

Episcopal



Upper School Course Guide 2008-2009

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INTRODUCTION

In Episcopal's Upper School, scheduling courses is done through a partnership between student (and parent) and the student's advisor. During the spring of each year, students and faculty advisors receive an updated copy of this course guide to assist them in making informed decisions about each student's schedule for the coming year. It is also posted on the school's web page, <<http://www.ehsbr.org/usmain/academics.htm>>. The guide should be the first resource of students and parents for answering questions about courses and scheduling at Episcopal.

GENERAL INFORMATION

The Advisory System

All students have a faculty advisor who works with 10-14 students to assist them with scheduling. The advisor is the student's source of information regarding scheduling. Scheduling materials are distributed by advisors, and students meet with their advisors individually to discuss their schedules. The completed schedule request must be returned to and signed by the advisor, who checks it to make sure students are meeting their requirements and then forwards it to the administration. However, it is the student's final responsibility to work out his or her schedule in consultation with the advisor. Students who do not return schedule requests by the published deadline will lose priority in the scheduling process. If an advisor feels that a student has a unique scheduling difficulty, he or she may refer the student to the Upper School Head or the registrar.

Schedule Changes

Schedule changes involving non-Honors and non-Advanced Placement courses may not be made after the first five class meetings. Schedule changes involving Honors and Advanced Placement courses can be made only with the recommendation of the teacher and the approval of both the Department Chair and the Head of the Upper School.

A student who withdraws from a full-year course must do so before the end of the first four weeks of school in order to avoid receiving a "W/F" for that course. A "W/F" would be calculated into the student's cumulative grade point average for both semesters of the School year. A student who withdraws from a one-semester course must do so before the end of the second full week of the semester in order to avoid receiving a "W/F" for that course.

Scheduling Conflicts

Episcopal offers a tremendous variety of courses and activities. This gives our students a very rich high school experience. But it also means that while we make every effort to fully schedule student course requests, every student cannot do everything. As at any school, under any type of schedule, there will be times when a student cannot schedule every course that he or she wants. Students will at times have to make difficult choices and should consult with their advisors about the best choices to make.

Students New to Episcopal

Every effort will be made to meet the Foreign Language course requests of students new to Episcopal. However, particular levels of our language offerings (French, Latin, Spanish) may be full, and new students should understand that they may not get their first choice of language.

Elective Course Offerings

Episcopal reserves the right to cancel any course not required for graduation if it does not have an enrollment of at least 10 students.

Advanced Placement Courses

In order to take an AP course, students must apply to each department by filling out an AP course petition for each AP course they wish to take. These will be distributed in classes during the first week of scheduling. Department heads must approve each student's application, in consultation with the teacher of the course. By applying, students are also signing the AP course contract, indicating that they understand that taking an AP course is their commitment to taking the full year course, and to taking the AP exam at the end of the course. Thus, students may not drop an AP course, and they must take the AP exam. Each AP course is weighted .67 in the calculation of the student's GPA. See the department course descriptions for more information. Students will normally not be allowed to take more than three AP classes in any one year.

Honors Courses

Students are placed in honors courses by departments. See department heads for more information. Honors courses are not weighted in the calculation of the student's GPA.

Repeating Failed Courses

Students who fail any part of a course required for graduation from Episcopal must meet with the Division Head before the end of the school year to make arrangements for remediation. Depending upon what course the student failed, and what part of the course, the Division Head may require that the student repeat the course at EHS, take the course at another institution in Baton Rouge, or take an assessment test. Whatever arrangements are made, students must complete them no later than the end of the next academic year. Students should also understand that whatever arrangements are made, an F will remain on his or her official transcript. The only exception is for students who fail first semester of a year-long course. Students who make a C or better for the second semester of that course will receive a passing grade for each semester.

Course Requirements

Students must have 23 credits to graduate from Episcopal (1 semester = ½ credit). Typically, students enter the Upper School with 1 credit in language and 1 credit in math. All students must register for seven courses per semester. One of those courses may be a study hall and one also may be Physical Education or Athletic Physical Education (P.E. III or P. E. IV).

Students who do not have middle school credit in either math or language (which counts toward the 23 credits) will have to take 6 academic classes for at least 2 semesters (or take a performing art as a 6th course for at least a year). On the following pages are charts that show both a typical student schedule and graduation requirements in each year of the Upper School.

Typical Ninth Grade Schedule

All ninth grade students will register for classes in seven periods. Five of those selections have to be from the core courses plus Physical Education must also be selected. Study Hall may be selected to fill a period. The Study Hall will be supervised.

Core Courses:

English I

Algebra I, Geometry or Geometry Honors, Algebra II

Western Civilization

Biology or Biology Honors

Foreign Language Placement: I, II, or II Honors

Physical Education I

Electives:

Fine Arts Selection

Minimum credits earned: Six

There are no Advanced Placement courses offered to this grade level normally.

Typical Tenth Grade Schedule

All tenth grade students will register for classes in seven periods. Five of those selections have to be from the core courses plus Physical Education must also be selected. Study Hall may be selected to fill a period. The Study Hall will be supervised. Following the first quarter grading period a student can qualify to be excused from the supervised study hall and moved to free study.

Core Courses:

English II

Geometry or Geometry Honors; Algebra II or Algebra II Honors

U. S. History or AP History Honors*

Chemistry or Chemistry Honors

Foreign Language Placement: II, II Honors, III, or III Honors

Physical Education II

Electives:

Fine Arts Selection or Introduction to the Bible

*Requires filing of petition, approval of department, and course contract

Minimum credits earned: Six

Typical Eleventh Grade Schedule

All Eleventh grade students will register for classes in seven periods. Four of those selections have to be from the core courses plus a fifth and sixth course from Physical Education, Fine Arts, Religion, or an additional course from Foreign Language. Study Hall may be selected to fill a period. The Study Hall is not supervised at this grade level.

Core Courses:

English III

Algebra II, Algebra III, Pre-Calculus, or Pre-Calculus Honors

Political Theory/U. S. Government or Political Theory/ AP Government*

Physics, or Physics Honors; AP Chemistry*

Electives:

Fine Arts Selection, Religious Studies, Foreign Language, Physical Education III

*Requires filing of petition, approval of department, and course contract

Minimum credits earned: Six

Students may only register for one study hall per semester.

Typical Twelfth Grade Schedule

All Twelfth grade students will register for classes in seven periods. A minimum of two of those selections have to be from the core courses with the remainder coming from Physical Education, Fine Arts, Religion, or an additional course from Foreign Language. Study Hall may be selected to fill a period. The Study Hall is not supervised at this grade level.

Core Courses:

English Electives- One each semester

Pre-Calculus, Calculus, AP Calculus*, or AP Statistics*

Electives:

Fine Arts Selection, Religious Studies, Foreign Language, Physical Education IV, and Science. Entrance into an advance placement course requires the completion of the AP petition for the program plus departmental approval.

*Requires filing of petition, approval of department, and course contract

Minimum credits earned: Six

Students may only register for one study hall per semester.

EPISCOPAL UPPER SCHOOL GRADUATION REQUIREMENTS

(½ credit = 1 semester)

Minimum Credits Required

English I, II, III and IV	4
Mathematics Geometry, Algebra II, Algebra III, Pre-Calculus, Calculus, AP Calculus, AP Statistics	4
Social Studies Western Civilization, U.S. History, and Political Theory/ American Government or Advanced Placement Government and Politics: United States	3
Science (year long lab sciences) Biology, Chemistry, and Physics or Conceptual Physics	3
Physical Education P.E. I and P.E. II Participation in JV or Varsity sports substitutes for P.E. during the season	2
Foreign Language Three credits in the same foreign language: French, Latin or Spanish	3
Performing and Visual Arts	1
Religious Studies	1

plus

Electives to complete a minimum of 23 credits

Community Service (10 hours Freshman year, 20 hours each Sophomore and Junior years)

NOTE: Upper School Math courses taken in the Middle School, such as Algebra I, earn credit towards the 23 credits needed to graduate, but they do not fulfill the department requirements. Upper School Language courses taken in the Middle School, such as Spanish I, French I and Latin I fulfill department and graduation requirements. Upper School courses taken in Middle School do not count in a student's cumulative GPA.

There is no formal Computer Science graduation requirement. However, all graduating students will be expected to demonstrate competency in a range of computer applications.

Courses not taken at Episcopal are recorded on a student's transcript but do not fulfill graduation requirements and are not calculated in a student's G.P.A.

“Most recently the BESE Board has passed some new requirements regarding the TOPS program commencing with the high school class entering next Fall, the Class of 2012. To be eligible to attend a four year college in the State of Louisiana and also to be eligible to earn TOPS program approval, students will be required to complete four years of mathematics, English, history or social studies, science, and a speech course. Specific documentation on these changes as it applies to non-public schools has not been posted by the BESE Board nor mailed as of this date. The TOPs program for qualification would designate 19 hours of specific course completion as opposed to the current 17.5 as part of the requirement to receive a high school diploma. The current requirement of 23 earned credits for a diploma moves to 24 effective with the incoming class of 2012.”

The Honors Diploma Program

Overview

The Episcopal Upper School Honors Diploma Program is a two-year course of study that provides students with the opportunity to combine interdisciplinary seminar examination of topics in the history of ideas with sustained, independent, academic work. The program is open to juniors who have demonstrated the highest level of self-motivation and academic performance as well as the ability to contribute to group discussion and to work independently. Participation in the program requires completion of the year-long interdisciplinary Junior Honors Seminar and of an independently researched and written Senior Honors Thesis. The program thus asks considerable commitment and effort of students who undertake it. Successful participants receive Episcopal's highest academic honor: their diploma with the words, *With Honors*, as well as recognition in the graduation bulletin. A bound copy of each student's accepted thesis is kept permanently in Aldrich Library. Students who successfully complete all requirements of the program also have a weight of .1 added to their cumulative GPA.

Requirements

All Honors Diploma candidates must:

- Maintain at least a B+ average for each semester, as well as cumulative, throughout their time in the program.
- Take at least three AP classes and exams during their time in the Upper School (at least one of these AP classes and exams must be in math, science, or computer science, and at least one must be in foreign language, English, social studies, or art).
- Satisfactorily meet each of the following specific requirements of the program;
 - Successful completion of Junior Honors Seminar First Semester.
 - Successful completion of Junior Honors Seminar Second Semester. This includes an accepted honors thesis proposal including a schedule for summer work.
 - Successful completion of Independent Thesis Research during the summer between junior and senior years, as evidenced by submission of a substantially complete draft of the honors thesis on the first day of the senior year.
 - Successful completion of Senior Honors Thesis first semester.
 - Successful completion of honors thesis due first day of classes in second semester of senior year.
 - Successful defense of Honors thesis before advisor, readers, and other interested faculty.
 - Successful public presentation.

If, in the judgment of the director, a candidate's grade point average drops significantly, or if a candidate does not meet any of the preceding requirements, the candidate will be asked to withdraw from the program; withdrawal during the second semester of the senior year will result in a grade of "F" on the student's transcript.

The Selection Process

Students are selected for the program during the spring of their sophomore year. Admission to the program is based upon cumulative Upper School GPA, difficulty of the course of study already pursued, and PSAT scores. Each student will submit one paper that was written during the sophomore year. In addition, each student will ask two teachers to complete a recommendation form; the first from the student's freshman English teacher or sophomore English teacher, and the second from one of the student's freshman or sophomore Social Studies, Science, Math, or Foreign Language teachers. Once this process is complete, invitations to join the program are extended. Students who accept the invitation are asked, along with their parents, to sign a document indicating their understanding of the requirements of the program and their willingness to abide by these requirements.

Stages of the Program: Details

Junior Year

Junior Honors Seminar

Junior Honors Seminar is a year-long, advanced, interdisciplinary course. The ability to do a considerable amount of reading and to participate in discussion are crucial to successful completion of the course. It carries two (2) half credits, one of which will satisfy the Religious Studies elective requirement. The Junior Honors Seminar does not satisfy the Religious Studies Introduction to Bible requirement.

Throughout the year, students focus on developing critical thinking and research skills through reading, discussion, writing, and presentations. While specific topics will vary from one year to the next, students will learn to examine a particular topic from many points of view.

During the second semester, the focus of the course expands to include learning what a good thesis is, writing and revising proposals for the thesis, and making the transition to independent research and writing. In consultation with the director and potential thesis advisors, and with the support and critiques of fellow candidates, candidates develop a thesis proposal during the semester. The proposal must be signed by a faculty member who agrees to work closely with the candidate as a thesis advisor for the project.

Junior Honors Seminar is graded internally, but a "Pass" or a "Fail" appears on the student's grade reports. A grade of less than a B is considered failing. Candidates who continue in the program and students who do not continue in the program but have completed the Juniors Honors Seminar requirements typically receive a "P" for the course. All those who earn a "P" in the course also have .04 added to their cumulative GPA at the end of the second semester of the junior year.

Summer Work

Independent Thesis Research

During the summer between the junior year and the senior year, candidates finish their research and begin writing. Candidates are required to work out a plan for summer work with their advisor, including a means of communication and/or meeting before school ends. They are expected to have a draft substantially complete by the beginning of the school year. This should

be turned into the candidate's thesis advisor on the first day of school and to the director by the second week of school.

Candidates whose theses are deemed satisfactory by the advisor and director receive a "Pass" and .03 added to their cumulative GPA, effective from the beginning of the senior year. Students whose theses are not satisfactory to the advisor or the director at the beginning of the school year will ordinarily be allowed to withdraw without carrying a "Fail" on the transcript.

Senior Year

First Semester: Senior Honors Thesis

Candidates use this first semester of senior year to revise their initial draft in consultation with their advisor. At this time, they also consult with the advisor and the director to select two faculty members to act as readers of their thesis. Readers should be in place by Thanksgiving break.

Final copies of the thesis are due to the advisor, director, and the two readers on the first day of classes of the second semester. The candidates whose theses are deemed satisfactory by the advisor and director receive a "Pass" and an additional .03 added to their cumulative GPA.

The end of the first semester of the senior year is the last point at which students will ordinarily be allowed to withdraw from the program without a "Fail" appearing on the transcript.

Second Semester: Senior Honors Thesis

A formal defense of the thesis before the advisor and readers, presided over by the director, is scheduled. After the defense, candidates must complete any necessary revisions and have their work approved by Mardi Gras break. Public presentations of the approved theses are scheduled between Mardi Gras and Easter.

The second semester of the Senior Honors Thesis course is recorded as Pass or Fail, with no addition to the cumulative GPA. However, in case of failure, an "F" in Senior Honors Thesis will ordinarily be recorded on the transcript.

Permanently bound copies of each approved thesis will be placed in the Aldrich library.

Graduation: Reception of Diploma *With Honors*.

THE ENGLISH DEPARTMENT

Episcopal's English teachers are committed to helping students become better readers, writers, and thinkers.

The English Department encourages students to become lifelong readers who understand, appreciate, and respond to literature. The curriculum contains challenging, thought-provoking works that expose students to a variety of literature and prepares them for college. Students are encouraged to develop independent responses to literature by viewing it in the context of their own lives and using it as a vehicle for questioning and understanding human experience. Writing instruction covers multiple disciplines—descriptive, narrative, creative and analytical. The writing process, including drafting, revising, and editing, is reinforced at each grade level.

Episcopal students are required to study four full years of English. Freshmen, sophomores, and juniors take English I, English II, and English III. Seniors choose a one-semester elective in the fall and another in the spring or the full year journalism course to complete their English requirement. The electives offered by the department vary from year to year.

Advanced Placement Language and Composition, a full-year preparatory course is offered for selected juniors. Students selected for this course receive credit for English III and are required to take the AP exam in the spring. AP Literature and Composition is offered as a one-semester English IV elective. Seniors who take this course must take the AP Literature exam in the spring.

The department enrolls students in English AP courses through a selection process. Interested students must first submit an AP petition by the published deadline, and then attend one of the department-proctored writing sessions to complete a written response to a 40-minute AP prompt. As a group, department members determine eligible students based on their performance on the written response, their PSAT writing and critical reading scores, and their conduct and performance in current and previous English classes.

COURSE DESCRIPTIONS

English I: 1 credit. This is a full year reading and writing course for freshmen. Students read, analyze, evaluate and respond to various literary genres. They are asked to compose in many modes and the emphasis is on the writing process in a workshop format. Vocabulary is increased through varied reading and writing activities. This course establishes the foundation of critical thinking and study of writing and literature.

English II: 1 credit. English II is a full-year course for sophomores that exposes students to the major literary periods and genres of American literature. Through the reading, students continue to build critical thinking and analytical skills through discussion, analytical writing, and creative assignments. In addition to critical reading and writing, students broaden knowledge and practical use of vocabulary and also advance in research skills.

English III: 1 credit. This full year course, required for all juniors, introduces students to major periods and genres of English literature, with points of emphasis from selected writers chosen by individual teachers. Writing assignments include various modes, but mastering the analytical

essay remains paramount. Students continue to develop vocabulary, critical thinking, and research skills.

AP Language English III 1 credit. This intensive, college level full year course for juniors teaches reading, writing, and analysis of prose, especially nonfiction. Students write various genre papers on topics of their choosing, in addition to studying the major periods and genres of English literature. The course prepares students to take the Advanced Placement Language examination.

AP Literature English IV: ½ credit. The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Students will read selections from authors such as T.S. Eliot, William Shakespeare, James Joyce, Edith Wharton, and Virginia Woolf in the areas of poetry, drama, fiction (novel and short story) and expository prose. Writing is an integral part of the course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Students prepare for the AP exam in May, which could earn college credit. **Spring.**

English IV: Journalism and Media Studies: 1 credit. This two-semester course for seniors teaches the basic skills for reporting, writing for targeted audiences, page layout and design, photography and media literacy. Students will study the technical as well as theoretical aspects of print media as they work to produce *The Roundtable* newspaper. Readings such as *The Journalist and the Murderer* by Janet Malcolm and other published articles will enhance students' holistic understanding of the value and purposes of printed media. Students should gain perspective on news values, along with media law issues such as libel and censorship.

English IV Semester Electives:

The following semester elective courses are intended for seniors who must take one each semester to fulfill their English IV requirement. Course offerings may vary from year to year. Juniors may take these courses in addition to English III only if there is space available.

Fall Semester:

English IV: Contemporary Fiction ½ credit. The goals of this course are to enhance students' understanding and enjoyment of contemporary fiction and to encourage them to become lifelong readers. In this course, students will immerse themselves in novels and fiction written within the last 50 years. Through methods including discussion, journaling, analytical writing, and research, students will examine and respond to the literature. The semester course will cover works by authors such as Tim O'Brien, Annie Proulx, and Kent Haruf.

English IV: Forms of Comedy ½ credit. Comedy takes a variety of forms and operates with a range of logics. It can be cruel or kind, conservative or radical, optimistic or despairing. In this course we will explore some comic modes - from literary classics to modern film - and examine a few theories of comedy. The reading list may include Shakespeare, Jonathan Swift, Jane Austen, Stella Gibbons, Flannery O'Connor, and David Sedaris.

English IV: Shakespeare ½ credit. This course is an in-depth study of Shakespeare's history and comedy plays, a variation from the more traditional study of his famous tragedies. Texts may include *The Tempest*, *Twelfth Night*, *The Taming of the Shrew*, *Richard II*, *Julius Caesar*, *Henry IV* and *Henry V*. Most of the plays will be supplemented by a film adaptation.

English IV: Southern Writers ½ credit. Students will immerse themselves in Southern literature through required and personal selections of short stories and novels. Students respond to the literature through writing, research, journals and critical reviews. They also participate in class activities that seek to enhance the analysis, understanding and enjoyment of the literature as well as the rich culture in which they live. The works of writers such as Kate Chopin, William Faulkner, Lyle Saxon and Kay Gibbons are among texts studied.

Spring Semester:

English IV: Creative Writing ½ credit. This course is an opportunity for students to become more imaginative writers by learning different ways of looking at subjects and different strategies for writing. Students will read contemporary authors in order to better understand the trends and practices in contemporary poetry and fiction. To that end, they will read a variety of fiction writers and poets.

English IV: Gender Perspectives in Literature ½ credit. The aims of the course are to make students aware of the varying and universal roles that females have played in literature and to read literature written by women, especially from cultures where males have traditionally been the purveyors of literature. We will explore the commonalities of women as characters in literature, the themes about which women write, and the perspective from which men view women. Included are such authors as Charlotte Bronte, Jean Rhys, Isabel Allende, Tillie Olsen, Alice Walker, and Julia Alvarez, as well as personal selections.

English IV: Madness in Literature ½ credit. This course will focus on the prevalent motif of madness in literature, especially the function of the madman and the madwoman in nineteenth and twentieth-century literature and culture. It will include a brief study of the history of hysteria and madness in western culture and consider how insanity and madness fit into our understanding of truth. Students respond to literature with various forms of writing, projects, research, and dramatization. The tentative reading list includes short fiction and poetry by Alexander Pushkin, Nikolai Gogol's *Diary of a Madman*, Tennessee Williams' *The Glass Menagerie*, Susanna Keyson's *Girl, Interrupted*, Patricia Highsmith's *The Talented Mr. Ripley*, and Ken Kesey's *One Flew Over the Cuckoo's Nest*.

FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department educates students linguistically and culturally to communicate successfully in another language. The Department is composed of three disciplines: French, Latin, and Spanish. Each discipline offers four different and continuous levels of the language, allowing the students to master the basic material in the first three years. Additional levels are offered in all the languages.

Communication is the focus of language teaching. The Department considers the cultural component essential in all the languages taught and actively supports the experience of living, studying and traveling abroad. The French and Spanish sections organize student exchange programs. The Latin section sponsors student travel groups to Italy and Greece.

Students must have 3 credits of foreign language in the Upper School to graduate. Language courses taken in eighth grade count as general credits toward the 23 needed to graduate, and language courses completed in eighth grade count toward the Departmental requirement of 3 credits.

Episcopal reserves the right to cancel any course not required for graduation if it does not have an enrollment of at least 10 students.

French

COURSE DESCRIPTIONS

French I 1 credit. EHS French I takes utmost advantage of the students' previous French language experience in middle and lower schools. Students will learn to function in a French speaking environment as an educated tourist. Students will continue developing their knowledge and usage of the French language, using the four skills of listening, reading, speaking and writing. Students will learn to recognize and use vocabulary to apply grammar usage; to read short texts; to answer questions requiring evaluation and interpretation of material read or heard. Students will continue to think creatively about language and language use. They will learn about the francophone world and its customs through tapes, videos, computer presentations, authentic print sources, role-playing, research, guests, field trips and exchanges. As the year progresses, usage of French in the classroom increases until by the second semester only French will be spoken.

French II 1 credit. This is a full year course open to students who have successfully mastered the EHS French I material. The course is conducted entirely in French and students interact in French with their classmates from the very beginning. Students use French to talk with classmates about past activities and future plans. They exchange information in French via notes, letters or email on familiar topics, such as personal interests, memorable experiences, school activities, and family life. They share their opinions, via discussion or written exchanges in French, on what they have recently read or seen, such as articles, short stories, books, comics, movies, videos, music, and art. They engage in French role-play or participate in authentic situations where they clarify information, such as comparing transportation schedule with a clerk, or solve problems, such as exchanging an inappropriate item in a store. Students continue to acquire more information to enhance their knowledge of the francophone world. They watch movies, commercials or documentaries from the francophone world and identify typical cultural

patterns and social behaviors that they see on the screen. They also receive exposure to the language via a variety of authentic sources such as the Internet, audio, video and printed materials which help them develop cultural awareness as well as linguistic proficiency.

French II Honors 1 credit. This is a full year course open to students who have successfully completed a full year of French I. The content of the course is the same as French II with added enrichment material. Students should demonstrate the ability and willingness to do the extra work required by excelling in the year prior to their request to be accepted to the honors section. The teacher and head of the section will decide upon the admittance of the student.

French III 1 credit. This is a full year course open to students who have successfully mastered the EHS French II material. This course continues to develop an appreciation of French speaking cultures as students develop the four language skills. Students may take French IV or AP French Language upon completion of this course.

French III Honors 1 credit. Same as above with added enrichment materials such as excerpts from literary works, art and music to develop critical and analytical skills. A “B” average or better in French II is required for Honors. Students may take French IV or AP French Language upon completion of this course.

French IV 1 credit. This is a full year course open to students who have successfully completed French III. The students will confront real-life problems and develop a variety of skills to resolve them. The emphasis is on developing conversational skills so that students attain an intermediate to high oral proficiency level. Material about and from francophone cultures is presented, as well as authentic literary texts. The students should be able to use and understand the cultural and literary material, and to demonstrate knowledge of the above with reasonable accuracy in language skills. The students are also to participate in a weekend immersion during the state French Club convention.

French IV: AP Language 1 credit. This is a full year, college-level course that trains students to become skilled speakers, listeners, readers and writers of French. Students practice speaking, writing and comprehension skills in a laboratory setting. The fundamental objective of this course is for students to achieve a high level of ability in all four skills. Students must be exposed to a variety of materials and genres to help them expand their knowledge of formal French in both oral and written forms. Students are expected to comprehend and produce language that is equivalent to that which is used in a second-year college level course. They must be well prepared, have high levels of motivation and interest, as well as sufficient time to prepare out-of-class reading and writing assignments. At the conclusion of the course, students will take the AP French language exam.

French V: AP French Literature 1 credit. This course requires the student to have completed French III successfully, to have completed French IV, or to score at the level of French IV on a placement test. This course introduces students to French and francophone literature. Emphasis is placed on analysis and criticism of literary texts through classroom discussion and written assignments and tests, using appropriate literary terminology. It covers selected authors and centers on the understanding and analysis of literary texts. To accomplish this goal, students will practice understanding lectures in French, actively discussing literary topics in French, doing close reading of literary texts of all genres in French, and critically analyzing the form and content of literary works orally and in writing using appropriate terminology. At the conclusion of the course, students will take the AP French literature exam.

French V: Francophone Cultural Studies 1 credit. This is a year long course. It requires the students to have completed French IV or AP French Language. This course, conducted in French, provides the students the opportunity to expand their knowledge of French while simultaneously learning a great deal about Francophone culture. The assignments will combine oral, written, and multimedia presentations. The students are also to participate in a weekend immersion during the state French Club convention.

French Study Abroad ½ credit. This is a semester course in French. It is open to students who have made satisfactory progress in at least French I or with special permission from the chair of the Foreign Language Department. The purpose of this course is to increase the understanding and appreciation that our students gain from the culture and language of French speaking areas they visit on the EHS study abroad trip. This course includes readings and discussions before departure, study, field trips, projects while in the area, and presentations upon returning to EHS. The course is not scheduled during regular block time, but meets weekly at an agreed upon time.
Spring.

Latin

COURSE DESCRIPTIONS

Latin I 1 credit. This is a one-year course intended for students with no experience in Latin. (Usually this course begins at the 8th grade level, but 9th graders new to the school or 11th/12th graders who have completed another language sequence are also appropriate participants.) It is the first of three required courses for the foreign language sequence in Latin. It focuses on mastery of basic Latin grammar and vocabulary. Cultural focus is on the life and times of the Roman poet Horace and the first century B.C., but heavy emphasis is placed on the standard legends of Greek and Roman mythology including Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*. Oral and written drills of all kinds (vocabulary, grammar, etc.) are common activities as well as group work on translation and comprehension. The ability to memorize endings and forms and to organize and utilize these forms is essential to success in this course.

Latin II 1 credit. This is a one-year course intended for students who have completed one year of Latin. (Usually this course begins at the 9th grade level.) It is the second of three required courses for the foreign language sequence in Latin. It focuses on mastery of intermediate Latin grammar and vocabulary. Cultural focus is on the life and times of the Roman poet Horace and the first century B.C., but heavy emphasis is placed on the events leading up to the assassination of Julius Caesar and the fallout of this event. In addition, ancient Greece and its role in this era is explored. Oral and written drills of all kinds (vocabulary, grammar, etc.) are common activities as well as group work on translation and comprehension. Daily quizzes are to be expected. The ability to recall and synthesize endings and forms from Latin I and to organize and utilize these forms is essential to success in this course.

Latin III 1 credit. This is a one-year course intended for students with two years of experience in Latin. (Usually this course begins at the 10th grade level.) It is the third of three required courses for the foreign language sequence in Latin. It focuses on mastery of advanced Latin grammar and vocabulary. The cultural focus of the first semester is the life and times of the Roman poet Horace and his role in the Golden Age of 1st century B.C. poetry. The second semester presents

selections from the writings of Caesar, Cicero, Catullus, and Petronius. Major emphasis is placed on the ability to translate original texts utilizing the grammar and syntax practiced and learned in the first semester.

Latin AP Literature 1 credit. This is a one-year course intended for students with three or four years of experience in Latin. This course is optional and is offered alternate years to 11th and 12th graders. In the first semester, students read selections from the poems of Catullus, and then in the second semester, they read selections from the chosen writer (Ovid, Cicero, or Horace - it is usually Ovid). Students read and then practice writing critical essays on given passages, learn to scan and recite lines of the work in dactylic hexameter, Sapphic, elegiac couplet, and hendecasyllabic meters, and focus on identifying grammatical structures and literary devices. Daily vocabulary quizzes and frequent translation tests are the norm as are in-class sight translation and scansion exercises. At the end of the course, students take the AP Latin Literature exam.

Latin AP Vergil 1 credit. This is a one-year course intended for students with three or four years of experience in Latin. This course is optional and is offered alternate years to 11th and 12th graders. Students read the entire *Aeneid* in translation and then translate large sections from Books I-XII. Students read and then practice writing critical essays on given passages, learn to scan and recite lines of the work in dactylic hexameter, and focus on identifying grammatical structures and literary devices. Daily vocabulary quizzes and frequent translation tests are the norm as are in-class sight translation and scansion exercises. At the end of the course, students take the AP Latin Vergil exam.

Spanish

COURSE DESCRIPTIONS

Spanish I 1 credit. A year long course intended for students with no experience in Spanish, it is one of three credits in foreign language required for all EHS graduates. There is no prerequisite at this level. Usually this course begins at the 7th grade level, but the 9th graders new to the school or 11th and 12th graders who have completed another language sequence are also appropriate participants. This course focuses on the acquisition of the basic Spanish language skills of listening, speaking, reading and writing as well as acquisition of basic grammar structures and cultural knowledge. Listening and speaking skills are practiced in whole class, small group and individual activities supplemented by classroom tapes, videos and the telephone laboratory. Brief oral and written activities, dramatized dialogues, and interviews are also included.

Spanish II 1 credit. This year-long course is offered for students who have completed Spanish I, or whose placement scores indicate admission to this level. As a continuation of Spanish I, this course focuses on the further acquisition and development of basic Spanish language skills and expanding the foundation for grammatical and cultural competency. Listening and speaking skills are practiced in whole class, small group and individual activities supplemented by classroom tapes, videos and the telephone laboratory. Short oral and written reports, dramatized dialogues, and interviews are also activities included.

Spanish II Honors 1 credit. Same as above with added enrichment materials. Students should demonstrate the ability and willingness to do the extra work required by excelling in the year prior to their request to be accepted to the honor section. The teacher and head of the section will decide upon the admittance of the student.

Spanish III 1 credit. This is a year long course. It requires the students to have completed Spanish II, or to score at this level by taking a placement test. As a continuation of Spanish II, this course finishes the acquisition and development of the four basic language skills and keeps expanding the foundation for grammar and cultural competency. Intensive language practice in small groups as well as use of the telephone laboratory are essential activities. Oral and written reports are also important.

Spanish III Honors 1 credit. Same as above with added enrichment materials. Students should demonstrate the ability and willingness to do the extra work required by excelling in the year prior to their request to be accepted to the honor section. The teacher and head of the section will decide upon the admittance of the student.

Spanish IV 1 credit. This is a year long course. It requires the students to have completed Spanish III or to score at this level upon taking a placement test. This course provides students the opportunity to strengthen and expand basic language skills. This course will focus on expanding students' active vocabulary and on strengthening skills in grammatically correct oral and written discourse as well as active engagement with texts from a wide spectrum of media. Students also will develop their ability to do expository writing and to discuss themes and cultural issues. Critical thinking and analytical abilities will be important in discussions and writings. The use of the telephone laboratory is essential in improving pronunciation, linking and fluidity.

AP Spanish Language 1 credit. This is a year long course. It requires the students to have completed Spanish III successfully, to have completed Spanish IV, or to score at this level upon taking a placement exam. The fundamental objective of this course is for students to achieve a high level of ability in all four skills (listening, speaking, reading, and writing). Students must be exposed to a variety of materials and genres to help them expand their knowledge of formal Spanish in both oral and written forms. Students are expected to comprehend and produce language that is equivalent to that which is used in a second-year college level course. They must be well prepared, have a high level of motivation and interest, as well as sufficient time to prepare out-of-class reading and writing assignments. At the end of the course, students will take the AP Spanish Language exam.

AP Spanish Literature 1 credit. This is a year long course. It requires the students to have completed Spanish III successfully, to have completed Spanish IV, or to score at the level of Spanish IV upon taking a placement test. This course prepares students of Spanish in the introduction to Hispanic literature and in being successful in taking the AP Spanish Literature test. It covers selected authors and centers on the understanding and analysis of literary texts. To accomplish these goals, students will practice understanding lectures in Spanish, actively discussing literary topics in Spanish, doing close reading of literary texts of all genres in Spanish, and analyzing critically the form and content of literary works orally and in writing using appropriate terminology. At the end of the course, students will take the AP Spanish Literature exam.

Spanish V: Hispanic Culture and Language 1 credit. This is a year long course. It requires students to have completed Spanish IV or AP Spanish language. This course, conducted only in

Spanish, provides students with the opportunity to expand their knowledge of Spanish while simultaneously learning a great deal about Hispanic culture. The text for this course is El Espejo Enterrado by Carlos Fuentes. Activities include lectures, visiting speakers, readings, maps, videos coordinated with the textbook and with a workbook, writing assignments and oral presentations. There is a required trip to the New Orleans Museum of Art, the Historic New Orleans Collection and the Mesoamerican Museum of Tulane University, approximate cost \$45.00.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Upper School students are required to earn two credits in Health and Physical Education. Students earn one credit during their 9th grade year and one credit during their 10th grade year. Health requirements are met through activities in physical education classes, wellness classes, speakers, and specially scheduled programs. Topics addressed include CPR certification, drug and alcohol education, nutrition, human sexuality, mental health, date rape, and stress management.

Optional courses are available for enrollment in Physical Education III and Physical Education IV.

MATHEMATICS DEPARTMENT

The goal of the mathematics department is to provide students with knowledge in both applied and theoretical mathematics that will prepare them for a technological world in which mathematics is an increasingly important force. Students are encouraged to perceive mathematics as a tool used to analyze and solve real-world problems and as a language and mode of expression.

All mathematics courses are by nature cumulative. Therefore, daily effort by the student is necessary in both class preparation and homework to sustain progress and build skills necessary for the successful completion of a course.

The Episcopal mathematics curriculum has been carefully developed to give every student a strong college preparation in mathematics along with a rich understanding of the importance of mathematics as a life skill. The Mathematics Department cautions students that credit courses taken during the summer typically do not provide the same depth and breadth as courses taken at Episcopal. Thus students are strongly advised to consult with math teachers before deciding to take such courses. Students BC, may take the equivalent course at LSU if it is not offered during their senior year at Episcopal.

Students new to Episcopal may be asked to take a placement test in mathematics in order to be placed in an appropriate section.

Department Requirements

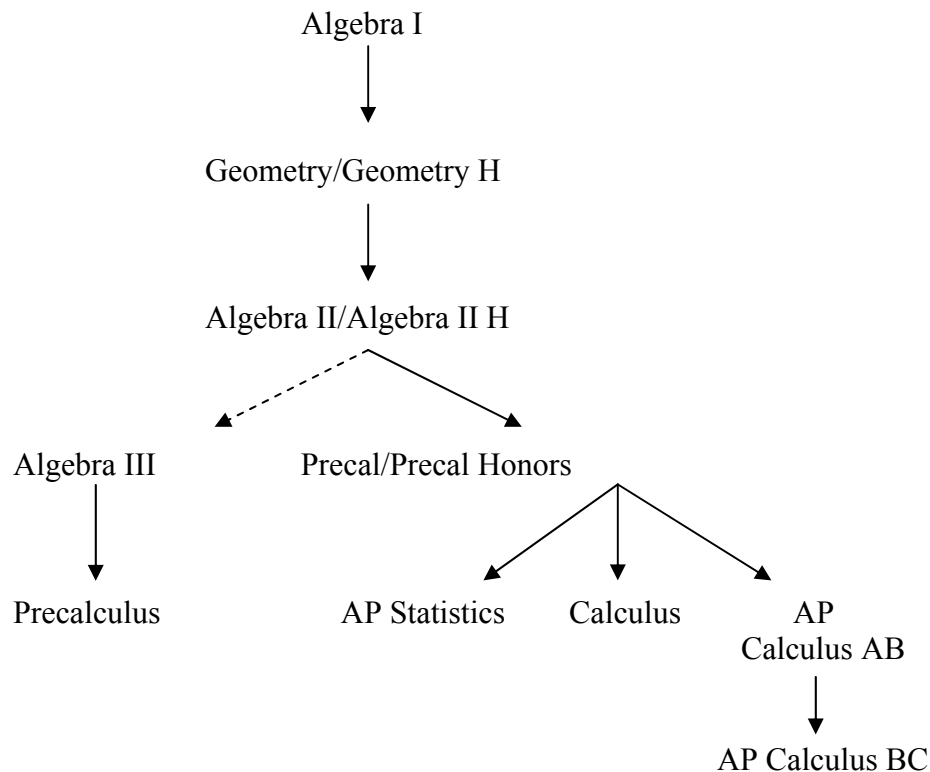
Episcopal's expectation is that all students will complete a minimum of 4 credits of mathematics through Pre-Calculus. Only if a student needs remediation will he or she be advised to take Algebra III before taking Pre-Calculus.

Math courses taken in eighth grade count as general credits towards the 24 needed to graduate, but do not fulfill the departmental requirement of 4 credits.

Episcopal reserves the right to cancel any course not required for graduation if it does not have an enrollment of at least 10 students.

Each student is required to use a TI-84 or TI-84+ graphing calculator.

Sequence of Courses



COURSE DESCRIPTIONS

Algebra I 1 credit. This full year course lays the foundation for all future work in mathematics, science and real world problem solving. The major emphasis is on developing a true understanding of the concepts and processes in algebra through the proficient use of number sense, problem solving, and the graphing calculator. It is strongly recommended that any student not earning a grade of C or higher repeat this course.

Geometry and Geometry Honors 1 credit. These courses are designed to enable students to use inductive and deductive reasoning, to investigate and to understand geometric concepts, and to apply these concepts to real life situations. Emphasis is placed on visualization of geometric figures, problem solving, verbal and written communication and cooperative learning. Students learn to apply the principles, patterns, and spatial orientation of plane and solid Euclidean geometry, as well as to be able to connect these with algebra. Placement in honors course is done by the department.

Algebra II and Algebra II Honors 1 credit. These courses extend the concepts and applications introduced in Algebra I in preparation for advanced study in mathematics and science. Major emphasis is given to formulating and using algebraic equations, functions, graphs, data and critical thinking in a broad range of situations. Placement in honors course is done by the department.

Algebra III 1 credit. This year long course is intended for students who have completed Algebra II and need further study in algebra topics. The course will include function, mathematical

modeling, and real life applications of algebra. The course will conclude with the introduction to trigonometry. Prerequisite: Algebra II.

Pre-Calculus and Pre-Calculus Honors 1 credit. These are year long courses designed to present the theory and applications of trigonometry and elementary functions to students. Particular emphasis will be given to the use of mathematics for modeling real-world problems. Placement in honors course is done by the department.

Advanced Placement Calculus AB 1 credit. This year-long course presents the equivalent of one semester of college level calculus. Topics include derivatives, integrals and their applications. At the end of the course, the student should be prepared for the Advanced Placement Calculus AB Exam. Prerequisite: Pre-calculus Honors. Students wishing to take AP Calculus must follow AP course request guidelines.

Advanced Placement Calculus BC 1 credit. This year-long course covers topics of 2nd semester college calculus, including integration techniques, series, vectors, and polar graphing. At the end of the course, students should be prepared for the Advanced Placement Calculus BC exam. This course is offered only in years in which there are sufficient students to form a class Prerequisite: AP Calculus AB with a score of 4 or 5 on the AB Calculus exam or permission from the instructor.

Advanced Placement Statistics 1 credit. This course is available to students who have completed Pre-calculus. The course focuses on statistical reasoning and applications. At the end of the course, the student should be prepared for the Advanced Placement exam. Students wishing to take AP statistics must follow AP course request guidelines.

Calculus 1 credit. This year-long course builds upon and expands the concepts studied in Pre-calculus, including algebraic and transcendental functions. The course will conclude with the fundamentals of differential calculus. Students will not take the Advanced Placement exam unless they petition to do so and are approved by the instructor and department chair.

RELIGIOUS STUDIES DEPARTMENT

Students must have 1 credit of religious studies to graduate, consisting of Introduction to the Bible (½) and a semester elective course (½).

The typical track for a student in the department of religious studies is listed below. Some students take their semester elective course during their junior year, which means that they are taking six academic classes. *We advise students to think carefully before doing this.* We would encourage more students to take their semester elective during their senior year (when many students need classes to take) rather than during their junior year, when taking their semester elective means taking six academic classes.

Grade 9: no religious studies course work

Grade 10: Introduction to the Bible

Grade 11: Introduction to the Bible or semester elective

Grade 12: semester elective

COURSE DESCRIPTIONS

Episcopal takes seriously its identity as a Christian educational community in the Anglican tradition. It is committed to the process and value of a liberal education, and seeks to encourage open, free, and reflective growth in all students, regardless of their backgrounds. All of the courses in the Religious Studies Department share the goal of fostering critical thinking, writing, and discussion skills. None of the courses presupposes a particular set of beliefs, but all seek to encourage students to engage in reflection both about their own beliefs and about various kinds of religious thought and activity.

Introduction to the Bible ½ credit. The Bible's central role in Western culture makes it worth investigation by people from diverse religious traditions: accordingly, this semester course is an academic, rather than devotional, introduction to the composition, content, and interpretation of the Bible. The goal of the course is to give students a sense of when the various parts of the Bible were written, edited, and canonized, under what circumstances, and for what purposes; to help them develop a grasp of major biblical events and concepts; and to engage them in thoughtful reflection on the interpretation of the Bible today. The course will study the Hebrew Bible and the Greek New Testament in comparison to other traditions and texts from the ancient Near East and the Greco-Roman world. While recognizing that some religious communities in both Judaism and Christianity follow other systems of interpretation, the course will introduce students to the basics of the Historical-Critical method of modern biblical scholarship. Students will be expected to read substantial portions of major biblical texts. Typical assignments include daily exercises, analytical and reflective papers, presentations, projects, and a term paper. This is a required course for all. It is open to 10th, 11th, and 12th graders, but students are encouraged to take this course as their first religious studies course in their sophomore year. Students would then go on to take their religious studies elective in either the junior or senior year. **Fall or Spring.**

Electives (open to 10th, 11th, 12th graders):

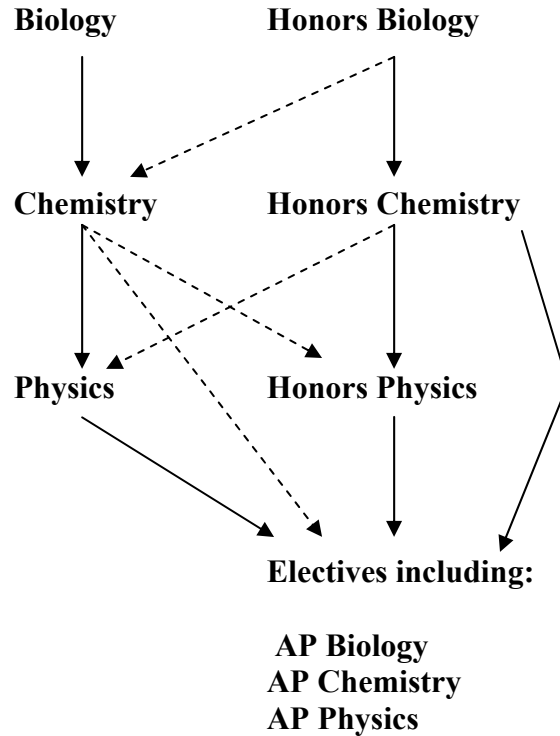
History of Religion in the United States ½ credit. This one-semester elective course focuses on the role of religion in American history. Following an introductory overview of the legal framework within which American church-state issues arise, students will examine the development of American religious ideas and institutions by close readings of a variety of primary sources including political sermons from the pre-revolutionary and revolutionary periods, essays and letters of prominent political and religious leaders of the pre-revolutionary and early national periods, relevant statutes, and court opinions. The course will also examine in what ways political and public life are affected by religious ideas and the historical foundations, as well as some modern interpretations, of the relationship between religion and politics in the public forum. **Fall or Spring.**

Introduction to Ethics: Ethical Choices ½ credit. This one-semester elective (based on a model developed by Ms. Andrea Brownstein for Mary Institute and Saint Louis Country Day School) considers theological ethics within and in contrast with the larger tradition of moral philosophy. The aim is neither to present a detailed history of moral thought nor to provide specifications for ethical behavior, but rather to encourage students in their own reflection on how persons of faith go about making ethical choices. Texts might include the *Crito* of Plato, parts of the *Nicomachean Ethics* of Aristotle, Bolt's *A Man for all Seasons* and Warren's *All the King's Men*. Students should expect to write frequent reflective papers and to take an active part in class discussions. **Fall or Spring.**

SCIENCE DEPARTMENT

Graduation Requirements: three lab science courses

Typical Course Sequence



- | | |
|------------------------|--|
| 9 th Grade | Biology or Honors Biology |
| 10 th Grade | Chemistry or Honors Chemistry |
| 11 th Grade | Honors Physics (with concurrent enrollment in Honors Pre-Calculus)
Physics |
| OR | |
| 12 th grade | Elective during 11 th grade <u>and</u> take Physics during 12 th grade
Elective, including A.P. Biology, A.P. Chemistry, A.P. Physics |

*Placement into honors sections is based on past grades, motivation, work ethic, and teacher recommendation.

- Science Electives:
- Environmental Issues- Spring semester
 - Geology – Fall semester
 - Human Anatomy- Fall or spring semester
 - Marine Biology- Fall or spring semester
 - Botany- Spring semester
 - Science Investigations- Fall or spring semester
 - Tropical Ecology – Fall semester

Advanced Placement Courses- Admission into these courses is selective and based on past grades, motivation, work ethic, and teacher recommendation

AP Biology- Full year elective

AP Chemistry- Full year elective

AP Physics- - Full year elective

COURSE DESCRIPTIONS

Biology 1 credit. This course is taken during the 9th grade year. This course counts as one of the three lab based science courses required for graduation from Episcopal. The intention of the course is to give the students a broad base of knowledge in the following fields: characteristics of life, scientific method, predicting chemical reactions, compounds, chemical bonds, acids and bases, biochemistry, cell structure, homeostasis, diffusion, osmosis, photosynthesis, cell respiration, DNA, protein synthesis, cell division, genetics, and a classification survey of the animal kingdom with dissections. In this course the following skills will be developed: scientific method, microscope work including observation, attention to detail, drawing to scale, and dissection. There is a required field trip during the spring semester to the New Orleans Zoo and to the Aquarium of America, approximate cost - \$30.00.

Biology Honors 1 credit. This course is taken during the 9th grade year. This course counts as one of the three lab based science courses required for graduation from Episcopal. The course will include scientific method, metric system, basic chemistry, biochemistry, DNA, protein synthesis, genetics, genetic engineering, electrophoresis, cell structure, cellular respiration, photosynthesis, cell division, human anatomy, and a survey of the animal kingdom with dissections. In this course the following skills will be developed: scientific method, microscope work including observation, attention to detail, drawing to scale, and dissection. The Honor's course will cover each topic to a greater depth, and at a faster rate. Each student will present an assigned project each semester. There is a required field trip during the spring semester to the New Orleans Zoo and to the Aquarium of America, approximate cost - \$30.00.

Chemistry 1 credit. This course is taken during the 10th grade year. This course counts as one of the three lab based science courses required for graduation from Episcopal. The prerequisite for the course is the successful completion of Algebra I. The course will include topics such as atomic structure, bonding, equations, stoichiometry, gas laws, solutions, acids and bases. Themes such as nuclear chemistry, the nature of light, and water quality will also be investigated by the students and presented to the class through a variety of mediums. This course is lab based where students will perform a number of experiments and summarize their work in written lab reports. In this course the following skills will be developed: use and conversion of metric units, proper use of equipment, dimensional analysis, interpretation and analysis of data and application to lab activities.

Chemistry Honors 1 credit. This course is taken during the 10th grade year. This course counts as one of the three lab based science courses required for graduation from Episcopal. The prerequisites are the successful completion of Algebra I (preferably Algebra I-Honors) and a teacher recommendation. The course will include topics such as atomic structure, bonding, equations, stoichiometry, gas laws, solutions, acids and bases. Themes such as nuclear chemistry, the nature of light, and water quality will also be investigated by the students and presented to the class through a variety of mediums. This course is lab based where students will perform a number of experiments and summarize their work in written lab reports, use and conversion of metric units, proper use of equipment, dimensional analysis, interpretation and

analysis of data and application to lab activities. The Honor's course will cover each topic to a greater depth, with more focus on the quantitative aspects of each topic, and at a faster rate.

Physics 1 credit. This course is taken during the 11th or 12th grade year. This course counts as one of the three lab based science courses required for graduation from Episcopal. The prerequisites are the successful completion of Chemistry, Algebra I, and Geometry. This course will provide the student with a basic understanding of measurement and problem solving, motion and forces, kinetic theory, heat and thermal effects, sound, light and optics, and electricity and magnetism.

Physics Honors 1 credit. This course is taken during the 11th grade year. This counts as one of the three lab based science courses required for graduation from Episcopal. The prerequisites are the successful completion of Honors Chemistry, Honors Algebra I, Honors Geometry, Honors Algebra II and concurrent enrollment in Honors Precalculus. This course will provide the student with a basic understanding of measurement and problem solving, motion and forces, kinetic theory, heat and thermal effects, sound, light and optics, and electricity and magnetism. The course is oriented toward students with a strong background in mathematics.

AP Biology 1 credit. This course is generally taken during the 11th or 12th grade year. This is an elective course. The prerequisites are successful completion of Biology, Chemistry, and Physics, and teacher recommendation. The course is an extremely intensive, college level course which requires strong skills in reading and analytical reasoning. All students will take the A.P. Biology Exam at the end of the year. The course covers topics such as biochemistry, DNA, protein synthesis, genetics, genetic engineering, evolution, a survey of the five kingdoms, and biomes.

AP Chemistry 1 credit. This course is generally taken during the 11th or 12th grade year. This is an elective course. The prerequisites are successful completion of Honors Chemistry, teacher recommendation, and concurrent enrollment in either pre-calculus or calculus. The course is an extremely intensive, college level course which requires strong math and reasoning skills. All students will take the A.P. Chemistry Exam at the end of the year. The course covers topics such as bonding, nuclear chemistry, molecular structure, equations, oxidation-reduction reactions, thermochemistry, electrochemistry, equilibrium, and acid/base chemistry. The course is lab based and all students will be required to maintain a comprehensive lab notebook for the entire year.

AP Physics 1 credit. This course is generally taken during the 12th grade year. This is an elective course. The prerequisites are successful completion of Physics Honors and teacher recommendation. The course is an extremely intensive, college level course that requires strong math and reasoning skills. All students will take the A.P. Physics C Exam at the end of the year. The Advanced Placement Physics C course provides a curriculum intended to be the equivalent of a freshman year of physics in college. The Physics C course is divided into two parts. The first semester deals with mechanics—force, motion, vectors, rotation, kinetic energy, and gravitation. The second semester focuses on the fundamentals of electricity and magnetism: electric fields, capacitance, currents, circuits, magnetic field. The course is lab based. The course provides a very rigorous treatment of the content material. To be successful, students must make a serious commitment to accept the extensive amount of work required by the curriculum. The C course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Calculus is a prerequisite or, less desirably, a co-requisite.

Electives

Episcopal reserves the right to cancel any course not required for graduation if it does not have an enrollment of at least 10 students.

Botany ½ credit. This course is offered as a spring elective. There is no pre-requisite. The course will include topics such as plant identification, plant anatomy, agricultural crops, recipes using different plant organs, and algae identification, in addition to developing and maintaining a garden. Participation in Earth Day activities, and work in the garden and the outdoor classroom are required as part of this course. **Spring.**

Environmental Issues ½ credit. This course is offered as an elective to 11th or 12th graders. There is no pre-requisite. This is a theme based, project oriented course designed to explore the habitat and conditions in the natural world. Work in the outdoor classroom is a required part of this course. **Spring.**

Geology ½ credit. This is a one semester lab and project based course focusing on important concepts in the fields of Geology and Geophysics. Emphasis is placed on the development of Plate Tectonic theory, riverine systems and alluvial deposition/subsidence (especially as it relates to the Mississippi delta and its wetlands), and the science of aquifers and watersheds. These topics are integrated into all class discussion, projects and laboratory experiences with special attention directed toward issues affecting Louisiana and the Gulf Coast region. **Fall**

Human Anatomy ½ credit. This course is offered as a fall elective to 11th or 12th graders. There are no prerequisites. The intention of this course is to give students a broad introduction into the field of Human Anatomy. The student will study the following: skeletal system, reproductive system, urinary system, digestive system, lymphatic system, respiratory system, circulatory system, endocrine system, and the nervous system. Relationships to a healthy life style and practical applications are highlighted. Current events and recent reports are also discussed. **Fall or spring.**

Marine Biology ½ credit. This course is offered as a spring elective to 11th or 12th graders. There is no pre-requisite. The intention of this course is to give students a broad introduction into the field of Marine Biology. The areas of study include: marine environment, world ocean, properties of sea water, ocean motion, classification, marine plants, seaweed, anthophyta, geographical distribution, communities, marine animals, protozoans, defining animals, symmetry, mollusks, segmented animals, chordates, marine vertebrates, intertidal and benthic communities, estuaries, circulation, salinity adaptations, sediment transport, habitats and communities, and the economic uses of marine life. The students are required to set up and maintain an aquarium. There is a required field trip, approximate cost- \$90.00 **Fall or Spring.**

Science Investigations ½ credit. This course is offered as an elective to 11th or 12th graders. This project-based course is built on investigative techniques, deductive reasoning, and application of science concepts and skills. Topics include forensics and crime scene analysis, microscopy, chromatography, and the analysis of glass, hair, fibers, lip prints, and white powders. **Fall or Spring.**

Tropical Ecology ½ credit. This course is offered as a spring elective to 11th and 12th grade students. There is no prerequisite. The aim of this course is to give an overview of tropical environments and the geological, biological, and cultural facets that exemplify the biodiversity of

these geographic areas. The focus will be on Central/South American tropics. Areas of study will include: volcanology and general geology, rainforests, cloud forests, orchids, bromeliads, trees, birds, butterflies, insects, animals, marine ecology, and abiotic factors of this ecosystem that define it. A historical perspective of indigenous peoples of these areas and their use of resources will also be studied. A required class trip to Costa Rica will be taken either the week of Mardi Gras break or spring break. Approximate cost- \$1800. **Fall**

SOCIAL STUDIES DEPARTMENT

9th grade – Western Civilization.

10th grade – U.S. History or Advanced Placement U.S. History.

11th grade – Political Theory/American Government or Advanced Placement Government and Politics: United States.

12th grade – Electives: Advanced Placement European History, Classical World, Introduction to Sociology, Law Studies, Psychology.

COURSE DESCRIPTIONS

Western Civilization 1 credit. There are no prerequisites for this course. This course is designed to stimulate learning based upon an analysis of factual information and primary sources.

Students will learn the highlights of historical development from 1500 to modern society while evaluating the cause-and-effect relationships of different events and time periods. Instruction and activities include traditional lecturing, cooperative learning, computer research, and film-based essays.

U.S. History 1 credit. There are no prerequisites for this course. This course is designed to stimulate critical thinking, writing skills, and analysis of primary sources, and to introduce the fundamental concepts of citizenship. Students will learn the political, economic, and social history of the United States from the colonial period to modern society. Instructions and activities include traditional lecturing, computer and internet research, the study of history through popular media, document analysis, projects and class presentations, and a research paper.

AP U. S. History 1 credit. Students must have approval from their current Social Studies and English teachers and follow Advanced Placement course request guidelines. This course is designed to teach the same skills as U. S. History with a greater emphasis placed on the skills and knowledge required for success on the Advanced Placement exam, including writing high level free response essays, replying to document-based questions, additional research, and book reviews. At the end of the course, students will take the AP U. S. History exam.

Political Theory/ American Government 1 credit. Students must have completed American History or Advanced Placement U. S. History as a prerequisite for this course. This course is designed to stimulate critical thinking and development of political ideas, civil liberties, the rights and duties of American citizenship, the workings and Constitutional underpinnings of the United States government, and the history of civil rights. It is also designed to teach advanced research and writing techniques, and teach oral presentation techniques including the use of technology.

AP Government and Politics: United States 1 credit. Students must have approval from their current Social Studies and English teachers and must follow Advanced Placement course request guidelines. This course is designed to teach the same skills as the U. S. Government class with a greater emphasis placed on the skills and knowledge required for success on the Advanced Placement exam including writing high level free response essays and analysis of primary sources such as data tables and editorial cartoons. At the end of the course, students will take the AP US Government exam.

Electives

Episcopal reserves the right to cancel any course not required for graduation if it does not have an enrollment of at least 10 students.

AP European History 1 credit. This is a full year elective course. Students must be approved by their current Social Studies and English teachers and follow all Advanced Placement course request guidelines. This course is designed to teach analysis, the cause and effect relationship of key individuals, and actions and events that have shaped Western society. This course is designed to teach the skills and knowledge required for success on the Advanced Placement exam including replying to document-based questions and analyzing primary sources and data. At the end of the course, students will take the AP European history exam.

Law Studies 1/2 credit. This course will survey different areas of practice in law, as well as the development of U. S. Constitutional issues. Students will also study federal and state laws, including the Louisiana Civil Code. Students will learn to brief cases and analyze them through this pre-law curriculum. Other primary sources include an examination of pleadings in state and federal court.

Psychology ½ credit. This elective course is designed to teach students about the roots of human behavior. The class explores the history of psychology, the human life span, sensation and perception, altered states of consciousness, personality, individuality, and abnormal behavior. Instruction and activities include lectures, tapes, and assorted outside activities.

The World Since 1945 (1/2 credit). This junior and senior level semester elective course will cover the history of the world since WWII. The prerequisite of this class is to have completed Western Civilization and U. S. History, as both of these classes will serve as background. World War II and Beyond will serve those students interested in the interrelationship of political, social, and economic events from 1945 to present.

VISUAL AND PERFORMING ARTS DEPARTMENT

The arts are a central part of the human experience. Through formal instruction, students develop skills to express their ideas and feelings. Accordingly, the Department of Visual and Performing Arts strives to foster each student's creative potential, to instill in them an appreciation for the artistic process, and to experience the arts as an academic discipline. The Performing and Visual Arts Department offers courses in drama, vocal and instrumental music, and visual arts. All of the courses earn credit toward fulfilling Episcopal's one-credit Fine Arts requirement for graduation. The department also sponsors a strong extracurricular program of art shows, concerts, recitals, and theatre productions. Through participation in these activities, students develop confidence, learn the importance of self-discipline and perseverance, and have an opportunity to exhibit or perform on a scale larger than the classroom setting provides.

Episcopal reserves the right to cancel any course not required for graduation if it does not have an enrollment of at least 10 students.

Visual Arts

COURSE DESCRIPTIONS

Introduction to Art ½ credit. This is a general studio art course open to students in grades 9-12. It is designed for those who may or may not continue on in the visual arts program. This is an entry-level course and no prior skills or talents are necessary. Interest and a desire to learn are all that is required. No prerequisite. **Fall or Spring.**

Drawing I ½ credit. This is an entry level drawing and two-dimensional design course open to students in grades 9-12. No prior skills or talents are necessary. This course teaches skill-development in drawing, composition, and expression. Students are encouraged to consider the content of work produced. Investigation of media is strongly emphasized. **Fall or Spring.**

Drawing II ½ credit. This is an intermediate drawing course open to students who have had Drawing I. Students will continue development of drawing and compositional skills, and develop a portfolio concentrating on a theme or centralized concept. This course is strongly recommended to students who aspire to Advanced Placement Art in their senior year. Prerequisite: Drawing I. **Spring.**

Painting I ½ credit. This is an entry level painting and color theory course open to students in grades 9-12. Students will explore Acrylic processes, techniques and expressive possibilities of descriptive painting and its relationship to light and space; to expose the student to master paintings, artist biographies and art history and critiques. Students are required to buy materials at a cost of approximately \$150.00. **Spring.**

Painting II ½ credit. This is a self-directed, intermediate painting course open to students who have had Painting I. Students will produce a series of paintings based on an investigation of a theme or concept. They will be afforded the opportunity to paint some pieces of personal choice as well. Prerequisite: Painting I. This course may be scheduled during a student's free period, provided it fits with the instructor's schedule. Consent of instructor required. **Fall or Spring.**

Pottery I ½ credit. This entry level course is open to students in grades 9-12. It offers basic skills in both handbuilding and wheel construction in clay, and introduces three-dimensional design using a variety of media such as: wire, plaster gauze, found objects, wood, etc. as sculptural

material. Students who exhibit potential on the potter's wheel may be recommended for Pottery II. **Fall or Spring.**

Pottery II ½ credit. This is a self-directed course open to students who have shown exceptional potter's wheel skill in Pottery I, and who have exhibited the proper motivation and responsibility according to guidelines set by the instructor. Students will develop a personal style as they become proficient in wheel throwing. Prerequisite: Pottery I. This course may be scheduled during a student's free period, provided it fits with the instructor's schedule. Consent of instructor required. **Fall or Spring.**

Pottery III ½ credit. Having successfully completed Pottery II, students may enter this course by invitation only. An individualized program will be mutually decided upon by student and instructor. This course may be scheduled during a student's free period, provided it fits with the instructor's schedule. By invitation. **Fall or Spring.**

Pottery IV ½ credit. Having successfully completed Pottery III, students may enter this course by invitation only. An individualized program will be mutually decided upon by student and instructor. This course may be scheduled during a student's free period, provided it fits with the instructor's schedule. By invitation. **Fall or Spring.**

AP Studio Art-3D ½ credit. This semester course is designed for the student in Pottery II who has produced work that is considered college level in quality. In this course he/she will be given the opportunity to complete the requirements for the AP portfolio, which have been determined by the College Board. By invitation. **Spring**

Sculpture I ½ credit. This is an entry level course open to students in grades 9-12. Students will have hands on experience in a wide variety of sculpting media such as plaster, wood, wire, paper maché and found objects, and work from a large number of subjects. Students will be expected to master additive and subtractive techniques, as well as basic casting processes. Students will become familiar with many classical and contemporary masters of sculpture, their styles and historical context. No prerequisite. **Fall or Spring.**

AP Studio Art 1 credit. This year long course is open to motivated seniors who have taken Drawing I and possibly Drawing II, and who have the potential of producing work on a college level. Students must follow Advanced Placement course guidelines as set by the College Board. By invitation.

Communication Design I 1/2 credit. Communication Design is a semester course in which students will learn communication design skills as related to art and technology. The course will focus primarily on communication via the internet and expose students to basic html programming, site architecture, navigation, image editing, and the inverted pyramid principle of writing. Students will learn to create webpages utilizing html, Dreamweaver, and Photoshop. Additionally, students will work with traditional mediums of communication to gain an understanding of the relationships between communication, art, and technology. Prerequisite: previous Computer Science course at the Middle School or High School level. **Fall or Spring.**

Communication Design II ½ credit. Communication Design II is a semester course in which students will learn advanced communication design skills. The course will focus on teaching students collaborative internet project management and will also explore the possibilities of multimedia in communication. Students will work with video and animation using Premiere and Flash. Prerequisite: Communication Design I. Consent of instructor required. **Fall or Spring.**

Yearbook: ½ credit. This publications course is open to students in grades 9-11. Students will develop skills in photo composition and editing, page layout and design and feature writing. Students will produce pages for the *Accolade* using the PageMaker and PhotoShop computer programs. This course may be repeated in subsequent years as Yearbook II and Yearbook III, and is recommended for students who aspire to be yearbook or newspaper editors during their senior year. **Spring.**

Performing Arts

COURSE DESCRIPTIONS

Music Appreciation ½ credit. This semester course is open to students in grades 9-12. The primary objective of this course is to provide the student with tools necessary to become a functional consumer of music, particularly art music, commonly referred to as “classical music.” It is a course designed to encourage and further the student’s knowledge of music for the greatest enjoyment and the highest level of aesthetic development and awareness. In addition to studying the broad historical scope of musical development, the student undertakes an extensive listening program of representative examples of the many types and genres of music. The material presented is divided into four major units: How Music Works, Music and Emotion, Music in Society, and Music in Film. Students are required to attend two performances during the semester and submit a written concert critique. **Spring.**

AP Music Theory 1 credit. The ultimate goal of this year long, college preparatory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard and presented in a score. Through mastery of music fundamentals, students will learn to analyze and assess the music they hear on a daily basis. Students taking this course are expected to complete the AP Music Theory Exam in the Spring. Enrollment in this course is open, but with the understanding that the student have a strong musical performance or private lesson background. Class size will be limited to no more than 15 students per section.

Concert Choir 1 credit. This year long course is open to students in 9-12 grade by audition and invitation. The intent of this course is to introduce students to basic principles and practices of singing technique, sightreading and musicianship. The group retains as its mission the performance of quality choral works from all genres at the highest possible level. Featured (and thus required) performances by the Concert Choir include the annual Christmas concert, adjudicated District and State festivals, and a Winter concert and Spring concert. Students in this ensemble are eligible to audition for the Select Choir. See the Choral Director *before* scheduling Concert Choir to schedule an audition.

Select Choir ½ credit. This highly selective ensemble is open to students in grades 9-12 by audition and invitation. The Select Choir rehearses on Thursdays during class time and on Monday evenings from 5:30 to 7:30 PM, at the director’s discretion. Students enrolled in Select

Choir will receive 1/4 credit per semester. Because of limited rehearsal time and a demanding performance schedule, students who accept the invitation to join Select Choir are required to enroll in both Concert Choir and Select Choir for the entire academic year. Students are also required to audition for District Honor Choir in September, and participate in the Solo and Ensemble Festival in February. See the Choral Director *before* scheduling to arrange an audition.

Treble Choir 1 credit. This year long class is open to students in grades 9-12 by audition and invitation. The intent of this course is similar to Concert choir - to introduce students to basic principles and practices of singing technique, sightreading and musicianship - though it will focus on appropriate repertoire written for female voices. Featured (and thus required) performances by the Treble Choir include the annual Christmas Concert, adjudicated District and State festivals, a Winter Concert and Spring Concert. Students are also required to audition for the Louisiana Women's High School All State Choir in September, and participate in the Solo and Ensemble Festival in February. Students in this ensemble are eligible to audition for the Select Choir. See the Choral Director *before* scheduling Treble Choir to schedule an audition.

Drama ½ credit. This is a semester basic drama course for grades 9-12 which focuses on the performance and production areas of theatre. Theatre as an art form and academic discipline is emphasized. This course teaches acting skills, analyzing skills, playwriting/adapting, directing, and elements of production. Classroom work involves students participating in performing, writing and directing. The course can be taken twice for credit; no prerequisite. **Fall.**

Drama/Production ½ credit. This is a semester theatre production course for grades 9-12 that focuses on theatrical design and production. Theatre as an art form and academic discipline are emphasized. This course teaches theatrical design skills, scenery construction practices, and technical direction. Classroom work involved students participating in the designing, constructing, and lighting for theatrical productions. The course can be taken twice for credit; no prerequisite. **Fall.**

Advanced Acting ½ credit. This course will take the basic acting method learned in Drama I and apply it to the various styles of theatre. Acting styles and movement in the area of Shakespeare "The Greeks:" and "Comedy of Manners" are explored in this performance oriented acting class for the serious actor. The course culminates in a showcase performance of classroom work and gives the actor a firm grasp on tools needed to succeed in college level theatre. Prerequisite: Drama I. **Spring.**

Ballet I ½ credit. Students will learn basic ballet technique in Vaganova, Chechetti, Balanchine, and Bournonville techniques. Students will be introduced to dance history through outside reading and film. **Fall.**

Ballet II ½ credit. Students will learn ballet technique in Vaganova, Chechetti, Balanchine, and Bournonville techniques on a more advanced level. Students will also study kinetic aspects to ballet technique, dance history through outside reading and film. Prerequisite: Consent of instructor. **Fall and Spring.**

Theatre Dance ½ credit. Students will learn musical theatre dance techniques from the 1920s to present. Techniques presented will include that of choreographers Buzz Miller, Jack Cole, Bob Fosse and Michael Bennett, among others. Students will learn about musical theater dance productions through outside reading and film. **Fall.**

Concert Band ½ credit. The EHS Concert Band is the premier instrumental ensemble at EHS and meets second semester. It comprises all Upper School band members. The group's primary function is the training of young people to play one or more musical instruments through the preparation and performance of music. This music is challenging and of high integrity. Also covered in the class are the topics of music theory, technique and interpretation. The band will perform several concerts during the semester and may also travel to festivals and competitions. Students receive a participation grade for playing in these performances. **Spring.**

Jazz Band ½ credit. The Jazz Band is a small select group that serves as an outlet for better musicians to expand their musical horizons. Membership in the EHS Jazz Band is by invitation or audition only, and membership is limited to a required number. Jazz Band is a scheduled class taken for credit; however, membership in the Jazz Band is limited to students who take band for credit for the full year. The Jazz band meets first semester only. The Jazz Band will train students to play a wide variety of the jazz-rock-swing style and perform at various local functions and at the fall concert. Students receive a participation grade for playing in these performances. **Fall.**

RB Studio Band ½ credit. The RB Studio Band is a small select group, which serves as an outlet for better musicians to expand their musical horizons. Membership in this class is by invitation or audition only, and membership is limited to a required number. RB Studio Band is a scheduled class taken for credit; however, membership in the RB Studio Band is limited to students who take band or chorus for credit. The RB Studio Band will serve those students who are looking for instruction in song composing and arranging and allow those better musicians to expand their experience in the area of public performance. Other aspects of the course will cover the development of this particular type music and its relationship to the social and political atmosphere of its time. Technological requirements include three computers with midi keyboards and Finale 2006 and workstations. **Spring.**

Wind Ensemble ½ credit. The Wind Ensemble is the band department's select ensemble. Its primary function is to provide the top players with the opportunity to perform music of a higher classification and greater difficulty than the concern band. Also covered in the class are the topics of music theory, history, technique and interpretation. The Wind Ensemble will perform several concerts during the year and may also travel to festivals and competitions. Admission to this year-long course is by invitation only and the rehearsals are held one day each week during class time and one evening each week.

Advanced Placement Course Petition

(Please Note: This petition is only an application of admission and does not guarantee placement in the course).

I hereby apply to take AP _____.

By applying:

I acknowledge the extra work commitment that an AP course requires;

I am making a commitment to take this course for the full year;

I understand that I will be required to take the AP examination at the conclusion of the course.

The fee will be billed to my parents.

I also understand that Episcopal does not recommend that students take more than three AP courses at one time.

student name

parent name

student signature

parent signature

date

I support this student's petition to take the above AP course.

current teacher's signature

Approval of student AP petitions and placement in AP courses will be made by Department chairs in consultation with Department faculty. Students should understand that final placement in AP courses depends upon departmental approval and upon the class fitting the student's schedule.