny Disrupted: A History of the World through Islamic Eyes*. *Open to Juniors and Seniors*

INTRODUCTION TO ECONOMIC REASONING (1st semester) (.5 credit)

Dow Jones averages? The Federal Reserve? Mortgages under water? Bank failures? Bailouts? Do these terms confuse you? Does economics seem like a conversation that's been going on, but no one will stop and explain things to you? If you'd like to figure out what these terms --and many others--really mean, then Economics is your kind of course. We will start with the very basics and, step by step, work our way through how the economy really works--for individuals, for businesses, for banks, for governments, and for the globe. Our goal will be to see the interconnections between how people make a living, make important economic choices about major purchases, to saving and investment, to loans and credit, to taxes and charity. This course will enable you to become economically and financially literate; you will be able to read the headlines and follow the stories with comprehension and clarity. In addition, we will focus on the five major economic stories of the last ten years: the Enron scandal; the Bernie Madoff scandal; the Great Recession which started in 2008 and is still with us; and the growing crisis of the Federal debt and how it will affect your future. *Open to Juniors and Seniors*

PHILOSOPHY: REFLECTING ON LIFE (2nd semester) (.5 credit)

Philosophy is the name we give to our struggle to find the meaning of things. While science answers the "what" and "how" questions, philosophy looks at the "Why?" questions. Religion also addresses the "Why?" questions, but it starts from a different place than philosophy. Religion is based on either tradition, faith, or mystery; philosophy tries, so far as possible, to start from experience and reason. This course will introduce you to some of the most vital questions human beings have every asked themselves: Does God exist? How can we know? What kind of being is God? Does the universe have a detectable purpose? How can we know? Is human life part of a cosmic design? How can

we find the meanings of human lives? Are moral values absolute or relative? Universal or particular? What values ought to be primary and what secondary? What duties, if any, do we owe others? We will explore these questions through short essays and dialogues by some of the great thinkers: Plato, Aristotle, Augustine, Aquinas, Descartes, Pascal, Hume, Kant, Mill, Freud, Tolstoy, C.S. Lewis, and Peter Singer. *Open to Juniors and Seniors*

GENOCIDE: LEARNING FROM TRAGEDY (offered both semesters)
(.5 credit)

Using the content and methodology of Facing History and Ourselves, this course seeks to expand students' understanding of the history of injustice, intolerance, and genocide in order to help them delineate the connection between history and the ethical choices they face in their everyday lives. The course begins with a focus on individual and group identity, and then moves into a study of the "universe of obligation." Using the Holocaust as a case study, as well as more recent genocides in Cambodia, Rwanda, and Darfur, students will explore issues of obedience, conformity, and propaganda. We will identify the steps to genocide and the points at which alternate decisions could have vastly changed the course of these tragedies. The elective will conclude with the theme, "Choosing to Participate," with a focus on helping students understand how their individual decisions, as well as collective action, can help create a civil and just society, one in which intolerance and prejudice can be eliminated. *Open to Juniors and Seniors*

AP ART HISTORY (1 credit) [offered 2012-2013; **not** offered 2013-2014]

This course is a survey of the development of visual expression from the Western tradition as well as from traditions and cultures from around the world. The course is designed to support an understanding of architecture, sculpture, painting and other forms of art within diverse historical and cultural contexts. We will learn a vocabulary that will sustain critical analysis of various art forms in the context of the cultures from which they come. Students should be prepared to undertake a commitment to reading and writing about art, as well as a commitment to hone their visual and analytic skills. *Prerequisite: departmental approval.*

AP WORLD HISTORY (1 credit)

AP World History is a college level elective course for Juniors and Seniors that offers motivated students the opportunity to immerse themselves in the study of world human activity over time. By focusing on selected themes of human activity we will identify, explore, and compare shared experiences of human history from the foundations of civilization to the present. The course offers balanced global coverage of Africa, the Americas, Asia, and Europe and emphasizes significant reading, writing, and project-based learning. *Prerequisite: departmental approval.*

MATHEMATICS

A primary objective of the Mathematics Department is to encourage each student to realize her full potential in the study of mathematics. The acquisition of computational and manipulative skills remains important for all students, but enhanced self-confidence, independence in problem solving, and development of critical and logical thinking are even more essential. To these ends, our hope is for each girl to become competent in her ability to do mathematics, to appreciate the beauty of thoughtful procedures, and to value mathematics as an integral part of functioning efficiently in today's society.

Along with the traditional college preparatory mathematics courses offered at Laurel, which provide a comprehensive foundation for future college-level success, advanced courses (honors and AP courses) are also available. A student enrolled in an advanced mathematics course can anticipate a faster-paced, more challenging experience. Advanced course students are expected to demonstrate outstanding personal initiative by developing their critical thinking and problem solving skills and enhancing their mathematical foundation. A successful advanced course student also exhibits the ability to be an independent learner and enjoys being in an atmosphere with similarly motivated students.

NOTE: Any student who receives below a C for the year in any mathematics course will be strongly encouraged to complete summer work in mathematics before going on to the next level of instruction.

GRAPHING CALCULATOR REQUIREMENTS:

*For courses that require a graphing calculator, the mathematics department strongly recommends one from the TI-Nspire family. Graphing calculators from the TI-83/84/89 family will be allowed for mathematics courses in 2012-2013, but as of the 2013-2014 school year, all mathematics courses will have fully transitioned to TI-Nspires. The TI-Nspire "CAS" version is **required** only for students who take the AP Calculus BC while at Laurel, but it is allowed in other mathematics courses. It is important to note, however, that the CAS version is not allowed for the ACT.*

ALGEBRA I (1 credit)

This is an introductory-level algebra course. Topics include: defining relations and functions, solving equations with one and more variables, studying linear, quadratic and exponential functions, graphing equations and inequalities, solving systems of equations numerically, graphically, and algebraically, and preliminary factoring. (Specifically, the study of linear equations includes: the concept and significance of slope, the three principle forms used to write linear equations, namely slope-intercept, point-slope, and standard forms, and graphing linear equations and inequalities.) A solid foundation in arithmetic is a prerequisite for this course. *A graphing calculator is required for this course.*

Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing.

GEOMETRY (1 credit)

This course addresses the traditional geometry topics (e.g. lines, angles, polygons, circles). Students explore concepts directly through their own investigations, make and test conjectures about what they observe, and apply these conjectures to solve problems. Multiple and varied tools may be used for the investigations: patty paper, straightedge and compass, and interactive geometry software. In addition to the self-discovery of geometric relationships, the investigations also develop cooperative learning and problem-solving skills in the students. Written communication skills may be addressed through short-essay test questions, individual projects, presentations, and/or the students’ maintenance of a reflective journal of their mathematics experience.

Prerequisite: Algebra I

HONORS GEOMETRY (1 credit)

Honors Geometry is usually a student’s first experience with the process of rigorous proof. The course is designed to enable students to comprehend the structure and use of an axiomatic system so that they will be able to understand the logic of a theorem and to construct their own proofs on the properties of two- and three-dimensional figures. Proofs are presented in a variety of ways: paragraph reasoning, two-column proofs and analytic proofs. In conjunction with formal proof, students have a wide variety of concrete, hands-on experiences, compass and straightedge constructions, and computer-assisted constructions requiring geometric drawing and measuring tools using interactive geometry software. This course also includes a brief introduction into basic probability topics.

The emphasis throughout is to encourage students to master the skills of intelligent observation, insightful conjecture, and rigorous reasoning; and to develop their oral and written communication skills. In addition, lessons contain work applying algebra skills to spatial contexts and the application of geometric concepts to problems of engineering, medicine, science and everyday life.

Prerequisite: Algebra I and departmental recommendation

ALGEBRA II (1 credit)

In this intermediate-level algebra course, topics covered include an extensive study of linear and quadratic equations, inequalities and systems over the real numbers, matrices, logarithms, complex numbers, and right triangle trigonometry. Intensive investigations of functions and their graphs, and the application of mathematical models to real world phenomena are introduced. Additional topics from the study of sequences (both arithmetic and geometric), series, and probability are discussed and applied. Emphasis is given to the skills of close, independent reading of mathematical arguments. *A graphing calculator*

is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing. Prerequisite: Algebra I and Geometry (Geometry may be taken concurrently).

HONORS ALGEBRA II (1 credit)

Topics in this course include those listed for the college preparatory Algebra II course. In addition, topics from polynomial functions, rational functions and inequalities and statistical procedures are investigated. Every attempt is made to provide a fundamentally sound mathematical basis, and to make important connections that link Honors Algebra II and Precalculus. Mathematical modeling, the interpretation of mathematical behavior, and real world applications receive considerable emphasis in this course. *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing. Prerequisite: Algebra I and Geometry (Geometry may be taken concurrently) and departmental recommendation.*

FUNCTIONS AND STATISTICS (1 credit)

The goal of this course is to help students refine and deepen their understanding of several topics important to their future quantitative success in a variety of disciplines. A second focus is an introduction to descriptive statistics and elementary probability theory. Students will also be introduced to a variety of discrete mathematics such as set theory, networks, and logic. Throughout the course, there is an emphasis on mathematical problem solving and hands-on activities that integrate technology. *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing. Prerequisite: Algebra II*

FUNDAMENTALS OF PRECALCULUS (1 credit)

This senior year precalculus course includes a thorough and extended discussion of polynomials, rational, exponential, and logarithmic functions as well as both circular and triangular trigonometry; topics that serve as building blocks for a college mathematics course. Additional goals of this course are to strengthen algebraic technical skills, develop graphing techniques, and explore problem-solving strategies. *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing. Prerequisite: Functions and Statistics; departmental recommendation*

TRIGONOMETRY AND PRECALCULUS (1 credit)

This course is a preparation for the college preparatory calculus (non-AP) course. Topics include circular and triangular trigonometry; polynomial, rational, exponential, and logarithmic functions; and an introduction to limits. Additional goals of this course are to strengthen algebraic technical skills, develop graphing techniques, and explore problem-solving strategies. *A graphing calculator is required for this course. Refer to the “graphing*

calculator requirements” at the beginning of the mathematics course listing. Prerequisite: An A- or above in Algebra II and departmental recommendation.

HONORS PRECALCULUS (1 credit)

This course includes the thorough study of circular and triangular trigonometry. Functions, vectors, sequences, series, probability and statistical procedures are discussed and applied; a significant portion of the course is devoted to the application of these concepts to real world phenomena. Students commence their investigation of limits and the derivative (its application to graphing and practical mathematical modeling). *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing. Prerequisite: Honors Algebra II; departmental recommendation*

COLLEGE PREPARATORY CALCULUS (1 credit)

This course begins by addressing more advanced topics in precalculus including limits and continuity and then follows with calculus concepts including derivatives, antiderivatives, and their applications. The goal of this course is to provide an overview of calculus so that students have a solid foundation to move onto a college level calculus course. *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course listing. Prerequisite: Trigonometry and Precalculus or Honors Precalculus; departmental recommendation*

AP CALCULUS AB (1 credit)

This one-year course is the equivalent to between one-and-a-half and two semesters of college calculus. It covers differential and integral calculus including limits, continuity, derivatives and antiderivatives of algebraic and transcendental functions, the definite integral, and applications of the derivative and the integral. For a complete listing of topics covered, refer to the College Board’s AP Calculus AB website. All students who take this course must adhere to the Upper School AP exam policy listed at the beginning of this book. *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course list. Prerequisite: Honors Precalculus; departmental recommendation*

AP CALCULUS BC (1 credit)

This one-year course is equivalent to two full semesters of college calculus. In addition to topics explored in Calculus AB, this course covers additional material, such as sequences and series, including the Taylor series, the calculus of parametric equations for plane curves, and calculus using polar coordinates. For a complete listing of topics covered, refer to the College Board’s AP Calculus BC website. All students who take this course must adhere to the Upper School AP exam policy listed at the beginning of this book. *A graphing calculator is required for this course. Refer to the “graphing calculator*

requirements” at the beginning of the mathematics course list. Prerequisite: Honors Precalculus; departmental recommendation

AP STATISTICS (*Offered through Online School for Girls*) (1 credit)

AP Statistics is intended to help students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Much of this knowledge will come through experiential activities that challenge students to design, administer, and tabulate results from surveys and experiments. The students will often work in small cooperative groups to explore problems and share ideas. Active participation, in the form of individual and group projects, peer review of student work, and discussion board conversations, will play a major role in the students’ success in the course. Each student will be expected to learn how to articulate methodology, data description, and conclusions and to provide constructive comments on reports by classmates. Technology will be employed as a tool to help students solve statistical problems. Graphing calculators will be used regularly, along with other statistical software, to enhance the students’ ability to visualize data distributions and calculate important numerical results. The students will learn that displaying data and calculating statistics are valuable tools only if the students can effectively and accurately draw meaningful conclusions about what the data tell us. The class will necessarily be fast paced in an effort to complete the entire curriculum covered on the AP Examination. However, the pace of the course will not undermine the inclusion of important activities that help students understand the value of statistics in their own lives both now and in the future. Assessments will include projects, homework, participation, short quizzes, and major tests that mirror the multiple choice/free response format of the AP Examination. *Prerequisite: Algebra II*

HONORS MULTIVARIABLE CALCULUS AND MAPLE (1 credit)

This course is intended for students who have successfully completed the AP Calculus sequence and want to continue their study of analysis. The content is that of a traditional college course in multivariable calculus, including an introduction to vector algebra, vector fields and vector-valued functions, and the differential and integral calculus of functions of several variables. Specific topics include partial derivatives, extrema in several variables, Lagrange multipliers, multiple integration, change of variables in the definite integral, line and surface integrals, Green’s Theorem, Stokes’ Theorem, and Gauss’ Divergence Theorem. Additional advanced topics are also introduced.

In addition, the course features hands-on student explorations using the computer algebra system, *Maple*. These explorations are designed to complement the traditional course content. *A graphing calculator is required for this course. Refer to the “graphing calculator requirements” at the beginning of the mathematics course list. Prerequisite: AP Calculus BC; an appropriate score on the AP Calculus BC exam; departmental recommendation.*

3D ANALYTIC GEOMETRY (2nd semester) (.5 credit)

Move out of Flatland! In this one-semester course you will extend your spatial perceptions as you explore the fascinating world of analytic geometry in a whole new dimension. The students will use *Maple* (a specialized mathematical computer program) to create points, lines, planes and quadric surfaces and study their graphs from different three-dimensional viewpoints. No prior artistic talent is required! *Prerequisite: Algebra I and Geometry or Honors Geometry.*

PHYSICAL EDUCATION

Two credits of Physical Education and/or interscholastic athletics are required. A student will not receive graduation credit for more than two semesters of Physical Education and/or two interscholastic athletics in a calendar year, although students are in no way prohibited from taking a Physical Education class and/or participating on an interscholastic team. Students can also opt for Alternate Physical Activity credit.

FUNDAMENTALS OF FITNESS (semester) (.5 credit)

This class will offer a basic understanding and development of personal fitness through weight training, aerobic and anaerobic conditioning drills, flexibility, and plyometrics. Students will learn how to improve or maintain their fitness levels, set goals, and design a personal fitness program. As students progress through the course, they will use their individually designed programs to reach their personal fitness goals. *NOTE: Grading is Pass/Fail only*

ALTERNATE PHYSICAL ACTIVITY (semester) (.5 credit)

This requires a student to spend at least 2.5 hours a week in an alternative physical activity. This physical activity must be run by a certified professional and must be pre-approved by the Physical Education Chair prior to the semester. Attendance must be documented, and the completed attendance form must be submitted in order to receive credit. Both the Physical Activity Waiver Form and the attendance form are located online or in the Upper School office. Credit will be granted on a case-by-case basis.

CONTEMPORARY DANCE STYLES I (1st semester) (.5 credit)

This course introduces the student to fundamental movement principals and the technical foundation that underlies contemporary dance technique and style. Students will develop the skills and physical prowess required for studies in dance. Emphasis is on the development of muscular strength, aerobic conditioning, coordination, alignment, balance, dexterity, and movement memory. The styles that will be studied are Fossè based jazz, street based jazz and contemporary lyrical dance. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit.

CONTEMPORARY DANCE STYLES II (2nd semester) (.5 credit)

This course develops physical proficiency and prowess in the performance of more complex dance materials, emphasizing the deepening of technical practices. Similar materials are covered but with increasing demands and higher expectations for competent execution. Emphasis is on building the physical capacities of the body with awareness of alignment, developing rhythmic clarity and spatial intent, and learning skills of focus and concentration. The styles that will be studied are Fossè based jazz, street based jazz and contemporary lyrical dance. The class may be taken to fulfill one semester of Physical Education

credit *or* one semester of Art credit. *Prerequisite: Any level I dance course or permission from the instructor.*

MODERN DANCE I (1st semester) (.5 credit)

Course develops physical proficiency in the performance of basic dance materials while developing students' understanding of fundamental principles, practices, and vocabulary common to modern dance. Classes consist of a series of technical exercises that condition the body for strength, flexibility, endurance, and coordination. This course introduces students to dance performance and composition through improvisation. Improvisation will be employed to initiate exploration of concepts but ultimately the work will be set into a fixed, repeatable form. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit.

MODERN DANCE II (2nd semester) (.5 credit)

Course develops technical proficiency of more complex dance materials while addressing qualitative aspects of performance. Movement patterning becomes increasingly complex with higher expectations for execution. Personal habits are addressed as students' understanding, range, and body control mature. Instruction increases focus given to concepts of quality, musicality, and spatial clarity. Students are expected to be more self-directed toward their goals. Course is a practical exploration of a variety of processes and elements that may be used in making dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Students will engage in critiques of their own and others' work and are expected to work rigorously and imaginatively to expand in new directions. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit. *Prerequisite: Modern Dance I or permission from the instruction.*

SCIENCE

The science curriculum is designed to challenge each young woman and encourage her individual growth as a student of science. Thus the department offers an array of academic opportunities ranging from laboratory techniques in modern biology to theoretical methods in physics; from general-interest electives to AP preparation in four different disciplines. Laurel Upper School students are required to complete three years of science, including courses in biology (usually taken in Ninth Grade) and chemistry (usually taken in Tenth Grade); four years are recommended.

Core course offerings are divided into two parallel tracks: *college preparatory* and *honors*. The *college preparatory* track offers comprehensive foundational preparation for success in college-level biology, chemistry and physics. *Honors* courses offer college-level study; these courses generally proceed at a faster rate, require greater mathematical dexterity, and are more open-ended than the *college preparatory* classes. Outstanding personal initiative and organizational skill are expected from students enrolling in *honors* courses.

A number of elective courses are offered to satisfy the general interest of the student body. Physics courses expose students to a wide range of fundamental physical phenomena in the context of problem-solving, experimental design, analysis, and hypothesis testing. The Engineering courses provide a case study-oriented introduction to engineering principles and practice. Some science electives are offered on an alternating-year basis. Introduction to Computer Science is also offered as a semester elective. Several electives allow students to pursue an interest in independent research. Introduction to STEM Research prepares students to perform research, while they plan their own project. Students may earn academic credit while pursuing a STEM Research project under the guidance of a research mentor. Research students are required to present their results through either a written paper or an oral presentation to fellow Laurel students. Students may earn credit in STEM Research in multiple years.

Advanced Placement preparation is offered in four subject areas: Biology, Chemistry, Physics, and Environmental Science. AP courses are designed to model as closely as possible the corresponding educational experiences at the university level, in terms both of content and organizational expectations. AP courses in Chemistry and Physics are offered every year. AP courses in Environmental Science and Biology are offered in alternate years; students interested in AP work in these areas are strongly encouraged to plan their academic choices in science carefully from their sophomore year onward.

BIOLOGY (1 credit)

The goals of Biology are to develop an appreciation for and an understanding of the diversity of organisms. The course focuses on the structural, physiological and developmental similarities found in all organisms, from the simplest to the most complex. It requires students to integrate large blocks of material and to connect biology to the everyday world. An important component of the course is comprehensive study of evolutionary theory at all levels. Laboratory experiences range from field studies of local ecology on the Butler Campus to restriction enzyme digests for DNA fingerprinting (and other applications of biotechnology). *Prerequisite: concurrent or prior enrollment in Algebra I.*

HONORS BIOLOGY (1 credit)

This course is designed to provide a comprehensive introduction to biology for girls who have previously excelled in science and mathematics. Emphasis is placed upon molecular and cellular biochemistry, as well as physiological processes, evolutionary processes, and population dynamics. The course is taught using a theme-based approach, with major themes including evolution, cellular transport, homeostasis, energy relationships (including photosynthesis and cellular respiration), genetics, embryology, and reproduction. Laboratory experiences cover a wide variety of techniques in classical and modern biology. *Prerequisite: an A average in Science 8 and Algebra or recommendation of the department.*

AP BIOLOGY (1 credit) [offered in 2012-2013; **not** offered 2013-2014]

AP Biology is designed to cover molecular and cell biology, genetics, and both plant and animal physiology. Laboratory work is central to this course as is the use of technology. Students conduct experiments in which they must collect and analyze data in a highly precise manner and in which they learn to use laboratory equipment such as spectrophotometers, micropipettes, ultracentrifuges and electrophoresis apparatus. Students are expected to sit for the AP Biology examination. *Prerequisite: an A in Chemistry or Honors Chemistry or recommendation of the department.*

CHEMISTRY (1 credit)

Chemistry is a broadly based, quantitative course designed for the student to gain a general knowledge of the basic laws and principles of chemistry with attention to their applications in the modern world. The core topics studied include stoichiometry, atomic structure and periodicity, thermochemistry, chemical bonding, phases of matter and phase transitions, ideal gas laws, properties of solutions, kinetics, equilibrium, acids and bases. Problem-solving skills are reinforced in this laboratory-oriented course. *Prerequisite: Biology; Algebra I.*

HONORS CHEMISTRY (1 credit)

This accelerated course for highly motivated students covers the topics of the Chemistry course in a comprehensive manner with greater depth and breadth. Concepts such as the quantum-mechanical model, bonding, thermodynamics, and equilibrium are covered in significant detail. Students perform extensive laboratory work that emphasizes the application of chemistry to the modern world. Outstanding personal initiative and organizational skill are expected from students enrolling in Honors Chemistry. *Prerequisite: A average in Biology or Honors Biology; concurrent or prior enrollment in Algebra II or recommendation of the department.*

AP CHEMISTRY (1 credit)

AP Chemistry is a fast-paced and demanding second-year course in chemistry, primarily for juniors and seniors. The course is designed to prepare students for the AP Examination in Chemistry, but is augmented with specific attention to laboratory methods and the use of technology in experimentation and analysis. The two primary objectives of the course - *experiencing the scientific method* and *developing expertise in formal problem-solving* - are designed to foster independence as young scientists and to provide a solid foundation in practical laboratory skills. Additional, ambitious investigation of chemical principles, including organic chemistry and reaction mechanisms, provide basic preparation for the student considering scientific study in her post-secondary career. *Prerequisite: department recommendation based on performance in Honors Chemistry or Chemistry.*

PHYSICS (1 credit)

This course is an introduction to topics in classical physics, with an emphasis on conceptual understanding and problem solving approaches. Topics covered include classical dynamics (forces and motion) and electricity and magnetism (focus on electrical circuits). Students design their own laboratory experiments to uncover basic physical concepts and apply graphical and analytical techniques to discover the relationships between key variables. *Prerequisite: a course in Chemistry; prior or concurrent enrollment in Functions and Statistics.*

HONORS PHYSICS (1 credit)

Honors Physics is an accelerated first-year course in physics, intended for students considering scientific studies in college. Students will be guided through the development of physical models for motion, forces, energy, electricity and optics and will investigate the content in greater depth than non-honors physics. The class works together to actively take part in the scientific process, and students are responsible for presenting and reporting their findings. Outstanding personal initiative and organizational skill are expected from students enrolling in Honors Physics. *Prerequisite: an A average in Chemistry or Honors Chemistry; prior or concurrent enrollment in Honors Precalculus or College Preparatory Calculus.*

AP PHYSICS C (MECHANICS) (1 credit)

AP Physics is the equivalent of a college-level preparation in calculus-based Newtonian mechanics. As a second-year course in physics, this class builds upon students' experimental and problem-solving skills while greatly expanding their exposure to the mathematical analysis of physical phenomena. Additional topics in modern physics (special relativity, particle physics and/or quantum physics) will be examined as time allows. Students are required to complete a capstone project involving personal investigation of a particular area in physics. *Prerequisite: an A average in Honors Physics; prior or concurrent enrollment in AP Calculus or recommendation of the department.*

BIOTECHNOLOGY (2nd semester) (.5 credit) [**not** offered 2012-2013; offered 2013-2014]

This course will provide an introduction into contemporary laboratory techniques and the analysis models used in modern forensics, determining family relationships and genetic disease patterns, and the study of evolutionary relationships among species. The course will use a case study approach where the student will learn to apply the appropriate laboratory techniques and analysis models based upon the information in the case being studied. *Prerequisites: a course in Biology; a course in Chemistry.*

ENVIRONMENTAL SCIENCE (1 credit) [**not** offered 2012-2013; offered 2013-2014]

This full-year course covers topics relevant to a heightened awareness of the environment. Environmental chemistry will be a central theme. Issues examined include overpopulation, energy utilization, global warming, solid wastes, water quality, air quality, and destruction of the world's rain forests. Issues are presented and analyzed from a scientific perspective, and students are expected to explore them in depth. Some labs involve trips to the Butler Campus for data collection and analysis. Interested students may use this course to prepare for the AP Environmental Science exam. Such students will be held to an appropriately elevated standard of performance and will be expected to sit for the AP exam. *Prerequisite: a course in Biology; a course in Chemistry.*

ASTRONOMY (1st semester) (.5 credit) [offered 2012-2013; **not** offered 2013-2014]

Astronomy is a constantly expanding field of study. Many exciting new explorations and discoveries have happened in recent years. This introduction to astronomy is designed to describe the fundamentals of astronomy as well as to study the advances that are now taking place. Laboratory work is used extensively to illustrate the concepts being taught. An historical overview of major astronomical discoveries leads to the study of the solar system, a comparison of the planets and their satellites, and a study of meteorites and comets. All aspects of stars are studied from star types and colors to life cycles, including neutron stars, pulsars, quasars and black hole formation. The Milky

Way and other galaxies are examined, leading to the investigation of cosmology and recent theories of the origin of the universe. At least one field trip and evening work with the telescope is included in this semester. *Prerequisites: Biology, a course in Chemistry*

ANATOMY AND PHYSIOLOGY (2nd semester) (.5 credit) [offered 2012-2013; **not** offered 2013-2014]

This course is designed to study human structures and their functions. Each of the major organ systems is covered with appropriate laboratory experience included. Students will learn the appropriate terminology of the body systems and also learn how these body systems chemically and physiologically interact. Structure, function and homeostasis are central themes in this course. Some dissection may be required. Student will also work with technology to gather, analyze and interpret data. *Prerequisite: biology, a course in chemistry*

INTRODUCTION TO COMPUTER SCIENCE (1st semester) (.5 credit)

This course is intended for students interested in using computer programming in their further studies in engineering, science, or mathematics. Students will be introduced to the fundamentals of computer hardware, common programming languages and their applications, the programming cycle, data structures, and problem-solving techniques. These concepts will be used to create programs that involve solving puzzles, communicating over the internet, controlling robots, and playing interactive games.

PRINCIPLES OF ENGINEERING I (1st semester) (.5 credit)

Through active problem solving in the context of specific case studies, this course addresses concepts and skills relevant to a career in engineering. Students experience the key phases of engineering design (needs assessment, problem definition, generation of alternative solutions, comparison and evaluation of solutions, choice and implementation of optimal design), and learn to view design as an iterative process. Students experience an overview of various disciplines within engineering and practice problem-solving skills. Specific case study topics include structural integrity and bridge building, 3-D modeling, and cost analysis. Of particular interest in this first semester of study is the cumulative exam project requiring a mastery of all components of the engineering design process.

PRINCIPLES OF ENGINEERING II (2nd semester) (.5 credit)

Students will continue to experience the key phases of engineering design and view design as an iterative process. Topics for this second semester of study include ethical debates, as well as a case study investigating alternative energy. This case study will include: the capturing of solar energy (materials investigation), the transferring of solar energy (solar energy car project), the storing of solar energy (fuel cell car project) and other project work with partnering institutions. *Prerequisite: Principles of Engineering I.*

ENGINEERING TECHNOLOGY (2nd semester) (.5 credit)

This course will provide an introduction to electronics and circuit design for those students considering a field in the physical sciences or engineering. Students will develop skills needed to build complex electronic circuits, including soldering. Topics covered include basic circuits, modern electronics, and programmable microcontrollers. *Prerequisite: Principles of Engineering I or Introduction to Computer Science.*

AP PSYCHOLOGY (*Offered through Online School for Girls*) (1 credit)

The AP course in Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. In this course, students will be presented with the psychological facts, principles and phenomena contained within the major branches of psychology. A balanced examination of the following content areas: Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders and Social Psychology will provide the student with a thorough understanding of the many subfields contained within psychology and the connections between them. In addition, students will also be exposed to the history, methodology and ethical practices associated with psychological research. Upon completion of this course students will recognize the significance of psychology and its practical applications upon the world around them. *Prerequisite: None*

INTRODUCTION TO STEM RESEARCH (.5 credit) (one semester)

Students will learn and hone the skills needed for independent research. They will be introduced to approaches to research; will read and practice writing technical papers; will practice and critique presentation skills; and will discuss and apply data analysis techniques that will aid in the interpretation of varied data types. Students will work with the instructor and separate mentors where appropriate to decide on an independent research topic in any STEM discipline and will develop a written proposal for their planned research which will be carried out in subsequent semesters or during the summer through the STEM Research course. *Grading is Pass/Fail*

STEM RESEARCH (.5 credit) (one semester)

Research work will be based at Laurel under the mentorship of a Laurel science faculty member. Students will meet weekly with the instructor and are expected to spend at least 2 hours a week outside of class on their research. Students will be required to give an oral presentation of their work at a Laurel Research Symposium; scope of work may also include a formal research paper documenting their work. Students are encouraged to present their work at the Northeast Ohio Science and Engineering Fair. *Prerequisite: Introduction to STEM Research. Grading is Pass/Fail*

STEM RESEARCH—PROTÉGÉ OPTION (.5 credit) (one semester or one summer)

Research will be conducted at an off-campus laboratory under the mentorship of a university or industry-based researcher. Students will meet weekly with the protégé coordinator and are expected to spend at least 2.5 hours a week in the research lab (during the academic year) and to spend additional time on analysis of their work. Students will be required to give an oral presentation of their work at a Laurel Research Symposium; scope of work may also include a formal research paper documenting their work. Students are encouraged to present their work at the Northeast Ohio Science and Engineering Fair. *Prerequisite: Introduction to STEM Research, or department chair approval. Grading is Pass/Fail*

VISUAL AND PERFORMING ARTS

Laurel School believes the fine arts enrich daily life at many levels. The arts are basic to a well-rounded education. Through varied experiences, visual, aural and tactile senses are developed and the student learns to communicate through non-linguistic expression. Creative ideas are transformed into various art forms through the development of specific skills. Viewed as a link to the past, the arts help students look at civilization, culture and experience as contributing to the making of modern society. Performance, creativity, analysis, research and criticism are vital components of the fine arts program.

I. VISUAL ARTS

Please note that *all* classes are dependent upon enrollment and all classes may not be offered every semester. Carefully read the descriptions for all classes to see if you are eligible to take the class. Also note requirements in order to be able to take the AP 2D Design art class during the senior year.

Unless noted, all courses are one-semester classes. 2-D and 3-D Art classes are offered each semester and have a four-semester rotation. The emphasis of the class will vary between fall and spring semesters and from one year to the next. Thus, it is possible for a student to take four semesters of these courses and work with differing mediums and emphasis each semester.

2-D ART

These four courses offer experience in a variety of two-dimensional media. They are designed to advance artistic skills and to increase visual awareness. The basis for all assignments is drawing, both traditional and experimental. Line, value, form, color, shape, positive/negative space and balance will be explored as elements of composition. Materials and techniques will vary, and may include charcoal, conté crayon, pencil, pastel, gouache, acrylic painting, printmaking, mixed media and collage. Students will be instructed in the elements of successful design, with classroom assignments that encourage individual direction and creative expression. Through classroom discussions and presentations, students begin to acquire an awareness of both current and historic artistic trends. Students may be expected to work outside of class time to develop ideas through research or sketching.

2D ART - Painting and Observational/Experimental Drawing (1st semester) (.5 credit) [offered in 2012-2013; **not** offered in 2013-2014]

Classroom assignments will be based on design principles and will provide students with a variety of experiences in 2D materials. Students will be presented with challenges that help them gain proficiency and understanding in both painting and drawing techniques and help them become more comfortable with the creative process.

2D ART - *Book Arts and Observational/Experimental Drawing* (2nd semester) (.5 credit) [offered in 2012-2013; **not** offered in 2013-2014]

Students will explore the book as an art form through materials, structure and imagery. A variety of drawing techniques, both experimental and observational, will be investigated in the process of creating raw materials that will appear on the pages. Contemporary and traditional binding, folding and shaping techniques, as well as the alteration of existing pages, provide the basis for students to create beyond the conventional definition of the book.

2D ART - *Mixed Media and Observational/Experimental Drawing* (1st semester) (.5 credit) [**not** offered in 2012-2013; offered in 2013-2014]

This course will encourage the investigation of mixed media composition and collage. Emphasis will be on using a variety of drawing techniques as students explore the processes of creating imagery components and surface materials. Elements of composition, exploration of value and attention to craftsmanship will be addressed throughout.

2D ART - *Introduction to Prints & Multiples Observational/Experimental Drawing* (2nd semester) (.5 credit) [**not** offered in 2012-2013; offered in 2013-2014]

Drawing with various techniques and materials will be used to develop ideas for imagery. Different printmaking techniques will allow students to translate and transform individual drawings into multiples. Elements of composition, exploration of value and attention to craftsmanship will be addressed throughout.

3-D ART

These courses offer experience in a variety of three-dimensional media. Students may investigate ceramic hand-building, be introduced to wheel-thrown techniques, and use materials such as wood, paper, wire and fabric to create mixed-media assemblages and sculptures. Experimental concepts such as installation art may be introduced. Assignments will focus on both functional and non-utilitarian works. Students will be asked to explore elements of art/principles of design, with concern for craftsmanship. Through classroom discussions students begin to acquire an awareness of both current and historic artistic trends. Students may be expected to develop concepts through research or sketching outside of class time.

3D ART - *Ceramic Structure and Form* (1st semester) (.5 credit) (offered in 2012-2013; **not** offered in 2013-2014)

Students will learn the rudiments of working on the potter's wheel, and the basic hand building techniques of pinching, coiling, and slab building. The focus will be creating well designed and pleasingly proportioned objects. Glazes will be used in ways that enhance the forms.

3D ART - Found and Alternative Materials (2nd semester) (.5 credit) [offered 2012-2013; **not** offered 2013-2014]

Students will create sculpture in a variety of manifestations that might include wearable art, vessels and installations, using non-traditional materials and involving a variety of joining techniques. Materials will be chosen for textural, aesthetic and conceptual qualities. Designing outside of given parameters will be a focus. Students will be introduced to the art and concepts of artists whose works embody the transformation of material.

3D ART- The Clay Surface (1st semester) (.5 credit) [**not** offered 2012-2013; offered 2013-2014]

Students will focus on creating pieces with both visual and tactile surface decoration. Underglazes and glazes will be used to create decorative surfaces and to enhance textured areas. Students will learn the rudiments of working on the potter's wheel, and the basic hand building techniques of pinching, coiling, and slab building.

3D ART - Exploration of Form (2nd semester) (.5 credit) [**not** offered 2012-2013; offered 2013-2014]

Students will explore relief and fully three-dimensional sculpture using a variety of materials such as paper, cardboard, wire, wood, clay, plasticene, etc. As they work on the design and creation of their own sculpture, students will gain understanding of the elements of design and will be introduced to the works of 20th century sculptors and architects.

FABRICS AND FIBERS (.5 credit)

This class will provide the opportunity for students to explore a variety of textile arts techniques such as quilting, fiber sculpture and installation, knitting and crocheting, reconstructed clothing, batik, and embroidery. Students will study both traditional and contemporary applications.

METALS (.5 credit)

Students will work with copper and brass to learn basic cold working metal techniques such as embossing, wirework, light forging, piercing, pliers forming, and riveting. A variety of hand tools will be used. Students will be introduced to design principles and concepts, learning from images of both historical and contemporary jewelry and small metal objects. Students will keep sketchbooks with ideas for work and examples. Good craftsmanship will be emphasized.

ART & DESIGN ON THE COMPUTER (offered both semesters) (.5 credit)

Students in this class learn to use the computer as a creative tool by working with industry standard applications in the Adobe Creative Suite and dual platform iMac computers. The software will include Adobe PhotoShop, InDesign and Illustrator. Instruction is given in the use of flatbed scanners, printers, and digital cameras. Along with learning photographic manipulation

and compositing techniques, students learn basic layout and design skills and concepts, which, among other things, will enable them to become involved in student publications such as *Laurel Leaves*, *Gallimaufry*, and *The Voice* if they so desire.

BEGINNING PHOTOGRAPHY (full year) (1 credit)

This course is an introduction to traditional black and white photographic processes and techniques. Each student needs access to a working 35mm single lens reflex camera. A number are available from the school. Students must purchase materials for the class at a cost of approximately \$55.00 per year. The school supplies most of the materials for the class. Students learn how to process film, print black and white photographs, and present them in a finished manner. Through discussion, critique, slide presentations, viewing of original works, and readings, students are exposed to the medium of photography as an art form and are introduced to the concept of expressing themselves and their ideas through this medium. Techniques such as toning, hand coloring, and manipulating photographic images on the computer are introduced. *Open to Sophomores, Juniors, and Seniors.*

ADVANCED PHOTOGRAPHY (offered both semesters, may be taken one or two semesters) (.5 credit)

Advanced Photography is open to any student who has successfully completed Laurel's beginning photography class. This class builds upon the work done in beginning photography and goes on to explore advanced techniques. Students will work with, among other things, alternative cameras, color negative materials, lighting techniques, bookmaking, and a variety of alternative techniques and materials. Students can choose to work with traditional cameras and film or with digital cameras. Students will gain facility with the digital imaging software programs Adobe PhotoShop and Adobe Lightroom. They will be given opportunities to exhibit their work in the Annual Beam Art Exhibition and other venues outside of school. As with beginning photography, students need access to either a traditional film SLR camera or a digital SLR camera. Some are available for loan. Students who are planning to take AP 2D Design with an emphasis in photography should consider taking this class both semesters if possible. *Prerequisite: Beginning Photography.*

PORTFOLIO PREP I & II (both semesters) (.5 credit)

This course is for juniors who have a solid background in 2D or 3D media including photo and digital art and wish to develop a portfolio for college or art school admission, or who plan to take AP 2D Design their senior year. Seniors who are not taking AP 2D Design but wish to submit a portfolio as part of their college application may also take this class. When they complete their portfolios they may continue pursuing a personal direction in art. Portfolio Prep I and II meet at the same time as AP 2D Design in a serious and inspiring studio environment. Students will create work for portfolios that is specific to their

chosen medium. Prerequisite is 3 semesters of 2D or 3D art classes or permission from the art department. Students should discuss their intentions with a member of the art department who is familiar with their work before signing up for this class. It is recommended that juniors who intend to create a portfolio during their senior year take both semesters of Portfolio Prep. *Open to Juniors and Seniors.*

AP 2D DESIGN (full year) (1 credit)

Based on requirements determined by the College Board, AP 2-D Design demands self-motivation and commitment to pursue personal artistic expression. This course presumes that students have had a solid background in composition, which incorporates understanding and application of line, color, value, texture, pattern, shape, light, form and volume, and positive/negative space. While students make decisions about individual artistic direction, the development of ideas from concept through process to aesthetic resolution is pursued at the level of a first year college course. This is a rigorous course and in order to complete the required volume of work, students will have to work outside of class. A variety of two-dimensional media, including photography, may be investigated. Basic to the requirements of the course is an in-depth artistic concentration of the student's choice and a demonstration of expertise with a breadth of media. Students amass a body of work and are expected to submit a portfolio to the College Board for evaluation.

Students who wish to prepare an AP 2-D Design portfolio with an emphasis in photography must have taken Advanced Photography and have permission of the instructor. It is suggested that students take two semesters of Advanced Photography if possible. *Prerequisite for all students: departmental approval.*

PUBLICATIONS (offered both semesters) (.5 credit)

This course is required for students in editorial positions on *Gallimaufry* and *Laurel Leaves*. Participation in this course sets aside time not only for skill development in key aspects of publications but also for actual production work. *Prerequisite: approval of the instructor*

II. PERFORMING ARTS

GLEE CLUB (1 credit)

Glee Club is open to all Upper School students and is a large choral ensemble that performs twice a year at both the Winter and Spring Choral concerts. Students rehearse important women's choral repertoire and learn basic vocal technique, theory, and aural skills. *NOTE: grading is Pass/Fail only.*

CHOIR (1 credit)

Choir is the select, auditioned chamber choir that is open to all members of Glee Club (*Students must be in Glee Club to participate in Choir). Laurel Choir performs at senior speeches, assemblies, both Upper School Concerts, and in some years performs at choral festivals, adjudications, or tours. The Choir performs advanced choral repertoire and, unlike Glee Club, is a graded course. *Prerequisite: Successful audition*

MUSIC THEORY (2nd semester) (.5 credit)

This course is taught in a “workshop” style, and will be tailored both for students with little or no background in music theory, as well as for those students who have had music studies in the past. The course will start at the beginning learning how to identify note names and time values, meter, major and minor keys, intervals, triads, as well as simple exercises in ear training and eurhythmics. Through this class students will learn more the major elements of music. They will gain marked improvements in their sight-singing abilities and will learn the fundamentals of composition (how music is put together) and analysis (how to take it apart). The second half of the course will focus on more advanced musical concepts such as roman numeral analysis and dictation. There will also be units in Eurhythmics and score reading.

WORLD MUSIC (1st semester) (.5 credit)

Using *Worlds of Music, An Introduction to the Music of the World's Peoples* as a guide, this course immerses the student in music from cultures around the world. The class will discover the work of renowned ethnomusicologist writing in their fields of expertise, for an in-depth music-culture approach that imparts a true sense of both the music and the culture that created it. The text includes color maps, photographs, musical transcriptions, and listening guides to enhance the student's listening experience.

The course includes an introductory chapter on ethnomusicology that relates the music discussed to the fundamentals of music theory. The book includes an online Resource Center featuring material keyed to the text as well as supplementary material from cultures not covered in the text. Students also have the opportunity to undertake a fieldwork-based research project that makes an original contribution to knowledge.

CHAMBER ORCHESTRA (1 credit)

This course is for students who are experienced musicians (have played an instrument for three or more years). Listening, technique and independence are emphasized. The focus of the class is on building a repertoire of classical music with some exposure to popular music. *NOTE: grading is Pass/Fail*

CONTEMPORARY DANCE STYLES I (1st semester) (.5 credit)

This course introduces the student to fundamental movement principals and the technical foundation that underlies contemporary dance technique and style. Students will develop the skills and physical prowess required for studies in dance. Emphasis is on the development of muscular strength, aerobic conditioning, coordination, alignment, balance, dexterity, and movement memory. The styles that will be studied are Fossè based jazz, street based jazz and contemporary lyrical dance. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit.

CONTEMPORARY DANCE STYLES II (2nd semester) (.5 credit)

This course develops physical proficiency and prowess in the performance of more complex dance materials, emphasizing the deepening of technical practices. Similar materials are covered but with increasing demands and higher expectations for competent execution. Emphasis is on building the physical capacities of the body with awareness of alignment, developing rhythmic clarity and spatial intent, and learning skills of focus and concentration. The styles that will be studied are Fossè based jazz, street based jazz and contemporary lyrical dance. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit. *Prerequisite: Any level I dance course or permission from the instructor.*

MODERN DANCE I (1st semester) (.5 credit)

Course develops physical proficiency in the performance of basic dance materials while developing students' understanding of fundamental principles, practices, and vocabulary common to modern dance. Classes consist of a series of technical exercises that condition the body for strength, flexibility, endurance, and coordination. This course introduces students to dance performance and composition through improvisation. Improvisation will be employed to initiate exploration of concepts but ultimately the work will be set into a fixed, repeatable form. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit.

MODERN DANCE II (2nd semester) (.5 credit)

Course develops technical proficiency of more complex dance materials while addressing qualitative aspects of performance. Movement patterning becomes increasingly complex with higher expectations for execution. Personal habits are addressed as students' understanding, range, and body control mature. Instruction increases focus given to concepts of quality, musicality, and spatial

clarity. Students are expected to be more self-directed toward their goals. Course is a practical exploration of a variety of processes and elements that may be used in making dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Students will engage in critiques of their own and others' work and are expected to work rigorously and imaginatively to expand in new directions. The class may be taken to fulfill one semester of Physical Education credit *or* one semester of Art credit. *Prerequisite: Modern Dance I or permission from the instructor.*

FUNDAMENTALS OF ACTING (1st semester) (.5 credit)

This introductory class focuses primarily on acting and communication skills with an introduction to the terminology of the actor and the theatre. The class uses performance, memorization of scene and monologues, and improvisational theater games to develop interpersonal skills and awareness, to develop aesthetic sensitivity and understanding, to create theater through artistic collaboration, and to relate drama to its larger context.

INTRO TO DIRECTING (1st semester) (.5 credit)

The "play's the thing" in this performing arts elective where the student will read, analyze, act out, and learn the fundamentals of directing a play. Curriculum introduces theory and practice of stage directing that will allow the student to shape dramatic action into compelling stories. Come and plan and learn how to make your vision a reality! *Prerequisite: Fundamentals of Acting*

VOICE AND MOVEMENT (1st semester) (.5 credit)

Expand your range, increase your potential, acquire the tools needed to play the roles you want to play! This course is designed to provide young actors with a strong foundation in voice and movement technique. This is a process-based class. Voice work will draw from the techniques of Linklater, Lessac and Berry. Movement technique will also include an introduction to Laban's principles of movement for actors and dancers, improvisational movement, unarmed stage combat techniques, and an introduction to the viewpoints of acting technique. *Prerequisite: Fundamentals of Acting*

SCENE STUDY (2nd semester) (.5 credit)

This is a performance-based class in which students will be able to discuss, analyze, rehearse and perform scenes of both classical and contemporary playwrights. From *Antigone* to *Pride and Prejudice*, from Shakespeare to Ibsen, Shaw to Mamet, students will leave class with a more concrete understanding of the many practical and artistic demands of creating believable characters and making bold, interesting acting choices.

VOICE AND MOVEMENT II (2nd semester) (.5 credit)

A continued exploration of the movement for the actor techniques introduced in Voice and Movement I. Students will experience these techniques through

practical application in monologue and scene work from both classical and contemporary plays. *Prerequisite: Voice and Movement I or permission from the instructor*

ADVANCED ACTING (full year) (1 credit)[**not** offered 2012-2013; offered 2013-2014]

The advanced acting course will offer the serious student of theatre extensive opportunities to dynamically apply the techniques introduced in the voice and movement and scene study courses through additional monologue and scene study explorations. *Prerequisite: Interested students must have taken either Voice and Movement or Scene Study or receive permission from the instructor.*

WORLD LANGUAGES

The goal of all language classes is to help students acquire an understanding and appreciation of languages, literature and cultures. We believe that the study of any culture and its language informs the study of other cultures and languages. Now more than ever global issues call for the ability to learn other languages, which are not only valuable tools for navigating a global economy, but also deepen one's life experience. Having an understanding of and respect for others is critical for world citizens and it is our belief that the most effective way to learn about and appreciate other cultures is through the study of language.

Upon entering the Upper School, students new to Laurel may begin Chinese, French, Latin, or Spanish. Students with previous language background may either continue in the same language, begin a different language, or both. All students entering Ninth Grade with previous language study are required to take a placement test so that we may help find the appropriate level in our curriculum for them. In concurrence with the College Guidance Office, we strongly recommend that students continue their language study through senior year, although the requirement for graduation is completion through the third level of one language.

In the modern language classes, we aim for proficiency in listening, speaking, reading, writing, and cultural awareness through the use of authentic materials in the classroom. Classes are taught in the target language from the beginning in a cooperative learning atmosphere that encourages risk-taking and strives to achieve excellence with regard to the national goals (*Standards for Foreign Language Learning in the 21st Century*) in the five "C" areas: Communication, Cultures, Connections, Comparisons, Communities.

In the classical language classes, the focus is exclusively on literature and culture. Students learn to read and translate Latin and Ancient Greek, while learning about the ancient western world. The study of Latin and Greek vocabulary and grammar strengthens other language learning skills, including English. Knowledge of ancient western history lends tremendous insight and perspective on the modern world.

NOTE: In an effort to ensure that every student has the best language learning experience possible, current Eighth Graders, as well as students new to Laurel who have previous language study, will be given a placement test to help determine the appropriate level for them. Current Upper School students will be recommended for a particular class based on their year-end grade, as well as their level of participation and commitment to the language they are studying.

Because language study is cumulative in nature, poor performance one year is very likely to translate into poor performance the next year unless a student focuses on remedial work over the summer. Therefore, any student who receives a C- or below for the year will be strongly encouraged to do approved summer work before advancing to the next level. Grades in the D range, while not

failures, indicate doubt that a student has achieved sufficient mastery of a subject. Any student whose final grade in a course falls in the D range will be required to do summer work in that course. Students cannot drop or switch languages without the approval of the World Languages Department Chair.

CHINESE I (1 credit)

Chinese I is designed as an introductory course for students who have little or no previous knowledge of Mandarin Chinese. The course aims at creating an interest in the Chinese language through exposing students to the geography, history and culture of China as well as building solid foundations for language learning. An emphasis is placed on developing functional skills in listening, speaking, reading and writing characters. During the first year, topics such as greetings, numbers, family, friends, pets and hobbies are covered. In addition, students learn the Pinyin system and how to type Chinese on computers. Chinese culture is introduced through language experiences as well as interactive and hands-on activities.

CHINESE II (1 credit)

Emphasis is placed on developing skills in listening, speaking, reading and writing. Topics such as birthdays, daily routines, home, clothes, shopping, visiting a friend, making phone calls, eating and weather are covered. Activities include discussions, presentations, role-plays, mock interviews and skits. At the end of this course, students are expected to be able to read and comprehend short paragraphs, carry out some basic conversations and construct short paragraphs on topics learned. *Prerequisite: Chinese I*

CHINESE III (1 credit)

Listening and speaking skills are further honed in Chinese III through more complicated conversational activities such as improvisational skits. In addition to conversational skills, the students continue to develop their reading and writing skills by being exposed to authentic materials such as poems, short stories, idioms, video clips and films in Chinese. Topics such as school life, leisure life, traveling, birthday parties, health and directions are covered. *Prerequisite: Chinese II*

CHINESE IV (1 credit)

In Chinese IV topics such as back to school, friends from afar, earning pocket money and young people's world are covered. Students are expected to be able to converse in Mandarin Chinese in daily life discussions. In addition to conversational skills, the students continue to develop their reading and writing skills by learning more complex grammatical structures and idioms. By the end of the course, students are able to read and comprehend short stories as well as construct short descriptive and narrative paragraphs. *Prerequisite: Chinese III*

AP CHINESE LANGUAGE AND CULTURE (1 credit)

This course is designed for students who want to continue to advance their study, ultimately preparing for the AP Chinese Language and Culture Exam. Students delve into authentic Chinese materials such as short stories, poetry, Chinese proverbs, newspaper articles, advertisements and news broadcasts. Students become proficient in their listening and speaking skills through a variety of activities and develop a much broader vocabulary while learning new, advanced grammar and syntax to enhance their writing capabilities. Students are expected to be creative with the language and to apply what they have already learned in new situations. It is recommended that the students take the AP Chinese Language and Culture Exam upon completion of this course. *Prerequisite: Chinese IV and departmental recommendation.*

FRENCH I (1 credit)

In this introductory course, students begin to use all aspects of everyday French. Homework focuses on the study of new material with reading and writing practice for the next class, while class time offers various activities for students to practice their listening and speaking skills. Students also begin to explore different ways of life in the French-speaking world, the geography of France and Europe and the main cultural sites in Paris.

FRENCH II (1 credit)

This course expands on the basics studied previously in order to cover the fundamental vocabulary and grammar points of the French language. Homework again focuses on the study of new material with reading and writing practice for the next class, while class time offers various activities for students to practice their listening and speaking skills. The study of vocabulary includes discussions of different ways of life in the French-speaking world. For further cultural experiences, students begin reading several stories from a popular childhood collection. *Prerequisite: French I*

FRENCH III (1 credit)

The goal of this intermediate-level course is to facilitate the transition from the study of the French language to the exploration of primary sources from the French-speaking world. Students review and expand their vocabulary range and grammatical skills in the context of short fiction, fables, plays, songs, poems, printed articles, radio broadcast and films appropriate for this level of study. Student activities include discussions, staging, essay writing, and class presentations. *Prerequisite: French II*

HONORS FRENCH III (1 credit)

In this advanced-intermediate course, students practice intensively their French skills within the context of primary sources from the French-speaking world. Students gain a wide range of vocabulary from short fiction, fables, plays, songs, poems, printed articles, radio broadcast and films appropriate for this level of

study. Grammar review includes the study of some of the fine points of the French language. Student activities include discussions, essay writing and class presentations. This course is required for admission to the AP French Language course. *Prerequisite: French II with departmental recommendation*

FRANCOPHONE LITERATURE (1 credit) [offered in 2012-2013; **not** offered in 2013-2014]

This course is designed for interested students who wish to continue their studies of French beyond the third level. Classes are taught entirely in French with course work that explores diversity through various literary works from French-speaking parts of the world. Novels, plays, poetry, short stories and nonfiction are read. Students continue to develop their communicative skills through discussions and debates as well as research and essay writing. *Prerequisite: French III*

FRANCOPHONE CULTURE (1 credit) [**not** offered in 2012-2013; offered in 2013-2014]

This course is designed for students who wish to continue their studies of French beyond the third level. Classes are taught entirely in French with course work that examines art, history, politics, social characteristics and religion through multi-media sources. Students engage in activities emphasizing accuracy and creativity. *Prerequisite: French III*

AP FRENCH LANGUAGE (1 credit)

In this advanced course, students develop both fluency and accuracy in all their communicative skills in order to prepare for the Advanced Placement French Language and Culture exam. Students explore and compare cultural themes in the French-speaking world through a wide variety of media such as fiction, printed articles, poems, radio broadcasts, and films. Grammar review includes the study of all the fine points of the French language. Student activities include frequent listening exercises, reading assignments, writing exercises, essays, discussions and class presentations, often in the format of the AP exam. *Prerequisite: Honors French III and departmental recommendation*

KAP FRENCH (1 credit)

This course, designed in collaboration with Kenyon College for college credit, focuses on the study of French literature from the seventeenth through the twentieth centuries. Unabridged works of the main genres (poetry, novel, drama and short stories) are studied so as to develop an understanding of Francophone literature and to teach the principles of literary criticism. Emphasis is placed on literary analysis, thereby giving students the necessary tools to pursue their studies. Each semester students independently read a literary work of their choice and write a comprehensive report. *Prerequisite: AP French Language; departmental recommendation; KAP acceptance by Kenyon College*

LATIN I (1 credit)

The primary goal of this course is to build a foundation of skills that will eventually enable students to read authentic Latin texts while at the same time exposing them to the social and political history of the Romans and their influence on the Western world. Vocabulary and English derivatives are stressed, as well as word prefixes and suffixes, all of which are very useful to know when taking standardized tests. An important aspect of this course is the exploration through derivatives of the relationship between Latin and French, Italian and Spanish, and through French, English. The cultural component of this course comprises an introduction to various aspects of the ancient world such as marriage, theater, mythology, family life, government, food, law, art and architecture.

LATIN II (1 credit)

Students begin this level with an intensive grammar review and spend the rest of the year completing the study of Latin grammar, which is fairly complex and demanding at this point. Vocabulary and English derivatives continue to be stressed and translation skills are expanded and strengthened. Cultural topics include an introduction to medieval Latin poetry, universities in the Middle Ages, an exploration of the Muslim influence in Spain, and the influence of Classics on the Renaissance, among other things. *Prerequisite: Latin I*

LATIN III (1 credit)

This course is an introduction to Latin literature. Students read excerpts from Roman prose authors such as Livy and Cicero as well as excerpts from the poetry of Catullus and Ovid. Students are introduced to various literary devices and meters. The cultural focus is on the early Empire and the Golden and Silver Ages of Roman literature. *Prerequisite: Latin II*

HONORS LATIN III/LATIN IV (1 credit) [taught concurrently]

During the first semester, students read and discuss the poetry of Catullus and learn numerous literary devices as well as both lyric and epic meters. In the second semester, students read selections from Caesar's Gallic Wars in both Latin and English as well as secondary sources such as Suetonius, Shakespeare, and Bernard Shaw to complete an in-depth historical and literary study of Caesar's life. Discussion, interpretation and analysis of the literature are large components of this class. *Prerequisite for Honors Latin III: Latin II and departmental recommendation. Prerequisite for Latin IV: Latin III*

HONORS LATIN IV/LATIN V (1 credit) [taught concurrently]

Students read selections from Vergil's Aeneid in Latin and the remainder in English and engage in an in-depth study of the poetics as well as the historical period of Vergil's great epic poem. Discussion, interpretation and analysis of the literature are large components of this class. *Prerequisite for Honors Latin IV:*

Honors Latin III and departmental recommendation. Prerequisite for Latin V: Latin IV

AP LATIN (1 credit)

In this course, students read the Advanced Placement curriculum which is set at the national level in preparation for the AP exam in May. Students are also responsible for various literary devices and meters. Discussion of the literature and writing essays analyzing it are large components of this class. *Prerequisite: Honors Latin IV and departmental recommendation*

HONORS CLASSICAL STUDIES SEMINAR (1 credit)

This course has two components with a focus on Ancient Greece. Concurrently with the study of Ancient Greek language is a close reading in English and in-depth discussion of works such as Homer's Iliad, Aeschylus' Oresteia, plays by Euripides, such as Medea, Hippolytus, Iphigenia at Aulis, and Electra, as well as selections from Plato's Socratic dialogues and Republic. A culminating project for this course is a research paper using scholarly journals. *Prerequisite: Latin III and departmental recommendation*

SPANISH I (1 credit)

Spanish I is the first course in the three-year language sequence for those students who have had little or no exposure to Spanish. The course uses a comprehensive audio-lingual-visual approach designed to teach the language skills of listening, speaking, reading and writing. Students also begin to acquire an understanding of cultural similarities and differences among the many Spanish-speaking countries. Listening and oral proficiency skills are emphasized in class and assessed through listening comprehension and speaking activities. Reading and writing skills are acquired through workbook activities along with an Internet Supersite for reinforcement of the material. Students are required to use the Internet to research topics presented in the text and cross-referenced by the publishers.

SPANISH II (1 credit)

Spanish II is a continuation of the three-year language sequence in which the basic grammar structures, vocabulary and verb tenses are presented. By the end of the second year, students are able to converse using several verb tenses and many new vocabulary words. Reading and writing skills are enhanced through the writing of paragraphs and the reading of short stories. Listening and oral skills are emphasized in the classroom and assessed through listening and speaking activities. Students gain an understanding and appreciation of Spanish-speaking cultures through literary readings, video, slide and television presentations, newspaper and magazine articles and correlated Internet activities provided by the textbook publishers. *Prerequisite: Spanish I*

SPANISH III (1 credit)

Spanish III students review the Spanish grammar, vocabulary and verb tenses presented in Spanish I and II and are introduced to more advanced grammar concepts and verb tenses. Skills are enhanced through reading essays and short stories that are thematically arranged to represent the cultural diversity of the Spanish-speaking world. An integrated oral and listening comprehension program enables students to speak more confidently in class and to display their understanding and proficiency. Correlated activities are presented on the publisher's Internet website to allow the students to explore topics in more depth. *Prerequisite: Spanish II*

HONORS SPANISH III (1 credit)

This intensive course requires students to grasp grammatical concepts and verb tenses quickly and to move on to materials that enrich their knowledge of the language, literature and culture of Spanish-speaking countries. Students work with selected authentic materials that relate to issues of human rights and other themes basic to both Latin American and peninsular literature. They work extensively on listening comprehension and oral proficiency through class discussions, presentations, and work with music and film. The students write regularly, both in reaction to class discussions and in planned essays. *Prerequisite: Spanish II and departmental recommendation*

SPANISH CONVERSATION AND COMPOSITION (1 credit)

This course is designed for students who have fulfilled their language requirement and want to continue to build their language skills. A general review of grammatical structures and verb tenses reinforces knowledge of the Spanish language and enables students to speak and write more clearly and correctly. Students watch films from Spain and Latin America dealing with immigration and exile, human rights, women, people marginalized by society and the role of the Hispanic world in globalization. Focusing on the cultural diversity of the Spanish-speaking world helps students to engage in meaningful discussions about the various issues and cultural aspects portrayed in the films and to write compositions based on these themes. Students also read short stories, essays, and newspaper and magazine articles and do research on the Internet based on many of the same topics, providing them with additional opportunities to enhance their reading comprehension skills and express themselves orally and in writing. *Prerequisite: Spanish III*

CONTEMPORARY THEMES IN THE HISPANIC WORLD (1 credit)

This course is designed to develop students' knowledge of the Spanish-speaking world through reading, film, research and discussion. Students read a variety of articles and watch films on current topics to stimulate discussions and debates. In addition, students have the chance to share their thoughts and respond to and analyze issues through essays and written responses. Students also have a chance to do additional research on topics of interest and current events.

Prerequisite: either Conversation and Composition or AP Spanish Language and departmental recommendation

AP SPANISH LANGUAGE (1 credit)

The AP Spanish Language course takes a holistic approach to language proficiency, vocabulary usage, communication strategies and cultural awareness. The course insists on fluency and accuracy in speaking and writing through an exploration of the themes of global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics. Students listen, speak, read and write using a variety of texts and exercises to give them a richer awareness and deeper appreciation of the Spanish-speaking world. They are able to demonstrate their proficiency on the AP Spanish Language and Culture exam in May. *Prerequisite: Honors Spanish III or Conversation and Composition and departmental recommendation*

AP SPANISH LITERATURE (1 credit)

This course is designed to be the equivalent of a third-year introduction to literature at the college level. The class prepares students to understand lectures in Spanish and to participate in discussions in Spanish on topics related to literary analysis. The students read texts from a variety of literary genres. They critically analyze form and content, using appropriate terminology in both spoken and written discussion of the texts. The course materials cover a wide variety of authors and artistic movements from both Spain and Latin America. Students are encouraged to take the AP Spanish Literature exam. *Prerequisite: AP Spanish Language and departmental recommendation*

NON-DEPARTMENTAL OFFERINGS

LIFESKILLS (.5 credit)

The Lifeskills program at Laurel is an integral part of its curriculum and also satisfies the State of Ohio Health Requirement. Classes will include factual information, reflection and dialogue on topics such as decision making, nutrition and fitness, mental and emotional health, substance abuse and prevention, women's health, technology, and public speaking.

JUNIOR SEMINAR

Junior Seminar is an overview of the college application process, including interviewing. In this course students will consider who they are, how they learn best, and will develop a list of colleges based on these considerations.

SENIOR SEMINAR

Senior Seminar deals with preparation for living at college. The course will address leaving home and learning to live on your own: financial literacy, relationships, and decision-making around sex, drugs and alcohol.

SPEECH

Laurel students must complete one-half credit in speech, earned either through the Principles of Speech course or through satisfactory participation in Speech and Debate. Either of these tracks will prepare the student to complete her Senior Speech, which is delivered in her senior year and is a graduation requirement. The Principles of Speech course or the Speech and Debate track must be completed before the start of the student's Senior year.

PRINCIPLES OF SPEECH (offered both semesters) (.5 credit)

Principles of Speech is intended to develop effective oral communication capabilities and to enhance the students' abilities in analysis and critical thinking. Students successfully completing the course will present information to large or small groups in a well-organized, interesting manner with poise and confidence. Students will learn to speak clearly and effectively, with precise diction, engaging vocal variety, and appropriate gestures and physical bearing that enhance the spoken presentation. Students will also analyze oral communication, distinguishing claim from argument and evaluating validity through the use of appropriate support. *Open to 9th, 10th, and 11th grade students.*

SPEECH AND DEBATE (offered continuously during September through February) (.5 credit)

Students choosing to participate in speech and debate compete in sanctioned competitive events under the authority of the Ohio High School Speech League and the National Forensic League. To earn Speech credit through this option, students must, by the conclusion of their Junior year, participate in at least six sanctioned speech and debate tournaments, and must earn a minimum of 75

National Forensic League credit points. The Director of Speech and Debate will maintain records of credit earned by students choosing this option.

PROTÉGÉ

Protégé is Laurel’s signal internship and research assistantship program for students in (or entering) 11th or 12th grade. We work with each student in the program to determine her areas of interest, and then build a Protégé project (either an internship or a research assistantship) around/in that area of interest. Students are placed in one of two types of positions: 1) internships – which provide students with an opportunity to learn about a specific field by undertaking actual supervised projects in the workplace; or 2) research assistantships – which place students in working research projects including medical research laboratories and social science research labs. (Please note: Laurel’s STEM Research class is a prerequisite for STEM-related research assistantships.) These out of school learning experiences occur during the school year in semester- or year-long formats, as well as during summer, are graded on a Pass/Fail basis, and are recognized on the Laurel transcript.

TEACH2SERVE

Laurel School, in cooperation with the Teach2Serve Foundation, a nationally recognized leader in education for social service, is one of the first secondary schools in America to offer an introductory course in social entrepreneurship— or the creation and management of non-profit organizations designed to address unmet social needs. The purpose of the course is to examine the issues of social justice in America and around the world, investigate the efforts of non-profit leaders in Cleveland and internationally to meet these needs in today’s society, and to acquire the understanding of organizational leadership and management to undertake similar projects now, or in the near future. The goal of the course is to equip Laurel students with the vision and skills to “fulfill their promise and better the world.”

The course has three components: **1) Classroom:** students will meet twice a week for two semesters to discuss and learn about the theory and practice of community leadership and social entrepreneurship; students will learn the following skills: a) web site design and promotion; b) basic skills of videography and editing; c) basic concepts of financial management and accounting. These classes will require minimal homework but maximum participation. Teach2Serve is a hands-on experience! **2) Workshops:** once a month, after school, leaders of Cleveland-based non-profit community groups and foundations will address the class and discuss their own career experiences and some of the salient aspects of starting and managing a non-profit; **3) Summer Internships:** following the year-long experience at Laurel, Teach2Serve students will work with Laurel to arrange a week-long summer internship with a Cleveland area, or international group, where students can shadow and research the structure and actual work of a non-profit; the

experience will culminate in a student-produced short video portraying her experiences and profiling the non-profit she is working with. Students will confer with one another a few times during the summer—either in-person or via the Internet—to discuss their experiences, culminating in the presentation and discussion of their video reports on their experiences.

Requirements: Students should be in the 10th grade or higher to participate and have room in their schedule to attend class sessions and workshops. We will schedule the workshops after school, at the most convenient times for participants. There may be occasional conflicts with other commitments, but we will work these out. Interested students must submit an application to Mr. Huston and Sra. Hardy outlining the nature of their interest in this program and describing their past experiences with community service, either in or out of Laurel School. A personal interview is also required. *Note: Grading is Pass/Fail and the course is recognized on the Laurel transcript.*
Prerequisite: successful completion of the application and interview process