



ST. STEPHEN'S & ST. AGNES SCHOOL

Living Our Mission

St. Stephen's & St. Agnes School is a college preparatory Episcopal Church School in the Diocese of Virginia that educates boys and girls from junior kindergarten through twelfth grade. To help our students succeed in a complex and changing world, we seek to inspire a passion for learning, an enthusiasm for athletic and artistic endeavor, a striving for excellence, a celebration of diversity, and a commitment to service. Our mission is to pursue goodness as well as knowledge and to honor the unique value of each of our members as a child of God in a caring community.

**2009 - 2010
CURRICULUM GUIDE**

**JUNIOR KINDERGARTEN
THROUGH
TWELFTH GRADE**

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LOWER SCHOOL CURRICULUM



The Lower School program provides children with a firm foundation in essential skills, knowledge, and habits of the mind and heart that will help them to thrive in and positively affect the world around them. It fosters intellectual curiosity, a striving for excellence, a love of the arts, a commitment to active and healthy lives, and a dedication to improving our school, our community, our nation, and countries throughout the world. In a challenging, stimulating, and caring learning environment, teaching is differentiated to address the unique intellectual, social, spiritual, physical, emotional, and artistic gifts and needs of each student.

Strong organizational and cooperative skills are stressed in the Lower School, for they serve students well throughout their years at St. Stephen's & St. Agnes School and beyond. The pursuit of goodness as well as knowledge is at the heart of the Lower School. The Lower School embraces the model of service learning in which students help others while engaging in a process of reflection, self-discovery, and skill-building. Students address needs inside and outside our school community, and the particular needs addressed emanate from the social studies curriculum, as well as from successful service projects completed in previous years.

Our goal is for students to develop empathy, broaden their perspectives, develop a lifelong passion for service, and gain an understanding of why and how the Episcopal identity and mission of the school call our community to value and practice service. Through the curriculum, classroom discussions, assemblies, chapel services, service learning endeavors, and strong role modeling from the faculty, students learn and practice the four character traits of the Lower School: honesty, responsibility, respect, and compassion.

COURSE DESCRIPTIONS

LANGUAGE ARTS

Through classroom instruction children develop a love of reading, an appreciation of good literature, and the ability to effectively communi-

cate orally and in writing. By engaging children in rewarding and stimulating experiences with literature, students thrive as writers, thinkers, and speakers. The reading program is supported by a literature-rich environment in all classrooms, a structured independent reading program, and two book rooms (one for Junior Kindergarten-Grade 2, and one for Grades 3-5) with thousands of books of all different genres and reading levels. Even Junior Kindergarten students learn to write and to understand the writing process. Throughout their Lower School years, students not only learn the conventions of writing, but also about voice, organization, word choice, sentence fluency, and presentation. Students learn phonics, spelling, and vocabulary through an engaging and differentiated word study program, and grammar is taught both formally and in context.

Junior Kindergarten: Mastery of language is a developmental process, which extends over a number of years and happens for children at different ages depending on their maturation, experience, and language background. Junior kindergarten students explore literature by listening to and retelling stories. Recognition and writing of letters, beginning and ending letter sounds, basic sight word vocabulary, and creative writing are emphasized.

Kindergarten: Recognizing that young children are on a developmental continuum, the kindergarten language arts curriculum provides appropriate experiences that are both achievable and challenging. Kindergarten students are offered an increasing amount of interaction with the spoken and written word. They acquire, apply, and extend reading and writing skills on a daily basis. Through read alouds, students learn to think critically about literature. Instruction is differentiated through many methods including individualized book boxes, backpack books, and word study.

Grade 1: In first grade children learn to read in small groups according to their developmen-

tal level as well as through class and individual instruction. Reading instruction focuses on decoding, sight word vocabulary, fluency, and comprehension. Exposure to various forms of literature is cultivated through read alouds. In Writer's Workshop students are encouraged to develop their writing skills through formal writing lessons and creative writing. The D'Nealian method of handwriting is introduced at this level. Individual student book boxes provide students with a variety of texts to read independently. Differentiated word study helps students with phonics and spelling skills.

Grade 2: Reading fluency and comprehension required for independent reading are further developed at this level. Students are exposed to and are able to read a wider range of genres. Students continue using the D'Nealian method for handwriting. Students learn the writing process through writing, editing, and publishing creative stories, book reports, and biographies. Instruction is differentiated through many methods including individualized book boxes and word study.

Grade 3: Students complete the transition from learning to read to reading for meaning at this level. In addition to further strengthening reading skills in small and whole group instruction, the language arts program emphasizes vocabulary development, literary study, grammar study, and oral and written communications skills. In addition to learning about writing organization and conventions, students enhance their writing by focusing on voice, word choice, and sentence fluency. Students are read to daily and read independently in class as well. Students are taught basic research skills. In third grade children continue to use the D'Nealian method in handwriting and learn to write in D'Nealian cursive. The well-stocked classroom libraries and leveled book rooms are excellent resources that enable teachers to differentiate reading instruction. Students hone reading and spelling skills through differentiated word study.

Grade 4: The fourth grade language arts program uses a variety of fiction and non-fiction texts. Students read and reflect upon these works independently and within large and small groups. Teachers emphasize reading aloud fluently with appropriate expression and paying close attention to punctuation and the structure of a piece to guide the voice. The vocabulary program focuses on words that appear throughout students' reading, and teachers also emphasize the importance of determining the meaning of unknown words based on the context in which they appear. The spelling program introduces common patterns and the relationships between different words. The main emphases in writing in fourth grade are organization, supporting one's thinking with detail, and proofreading to ensure spelling and writing mechanics. In addition to learning about writing organization and conventions, students

enhance their writing by focusing on voice, word choice, and sentence fluency. Students are taught to plan their writing using graphic organizers, and they use word processing to more easily revise and edit their writing.

Grade 5: The reading program is literature-based and often utilizes texts related to the social studies curriculum. This enables students to experience a multitude of writing activities and to develop both their creative and expository writing skills. In addition to learning about writing organization and conventions, students enhance their writing by focusing on voice, word choice, and sentence fluency. As in fourth grade, proofreading and editing skills are emphasized in assignments, and children acquire skills for oral presentations. Grammar is taught formally through workbook exercises as well as informally within literature units. Students study vocabulary as they learn the derivation and roots of words through the differentiated word study program, as well as contextually through literature.

MATHEMATICS

Students learn to recognize that math is a part of their daily lives. Strong skills in computation and critical thinking are stressed so that students can complete increasingly complex operations and problem solving tasks. Teachers use the University of Chicago's Everyday Math series for instruction. Large and small group instruction, hands-on activities with manipulatives, calculators, computers, cooperative work, and math games are all included in the curriculum to meet individual needs and learning styles. A math resource teacher works with teachers and students to ensure that students receive the level of support and challenge that they need. Differentiated word problems allow students to explore mathematical concepts at different levels of challenge and complexity.

Junior Kindergarten: Number sense and recognition, one-to-one correspondence, recognition of geometric shapes, patterning and classifying are taught through one-on-one instruction and group activities. Games and manipulatives provide students with sensory experiences and concrete understanding.

Kindergarten: Lessons and activities involving manipulatives and hands-on problem solving give kindergarten students opportunities to explore and understand mathematical concepts. These experiences encourage the development of one-to-one correspondence, counting, and number sense. Students develop an understanding of ordinal numbering, place values to hundreds, basic addition and subtraction, measurement, counting by twos, fives and tens, geometric figures, graphing, and patterning. Instruction is differentiated through many different methods including math Exemplars that teach students

how to solve problems and communicate answers in a variety of ways.

Grade 1: The Everyday Mathematics curriculum develops critical thinking skills and a broad background in problem solving approaches based on everyday situations. Fundamental skills and concepts emphasized include number recognition, counting by twos, fives, and tens, basic addition and subtraction facts to twelve, place value, money, time, measurement, geometry, functions, and algebra. Instruction is differentiated through many different methods including manipulatives and math Exemplars that teach students how to think critically and communicate answers in a variety of ways.

Grade 2: Emphasis is placed on adding and subtracting two-digit numbers with regrouping. Throughout the year, concepts of place value, time, measurement, money, simple fractions, and sequencing are focused on as well. Students are encouraged to verbalize their strategies and processes of problem solving. Instruction is differentiated through many different methods including math Exemplars that teach students how to solve problems and communicate answers in a variety of ways.

Grade 3: Students work with multiplication and division algorithms as well as fractions, graphs, charts, decimals, and estimation. Manipulative materials are used to introduce and reinforce skills and concepts taught. Understanding of measurement, geometry, money, and time are extended. Instruction is differentiated through many different methods including math Exemplars that teach students how to solve problems and communicate answers in a variety of ways.

Grade 4: The program builds on the foundation of earlier grades and extends these skills and concepts to work with multi-digit numbers in addition, subtraction, multiplication, and division. Emphasis is placed on problem solving, and computation skills are mastered so they can be applied in a logical manner to different situations.



Computers, math Exemplars, puzzles, games, and manipulatives are used to develop differentiated instruction and intuitive thinking skills.

Grade 5: Instruction continues to extend and reinforce skills and concepts taught in the fourth grade. Students move increasingly from the concrete to the abstract in their mathematical reasoning. Conceptual understanding and computation of whole numbers, fractions, and decimals are extended and consolidated. Students are exposed to and become adept at using a variety of problem solving methods. Computers, math Exemplars, puzzles, games, and manipulatives are used to develop differentiated instruction and develop intuitive thinking skills.

SOCIAL STUDIES

Through the study of social studies and history, Lower School students gain greater understanding of self, others, their community, the nation, and the world. Students learn and hone important reading, writing, research, technology, critical thinking, and map skills throughout their course of study. The social studies program includes multicultural perspectives, hands-on experiences and exhibitions, and field trips. The school's service learning program integrates meaningful community service with social studies topics; students are taught to recognize and embody the fact that individual responsibility accompanies membership in a community. Social studies units are integrated with language arts, art, math, and music. The Internet and software are used to enhance research and understanding.

Junior Kindergarten: Thematic units are the basis for the social studies curriculum in junior kindergarten. Units focus on the exploration of self, family, and the school community. Students explore such themes as similarities and differences among people, the special nature of families, and the importance of being a positive citizen.

Kindergarten: The program develops an awareness and appreciation of similarities and differences in cultural identities and the interdependence among and within communities. The curriculum encompasses a greater understanding of self, family, and community. Recognizing oneself as a contributing member of a broader community fosters the character traits of responsibility, compassion, honesty, and respect.

Grade 1: The program explores many different aspects of a community. Students learn about the residential, commercial, industrial, and institutional components of a town. They explore important themes such as how and why communities change over time, how geography affects the development of a community, and how the wants and needs of community members affect the goods and services that are provided. Through



field trips students learn about the construction of buildings and various types of jobs and businesses. Students are made aware of different cultures through the exploration of traditions, arts, customs and folklore, holidays, current events, and important historical figures.

Grade 2: Students learn about the world and its inhabitants through the study of United States immigration, the continents and oceans, and the people, customs, and climates of other countries. During the year students research countries, learn how to read maps, and discuss current events. Students explore the importance of culture and how people of different cultural backgrounds enrich a community or nation. They learn about both the hopes and hardships of immigrants.

Grade 3: Students begin the year studying the concept of anthropology. They then use this framework to explore the history and cultures of ancient Egypt and ancient China. Throughout the year students explore how anthropology helps us understand ancient people's beliefs and ways of life, how geography affects the formation of civilizations, and how the past affects and is manifested in present day culture. Students end the year by studying archaeology and the importance of artifacts, and participate in a full-scale simulated excavation.

Grade 4: The study of the first Americans occurs in this year. Students learn about the lives, motivations, and experiences of early explorers such as Marco Polo, Amerigo Vespucci, Christopher Columbus, and Hernando Cortes. In cooperative groups, students research various Native American nations and their creation stories, customs, clothing, tools, and housing. They learn about the clashes that occurred when explorers came into contact with native peoples. Later in the year students learn about Jamestown and Colonial America. The year concludes with each student researching a trade from Colonial times and presenting a written report and interactive presentation at the Colonial Fair. Important themes include cooperation and conflict between explorers and native peoples, the effect of trade on the development of com-

munities, and the connection between climate, geography, and culture.

Grade 5: The American Revolution, the formation of the United States government, the Civil War, and Westward Expansion are studied in fifth grade. Due to the increasing number of presentations and report writing, emphasis is placed on the development of skills such as note taking, outlining, organizing materials, and writing essays and research papers. Important themes include the reasons for and process of creating revolutions, the challenges of creating a new government, and the effects of inventions and advancing technologies on society.

SCIENCE

Junior Kindergarten

One Time a Week

An experiential and discovery approach is used throughout thematic units including studies of nature, animals and plants, the human body, and the natural world around us. Observation skills are emphasized as students develop an increasing awareness and understanding of their environment.

Grades K-2

Two Times a Week

Students become active participants in the hands-on process of investigating their world. Activities integrate mathematics and science concepts and skills through studies of life, earth, and physical sciences. Students work as scientists through observing, predicting, collecting, and interpreting data. Students also communicate and engage in the higher-order thinking processes of hypothesizing, inferring, and generalizing.

Grades 3-5

Two Times a Week

The program builds on previous knowledge and innate curiosity by having students learn through more detailed inquiry. As new information is gained about our world, students learn that the scientific community is constantly re-examining questions and answers. The scientific method, discussions, experiments, projects, current events, films, field trips, and visiting scientists provide students with a greater understanding of concepts. The curriculum covers natural and physical science concepts including various ecologies, earth science, matter, energy, forces and motion, plants, magnetism, and electricity.

RELIGION

One Class a Week and One Chapel Service a Week

The program's goal is to enhance each child's relationship with God, with others, and with all of God's creation. The incorporation of art, music, and drama promotes active participation

by students. The philosophy and teaching of the Episcopal Church are the foundation for our study of religion, and students also explore and learn to appreciate the diversity of faiths and traditions in our school. The goal is for each child to become familiar with the sacred stories, parables, and liturgical actions of the Judeo-Christian tradition; to understand the sequence of stories and the rhythm of the church year; to participate in creating a safe community for one another's spiritual growth; and to become fluent in the basics of common worship.

The Lower School's four character traits (compassion, honesty, respect, and responsibility) are integral parts of religion classes, and throughout the year students participate in age-appropriate community service projects.

JK-2: The religion classes for children in grades JK-4 use the Godly Play curriculum, an imaginative way of telling the stories of the Bible using multisensory materials. The curriculum offers a religious language that deepens the students' knowledge of God through the stories of scripture, lessons about liturgy, and the theological reflection called "wondering." In a setting that surrounds students with stories of faith made visible, each class period focuses on one story and the opportunity to wonder aloud about its connection with students' own lives. Periodically, children work hands-on with the stories of their choice, learning to master and retell the lesson or to reflect on the stories through art, journaling, or dramatic play.

Emphasis in the early grades is on the core stories of the Judeo-Christian tradition that tell the experiences of the People of God and on the central liturgical practices of the Christian Church. Major stories are presented to this age group each year, with the understanding that as children return to this spiraling curriculum, they come as new creatures with new experiences and advancing developmental skills. Students enjoy returning to the stories they know and anticipating what will happen next. Their increased ability to analyze, to connect with the events of their own lives, and to respond more deeply to the open-ended wondering questions can make old stories seem brand new. Each year, new stories are also integrated, along with lessons on prayer, significant examples of faithful life ("saints" and others), and discussions of our responsibility to serve people in need. While the emphasis is on the Judeo-Christian tradition, insights from other faiths are also explored.

Grade 3-4: In addition to following the spiraling curriculum outlined above, students learn to navigate the Bible, as they look up and read aloud the text on which a Godly Play story is based. They also practice leading group prayer and reading aloud in chapel.

Grade 5: The fifth grade religion class begins with a unit on basic Bible structure and composition. Material covered includes Old Testament



stories; the journey of Advent and Christmas; the stories of Epiphany, Lent, and Easter; New Testament Parables; and prayer. As students learn the stories in liturgical sequence, they are encouraged to apply these teachings to their own lives and experiences. Throughout the year, the students are challenged to discover God's existence in their lives as well as God's broad presence in the world and to explore God's grace and love not only for them, but for all of God's creatures.

PHYSICAL EDUCATION

JK: One Time a Week

K-2: Three Times a Week

3-5: Four Times a Week

The curriculum is a sequential, cumulative program aimed at challenging each student regardless of physical ability. Fundamental, age-appropriate motor skills and concepts are progressively taught and refined and combined into more specific sport skills. Sportsmanship, teamwork, awareness of safety rules, and developing an active, healthy lifestyle are stressed in all areas of the physical education curriculum.

Grades JK-2: The physical education program is coeducational and incorporates a balance of skills, concepts, game activities, rhythmic experiences, and fitness. This enhances the physical, mental, and emotional development of every child. Skills and games are centered on seasonal sports and recreational activities that will lead to an active and healthy lifestyle.

Grades 3-5: The multi-activity program includes both coeducational and single-sex classes that allow for the instruction, refinement, and combination of skills. A wide variety of activities such as individual and team sports, conditioning, and fitness are taught in order to help children lead a healthy and active lifestyle. Activities include baseball, basketball, field hockey, fitness and conditioning, football, lacrosse, recreational games, soccer, softball, racquet sports, and volleyball.

PERFORMING ARTS

JK: Meets One Time a Week

K-5: Meets Two Times a Week

5: Chorus Meets One Time a Week

Junior Kindergarten - Grade 5: Students are introduced to music through Orff-Schulwerk, an approach to music education, which connects singing, poetry, movement, drama, instrumental ensemble, and oral interpretation. Through singing, chanting rhymes, clapping, dancing, pretending, and keeping a beat, children discover that these techniques are interrelated. In the same way that children learn how to speak before they are able to read and write, good music education encourages singing and playing instruments prior to learning how to read and write music. In this way, the art is immediately accessible and comfortably embraced. Activities center on six content areas: singing a varied repertoire of music, alone and with others; listening to, analyzing, and describing music; demonstrating internalization of music elements through movement; performing a varied repertoire of music on instruments, alone and with others; improvising melodies, variations, and accompaniments; and reading and notating music.

In addition to music classes, Lower School students have opportunities to perform in front of audiences at our Lessons and Carols service and Grandparents' Day. Fifth grade students meet weekly for fifth grade chorus rehearsals and sing in several schoolwide concerts during the school year. Students in JK-4 perform in chapel services and Lower School programs as well.

VISUAL ARTS

JK: Meets One Time a Week

K-5: Meets Two Times a Week

Grades JK-2: Students are encouraged to explore and express themselves through a variety of media and multi-dimensional projects related to thematic units. The program exposes students to tools and reinforces the development of fine motor skills and spatial awareness. Students experiment with felt, clay, and paint to create collages, prints, and other projects. Various cultures are explored, and students create works of art that reflect those cultures' traditions and practices.

Grades 3-5: Students become more aware of and responsive to lines, colors, design, shapes, and textures in the environment. Students are encouraged to use self-expression in their pieces and focus on the artistic process rather than the finished product. Two- and three-dimensional projects involving painting, drawing, print-making, clay modeling, constructing sculpture, working with fibers, puppetry, mask-making, and photographic imagery are done by students. Through projects that utilize materials or replicate crafts or arts of specific time periods, students acquire greater understanding of the historical elements

of the social studies units they study.

TECHNOLOGY EDUCATION

The Lower School campus is equipped with a state-of-the-art technology lab as well as four mobile laptop labs with wireless access. Students use software and different forms of technology to learn the basic workings of technological devices and to explore how word processing, spreadsheets, databases, web design, presentation tools, digital cameras, video, and subject-specific software enhance their educational experience in all areas of the curriculum. Working individually or in small groups, the students participate in structured class assignments, activities, and projects that are integrated with units that they are studying. Language arts, foreign language, social studies, math, and science instruction are reinforced through the use of specific content area software. Students acquire correct keyboarding skills and the ability to graph, create graphics, and use online and CD-ROM resources. Students participate in a daily podcast, which helps to enhance both public speaking and videotaping and editing skills. Students learn to use technology in a positive, productive, safe, and ethical manner.

PUBLIC SPEAKING

Public speaking is integrated into the curriculum at every grade level. Students learn to present ideas and information clearly and with expression. Even the youngest students learn about the essential components of strong speaking skills through class plays and presentations as well as the news podcast that is viewed by the Lower School community each morning. As students move through the Lower School these opportunities increase as they speak at chapel individually or in groups, read original short stories to their parents, speak at culminating curricular events, or present at all-school assemblies. Fifth grade students hone and enhance these skills through an extraordinary range of speaking opportunities. In their final year in the Lower School, students will deliver a biographical narrative as a Revolutionary War figure, present at the Science Fair, share research about lesser well-known aspects of the US West in the 1800s, and develop and perform professional-level magic routines within and outside of our school community as part of our service learning program. They end the year with a choral reading that includes reminiscences of their time in the Lower School.

FOREIGN LANGUAGES

JK-3: One Time a Week

4-5: Two Times a Week

Grades JK-3: All students in grades JK-3 learn Spanish. The classes are taught primarily in Spanish, and students explore vocabulary and phrases as well as various cultural aspects of

Spanish-speaking countries such as food, music, holidays, and customs. The curriculum is hands-on and includes a great deal of conversation. As students progress they will also read and write in Spanish.

Grades 4 and 5: In fourth and fifth grades, students choose between Spanish and French. (In the Middle School students have the option to continue to study the language selected in the Lower School or select among Spanish, French, or Latin.) The program builds listening, speaking, reading, and writing skills. It stresses oral communication, vocabulary building, and cultural awareness. The ultimate goal is to instill in students the joy and excitement of knowledge of a foreign language. At this level, the learning is an active process in which a student becomes involved with sounds and structures while speaking, singing, playing, and acting. The classroom is student-centered, and students often work in pairs or small groups.

LIBRARY

Grades JK-5: Weekly Scheduled Classes
Open library for additional time as needed

The Lower School library provides an exciting, enriching, and safe learning environment for students to think independently and critically as well as collaboratively and creatively about knowledge, literature, and information. Library materials of various formats are selected to support and enrich the curriculum at every grade level. To promote reading, regular classes provide the opportunity for all students to check out books of interest on a weekly basis. Students learn how to fully utilize the print and online resources in the library so that they may become effective users of information and independent library users. The librarians work closely with classroom teachers to create research opportunities based on classroom assignments using both print and online database resources. Author visits are arranged to help students learn and understand the writing process.

HUMAN GROWTH AND DEVELOPMENT

Seven Classes during the School Year

Grades 3 and 5: The Human Growth and Development courses introduce students to character development, basic interpersonal skills, personal safety, good health practices, and human development. The curriculum is designed to meet the needs of children as they become aware of their role in their families, peer groups, and community. In coeducational classes, students examine the role personal values and character play in relationships and healthy decision-making. Students learn communication and problem-solving skills, which equip them with strategies to resolve problems with peers and family members. Students explore the value of diversity, and study

the impact of media messages, peer pressure, and individual choice in health and personal safety decisions relating to prescription medications, drugs, inhalants, tobacco, and alcohol. In single-gender classes, students examine same gender peer relations, gender stereotypes, and additional strategies to promote health and personal safety. In fifth grade, students are introduced to the physical and emotional changes of puberty. The curriculum encourages parent/child communication and recognizes that parents are the primary educators of their children with regard to character development, interpersonal skills, and understanding human growth and development.

PROVIDING CHALLENGE AND SUPPORT

Teachers differentiate instruction to provide students with the optimal level of academic support and challenge. Teachers do this through various means, including individualized book boxes, word study, leveled reading groups, math Exemplar word problems, and other math extensions. In addition to the work that teachers do in the classroom on their own, a learning resource team is an integral part of this effort to differentiate instruction. Members of the learning resource team consult with the classroom teachers, recommending strategies that include appropriate classroom accommodations as well as academic enrichment; they are an important resource to help teachers identify and support the individual needs and learning styles of our students and to implement best teaching practices. They will also work directly with students in the classroom setting to provide support and enrichment; for example, they may work with a group of kindergartners who need targeted phonics instruction or a group of fourth graders who will benefit from exploring more advanced mathematics concepts.

Another facet of the program serves students who will benefit from direct, ongoing support in language arts based on their individual learning profiles; areas of support include early reading and writing skills, reading comprehension, written language skills, and fourth and fifth grade social studies and research skills. The learning resource team, administrators, and classroom teachers collaborate to make decisions regarding which students may benefit from this program. An informal evaluation is administered to further determine how the student's needs may be met, and, after consulting with the family, the student may participate in the Learning Resource Program or may receive curricular modifications to meet individual needs or learning styles. Most students are seen in small groups of up to three students with similar needs. (Although students generally benefit from working with peers, there may be some cases in which it is in a student's best interest to receive individual support.) Students receive support twice a week outside of the classroom, as well as ongoing support in the classroom to ensure they can successfully transfer and apply the skills taught in the small



group environment and to determine additional skill areas that need to be addressed. The resource teachers, administrators, and classroom teachers work closely with families in regard to referral, admission, and continuation or release from the resource program. There is a fee for this service.

STUDENT ACTIVITIES

The school's close proximity to the nation's capital adds a special dimension to the curriculum, enabling teachers to plan many field trips of both cultural and historical nature. Students attend museums, concerts, and plays in the Washington, D.C. area. Frequent assemblies are held on the Lower School campus as well. Assemblies have included story telling, math magic, opera performances, exotic animals, pep rallies, and musical and dramatic performances by students in the Middle and Upper Schools. Fifth graders and Kindergartners are paired up as part of the Lower School buddy program. Finally, the entire fifth grade participates in a unique magic program in which they learn professional children's show tricks and share their talents with low-income children in the D.C. area.

In addition to a full academic program, students may participate in a variety of extracurricular activities on the Lower School campus. Girl Scouts and Boy Scouts meet once a week after school hours. Clubs such as private art, fencing, ceramics, keyboarding, drama, gymnastics, and model rocketry are offered after school for a fee. These activities are subject to change depending on the interest level and availability of space.

EXTENDED DAY

Before-school supervision for students in junior kindergarten through grade 5 is available beginning at 7:00 a.m. on the Lower School campus. Supervision is provided after-school until 6:00 p.m. Parents can sign up for a three or five day per week after school plan. Limited drop-ins are accepted with 24 hours advance request to the Extended Day Coordinator. Skills and games are centered on seasonal sports and recreational activities that will lead to an active and healthy lifestyle.

MIDDLE SCHOOL CURRICULUM



The Middle School years are a time of great cognitive and character changes. Students undertake the call for greater organizational and study skills, long-term time management, and abstract thinking. Students are responsible for their performance to a greater degree and are asked to work alone and in groups, and they begin to make critical choices about their elective courses. The program is broad enough to offer individuals many chances to succeed and explore. In addition to academic performance, the program also emphasizes effort, participation, perseverance, and good character.

COURSE DESCRIPTIONS

ENGLISH

Students who complete the Middle School English curriculum at St. Stephen's & St. Agnes will have read widely in a variety of literary genres, discussed and written about universal themes and their moral implications, and acquired the skills and language to interpret literature and its place in the human experience. The English program fosters intellectual curiosity and a lifelong love of literature and language.

English 6

Five Times a Week

The course offers an introduction to the study of literature by genre; selections include short stories, poetry, and novels. The course also includes the study of grammar, the acquisition of new vocabulary on a regular basis, and the

development of formal and informal writing skills. The writing program focuses on paragraph construction and emphasizes the writing process, from pre-writing to the production of a final draft. Literary analyses and creative writing are practiced in the course, which also includes study skills, organization skills, required outside reading, and oral presentations.

English 7

Five Times a Week

The course is a continuation of the study of literature by genre with an emphasis on the inference of important ideas in the text. Language study skills are taught in conjunction with reading and writing skills, and acquisition of vocabulary is fostered through regular study. The writing program covers both formal and informal writing; students learn to write expository, narrative, and descriptive papers. Required outside reading, oral presentations, memory work, oral reading, and poetry writing are all included in the course.

English 8

Five Times a Week

The culmination of the Middle School English program lays the foundation for the more advanced study of literature and writing in the Upper School. Students study literature by genre and interrelated themes and engage in sustained discussion and debate. The course also introduces students to Shakespeare, as well as a variety of literary conventions and styles. In writing, students begin with one-to-two paragraph papers designed to teach the basics of literary analysis and argument; by mid-year they are writing four-to-five paragraph responses to literature, supporting a thesis statement with topic sentences, quotations, and textual examples. Language skills are taught in conjunction with reading and writing. The course also includes poetry writing, personal writing, and required outside reading.

FOREIGN LANGUAGE

This challenging program is begun in the junior kindergarten and continues through the senior year in an effort to provide the cultural understanding, which comes from communicating in a foreign language. Listening comprehension, speaking, reading, and writing are essential skills of the two modern languages, and cultural topics are stressed at each level. In Latin studies, emphasis is on grammar, translation, vocabulary, and derivative study. Students learn to relate the ancient language to contemporary English while studying classical history and mythology.

French

Grade 6: Three Times a Week

Continued emphasis is placed on listening comprehension, speaking, reading, writing, and cultural exploration of Francophone countries. Vocabulary and grammar are studied more extensively and in-depth than in earlier grades, and oral/aural work continues to be emphasized through class and small-group work.

French 01A

Grade 7: Four Times a Week

This is the first half of a two-year sequence, which is completed in the eighth grade. The 01A and 01B courses cover the material of a strong French I high school course, allowing time for the development of speaking skills, as well as special projects and cultural enrichment. Students enhance their ability to understand, speak, read, and write basic French and to understand and appreciate cultural differences.

French 01B

Grade 8: Five Times a Week; Prerequisite: French 01A

In this second half of a two-year sequence begun in the seventh grade, students continue to develop grammar skills, increase vocabulary, and build cultural awareness. They become increasingly able to communicate in spoken and written French and, upon successfully completing the course, are prepared for French II in the Upper School.

Spanish

Grade 6: Three Times a Week

While this course builds on the foundation laid in the Lower School, it also serves as an introduction for new Spanish students by emphasizing practical communication. The conjugation of regular verbs is introduced, use of basic conversation is emphasized, and the culture and geography of Hispanic countries are examined.

Spanish 01A

Grade 7: Four Times a Week

This is the first half of a two-year sequence, which is completed in the eighth grade. The 01A and 01B courses cover the material of a strong Spanish I high school course. Students practice pronunciation, improve their vocabularies and oral expression, and study basic grammar and composition. Special attention is also given to Hispanic culture and nations.

Spanish 01B

Grade 8: Five Times a Week

Prerequisite: Spanish 01A

The course continues skill development in all forms of communication in Spanish, with increasing emphasis placed on oral expression and listening comprehension. Students continue to study key vocabulary and grammar concepts. They write compositions in order to integrate concepts and are introduced to the cultures of

several Spanish-speaking countries. Upon successful completion of the course, students are well prepared for Spanish II in the Upper School.

Latin

Grade 6: Three Times a Week

The course introduces students to Latin vocabulary and grammar and gives them experience with an inflected language. Time is also spent working on derivatives and parts of speech. Students study many areas of classical culture, such as Greek and Roman mythology, history, geography, government, art, and architecture.

Latin 01A

Grade 7: Four Times a Week

In the first half of a two-year course sequence, which is completed in the eighth grade, students learn to read, write, and translate Latin in a disciplined and systematic way. They are given the basic tools to develop an understanding of the relationship of Latin both to English and to the Romance languages. Emphasis is on grammar in English and Latin constructions.

Latin 01B

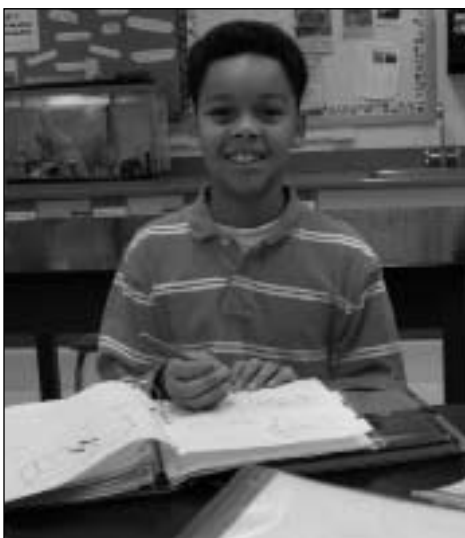
Grade 8: Five Times a Week

Prerequisite: Latin 01A

The course completes the traditional first year of Latin begun in the seventh grade. At the course's conclusion, students have a solid foundation of basic Latin grammar, an adequate vocabulary adapted to second-year needs, and a greater appreciation of Roman culture, history, and mythology. Translation skills necessary for second year Latin become more fully developed.

HISTORY

The curriculum builds upon content from the Lower School program and prepares students for the curriculum in the Upper School. An understanding of the uniqueness of this age group is reflected in a program centered on the interests and abilities of Middle School students. Gaining knowledge of and appreciation for many



different cultures is an important aspect of the program. Students not only learn facts and dates but are also asked to consider causes, effects, and implications of events in history. Through this process they come to realize that change is constant, that "truth" is often incomplete and subjective, and that the past is a vital, integral part of the future.

Topics in History

Grade 6: Five Times a Week

The sixth grade curriculum is a program based on world history. It incorporates geography, art, and literature as well as a strong emphasis on study skills. The course covers skills such as note-taking from oral and written sources, reading comprehension, writing, and researching. Research papers and projects are required. Students study ancient Greece and Rome, the growth of the Muslim Empire, early African and Asian civilizations, and the Middle Ages in Europe, Asia, Africa, and the Middle East. The course concludes with a study of Maya civilization. A hands-on history production (Middle Ages Fair) is part of the curriculum in the spring and ties together the skills and topics covered in the course.

American History

Grade 7: Five Times a Week

The course covers American history from the founding of the new nation to the growth of industry in the early 1900s. Study skills are reviewed and honed to a more sophisticated level. Particular attention is given to a study of bias and point of view. Research papers are required. Students also participate in The Trials of History, a history production in the spring.

20th Century American Experience

Grade 8: Five Times a Week for 14 Weeks

This interdisciplinary, thematic course explores several periods of United States history during the 20th century: the 1880-1920 immigration wave, World War I, the Great Depression, and World War II. Students study social, political, and economic trends while simultaneously examining the music, art, literature, and popular culture of the time. The analysis of primary sources is emphasized throughout the course. All students research, write, and revise individual papers on some aspect of post World War II U.S. history. Upon completion of the paper, students create a podcast of their research that is published.

MATHEMATICS

The program is designed to make students aware of the structure and organization of the field of mathematics and to prepare them to live in a world increasingly dominated by technology and quantitative methods. The curriculum serves students with different learning styles and abilities, enabling them to gain confidence

and expand their mathematical skills to become effective problem solvers and communicators of mathematical ideas. Students develop logical reasoning and critical analysis skills and an appreciation for the beauty and unified structure of mathematics. Educational research has indicated that students' confidence and achievement in mathematics during the middle school years are enhanced in single gender classes. To address the specific needs of each gender, our mathematics classes are single-sex classes.

Math 6

Grade 6: Five Times a Week Single Gender Classes

The course includes traditional mathematical skills such as basic operations involving fractions, decimals, percents, geometric figures, circumference, perimeter, area, and volume. Students are introduced to probability and pre-algebra topics including integers, variables, equation and problem solving, and order of operations. Upon successful completion of this course, students are prepared to take Pre-Algebra in the seventh grade.

Pre-Algebra

Grade 7: Five Times a Week Single Gender Classes

The course includes problem solving using variables, integers, fractions, and decimals. Students consider the solutions to simple linear equations and inequalities. Geometry applications combine formula mathematics and algebraic analysis. Emphasis is placed on developing both a strong algebraic foundation and the study skills needed for success in Algebra I or Preparation for Algebra.

Preparation for Algebra

Grade 8: Five Times a Week Single Gender Classes

The course introduces algebraic concepts such as operations with real numbers, solving linear equations and inequalities algebraically and graphically, operations with polynomials, factoring, rational expressions, radicals, and solving a variety of word problems. Students are introduced to the technology of the TI-84+ calculator, which enhances both the algebraic and visual aspects of linear equations and of systems of equations and inequalities on the coordinate plane. Upon successful completion, students are prepared to take Algebra I in the ninth grade.

Algebra I

Grade 8: Five Times a Week Single Gender Classes

This course emphasizes both concepts and skills, including number systems and their properties, solving equations and inequalities, operations with polynomials, rational expressions, radicals, factoring, and linear and quadratic functions. Students are introduced to the technology of the TI-84+ calculator, which enhances both the

algebraic and visual aspects of linear and quadratic equations and of systems of equations and inequalities on the coordinate plane.

Algebra I Honors Grade 8: Five Times a Week Single Gender Classes

Prerequisites: teacher recommendation, based on grade, work habits, and overall performance in previous math courses.

The course covers all the material in Algebra I, but at a considerably accelerated pace. The presentation is more theoretical, greater emphasis is placed on algebraic proofs, and the assigned work is more advanced. Students are introduced to the technology of the TI-84+ graphing calculator, which enhances both the algebraic and visual aspects of linear and quadratic equations and of systems of equations and inequalities on the coordinate plane.

PHYSICAL EDUCATION

The program emphasizes the teaching of sport-specific skills as well as more complex strategies in game play. Maximum participation for each student provides an opportunity to experience team competition. The importance of good sportsmanship as well as the development of strength, fitness, flexibility, and a sense of fair play in each student is stressed. Sports include baseball, basketball, cross country, field hockey, football, lacrosse, soccer, softball, swimming, tennis, track and field, volleyball, and wrestling.

Physical Education Grade 6: Five Times a Week

The sixth grade program provides students an opportunity to develop the skills, knowledge, and motivation necessary to become physically active and fit for life. The program is team-sport oriented, emphasizing games rule, skills, and strategies. Students are encouraged to put forth maximum effort and to celebrate personal improvement in a variety of sports.

Physical Education/Athletics Grades 7-8: Five Times a Week

In this interscholastic program, students choose to participate in one sport each season (fall, winter, spring), which exposes them to interscholastic competition with other area Middle School students. Playing time is based on effort, skill level, and attitude. In each sport, a student is challenged to improve his or her ability regardless of level of play. The programs teach the value of practice and working to one's full potential.

SCIENCE

The program equips students with sufficient content, skills, confidence, and enthusiasm required for success in a challenging curriculum at the Upper School level. Class work, labora-

tory experiments, and fieldwork are designed to stimulate critical thinking and independent investigation. The program offers a broad-based and integrated curriculum that includes introductions to earth and space sciences, biology, chemistry, physical sciences, and related topics, instilling an appreciation for science that extends beyond the classroom.

Science 6 Five Times a Week Single Gender Classes

The sixth grade curriculum explores topics in the following fields: earth interior, geology, plate tectonics, oceanology, weather, and mapping. A hands-on approach is used to stimulate student interest and to teach scientific skills. Of primary emphasis are basic measurement, use of the metric system, note taking, map reading and map making, scientific illustrations, and the basics of experimentation. Students participate in a science fair that requires the basics of research, procedure writing, data collection, data organization, and graphing. Students also investigate the ecosystem, geology, and history of the Chesapeake Bay watershed, and create a book based on their new knowledge.

Science 7 Five Times a Week Single Gender Classes

The seventh grade curriculum investigates the basics of ecology, living and non-living resources, cell structure and function, cell processes, genetics, and human health and systems. This class is a lab-based introduction to life science. The skills taught in the course include relating structure to function, basic lab technique (slide preparation, microscope operation, dissection, and following experimental procedure), and data collection and analysis (development of both hand- and computer-generated data tables and graphs, as well as noticing patterns and trends in results). Specific skills and concepts focus on understanding and applying the scientific method.

Science 8 Five Times a Week Single Gender Classes

The eighth grade curriculum builds on the material taught in the sixth and seventh grade classes while introducing new content and skills to prepare students for the rigor of Upper School science. Heavily hands-on and minds-on and utilizing a problem-solving format, the class investigates abstract relationships related to experiment design, buoyancy, chemical reactions, Chesapeake Bay ecology, and physics. Skills taught concomitant with the content material include precision measurement, metric dimensional analysis, lab work, data table design, data analysis, graphing, research, technology, and scientific illustrations.

RELIGION

The religion program encourages each student's search for meaning and nurtures a personal relationship with God. The courses for the sixth and eighth grades focus on biblical studies and encourage students to see the Bible's relevance in contemporary society and in their lives. The seventh grade course explores world religions. The curriculum reflects the developing faith of the students, and the faculty respects the diverse religious backgrounds of the student body. A guiding principle of the curriculum is to value all persons as children of God.

Religion 6 Two Times a Week

The course explores the major stories and personalities of the book of Genesis. Emphasis is given to the patriarchs and matriarchs of the Israelite people, how their covenant with God developed, and the multiple ways the people were in relationship with God. Students are led in a close and thorough reading of Genesis, are challenged to think critically about repeated themes in the text, and are encouraged to apply lessons gleaned from the stories to their own lives.

Religion 7 One Time a Week

The course is designed to encourage the faith development of each student. Students reflect on their own faith tradition, on their understanding of religion as an aspect of human culture, and compare their experiences to traditions different from their own. In order to facilitate the search, students examine Christianity, Judaism, Islam, Hinduism, and Buddhism. Students are encouraged to share experiences from their own lives through written reflections and in class discussions.

Religion 8 Five Times a Week for One Semester



This course offers students a survey of key themes and ideas in the Bible. An examination of Hebrew Scriptures and the geography of Israel lays the foundation for studying the New Testament. Major events and personalities are discussed, and the students are expected to practice skills in biblical interpretation, think critically, and interpret the contemporary relevance of the biblical material. A special emphasis is given to the parables of Jesus. The study of stories and fables facilitates an ongoing discussion of morals and values. Students create multimedia presentations, which enhance their learning.

PERFORMING ARTS

In the Middle School, the performing arts courses provide opportunities to strengthen the artistic disciplines introduced through Orff-Schulwerk in the Lower School. Students choose one discipline: band, chorus, drama, or orchestra. The curriculum stresses involvement in a performance group to build technique, confidence, critical-thinking skills, musicianship, and a sense of group cooperation and self-discipline.

Middle School Chorus

(6th Grade Choir and 7th–8th Mixed Choir)

Grades 6-8: Three Times a Week

In Middle School Chorus, students discover the world of vocal music and have the opportunity to become lifelong music enthusiasts. Through exposure to a wide range of opportunities in various musical styles, students learn musicianship skills and proper vocal techniques. Chorus is a positive environment, which encourages students to grow as singers and as cooperative, contributing members of a team. Chorus students perform in school and community concerts and participate in District Chorus events. The school year concludes with participation in the Parks Choral Competition each spring.

Band

Grades 6-8: Three Times a Week

Advanced Band

Grades 7-8: Three Times a Week

This course increases students' awareness and understanding of instrumental music as well as standard band literature as they continue to develop their individual instrumental skills. The ensemble is designed to give students hands-on training in music and to allow individual musical growth in a group setting. Students perform several concerts throughout the year and have the opportunity to audition for district festivals and competitions.

Beginning Orchestra

Grades 6: Three Times a Week

This course introduces students to the instruments of the string family. Students learn to play the violin, viola, cello, or string bass. Emphasis is on establishing good body posture at the



instrument, good hand positions, and producing a good sound with the bow. Within the context of the ensemble, students learn string techniques and music theory, and they perform music in unison and in orchestral arrangements. Students perform several concerts throughout the year and have the opportunity to participate in the Solo and Ensemble Festival and competitions.

Intermediate/Advanced Orchestra

Grades 7-8: Three Times a Week

This course gives students hands-on training in music and allows individual growth in a group setting. Musicianship and musical nomenclature are studied along with techniques specific to string instrument performance. Music literature is drawn from contemporary and classical sources. Students perform several concerts throughout the year and have the opportunity to audition for the District X Festival and participate in the Solo and Ensemble Festival and competitions.

Drama

Grade 6: Three Times a Week

Students develop basic acting skills through various improvisational exercises, social games, and other activities. Through these activities they also develop creativity, focus, and an appreciation for the process of creating a theater ensemble. Students learn formal skills such as memorizing lines and blocking for in-class activities and performances throughout the year. Emphasis is on individual improvement, being a contributing member of a team effort, learning to rely on others for support, and enjoying the excitement of preparing for and executing performances.

Drama

Grade 7: Three Times a Week

This course builds on and reinforces the skills and concepts necessary to become a good actor. Students enhance their acting abilities by devoting particular attention to elements of characterization. They are also introduced to other aspects of theater such as directing, play writing, and

design. As they are exposed to the excitement and rigors of preparing for and executing performances, students gain an appreciation for drama and performing artists.

Drama

Grade 8: Three Times a Week

This course extends students' knowledge base of theater history, improves character-building skills, and expands acting techniques. Students also gain more hands-on experience in the areas of play writing, design (set and costume), directing, and grow personally and as team members.

VISUAL ARTS

This required series of basic visual arts courses encourages creative and mental growth in a supportive studio art setting. A wide variety of media for two- and three-dimensional work is available as well as computer applications. Projects incorporate a wide range of historical and cultural influences. The art program fosters self-confidence and self-expression, a sense of pleasure in creating, inventiveness and experimentation, sequential thinking, respect for materials and tools, decision-making ability, aesthetic discrimination, and respect for individual creativity and cooperation with others.

Visual Arts

Grade 6: Two Times a Week

The sixth grade course focuses on the fundamental elements of art required for the production of a variety of two- and three-dimensional projects. Students are introduced to the world of contemporary art and its historical roots. They learn value drawing and graphic design. Projects in the second trimester are done in coordination with the sixth grade history classes and include aluminum repousse, illuminated letters, and ceramic structures. The projects reflect art from Asia, the Middle East, Europe, and Africa during the Middle Ages.

Visual Arts

Grade 7: Two Times a Week

The seventh grade visual art curriculum builds on basic skills introduced in previous years. Students work in the areas of design, sculpture, drawing, ceramics, printmaking, fiber crafts, painting, and computer graphics. Craftsmanship and individual creativity are promoted and encouraged. Each student has the opportunity to improve his or her artistic skills and knowledge of the arts through hands-on studio work, demonstrations, discussions, the Internet, and video presentations.

Visual Arts

Grade 8: Two Times a Week

Eighth grade art students continue to study the elements and fundamentals of design while developing skills and exploring advanced design concepts. The art media explored include draft-

ing, drawing, ceramic sculpture, printmaking, book arts, painting, and craft materials. An emphasis is placed on each student's own creative thought process and creating art with a variety of materials. Art history is taught along with each project.

HUMAN SEXUALITY

The Human Sexuality curriculum is designed to prepare students for the physical, emotional, and social changes surrounding puberty and adolescence. It is predicated on the belief that human sexuality education is both formal and informal and encompasses the knowledge, attitudes, beliefs, values, and behaviors of individuals about oneself and one's relationships. The teacher recognizes that parents are the primary and most important educators of their children with regard to issues of sexuality and human growth and development. The curriculum supports the mission of the school and the work of parents by providing students with structured opportunities to learn in the context of a values-centered curriculum. The courses are abstinence-based and therefore address sexual decision making within this framework, exploring peer pressure and stressing the value of postponing sexual intercourse.

Personal Growth and Development

Grade 6: Sixteen Classes During the School Year

In coed classes, students participate in age-appropriate lessons on values and character, communication and problem solving, gender, peer pressure, peer relations, attractions/crushes, and dealing with pressure to use drugs, alcohol, tobacco, and inhalants. Lessons on anatomy, puberty, reproduction, sexual decision-making, hygiene, body image, and media awareness are provided in single-gender classes. All class activities and discussions encourage students to value themselves, respect each other, and act in accordance with their family and religious values.



Introduction to Human Sexuality Grade 8: Twenty-one Classes during the School Year

In coed classes, students will participate in age-appropriate discussions about values, character, gender, sexual identity, communication, decision-making, harassment, relationships (family and peers), intimacy in relationships, sexual decision-making, consequences and outcomes of sexual activity (emotions, sexually transmitted infections, pregnancy), and negotiating pressure to use drugs, alcohol, tobacco, and/or inhalants. Lessons on anatomy, reproduction, birth control, sexual decision-making, hygiene, self care, body image and media awareness are taught in single-gender classes. All class activities and discussions encourage students to value themselves, respect each other, and act in accordance with their family and religious values.

TECHNOLOGY

The instruction in and use of appropriate technology is integrated throughout the Middle School curriculum in all disciplines. The computer lab and the Middle School technology coordinator serve as resources for Middle School students and teachers as they undertake projects that are designed to further the development of knowledge, computer skills, and problem-solving abilities. Students use productivity applications (word processing, database, spreadsheet, graphics and presentation, and publishing software) and online resources to accomplish their academic tasks.

LIBRARY

Meeting Times Arranged by Classroom Teacher

The Babyak Library serves as a reading and research center for students and faculty. The library program reinforces the library skills, such as locating library materials and reference skills, taught in the Lower School. Additional and advanced research skills and methods are introduced, with an emphasis on database and online searching. By the end of eighth grade, students should feel confident in finding, evaluating, and using information effectively and with the proper source citation method. Library resources include materials in print, audio-visual, and electronic formats; numerous computer workstations provide access to databases and the Internet. The librarian works collaboratively with members of the faculty to enrich the curriculum. The overall goal of the Middle School library program is to foster a love of literature, an appreciation of books, and a thirst for knowledge in the lives of our students.

LEARNING CENTER

Meetings Scheduled as Needed

The program's goal is to provide support to

individuals with mild to moderate special needs. Such support includes help with writing, reading comprehension, mathematics, test preparation and organization. All identified students must be capable of functioning successfully in the regular classroom. Decisions regarding referral, admission, continuation, and release from the resource program are made jointly by the Learning Center coordinator, administrators, and classroom teachers. The Learning Center coordinator reviews existing records to identify students who may need monitoring or referral for evaluation. The coordinator also facilitates communication among administrators, teachers, and parents. There is a fee for this service.

STUDENT ACTIVITIES

A rich and rewarding school experience consists of more than a full academic program, and the Middle School provides opportunities for all students, regardless of their particular interests and gifts, to shine. In-school activities include a literary magazine, student government (S.C.A.), and clubs. Throughout the year students also go on field trips to plays, museums, and other venues. During three-day mini-courses, which occur before spring vacation, students explore enriching topics and activities not taught as part of the daily curriculum. All students are involved in community service opportunities designed to instill empathy and the joy of serving others; they participate in such activities as visiting a nursing home, working in a soup kitchen, reading books to elementary school students, doing art projects with mentally and physically challenged students, and helping out with the Special Olympics. Students are encouraged to create and lead their own community service projects. The religious life of the school includes a weekly chapel service. Students are also encouraged to contribute a prayer, read a lesson, help to prepare services, and distribute hymnals. The Middle School performing arts courses culminate in performances. All Middle School drama productions are presented in an assembly to Middle School students and repeated in the evening for parents and friends. Orchestra, chorus, and band also perform in assemblies and evening performances throughout the year. The Middle School fosters an environment in which all students feel safe, welcome, and part of the school community. In addition to attending assemblies on respect and cultural diversity, students may participate in the Middle School diversity group called U.N.I.T.E. (Unite Now in Tolerance and Equality).

BEFORE/AFTER-SCHOOL SUPERVISION PROGRAM

Students in Grades 6-8 are allowed on the Middle School campus beginning at 7:30 a.m. Routine and periodic after-school care is also available from 3:15 p.m. until 6:00 p.m. Further information may be obtained from the Middle School Office.

UPPER SCHOOL CURRICULUM



Upper School Philosophy

The academic program aims to give each student a firm grasp of fundamental skills and to develop the ability to think and write creatively, critically, and independently. The curriculum fosters an appreciation for the diversity and interconnectedness of human experience.

Small class sizes allow the faculty to respond to individual needs, making it possible to help each student adjust to the school's pace and demands. Students are gradually given more independence and more choice and are encouraged to pursue their special talents in a variety of elective and Advanced Placement courses.

It is our goal that on graduating from St. Stephen's & St. Agnes School, students are fully prepared for a demanding college program and that knowledge acquired here will serve the individual, the school, the community, and the world.

Requirements for Graduation

Subject	Credits
English	4
Foreign Language	Successful completion of level 3
History	3
Mathematics	3
Physical Education	9 seasons*
Science	3
Religion	1¼
Performing and/or Visual Arts	1**
Electives	1***
Human Sexuality	½
Service Project	Must be completed before entering senior year. See page 27.
Total	19 ¾ academic credits

*Nine seasons of physical education and/or sports must be completed in grades 9-12. Each school year is comprised of a fall, winter, and spring season. Students may be given permission to waive one season of P.E. for each major theater production, up to three, in which they are involved. Students who are involved in the choral or instrumental program for two years have their P.E. requirement reduced to seven seasons. They may apply for one more reduction by participating in the fall play or spring musical. All students must complete at least six seasons of P.E. during their four years in the Upper School.

**Students may receive ½ credit toward the Fine Arts requirement for participation in the fall play or the spring musical.

***Students must earn one credit beyond the departmental graduation requirements listed above. Students have great flexibility of choice in obtaining this credit. For instance, a student may choose to take an additional year of science, math, history, foreign language, or performing arts, or any combination of semester or quarter courses offered in English, history, science, performing arts, visual arts, technology, and religion.

Full year classes dropped before the second quarter interim are not included on official transcripts. Full year classes dropped after the second quarter interim are recorded on transcripts as W (Withdrawn).

First semester courses dropped before the second quarter interim are not included on official transcripts. Second semester courses dropped before the fourth quarter interim are not included on official transcripts. Classes dropped after these dates are recorded on transcripts as W (Withdrawn).

Departmental Policies for Selection into Honors and Advanced Placement Courses

I. English Department

Honors courses are offered in grades 10–11 and AP courses in grade 12. All students must be recommended by the current teacher and:

- Have maintained a superior record in past work in English
- Demonstrate a facility for abstract thinking
- Show an interest in literature and learning
- Have a good grasp of the basics of English grammar, spelling, and usage
- Be able to write clearly, logically, and competently and be interested in careful editing and revising
- Have an above-average vocabulary and use words accurately and effectively
- Have a wide background in the reading of literature
- Willingly offer ideas, concepts, and interpretations in class discussions
- Aim for originality in thought and expression
- Be willing to devote the considerable time and effort needed for English Honors or AP work and exhibit good work habits.

II. Foreign Language Department

Honors courses are offered in grades 9–12 and AP courses in grades 11–12.

- All students must have departmental recommendation.
- Students of French and Spanish with a B+ average in an Honors course may be eligible for selection into the next level Honors or AP class. Grade guidelines do not, however, guarantee selection.
- Students of Latin with a B average in Latin III may be eligible for selection into Latin IV/V Honors. Grade guidelines do not, however, guarantee selection.
- Middle School students with an A-average in a foreign language at the 01B level may be eligible for an Upper School level II Honors section, subject to departmental recommendation.

III. History Department

Honors courses are offered in grade 10 and AP courses in grades 11–12.

- Achievement in current history class
 - Recommendation of the current history teacher
 - Assessment of standardized reading/verbal scores (ERB, PSAT, SAT)
 - Participation in class discussion
 - Evaluation of submitted essay
- AP placement for the Fall Semester will be determined before the end of the previous Spring Semester.

IV. Mathematics Department

Honors courses are offered in grades 9–12 and AP courses in grades 11–12.

Placement is based on a student's performance in mathematics courses, his/her work habits and motivation, and teacher recommendations. Standardized test scores may be considered.

V. Science Department

AP courses are offered in grades 11–12.

- B average or better in previous science courses
 - Work habits and motivation
 - Department recommendation
- With limited enrollment, preference is given to members of the senior class.

VII. Visual Arts Department

AP courses are offered in grades 11–12.

- Performance in advanced visual arts courses
- Work habits and motivation
- A portfolio submitted for departmental approval

VI. Performing Arts Department

AP courses offered in grades 10–12.

- Three or more years experience playing an instrument
- Independent work habits and motivation
- Permission of instructor



Course Descriptions

Note: Upper level courses in all disciplines are offered subject to sufficient enrollment.

ENGLISH

The program is designed to lead students to a mastery of the English language and to acquaint them with significant American, English, continental, and multicultural literature from the Anglo-Saxon period to the present through genre studies, and systematic and comprehensive surveys of major texts.

Specific goals include clear and creative thinking in discussion and composition, a mastery of literary content, and the acquisition of a rich vocabulary. The study of writing as a process is explained, discussed, and practiced throughout the four years in the Upper School. Grammar skills are reviewed formally as elements of good composition in the ninth grade, and, beginning in the tenth grade, each student is held responsible for the mastery of correct grammar rules through independent review.

English courses emphasize class discussion as well as frequent writing in the form of journals, essays, and research papers. The objectives of the curriculum are to help students develop both a strong confidence in reading and writing skills and a lifelong love of literature.

Honors classes in English are offered in grades 10 and 11, and English III and IV offer the opportunity to take Advanced Placement tests. Recommendations for the coming year are made by the current English teacher. Students must maintain a B+ grade average to remain in an honors course.

English I

Course 11

Grade 9

Five Times a Week: 1 credit

The course is an introduction to literary genres and to writing the formal critical essay and lays the foundation for the advanced study of expository writing and literary analysis in the upper grades. Students use a variety of texts, including Homer, Shakespeare, a modern novel, and selected short fiction and poetry. Formal study of vocabulary and grammar as well as student journals are incorporated into the study of the writing process, aimed at giving students the basic skills to produce a sound critical essay.

English II

Course 21

Grade 10

Five Times a Week: 1 credit

The course introduces students to British literature from Beowulf through the 18th century and includes a Shakespearean drama. A typical research project is an examination of critical essays related to the texts with an extended written response to one essay. Several patterns of exposition are introduced and journals are incorporated into composition work. Quizzes encourage the

development of an extensive vocabulary, and emphasis on grammar skills reinforces knowledge of the structure and usage of the language. Honors sections of this course are offered, with enrollment subject to departmental approval.

English III

Course 31

Grade 11

Five Times a Week: 1 credit

The course follows the cultural history and literature of the United States from 1607 to the present, including African-American writers and poets such as Douglass, Wright, Ellison, Hughes, Baldwin, Hayden, and Brooks. An extended expository essay, focusing on the expression of some aspect of American culture through its literature and using Modern Language Association citation form is a typical project. Students also use journals for detailed records of readings of certain texts and for the foundation of expository essays. The focuses in the course are on advanced critical thinking and the development of writing skills with an emphasis on students editing their own work. Vocabulary study and grammar review are incorporated into the curriculum. Honors sections of this course are offered, with enrollment subject to departmental approval, and honors students will take the Advanced Placement test in English Composition.

English IV

Course 41

Grade 12

Five Times a Week: 1 credit

The course is an exploration of the literary modes and patterns of thought in English literature in the Romantic, Victorian, and 20th century periods and in world literature of the modern period, including such authors as Mann, Tolstoy, Kafka, Camus, Borges, and Marquez. One Shakespearean play is studied in detail. Each teacher presents multicultural material through such topics as South American fiction or contemporary African-American poetry. Research projects may include the study of a contemporary author or the historical background of a text. Students use journals to reflect on texts. Vocabulary studies (keyed to texts assigned) and emphasis on grammar skills continue as a final review in advanced editing in preparation for college.

Advanced Placement English

Course 45

Grade 12

Five Times a Week: 1 credit

Prerequisite: Departmental Approval

The course includes an intensive study of the texts of regular English IV, with additional texts for analysis and critical writing. Student essays explore the relationships of ideas to style, audience, purpose, and historical context. Projects may include a study of published literary

criticism or of various approaches to literary criticism. Students are expected to take the Advanced Placement examination in English Literature. Students are recommended for enrollment by their eleventh grade teachers and must maintain an average of B to remain in the class.

Newspaper

Course 85

Grades 9-12

Five Times a Week: 1 credit

The course emphasizes newspaper writing, and students are expected to create a portfolio of news articles, feature articles, editorials, and columns. Working as a team, the class will publish both a web-based paper and a print edition. Students will be able to gain proficiency with either Dreamweaver or InDesign CS2.

Yearbook

Course 90

Grades 10-12

Five Times a Week: 1 credit

Students oversee the production of the yearbook from inception to distribution, mastering page design, layout, and photographic composition while writing and editing for an archival publication. Evaluation is based on students' mastery of these skills as well as on their ability to work as a team to meet deadlines. Students may opt to take only one semester for one-half credit. Given the constraints of space and equipment, the class has limited enrollment. Students must apply for admission to the course. Details of the process will be distributed in English classes.

SEMESTER COURSE

Writing I

Course 26

Grades 10-11

10th Grade: First Semester

11th Grade: Second Semester

Five Times a Week: ½ credit

Writing I is a course designed to assist students in improving their abilities to write clearly on a sentence level and to organize their sentences into a well organized, thesis-driven, argumentative expository essay. The structure of the course is that of a writing workshop in which students will use the step-by-step writing process to assist them in improving their individual English and history assignments. In addition to focusing on the step-by-step process of writing essays, students will also work to improve their critical reading, grammar, and vocabulary skills. Entry into this class is by teacher recommendation and is restricted to sophomores and juniors.

FOREIGN LANGUAGE

This challenging program, a continuation of the study begun in the early grades, provides the cultural advantage which comes from the ability to communicate in a foreign language. Listening comprehension, speaking, reading, and writing are essentials of modern languages, and cultural topics are stressed at each level. In Latin studies, emphasis is placed on grammar, translation, vocabulary, and derivatives. Students learn to relate the ancient language to contemporary English while studying classical history and mythology. Students must earn a minimum final grade of C- in order to continue to the next level of foreign language.

Mandarin and Chinese Culture I

Course 270

Five Times a Week: 1 credit

Prerequisite: Open to juniors and seniors who have completed the level-three foreign language requirement, or with Departmental Approval.

In this introductory course students will be immersed in the study of Mandarin with the goal of acquiring skills in both speaking and writing. They will also be exposed to the many facets of Chinese culture, its history, its people, and its ancient civilization. Students will learn about the dynamic historical changes and political challenges now embracing China.

Mandarin and Chinese Culture II

Course 271

Five Times a Week: 1 credit

Prerequisite: Mandarin I and Departmental Approval

The second level course is designed to expand and enrich communication in the Mandarin language. Students will develop a more comprehensive ability to read, write, and speak about topics of daily life. The study of the language will be supplemented by further discussion of the question, "What does it mean to be Chinese?" Exploring Chinese literature and film, the students will continue to examine Chinese culture and history to consider ideas of Chinese identity.

French I

Course 201

Five Times a Week: 1 credit

This fast-paced introductory course emphasizes speaking and listening skills aided by CD and DVD segments from the text. The objective is for students to communicate both orally and in writing. The course covers in one year the material presented in the Middle School in two years.

French II

Course 202

Five Times a Week: 1 credit

Prerequisite: French 01B or French I

The course further develops the student's basic language skills: listening comprehension, speaking, writing, and reading. Increased proficiency is acquired through more extensive vocabulary building and expanded study of grammar. Dialogues are used as a vehicle for the study of idi-

omatic French CDs and DVDs which coordinate with the text to reinforce listening skills, speaking skills, and cultural awareness.

French II Honors

Course 212

Five Times a Week: 1 credit

Prerequisites: French 01B or French I and

Departmental Approval

This accelerated course offers the further development of basic skills to students who have demonstrated, on the beginning level, a strong aptitude in the language. Increased proficiency is acquired through more extensive vocabulary building and expanded study of grammatical structure. A CD and DVD program coordinated with the text reinforces listening and speaking skills. Culturally, students study the unique histories and offerings of Francophone North America, Europe, and Africa.

French III

Course 203

Five Times a Week: 1 credit

Prerequisite: French II

The course offers a basic survey of French history and civilization in addition to more advanced work in grammar and vocabulary. Students have the opportunity to develop accuracy and fluency in both oral and written expression and gain an appreciation of French history and culture.

French III Honors

Course 213

Five Times a Week: 1 credit

Prerequisites: French II Honors and

Departmental Approval

The course offers students who have demonstrated strong aptitude in the language an elementary survey of French history and civilization while synthesizing the basic skills of a foreign language: improving oral skills, increasing vocabulary, expanding knowledge of grammar, and developing skills in composition and reading. Students at this level are preparing for further study in French, including the Advanced Placement courses in French Language and Literature.

French IV

Course 204

Five Times a Week: 1 credit

Prerequisites: French III or French III Honors and Departmental Approval

The course offers students further development in listening, speaking, reading, and writing skills. Students become more functional in the language while continuing their study of French history, culture, and literature through individual projects and class discussion.

Advanced Placement French

Language

Course 214

Five Times a Week: 1 credit

Prerequisites: French III Honors or French IV and Departmental Approval

The course prepares strong students for the Advanced Placement Language examination. Students work to acquire a command of the lan-

guage with advanced skills in speaking, listening comprehension, essay writing, and grammatical and literary analysis.

French V: Théâtre et Cinéma

Course 205

Five Times a Week: 1 credit

Prerequisites: French IV or Advanced Placement French Language and Departmental Approval

The course is designed for students who want to continue in the language but not at an accelerated level. A study of 20th century French theater and cinema is integrated into further development of skills in reading, writing, listening, and speaking. Students view and discuss one film each week as well as read plays throughout the year.

Honors Francophone Literature

Course 217

Five Times a Week: 1 credit

Prerequisites: AP French or French IV

This course is at the highest level of French offered and replaces AP French Literature discontinued by the College Board. Intended to support our multicultural curriculum, this Honors level class provides well-motivated students with an intellectual challenge through the in-depth study of Francophone writers from Africa, the Antilles, the Maghreb, Canada, and France. Students will read and analyze not only the works of French literary masters such as Voltaire, Molière, and Maupassant, but also those of Senegalese writers Léopold Sédar Senghor and Mariama Bâ, as well as Afro-Martinican poet and politician Aimé Césaire.

Spanish I

Course 231

Five Times a Week: 1 credit

Designed for students who are beginning Spanish, the course emphasizes development of listening comprehension, speaking, reading, and writing. Attention is given to Hispanic customs, holidays, and nations.

Spanish II

Course 232

Five Times a Week: 1 credit

Prerequisite: Spanish 01B or Spanish I

The course expands students' vocabulary significantly, refines grammatical concepts learned in Spanish I, and concludes a study of all basic points of grammar. Students learn to speak and write about everyday activities and topics of Hispanic culture with increasing fluency.

Spanish II Honors

Course 242

Five Times a Week: 1 credit

Prerequisites: Spanish 01B or Spanish I and Departmental Approval

For the second-year student who has shown excellence and commitment throughout Level I, this course expands students' vocabulary significantly, refines grammatical concepts learned in Spanish I and concludes a study of all major points of grammar. Students learn to speak and write about everyday activities and topics of Hispanic culture with increasing fluency.



**Spanish III
Course 233**

Five Times a Week: 1 credit
Prerequisite: Spanish II

Designed for the student who needs to continue in the language but not at an accelerated level, the course fine-tunes the grammar and vocabulary learned. Written and oral works become the major teaching tools, allowing students to find, correct, and eventually overcome mistakes. The course focuses on the geography, history, and culture of Spanish-speaking countries.

**Spanish III Honors
Course 243**

Five Times a Week: 1 credit
Prerequisites: Spanish II Honors and Departmental Approval

The course is for strong, committed students who are preparing for further study in Spanish, including the AP courses in Spanish Language and Spanish Literature. It requires an in-depth study of grammar, composition, reading comprehension, oral work on tapes, and listening comprehension of increasingly longer passages in Spanish. Composition writing enables students to develop skills in grammar, and reading ability increases as students come to understand stories at a more sophisticated level of Spanish.

**Spanish IV
Course 244**

Five Times a Week: 1 credit
Prerequisite: Spanish III or Spanish III Honors and Departmental Approval

This highly enriching course serves as an introduction to Spanish and Latin American culture with an emphasis on the fine arts. The course is designed to develop students' proficiency in Spanish while building on writing and speaking skills. This course is supplemented with field trips and films to help reinforce topics of discussion.

**Spanish IV Honors
Course 247**

Five Times a Week: 1 credit
Prerequisites: Spanish III Honors and Departmental Approval

This highly enriching course serves as an introduction to Spanish and Latin American culture with an emphasis on the fine arts. The course is designed to develop students' proficiency in Spanish while preparing them for the rigor of Advanced Placement Spanish Language. The grammar component of this course closely mirrors tasks covered in Advanced Placement Spanish Language with special emphasis on listening comprehension. This course is supplemented with field trips and films to help reinforce topics of discussion.

**Advanced Placement Spanish
Language
Course 245**

Five Times a Week: 1 credit
Prerequisites: Spanish IV Honors and Departmental Approval

This course emphasizes advanced proficiency in understanding, speaking, reading, and writing as tested by the Advanced Placement Spanish Language examination. Students use information from authentic written and audio sources to present a synthesis of ideas and express an opinion. Students take the Advanced Placement examination.

**Spanish V
Conversación, cultura, y cine
Course 250**

Five Times a Week: 1 credit
Prerequisite: Spanish IV or Advanced Placement Spanish Language and Departmental Approval
The course is designed to strengthen and enhance students' ability to converse in Spanish. Students will discuss current events in the Spanish-speaking world, as well as write, memorize, and perform original presentations. The course uses award-winning Spanish and Latin American

films to foster class discussion, expand students' vocabulary, and expose them to the history and culture of numerous countries. Through conversations, presentations, and films — all in Spanish — students continue to reinforce verb conjugations and grammar rules.

**Advanced Placement Spanish
Literature
Course 255**

Five Times a Week: 1 credit
Prerequisites: Advanced Placement Spanish Language or Spanish IV and Departmental Approval

The course is designed for the outstanding student who wants to study masterpieces of Spanish and Latin American literature, from the medieval period to the present. In preparation for the Advanced Placement Literature examination, students learn the "explicación del texto" method of literary analysis in which they examine the relationship between form and content in a text. Work is done entirely in Spanish and includes extensive reading, compositions, and class discussion.

**Latin I
Course 221**

Five Times a Week: 1 credit

The course is designed for students who are beginning the study of Latin. Primary emphasis is on mastery of the basic forms of Latin words, the grammar of simple sentences, and vocabulary. The course includes an introduction to Roman culture, history, and mythology.

**Latin II
Course 222**

Five Times a Week: 1 credit
Prerequisite: Latin I

The course completes the introduction to Latin grammar with emphasis on the remaining inflectional forms, the syntax of verbs and complex sentences, and vocabulary. In the spring semester the study of grammar culminates in an introduction to reading based on selections from authentic Latin prose: Caesar's Gallic Wars. The course includes further study of Roman culture, history, and mythology.

**Latin III
Course 223**

Five Times a Week: 1 credit
Prerequisite: Latin II

In the fall, this course is an introduction to Roman oratory through reading of an oration of Cicero. Students become familiar with the complexities of the periodic style and the devices of rhetorical elaboration. Study of Roman history, especially the civil wars of the first century, is an important component. In the spring, the emphasis is on poetry of the early principate with an introduction to the dactylic hexameter works of Ovid and Vergil. Strong emphasis throughout the year is on developing speed in the reading of original Latin authors through review of grammar and continued vocabulary building.

Latin IV/V
(Catullus/Horace)

Course 228

Five Times a Week: 1 credit

Prerequisite: Latin III

Students in this course read the lyric poetry of Catullus and Horace and gain a deeper appreciation for poetic structure, Latin meters, and literary criticism. Emphasis is placed on both developing a critical understanding of and enjoying Latin poetry. This course meets together with Latin IV/V Honors.

Latin IV/V Honors
(Catullus/Horace)

Course 234

Five Times a Week: 1 credit

Prerequisites: Latin III and Departmental Approval

Students in this course read the lyric poetry of Catullus and Horace and gain a deeper appreciation for poetic structure, Latin meters, and literary criticism. The course closely follows the syllabus published by the College Board Advanced Placement program on Catullus and Horace. This course meets together with Latin IV/V.

HISTORY

This is a required three-year sequential program that includes the study of art in historical and cultural contexts. The goal is to enable students to develop habits pertaining to critical thinking skills, acceptance of uncertainty, and an appreciation of why things occur. In addition, an appreciation of the common origins of different cultures and an understanding of cultural diversity are encouraged to enhance students' personal and intellectual growth. Students develop a comprehensive understanding of history through a multicultural, interdisciplinary curriculum. The curriculum in grades 9-11 incorporates art history. Juniors and seniors are also given the opportunity to enhance their study of the social sciences through a range of electives. All students are required to learn appropriate study skills, including library research techniques. Students write a major research paper each year.

Ages of Humanity 9
(The Roots of World Cultures)

Course 111

Grade 9

Five Times a Week: 1 credit

This course is the first of a required three-year sequence and offers an in-depth study of early civilizations. The first semester begins with the study of the Ancient Middle East (including Mesopotamia and Egypt), and continues with Ancient India, China, and Classical Greece. The second semester covers the Roman and Byzantine Empires, the Islamic World, Sub-Saharan Africa, and Meso-America.

Ages of Humanity 10
(The Rise of Europe)

Course 121

Grade 10

Five Times a Week: 1 credit

The second course in the required sequence continues the study of the development of civilization from Charlemagne and European Feudalism through World War II. The course moves chronologically from 800 AD – 1945 AD, focusing on the three themes of nation building, colonialism/imperialism, and church and state. Honors sections of this course are offered, with enrollment being subject to an application process and departmental approval. In Honors AOH 10 one class period a week is devoted to art history, and in Regular AOH 10 art history classes will meet every other week.

Ages of Humanity 11
(American History)

Course 141

Grade 11

Five Times a Week: 1 credit

The third course in the required sequence covers American history from the European exploration to the present. Art history is incorporated into the traditional historical narrative with separate class meetings each week. A socio-historical approach is taken in order to treat more fully the experiences of Native Americans, African Americans, immigrants, and women. The fourth quarter concentrates on American history from 1945 to the present.

Advanced Placement American History
Course 145

Grade 11

Five Times a Week: 1 credit

AP American History is an advanced course taught according to the guidelines and syllabus of the College Board, with enrollment being subject to an application process and departmental approval. Students take the AP exam at the completion of the course.

Advanced Placement Modern European
History

Course 135

Grade 12

Five Times a Week: 1 credit

The course follows the syllabus of the College Board and presents a comprehensive view of Europe from the late Middle Ages to the present. The study of art history and European contact with the non-western world are incorporated into the course. Enrollment is subject to an application process and departmental approval. Students take the AP exam at the completion of the course.

Advanced Placement U.S. Government/
Comparative Government

Course 107

Grade 12

Five Times a Week: 1 credit

The course is taught according to the syllabus of the College Board, with students taking two

AP exams at the conclusion of the year. Open to qualified seniors, topics include constitutional history, the American political system, and major contemporary issues. The comparative portion of the course focuses on Great Britain, China, Russia, Iran, Nigeria, and Mexico.

Advanced Placement Art History

Course 100

Grade 12

Five Times a Week: 1 credit

This concentrated course provides an in-depth study of major periods in western art history from pre-history to the present. The course focuses on stylistic characteristics, individual artists, and historical context. Students learn to write detailed, stylistic analyses in preparation for the Advanced Placement examination. Quarterly field trips to museums and galleries are part of the course. Enrollment is subject to an application process and departmental approval.

SEMESTER COURSES

Exploring Art History

Courses 190/191

Grades 11-12

Five Times a Week: ½ credit per semester; may be taken for two semesters for 1 history credit
Through discussions, field trips, and independent research, this course will allow students to explore the art of several different cultures and time periods, while learning how artists communicate meaning through the elements of art. Students will learn to analyze and discuss artworks orally and in writing. This is not a survey course but will instead be structured around several different topics, chosen by the teacher in conjunction with the interests of the students. Possible topics include, but are not limited to, images of power in art, the role of art in various world religions, artists' perceptions of people from other cultures, and artists' perceptions of themselves.

Practical Economics

Course 110

Grades 11-12

Five Times a Week: ½ credit

First and Second Semester

This course seeks to present a wide but specific exposure to the history, process, and evolution of the U.S. economic system in a microeconomic analysis. The course will include the origins and development of the American economic system from Adam Smith's Wealth of Nations to the present. While focusing on the basic fundamental origins and development of the free-market system and capitalism, the course will provide students with a basic knowledge and understanding of credit, balancing a budget, the stock market, and the money supply through a chronological study of major issues, movements, people, and events. Students will use historical and analytical skills to explore in depth the events, people, and ideas that fostered the free enterprise system.

Military & Diplomacy in the 21st Century

Course 153

Grades 11-12

Five Times a Week: ½ credit

Second Semester

This course aims to increase student understanding and awareness of key factors and players driving the national security machinery. Students will gain an appreciation for the efforts of American men and women in the military and diplomatic corps. New local and regional challenges have emerged that defy traditional modes of military and diplomatic thinking, threatening lives and the global movement of goods, services, and ideas. Genocide, climate change and natural disasters, potential pandemics, resource scarcity, unstable nation-states, global black markets, two-tier economies, protracted conflicts, and fundamentalist extremism present unprecedented challenges. Guest speakers, field trips, research and presentations, and role playing will sharpen student analytical skills.

MATHEMATICS

The program encourages each student to become aware of the structure and organization of the field of mathematics and is designed to prepare students for living in a world increasingly dominated by technology and quantitative methods. All Upper School mathematics students are required to own a TI-84 graphing calculator. The curriculum serves students with different learning styles and abilities, enabling them to gain confidence and expand their mathematical skills to become effective problem solvers and communicators of mathematical ideas. Students develop logical reasoning, critical analysis, and an appreciation of the beauty and unified structure of mathematics.

Algebra I

Course 311

Five Times a Week: 1 credit

Prerequisite: Pre-Algebra

This course strives to strengthen and expand students' algebraic skills and understanding. The course also aims to build students' confidence and facility with mathematical problem-solving. The course focuses on three main aspects of algebra: developing, simplifying and using mathematical operations with numerical and polynomial expressions; solving various types of linear and quadratic equations and understanding the meaning of those solutions; graphing data and functions and understanding the meaning of those graphs.

Geometry

Course 331

Five Times a Week: 1 credit

Prerequisite: Algebra I

The course investigates Euclidean geometry as a mathematical system built on a foundation of defined and undefined terms, postulates, and theorems. Major theorems are investigated and often proved, either formally or informally. Stu-

Upper School Mathematics Curriculum

Regular Program
Algebra I → *Geometry* → *Algebra II* → *Pre-Calculus I* → *Pre-Calculus II**

Accelerated Program
Geometry → *Algebra II/Trig* → *Advanced Pre-Calculus** → *AP Statistics*
→ *AP Economics*
→ *AP Calculus (AB)*

Honors Program
Geometry → *Algebra II* → *Advanced Pre-Calculus Honors** → *AP Statistics*
Honors Trig Honors → *AP Economics*
→ *AP Calculus (BC)*

At the end of every year, each student is evaluated by the Mathematics Department to determine his/her placement for the next year. Placement in a program (regular, accelerated, or honors) for one year does not guarantee or necessitate placement into the same program the succeeding year. Placement is based on a student's performance in mathematics courses, his/her work habits and motivation, and teacher recommendations. Standardized test scores may be considered.

** Students may take AP Statistics or AP Economics concurrently with these courses.*

dents have considerable practice writing proofs. The study includes both figures in the plane and in three-dimensions. Successful problem-solving requires and reinforces skills learned in Algebra I. The topics include some study of coordinate geometry and right triangle trigonometry.

Geometry Honors

Course 332

Five Times a Week: 1 credit

Prerequisites: Algebra I Honors and Departmental Approval

The course covers all the material in geometry at a more rigorous and accelerated pace. Additional topics are examined as time permits.

Algebra II

Course 340

Five Times a Week: 1 credit

Prerequisites: Algebra I and Geometry

Algebra II reviews linear and quadratic functions taught in Algebra I, then introduces polynomial, exponential, and logarithmic functions and their inverses. Students also study complex numbers, matrices and determinants, rational functions, conic sections, sequences and series, and probability and statistics.

Algebra II/Trigonometry

Course 341

Five Times a Week: 1 credit

Prerequisites: Algebra I, Geometry, and Departmental Approval

This accelerated course covers all the Algebra II topics during the first three quarters of the year. The trigonometric functions, their graphs, inverses, identities, and equations are studied during the last quarter. Applications are stressed throughout the course.

Algebra II/Trigonometry Honors

Course 342

Five Times a Week: 1 credit

Prerequisites: Algebra I Honors, Geometry Honors, and Departmental Approval

This more advanced course covers the topics of Algebra II/Trigonometry in a more formal way.

Students work more independently. Theory and the abstract nature of the material are stressed, and more time is spent on proof.

Pre-Calculus I

Course 351

Five Times a Week: 1 credit

Prerequisite: Algebra II or Algebra II/Trigonometry

This course extends the concepts of Algebra II and introduces new topics. Course content includes a study of the properties, graphs, and inverses of functions in general, as well as a study of polynomial, rational, exponential, and logarithmic functions in particular. A thorough study of trigonometric functions and their applications is included. Other topics include inequalities, conic sections, and probability and statistics.

Pre-Calculus II

Course 361

Five Times a Week: 1 credit

Prerequisites: Pre-Calculus I and Departmental Approval

This course includes an analysis of functions (exponential, logarithmic, polynomial, rational, and trigonometric) and their graphs. Other topics covered are inequalities, parametric and polar equations, vectors, trigonometric form of complex numbers, sequences, series, and counting principles. During the second semester students will study the concepts of limits, continuity, and the derivative of a function. Methods of differentiation (product and quotient rules, the chain rule, and implicit differentiation) will be included as well as solving related rates problems.

Advanced Pre-Calculus

Course 364

Five Times a Week: 1 credit

Prerequisites: Algebra II/Trigonometry and Departmental Approval

This accelerated course includes an in-depth analysis of functions (exponential, logarithmic, polynomial, rational, and trigonometric) and

their graphs. Other topics covered are inequalities, polar coordinates and complex numbers, limits, vectors, and sequences and series. This course prepares students for the AB Advanced Placement Calculus course.

**Advanced Pre-Calculus Honors
Course 362**

Five Times a Week: 1 credit

Prerequisites: Algebra II/Trigonometry Honors and Departmental Approval

This course prepares students for the BC Advanced Placement Calculus course. All of the Advanced Pre-Calculus topics are included, but the presentation is more rigorous and at an accelerated pace. In addition, limits are studied in more depth, and derivatives are introduced. There is considerable emphasis on proof throughout the course.

**Advanced Placement Calculus (AB)
Course 371**

Five Times a Week: 1 credit

Prerequisites: Pre-Calculus II or Advanced Pre-Calculus or Advanced Pre-Calculus Honors and Departmental Approval

The course is taught as a college-level offering and is the equivalent of 1¼ semesters of college calculus. It covers all topics from the AB syllabus plus supplemental topics. Students are expected to take the Advanced Placement examination upon completion of the course.

**Advanced Placement Calculus (BC)
Course 372**

Five Times a Week: 1 credit

Prerequisites: Advanced Pre-Calculus Honors and Departmental Approval

The course is taught as a college-level offering and is the equivalent of two semesters of college-level calculus. It covers all topics from the BC syllabus. Additional topics covered include the epsilon delta definition of limit. Students are expected to take the BC Advanced Placement examination upon completion of the course.

**Advanced Placement Statistics
Course 380**

Five Times a Week: 1 credit

Pre/Co-requisites: Advanced Pre-Calculus (Regular or Honors) or Pre-Calculus II and Departmental Approval

The course is taught as a college-level offering. Topics include collection and display of data, probability and counting methods, probability distributions, statistical inference, confidence intervals, hypothesis testing, and regression. Analysis of variance and nonparametric statistics may also be included. Students are expected to take the Advanced Placement examination upon completion of the course.

**Advanced Placement Economics
(Micro/Macro)**

Course 144

Five Times a Week: 1 credit

Pre/Co-requisites: Advanced Pre-Calculus (Regular or Honors) or Pre-Calculus II and Departmental Approval

AP Economics is a rigorous, yearlong, college-level course that prepares students for both the AP Micro- and Macroeconomics exams. Microeconomics, the study of individual choice, covers topics such as the theory of supply and demand, market equilibrium, consumer behavior, the behavior of firms, and perfect and imperfect competition. Macroeconomics, the study of the economy as a whole, will focus on national income, inflation, unemployment, fiscal and monetary policy, the banking system, international trade, and economic growth. Social issues such as poverty, income distribution, unemployment, and environmental quality will be examined in an economic framework. Students must be adept at working with graphical and mathematical models.

PHYSICAL EDUCATION

Nine Seasons

Students must participate in nine out of 12 possible seasons. Students can get credit for physical education by enrolling in the Physical Education Course 901, playing on an interscholastic team, being a student athletic trainer, managing a team, getting credit for an outside activity, taking Sports Medicine Course 909, or obtaining a performing arts waiver as described below. Students may elect to waive one season of P.E. for each major theater production in which they are involved. They may apply for this reduction of the P.E. requirement only three times. Students who are involved in the choral or instrumental program for two years have their P.E. requirement reduced to seven seasons. They may apply for one additional reduction of their P.E. requirement by participating in the fall play or the spring musical. All students must participate in a minimum of six seasons of athletics or physical education.

An after-school Physical Education class is offered for those students enrolled in seven academic classes.

Physical Education

Course 901 - Fall Season

Course 903 - Winter Season

Course 904 - Spring Season

Grades 9-12

Three Times a Week: 1 P.E. credit

The goal of this curriculum is to provide the student with knowledge, skill, and motivation to maintain personal fitness throughout life. Based on personal goals, the student will be given instruction in proper weight training methods, flexibility, and different methods of developing cardiovascular fitness. Information also will be provided on nutrition, proper hydration, weight gain, weight loss, and various ergogenic aids. The student will:

- Learn proper warm-up techniques
- Learn proper flexibility techniques
- Learn proper techniques for free weights and machine strengthening exercises
- Use periodization schemes to train effectively

- Learn benefits and techniques of proper cardiovascular training
 - Develop a personal training program
- Class progression is based on individual students and their personal goals. Students advance through a one-on-one, student/teacher consultation. Programs are structured in an eight-step progression. Each step lasts three weeks. As students competently complete each step, they advance to the next step after consulting with the teacher. Students advance from simple machine strengthening and basic cardiovascular conditioning through to student-developed personal total fitness.

Sports Medicine

Course 909

Grades 9-12

Three Times a Week: 2 P.E. credits
Second Semester

This course provides students interested in the broad field of medicine with a basic understanding of the allied health professions. It teaches students basic anatomy and pathology of injury, principles of conditioning and nutrition, and preventive taping and wrapping skills.

Outside Athletic Credit

The school recognizes the commitment needed to excel in a sport or athletic endeavor and gives credit in Physical Education to those students pursuing an outside sport not offered by the school. Students in grades 9-12 may apply for an outside credit in Physical Education if the outside sport meets the following criteria:

- Sport must be instruction-based.
- Sport must be at least an eight-hour-per-week commitment, including practices and competitions.
- Students must submit a proposal using a form from the Athletic Office and due no later than one week into that sports season.
- Sport should be one that we do not offer here at SSSAS. *Few exceptions will be made.*

Students must participate in a P.E. class until given written notice that an exemption has been granted. The student-athlete is then responsible for keeping a complete record of the outside activity. A time sheet that can be picked up in the Athletic Office and must be signed by the instructor, is due by the end of that season.

SCIENCE

The program's goal is to encourage and stimulate each student's wonder, discovery, amazement, and respect for and knowledge of the natural world. The curriculum and faculty help the student learn to think independently, creatively, analytically, and critically and to communicate those thoughts effectively; develop a willingness to ask questions and to answer them using the tools and techniques of modern science; and gain a comprehensive grounding in the important theories and models in major areas of modern scientific thought. Because scientific inquiry is at



the core of the department's teaching philosophy, science courses reinforce and build on the independence and skills developed in our eighth grade Principles of Science.

Physics:

For Algebra I – Course 463

For Geometry – Course 464

For Geometry Honors – Course 462

Grade 9

Five Times a Week: 1 credit

This course is for students in our ninth grade. Each section of physics is linked to a student's math level and reinforces the mathematical concepts of that level. Students cover the topics of waves and sound, optics, classical mechanics, energy, electricity, and magnetism. Topics in nuclear and quantum physics or in cosmology may also be introduced. The course will emphasize a conceptual understanding of the material and will introduce algebra-based problem solving as appropriate to math level. The course employs regular laboratory exploration, emphasizing basic laboratory skills of measurement, data collection and analysis, and includes computer-based data collection. Students will typically follow with Chemistry or Environmental Science in their tenth grade year.

Biology

Course 431

Grades 11–12

Five Times a Week: 1 credit

Prerequisite: Chemistry

The goal of this Biology course is to give students enough information to interpret for themselves the remarkable connection between molecular change, evolution, and their own lives. During this course students will explore principles of cellular life, of inheritance, and of evolution. Using these concepts as a foundation, students will study the biodiversity of life with special focus on the specifics of how plants and animals work. Students practice microscope skills, lab techniques (dissections, bacterial culturing etc.),

and data collection as they perform experiments. Upon completion of this course students should be armed with the tools necessary to understand and interpret scientific information presented in the media.

Chemistry:

With Algebra Applications - Course 440

With Conceptual Emphasis - Course 439

Grades 10

Five Times a Week: 1 credit

Prerequisite: Physics

This course is for students in our tenth grade. Students will be placed in the math intensive level or the regular level based upon their performance in physics and their math level. The topics in both levels are the same, though the order and emphasis may differ. Students successfully completing chemistry will gain an understanding of and proficiency in basic chemical properties, chemical reactions, and major chemical concepts, principles and theories. Laboratory work is closely coordinated with regular class work. Our chemistry program includes both quantitative and qualitative applications. There is an emphasis on developing problem-solving and higher-level thinking skills. Laboratory reports focus on data organization and error analysis. This course provides a solid foundation for students who will take biology in their junior year, and for students intending to continue chemistry in college.

Physics

Course 460

Grades 10–12

Five Times a Week: 1 credit

Prerequisites: Algebra II or Concurrent Enrollment

A comprehensive introduction to an explanation of natural phenomena and behavior of objects, the course focuses on classical mechanics, energy, wave behavior, optics, and electricity and magnetism. Nuclear and quantum physics and cosmology may also be introduced. Demonstrations are regularly employed to explain and illustrate concepts. Laboratory work emphasizes problem solving and graphical analysis of data, and students are encouraged to derive mathematical relationships that support physical laws. Classical laboratory experiments are enhanced by the use of video and computer interface.

Conceptual Physics

Course 461

Grades 11-12

Five Times a Week: 1 credit

Prerequisite: Algebra I

This first-year physics course is offered for students who have developed an interest in the physical world but have not yet achieved the proficiency in mathematics necessary for the regular physics class. It covers a standard physics curriculum including mechanics, energy, waves and sound, optics, and electricity and magnetism. Other topics such as astronomy, relativity, and quantum mechanics may also be covered. Independent research/experimentation projects are also required. The emphasis of all the topics

is on understanding the concepts of physics and their applications in the world around us. Simple algebra is required, but complicated problem solving is avoided. Weekly labs emphasize graphical analysis of data to determine physical relationships. This course cannot be taken as an introduction to the regular physics course.

Advanced Placement Biology

Course 436

Five Times a Week: 1 credit

Prerequisites: a grade of "B" or better in both Biology and Chemistry or Departmental Approval. A student earning a grade of "A" or better in Chemistry, who has not taken Biology, may request admission with Departmental Approval.

The course is the equivalent of two semesters of an introductory college biology course taken by biology majors. It is designed to provide the student with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. Topics include molecular biology, genetics, evolutionary biology, biodiversity, and ecological systems. In addition to preparing students for the Advanced Placement examination, there is a strong emphasis on independent work, developing research and experimentation skills, practicing effective writing, discussing important unanswered questions, and independent critical analysis. Through this course, the student will gain a better appreciation and understanding of the variety and complexity of life around us.

Advanced Placement Chemistry

Course 445

Five Times a Week: 1 credit

Prerequisites: One year of Chemistry with a grade of B or better or Departmental Approval

The course covers in more depth many of the topics in the regular course and presents additional work to prepare the student for the Advanced Placement examination. The course requires students to read chapters from a college-level text, answer questions on the material, and work numerous problems. There is a strong emphasis on independent work, developing experimentation skills, and practicing effective writing on theoretical topics.

Advanced Placement Physics

Course 465

Five Times a Week: 1 credit

Prerequisites: One year of Physics, Calculus, or Concurrent Enrollment, or Departmental Approval

The course prepares the student to take the Advanced Placement Physics level C examinations (Mechanics, Electricity, and Magnetism). Primarily for those planning college level study in physics or engineering, the course is designed both to deepen existing understanding of the physical world and to introduce mathematical applications of the material at a college level. Use of calculus increases as the course progresses.



**Advanced Placement
Environmental Science
Course 485**

Five Times a Week: 1 credit
Prerequisites: a grade of "B" or better in Chemistry, Biology, or Concurrent Enrollment, or Departmental Approval

The course is designed to be the equivalent of a one-semester introductory college course in Environmental Science but is offered as a full-year course on the high school level. Students study the principles that govern ecosystem function and apply these to various environmental problems, both natural and human made. The relative risks associated with these environmental problems are evaluated and alternative solutions are examined. Topics covered include human population growth, deforestation, biodiversity, global warming, ozone depletion, air and water pollution, and renewable and non-renewable energy resources. The course includes laboratory and fieldwork in addition to extensive reading.

**Advanced Placement Psychology
Course 473**

Grades 12
Five Times a Week: 1 credit
Prerequisite: Biology or a grade of "B" or better in previous science courses

This course is designed to be the equivalent of an introductory college course in Psychology. Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals in context. Course of study will focus on topics from the major schools of psychology including psychobiology, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, personality, abnormal psychology, and social psychology. Students will learn about major figures in psychology, perspectives, terminology, research findings, and associated psychological phenomenon. Ethics and research methods used in psychological science and practice will be emphasized in demonstrations

and through the use of articles on historical psychological experiments. This course includes laboratory activities and demonstrations, as well as extensive reading.

SEMESTER COURSES

Field Studies

Courses 470/471
Grades 11-12
Enrollment limited to 8 students
First and Second Semester
Five Times a Week: ½ credit per semester; may be taken for 2 semesters for 1 science credit
Prerequisite: Biology

Through observation and identification processes, students learn about the characteristic flora and fauna and their interrelationships in the various wetland communities found between the Atlantic Ocean and the Virginia Piedmont. This field-oriented course involves weekly off-campus trips along with three regular in-class meetings. Once a semester, an all-day field trip to a more distant location is conducted. Other work includes required readings from a variety of sources and a specimen collection (insect in fall, plant in spring). A field journal is maintained with submissions related to the trips. With limited enrollment, preference is given to members of the senior class.

**Forensic Science
Course 480**

Grades 11-12
Five Times a Week: ½ credit
First and Second Semester

The course is a semester elective for students who have completed two full years of science. Forensics is the application of science to solve crimes using evidence that will be admissible in a court of law. A multidisciplinary approach that encourages analytical thinking and problem solving in biology, chemistry, and physics will be used. Topics may include the following: fingerprinting, qualitative analysis of substances (hair, metal, soil, glass, and fibers), toxicology, serology, entomology, density, inorganic analysis, and DNA fingerprinting. The course is designed with an emphasis on lab work, audio-visual presentations, class discussion and collaboration, and case analysis. An open-ended project to solve a simulated crime scenario is an integral part of the course.

**Bioethics
Course 435**

Grades 11-12
Five Times a Week: ½ credit
Second Semester

The bioethics course is a semester elective for students who have completed two full years of science. In this discussion-based seminar, students consider medical, scientific, and technological factors that result in troubling dilemmas for individuals and societies. Through background reading and discussion, students learn the science behind new biomedical and biochemical technologies and discoveries. Through consider-

ation of case studies and current events, students discuss and debate the dilemmas posed by those technologies. Throughout the course, students develop and hone their analytical and critical-thinking skills. Topics covered include health care issues, AIDS, human/animal experimentation, organ transplantation, reproductive technologies (RU-486, in vitro fertilization, cloning), genetics (human genome project, gene therapy, genetic engineering), and euthanasia.

**Astronomy
Course 466**

Grades 11-12
Five Times a Week: ½ credit
Prerequisite: Physics or Conceptual Physics

This course introduces students to planetary and stellar astronomy. Students will cover the following topics: the history of astronomy, seasons and the Earth sky, a comparison of the atmospheric and geological features of the planets in our solar system, extrasolar planets, the formation of the solar system, stellar categorization and evolution, galaxies, dark matter and dark energy, the Big Bang, and the scientific search for extraterrestrial life. The course emphasizes how scientists come to know about the universe. Students analyze astronomical data and conduct experiments that mirror the methods professional astronomers use. They will also visit a planetarium and spend a night viewing the stars and planets. In addition to lab work, students will also write several short stories incorporating their knowledge.

RELIGION

The program encourages each student to become the person God created and calls him or her to be. With the Bible as its foundation, the program seeks to nurture students personally and to challenge them intellectually and spiritually as they explore the Jewish, Christian, and other faith traditions.

Five quarters of religion are required for graduation. (Sophomore Ethics, Senior Ethics, New Testament Survey—a semester class, and one other religion class.)

**New Testament Survey: Text and Tradition
Course 566**

Grades 9-11
(a required course beginning with the class of 2010)

Five Times a Week: ½ credit
First and Second Semester

This course focuses on the Bible, starting with fundamental readings from the Hebrew Scriptures but spending a majority of time on the Christian writings that comprise the New Testament. In order to help students understand the complexities involved in Christianity continuing to be a major influence on culture in the modern world, there will be periodic forays into historical and contemporary material that illustrates the interplay of religion and culture. For example, time will be spent on modern ways of interpreting scripture that have shaped our western

world and American society. Attention will be paid to how modern science has challenged the traditional Christian world-view and to the question of the degree to which politics should be influenced by religious belief.

Ethics for Sophomores

Course 567

Grade 10

Five Times a Week for One Quarter: ¼ credit

This course will focus on the specific moral decisions of life in the Upper School: lying, cheating, stealing, drinking, relationships, and more.

Ethics for Seniors

Course 551

Grade 12

Five Times a Week for One Quarter: ¼ credit

The course explores the ethical implications of faith. Themes of human disobedience and God's justice and the ethical foundations for developing guidelines for a responsible believer are explored.

New Testament 8:

Christian Themes in Films

Course 548

Grades 9-12

Five Times a Week for One Quarter: ¼ credit

The course focuses on recognizing and analyzing Christian themes that appear in films, such as redemption, sin, repentance, human freedom, and love. Films range from "Jesus Christ Superstar" to "Star Wars."

World Religions

Course 560

Grades 9-12

Five Times a Week for One Quarter: ¼ credit

This course explores the rich wisdom traditions of the East, focusing on Taoism and Buddhism. Through ancient texts, modern film, and landscape art new ways of thinking about reality and the divine are encountered. The presence of Eastern thought in popular "New Age" thought is also considered and assessed. Depending on student interest there is also the possibility of exercises in Eastern meditation and the exploration of modern Islam.

Jesus, Religion, and the Modern World

Course 500

Grades 9-12

Five Times a Week for One Quarter: ¼ credit

This course explores the particular challenges that have arisen for faith and religion in modernity. Modern challenges to faith by way of rational scientific thought, technological mastery, economic consumerism, cultural secularization, and global holocausts have made religious faith an increasingly difficult task in the modern world. How do we respond to these challenges as the rational-enlightened beings that we are?

Saints and Sinners

Course 501

Grades 9-12

Five Times a Week for One Quarter: ¼ credit

This course focuses on spiritual biographies. By encountering great paradigms of virtue or vice

we can begin to understand what it is in our own lives that we love: virtues or vices. By encountering great figures of saintliness such as Gandhi, Oscar Romero, or Mother Teresa, we can comprehend the values of perseverance, compassion, empathy, courage, and what it means to have a calling. In encountering unspeakable depravity, baseness, and evil in events such as the holocaust or in contemporary forms of moral laxity as represented in media culture, we can begin to try to understand the pain of loneliness, abjection, and suffering, as well as the pathology of human hatred.

Exploring Spirituality: Prayer and Meditation

Course 502

Grades 9-12

Five Times a Week for One Quarter: 1/4 credit

This course introduces the student to the many different forms and traditions of prayer and meditation, with the purpose that the student may use this exposure to develop spiritual practices that will help him/her achieve a deeper awareness of the nature of God and God's presence in his/her life. We will focus on the cultivation and development of spiritual exercises over the course of the quarter, allowing the student to experience different forms of religious reflection and enlightenment. We will acquaint ourselves with traditional forms of prayer, such as Russian Hesychasm and medieval monastic Centering Prayer, but we will also explore more modern forms of spiritual practice, such as journaling and Eastern-style meditation/yoga.

Roughly one-third of our class time will be set aside for the spiritual practices themselves. This will allow the student to create space/time in his/her very busy school day for time for spiritual exercise, reflection, and quiet. The content of the spiritual exercises and prayer experiences will be determined by each individual student, in accordance with his/her own religious tradition and beliefs. We will examine prayer practices from several religious traditions: Catholic Christianity, Protestant Christianity, Hasidic Judaism,

Mahayana Buddhism, and Yogic Hinduism.

We will also examine and explore the spiritual practices of secular society as found in self-help books and popular magazines such as Oprah's "O." Exploring various traditions will help the student understand what spiritual practices may help him/her progress in a relationship with God.

PERFORMING ARTS

The program supports the belief that performing arts are vital to the emotional, intellectual, and aesthetic development of students. This philosophy encourages self-expression, creativity, self-discipline, and cooperation. The program builds on the foundation laid in the Lower and Middle Schools and provides more challenging performing opportunities and development of individual talents. The program aims to benefit the wide-ranging interests and needs of the student population through intimate experience in a variety of artistic media.

Students may receive a semester of Fine Arts credit for participation in the fall play or the spring musical which can be applied towards their graduation requirement in the Fine Arts. Or students may elect to waive one season of P.E. for each major theater production in which they are involved. They may apply for this reduction of the P.E. requirement only three times.

Students who are involved in the choral or instrumental program for two years have their P.E. requirement reduced to seven seasons. They may apply for one additional reduction of their P.E. requirement once by participating in the fall play or the spring musical.

Note: All students in performing groups are encouraged to study privately in addition to performing in their ensemble. All groups perform in a variety of settings both on and off campus and in joint programs with local schools.

Concert Choir

Course 750

Grades 9-12

Five Times a Week: 1 credit

This interactive course creates an enjoyable atmosphere for students to experience various styles of vocal music. The members range from beginner to advanced and will learn the basic fundamentals of music. This group studies vocal technique, music theory, sight-singing, concert etiquette, musical expression, choreography, and stage presence. Students learn how to engage an audience by performing high-quality music in concerts, community events, and music festivals, including our annual music trip in the winter. From Broadway to Bach, students will build their confidence in an encouraging environment to become lifelong music enthusiasts.



Chamber Orchestra

Course 711

Grades 9-12

Five Times a Week: 1 credit

The program is open to students demonstrating intermediate or above ability on the violin, viola, cello, or bass and who have a desire to participate in an ensemble committed to musical excellence. Performances in a wide range of orchestral literature, from the Baroque, Classical, Romantic, and Contemporary periods, are offered. On- and off-campus performances are frequent, including an end-of-year competition, and enrolled students are also eligible for all-district, regional, and all-state ensembles and festivals.

Wind Ensemble

Course 760

Grades 9-12

Five Times a Week: 1 credit

The program is open to all woodwind, brass, and percussion students demonstrating intermediate or above ability on their instrument, and who have a desire to participate in an ensemble committed to musical excellence. Performances offer a wide range of band literature, including marches, contemporary literature, and orchestral transcriptions. Included with the fall and spring concerts are the opportunities to participate in the Pep Band which performs at football and basketball games, audition for the all-district, regional, and all-state ensembles, and perform in Solo and Ensemble. During the school year, the students will join with the choir, orchestra, and drama groups on the annual music trip where they will attend master classes and perform.

Advanced Wind Ensemble

Course 765

Grades 9-12

Five Times a Week: 1 credit

The program is open to woodwind, brass and percussion students who demonstrate advanced ability on their instrument, and who have a desire to participate in an ensemble committed to musical excellence. An audition is required to participate. Performances offer a wide range of band literature, including marches, contemporary literature, and orchestral transcriptions. On- and off-campus performances are frequent, including District Band Festival in March. Enrolled students are also eligible for all-district, regional, and all-state ensembles and festivals.

Jazz Ensemble

Course 707

Grades 9-12

Five Times a Week: 1 credit

This comprehensive music course is open to all saxophone, trumpet, trombone, baritone, percussion, keyboard/piano, guitar, and string/electric bass students demonstrating intermediate or above ability on their instruments. The ensemble performs jazz and other contemporary music such as blues, rock, Latin, and fusion. Literature is selected from "big band" charts with opportunities for smaller ensemble work. All students must have experience reading music prior to

enrollment. Enrolled students are also eligible for all-district, regional, and all-state ensembles and festivals.

Honors Jazz Ensemble

Course 720

Grades 9-12

Five Times a Week: 1 credit

With departmental approval, students participating in Jazz Ensemble may also participate in the Wind Ensemble for Honors Distinction. Their commitment will include at least one 45 minute rehearsal each week on Wind Ensemble music with the Wind Ensemble director during a designated time agreed upon by both Wind Ensemble and Jazz Band directors and participating students. They will also be required at all after-school Wind Ensemble dress rehearsals and concerts.

Advanced Placement Music

Theory

Course 715

Grades 11-12

Five Times a Week: 1 credit

Prerequisite: Departmental Approval

This concentrated course provides an in-depth study of music theory. Course content covers theory and dictation. The former includes music fundamentals, counterpoint and harmony. The latter includes aural recognition of rhythmic patterns, intervals, triads, and techniques of developing functional hearing. The Advanced Placement syllabus is used to prepare students for the Advanced Placement examination.

Independent Music Study

Course 716

Grades 9-12

Five Times a Week: ½ credit

Concurrent enrollment in private lessons required

Designed to help serious music students meet their one-credit fine arts requirement. For one-half credit, students may enroll and perform in or accompany the Orchestra, Concert Band, Jazz Band, or Upper School Chorus for one semester. Some private practice time may be allotted during class as needed. For one-half credit per year, a practice record, signed by the parent or legal guardian, must show that the student has practiced his/her instrument ten or more hours a week. Also, official transcripts or records from place or person of private study must show one or more hours of private instruction per week. Individual student progress will be monitored quarterly by a Performing Arts faculty member and approved and signed by the Department Chair.

SEMESTER COURSES

Theater I

Course 721

Grades 9-12

Five Times a Week: ½ credit

First Semester

This basic acting course centers on confidence

building and stage presence through improvisation and a series of increasingly difficult acting exercises. Students begin without the use of a written script. A wide variety of characters are created by each student in the class, and those are then used to create original theater pieces. The elements of theater are investigated by creating short performance pieces and having in-class discussion of the work.

Theater II

Course 723

Grades 9-12

Five Times a Week: ½ credit

Second Semester

Prerequisite: Theater I or Departmental Approval

The course builds and expands on the skills focused on in Theater I and is centered on the process of scene study. Students study, practice, and perform scenes from established playwrights such as Shakespeare, Molière, Ibsen, and various contemporary writers. Students serve as sound-ing boards for one another as the scenes are presented in class.

Note: Two drama productions are presented each year. Parts are open by audition to all Upper School students. Interested students may also be involved in production, including set construction, props, lights, costumes, sound design, and stage management.

Playwriting

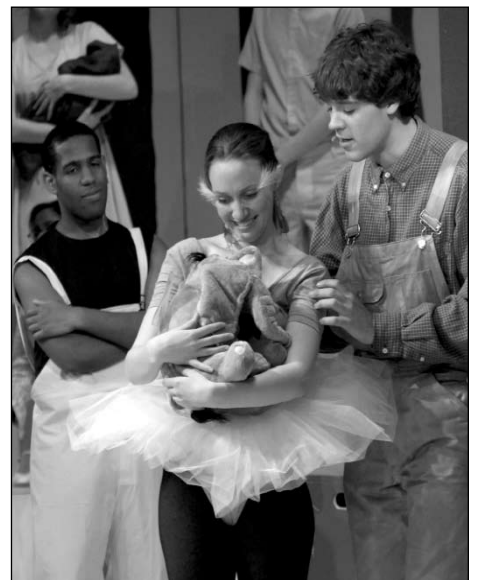
Course 735

Grades 10-12

Five Times a Week: ½ credit

First Semester

Recommended Prerequisites: Theater I and II
Students study the elements of script writing for the theatre and read and analyze a series of plays representing various periods of theatre history. These include Greek, medieval, Elizabethan, realism, absurdism, and contemporary. Students write and rewrite an original one-act play, beginning with character creation and including plotting, idea, and style. Plays are read aloud and critiqued by the class for rewriting purposes and





then considered for production in the spring for the one-act play festival and submitted to a national playwrighting contest.

Directing

Course 730

Grades 10-12

Five Times a Week: ½ credit

Second Semester

Recommended Prerequisites: Theater I and II

The course is a hands-on, practical approach to play directing. Students learn and practice different elements of play direction. Areas to be covered include: script analysis; floor plan design and usage; communicating with set, lighting and costume designers; auditioning and casting; and the various steps in a play rehearsal process, including blocking, characterization, style, pace, and acting moments. Students select a one-act play and develop their plan to direct the play in the spring one-act play festival.

VISUAL ARTS

2D and 3D studio coursework builds upon the fundamental artistic skills and expressions explored in earlier grades. Students are introduced to a variety of media, techniques, and processes which foster imagination and creativity, stimulate observation, and heighten analytical thinking skills. Students are equipped with the appropriate tools to translate individual ideas into personal visual expressions. The arts curriculum empowers and inspires passion towards the development of a visual language. All work is displayed in exhibit spaces and school publications within the community as recognition of artistic achievements.

Advanced Placement Studio Art

Course 660

Grades 11-12

Five Times a Week: 1 credit

Prerequisites: Successful completion of 1½ full years of Visual Arts courses and portfolio submitted for Departmental Approval

The rigorous portfolio requirements established by the AP Board are followed in this studio course. The portfolio must be presented to the AP Committee at the completion of the course. A choice of two types of portfolios is offered: (1) a general portfolio of 24 slides, including two-dimensional works of painting, drawing, printmaking, and design, and (2) the drawing portfolio of 24 slides of two-dimensional work.

Advanced Placement Sculpture

Course 670

Grades 11-12

Five Times a Week: 1 credit

Prerequisites: Successful completion of Advanced Ceramics and portfolio submitted for Departmental Approval

This course addresses a broad interpretation of sculptural issues in depth and space. Elements and concepts such as mass, volume, form, plane, light, and texture may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio, such as traditional sculpture, architectural models, ceramics, three-dimensional wood projects, or assemblage. A slide portfolio of 24 slides is required.

SEMESTER COURSES

Basic Two-Dimensional Studio Art

Course 611

Grades 9-12

Five Times a Week: ½ credit

This course is a comprehensive exploration of drawing, painting, and printing techniques and materials. Art history and aesthetics are included. The drawing section focuses on the basic elements of line, value, form, space, composition, and texture through the use of pencil, charcoal, conté, and watercolor. Color theory, composition, use and development of materials, and techniques of oil painting are stressed in the painting section. Relief printing methods and techniques are explored through a variety of printing media. Brief lectures, demonstrations, slides, sketchbooks, and written papers are used to develop present course content.

Intermediate Painting

Course 645

Grades 10-12

Five Times a Week: ½ credit

Prerequisite: Basic Two-Dimensional Studio Art

This semester course continues the exploration and development of materials and techniques of oil painting. Different materials are explored such as the use of tempera, encaustic, and oil pastels. This course gives the student the opportunity to find his/her own solutions within a wide range of painting media. Substantial content, competent understanding of technique, and aesthetic knowledge of space and composition are expected in all work.

Intermediate Drawing

Course 635

Grades 10-12

Five Times a Week: ½ credit

Prerequisite: Basic Two-Dimensional Studio Art

The course continues to look at the range of materials used for drawing and the effects each can produce. Students consider the unique linear characteristics of the drawing medium combined with an array of surfaces and materials from which to choose. The expression comes from within the student, but it is nevertheless true that different materials tend to produce particular effects. Working with many tools and papers, the student is inspired to create new types of imagery. The various purposes for which a drawing can be made are also explored.

Printmaking

Course 650

Grades 10-12

Five Times a Week: ½ credit

Prerequisite: Basic Two-Dimensional Studio Art

This course provides the student with the opportunity to pursue the four basic methods for making an art print: relief, intaglio, lithography, and screen printing. The course looks at each method in turn and considers a few advanced and combined techniques.

Beginning Ceramics

Course 620

Grades 9-12

Five Times a Week: ½ credit

Through direct manipulation, discover the malleable nature of clay. Learn basic hand-building techniques (pinch, coil, and slab) as well as introductory skills for the pottery wheel. Experience the excitement of creating your very own designs of functional and sculptural clay creations. Explore shape, line, and texture three-dimensionally while discovering color, surface design, scale, depth, and space with clay.

Intermediate Ceramics

Course 621

Grades 9-12

Five Times a Week: ½ credit

Prerequisite: Beginning Ceramics

This course builds and expands on the skills taught in Beginning Ceramics and introduces a variety of clay bodies including porcelain and terra cotta. Students will experience the thrill of alternative pit-firing techniques and engage in constructive aesthetic critique and technical analysis. Collaborative peer discussion will be part of the course.

Advanced Ceramics

Course 622

Grades 10-12

Five Times a Week: ½ credit

Prerequisite: Intermediate Ceramics

This advanced exploration of clay demands the execution of more technically challenging processes and conceptually defining creative expressions in clay. Thematic and interpretive

visual narratives will inspire and direct student production. Innovative techniques of paper clay and printing on clay will be introduced, and students will be expected to learn the Raku firing process.

Beginning Pottery

Course 623

Grades 10-12

Five Times a Week: ½ credit

Prerequisite: Beginning Ceramics

This class introduces you to a variety of basic wheel techniques to form the cylinder, bowl, and plate. Demonstrations, individualized instruction, glaze application, kiln operation, and maintenance will enhance the learning process.

Advanced 2-D and 3-D Art

Course 655

Grades 11-12

Five Times a Week: ½ credit

Prerequisites: One year of Visual Arts courses and Departmental Approval

This course is specifically designed for serious, productive, and dedicated students who want to explore in depth two- and three-dimensional media techniques such as oil painting, drawing, printmaking, and sculpture. A student's performance is evaluated by completion of all projects in the specified time, performance on a written test or research paper, effort, quality, and creativity of artwork produced.

HUMAN SEXUALITY

The human sexuality curriculum addresses the physical, social, emotional, and spiritual aspects of health and sexuality. Classes encourage exploration of attitudes, beliefs, and values while providing knowledge of basic concepts and contemporary issues in the field. Both courses are skill-based, reinforcing the skills necessary to improve or maintain optimal health and well-being. These skills include: goal setting, boundary-setting, analyzing internal and external influences, advocacy, interpersonal communication, and decision making. Primary prevention efforts are made to promote health-enhancing behaviors and risk reduction.

Both the tenth and twelfth grade courses are coeducational and discussion-based. Both courses address how adolescents can meet their needs for intimacy and friendship in healthy, comfortable ways based on their values. The curriculum suggests that sexuality education is both formal and informal and is a lifelong process of acquiring information and forming values about one's identity, relationships, and intimacy. The curriculum recognizes that parents are the primary educators of their children with regard to issues of sexuality. The curriculum seeks to support the mission of the school and the work of parents by providing students with structured opportunities to learn about sexuality in the context of a values-centered curriculum.

These classes examine the way adolescents can express their romantic and sexual feelings

responsibly, in life-enhancing ways. The sexuality education curriculum is abstinence-based, addressing sexual decision-making within this framework and stressing the value of postponing sexual intercourse.

Basic Concepts in Human Sexuality

Course 570

Grade 10

Five Times a Week for One Quarter: ¼ credit

This course is a graduation requirement for all sophomores. Topics of Basic Concepts in Human Sexuality include: the role of diversity in the classroom setting; self-esteem and body image; gender; human sexuality development (physical, psychological, spiritual, and social); the role of intimacy in relationships (family, friendship, and romantic); alcohol and other drugs; nutrition and fitness education, stress reduction; cancer prevention; abstinence from intercourse as a life-affirming decision; prevention of pregnancy and sexually transmitted infections; and media literacy. Additionally, the tenth grade course provides a forum for students to explore attitudes and beliefs regarding the key content areas so that they can develop the skills necessary to navigate adolescence and young adulthood. Students are challenged to think critically about the steps one can take to improve their quality and years of healthy life as well as the role each plays in creating a safe and supportive school atmosphere.

Contemporary Issues in Human Sexuality

Course 580

Grade 12

Five Times a Week for One Quarter: ¼ credit

Sexuality builds on the foundation established in the tenth grade course. Key content areas include: the impact of social identifiers on interpersonal interactions, the five components of human sexuality, relationship dynamics (including healthy vs. unhealthy characteristics), establishing and maintaining sexual boundaries, consequences and outcomes of sexual activity, acquaintance rape, substance abuse, emotional health and self care, coping with loss, disease and disparity, and media literacy. Additionally, Contemporary Issues in Human Sexuality provides a forum for students to explore attitudes and beliefs regarding the key content areas so that they can develop the skills necessary to navigate the transition between high school and the post-high school experience. This course includes a cross-cultural perspective, where students explore the current issues of health and sexuality in poverty-stricken areas and less developed nations. Students are encouraged to become healthy, responsible, and productive citizens of our global community. Students are also challenged to think about the role each person plays in creating a safe and supportive school community.

TECHNOLOGY EDUCATION

The program's goal is to prepare students to use technology tools confidently, capably, and ethically within the school community and as

future leaders and members of the global community. The curriculum provides opportunities that broaden understanding and application of technology resources in students' academic and personal lives. To reflect the quick pace of technological change in the world around us, a variety of technology courses will be offered each year. Course offerings may vary depending on actual enrollment. Any technology education course may be applied toward the school's elective requirement.

Essential Technologies in the 21st Century

Course 834

Five Times a Week: ½ credit

First and Second Semester

Students will work with various technology tools to research material, produce projects, and create multimedia as well as receive an overview in current software. They will complete projects related to objectives in the area of (1) technology skill development including advanced MS Office tools (Word, Excel, PowerPoint) (2) critical analysis through exploration of technological research tools on the web (3) Information design through advanced presentation methods utilizing Photostory, Scratch, Photoshop, Audacity and HTML and (4) collaboration activities through web-conferencing, discussion boards, blogs, wikis and other web 2.0 tools.

Audio in Multi-media and

Podcasting

Course 835

Five Times a Week: ½ credit

First and Second Semester

Students will learn how to produce audio projects from beginning to end. This includes pre-production (writing) production (recording) and post-production (mastering and editing). In addition, this class will produce podcasts and record events around the school community for publication. Students will work with both audio recording software and multimedia software and manage academic projects closely with students in other departments. During the semester, the class will listen to old radio shows and discuss the necessary aesthetics of quality broadcasts and use them as a model for their own.

Newspaper

Course 85

Grades 9-12

Five Times a Week: 1 credit

The course emphasizes newspaper writing, and students are expected to create a portfolio of news articles, feature articles, editorials, and columns. Working as a team, the class will publish both a web-based paper and a print edition. Students will be able to gain proficiency with either Dreamweaver or InDesign CS2.



Yearbook

Course 90

Grades 10-12

Five Times a Week: 1 credit

Students oversee the production of the yearbook from inception to distribution, mastering page design, layout, and photographic composition while writing and editing for an archival publication. Evaluation is based on students' mastery of these skills as well as on their ability to work as a team to meet deadlines. Students may opt to take only one semester for one-half credit. Given the constraints of space and equipment, the class has limited enrollment. Students must apply for admission to the course. Details of the process will be distributed in English classes.

SERVICE PROJECT

At St. Stephen's & St. Agnes School, we want all of our students to find vocations for life, discovering their gifts and developing their skills and then matching those gifts and skills to particular needs of the community and the world. As an Episcopal School, we believe that the greatest purpose and reward of learning is found in sharing gifts with others. We feel strongly that community service can be a powerful, passionate, and joyful expression for our students' intellectual, physical, and spiritual gifts, in our community and every future community.

Toward that end, we require each of our students to complete a service project as part of their Upper School experience. A project must be 40 hours of service and may be completed in one of three time periods: during the summer following the sophomore year, during the junior year, or during the summer following the junior year. A project must be begun and completed within one of these three time periods; hours cannot be carried over into a subsequent period. The project must be completed prior to the start of the senior year.

Before work on a project is begun, a con-

tract must be filled out completely and be signed by the student, parent, and project supervisor. These contracts must be approved by a committee of faculty and administrators chaired by the service-learning coordinator in order for the project to count toward the service requirement. Work begun prior to the approval of the contract will not count toward the required hours.

At the completion of the project, each student must write a two to three page reflection paper on lessons learned from the project, submit at least three digital photos of their experience, and have their supervisor complete the Supervisor Evaluation Form. Students will not be able to register for their senior year without handing in this paperwork.

If you have any questions, please contact Ms. Mayne at 703-212-2747 or by e-mail at emayne@ssas.org.

LIBRARY

The Upper School library curriculum builds on techniques for gathering and interpreting information that are taught in the Lower and Middle Schools. Emphasis is on helping students become competent, thorough, and discerning independent readers and researchers who enjoy learning. Instruction is integrated into the various courses at points of need, with skills being introduced as they are pertinent to particular papers or projects in which the students are engaged. The library is also always open for individual use, and the librarian is available to work with students one-on-one. The library's collections of books, periodicals, videos, and CDs, as well as its access to the Internet and targeted databases, support the curricula of the other departments, and represent a wide range of information, literature, opinion, and cultures.

CO-CURRICULAR PROGRAMS

The Oxford Tradition is a pre-college summer program designed to immerse students in an academic subject or creative art for one month while taking advantage of the enormous cultural resources in Oxford, England. The program brings together an excellent faculty from the best universities and schools in Britain and North America. Students and faculty live and work together in three historic colleges of Oxford: Pembroke, St. Peter's, and Corpus Christi. There is a wide range of curriculum choices, and students enjoy free time for sports and excursions to theaters and historic sites.

The Normandy Exchange Program takes place each year in January, when advanced French students spend 12 days in Caen, Normandy, where they live with a host family and attend a French high school. In April these students then host their French guests at St. Stephen's & St. Agnes School. Participation is by departmental selection.

The High School Shakespeare Institute invites rising seniors to apply for a semester's

study of Shakespeare at the Folger Theatre and Library. Twelve students are selected from the Washington Metropolitan area. Students from St. Stephen's & St. Agnes School have frequently been selected for this distinguished program.

Each summer the school sends talented rising eleventh or twelfth graders to the Virginia Governor's School programs to study a variety of topics, including humanities and sciences, visual and performing arts, and foreign languages.

The Summer Economics Institute is a region-wide, six-week internship program for rising high school seniors, which includes the study of market principles influencing our economic system. The Institute gives students a unique insight into how business works through a four-day, eight-hour work experience. One day per week student interns examine issues common to business, labor and government through presentations, field trips, and a variety of activities involving leaders in these fields. Course credit is offered, and students from public, private, and parochial schools may participate in the program. Activities encourage responsibility, resourcefulness, initiative, and adaptability in the adult workplace.

EXTRACURRICULAR PROGRAMS

The school offers a variety of extracurricular activities designed to promote student leadership. These include Student Council, Honor Council, Disciplinary Board, Athletic Council, Fine Arts Council, Guild (service organization), *The Voice* (newspaper), *Traditions* (yearbook), and *Fire and Stones* (literary magazine). Representatives to the Councils, Disciplinary Board, and Guild are elected by the student body. Editors of the publications are chosen by the faculty sponsors; all students are welcome and encouraged to contribute. All of these organizations are co-led by a female and male student.

Students may also choose from among a large number of active clubs, such as Unity through Diversity, Computer Club, Environmental Club, Drama Club, Sextet, Save Darfur, Our Little Roses, Science Club, and Language Clubs for French, Latin, and Spanish.

Events and efforts sponsored by these organizations and clubs are many and varied, including dances, pep rallies, student-faculty games, weekly discussions of multicultural issues, stream and park cleanups, monthly sandwich-making for the homeless, Thanksgiving food drive, winter mitten drive, the fall play, the spring musical, the One-Act Play Festival, Evening of the Arts, Multicultural Night, and raising money for organizations that help refugees in Darfur, support an orphanage in Honduras, prevent and treat breast cancer, protect the South American rain forest, and many other causes.

The school's active athletic program fields teams in baseball, basketball, cross country, field hockey, football, golf, ice hockey, lacrosse, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.



ST. STEPHEN'S & ST. AGNES SCHOOL

Head of School, Joan G. Ogilvy Holden

Assistant Head of School, Bob Weiman

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Middle School

Director, Betty Metheny
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Alexandria, Virginia 22304

Upper School

Director, Bud Garikes
1000 St. Stephen's Road
Alexandria, Virginia 22304

Admission Office

Director, Diane Dunning
Grades JK-5 Telephone:
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Grades 6-12 Telephone:
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