



**ROYCEMORE**

# Upper School Curriculum Guide

Course Planning Resources for Students & Families

2023-2024

## Introduction

### Mission

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Roycemore: Our diverse and intimate community, rooted in academic excellence, inspires each student to discover their passions, think without limits, find their voice, and live courageously.

### Core Values

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Achieving Excellence at Roycemore School involves adherence to the school's core values. We value:

#### *Scholarship*

We foster intellectual curiosity, critical thinking, open-mindedness, and perseverance in each student, as part of preparing students to succeed in college and beyond. This encompasses all learning experiences, including academic, artistic, athletic, performance, and civic.

#### *Integrity*

Our commitment to truth, personal responsibility, and fairness in our judgments provides a foundation for a sense of trust throughout our school community as we adhere to high ethical standards.

#### *Community*

We care for each other, our school, and our diverse communities. Our commitment to an inclusive culture of encouragement and mutual respect promotes individual expression, thoughtful risk-taking, active learning, and personal growth.

#### *Respect*

We recognize the inherent value in ourselves, others, and our planet. We embrace our responsibility to fairly consider points of view that differ from our own and to promote personal well-being. We honor the culture intrinsic to Roycemore School by being accepting, encouraging, considerate, attentive, and appreciative.

#### *Compassion*

We strive to be kind, forgiving, and empathetic as we work toward our collective and individual goals. Seeking understanding before making judgments is the backbone of our caring community for all members of the school and beyond.

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## Academic Honor Code

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On my honor, I will not engage in academic dishonesty, whether it be plagiarizing, cheating, fabrication or falsification of materials/data and giving or receiving inappropriate assistance. I will not engage in the unethical use of technology.

## Introduction

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Our Upper School teachers believe that if adolescents are to achieve their full potential, they need and deserve an educational setting where each student is known personally, where:

- Coursework is interesting and challenging
- Access to extracurricular activities is unrestricted
- Students establish positive relationships with peers and adults
- Character development and ethical issues are discussed openly and candidly
- Consequences for inappropriate actions are reasonable
- Accountability, self-awareness, and independence are nurtured in preparation for success in college and beyond

The goal of the curriculum is the education of the individual student; to this end, the school promotes an active advisory system to aid the student in recognizing and fulfilling his or her unique potential. The school emphasizes the importance of introducing the individual student to a broad range of studies in preparation for success in college. The curriculum also nurtures the creative exploration of cultural ideas with an understanding of their genesis and development. Pursuing a relevant, challenging course of study not only prepares students for college but enhances their current and future quality of life.

The curriculum fosters:

- The acquisition of the verbal, quantitative, and aesthetic skills necessary for intellectual life
- The reading and writing of English and world languages
- The understanding of Mathematics and the concepts involved therein
- The understanding of the Physical Sciences and the concepts involved therein
- An appreciation for the Fine Arts
- The physical skills vital for health and recreation

The school offers a strong program for college-bound students while recognizing that entrance requirements vary from college to college. This booklet includes descriptions of various college requirements to guide students and their families.

## **Advisory Program**

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A key feature of Roycemore's Upper School is the advisory program. Each student chooses a faculty advisor at the beginning of the academic year, and the two work closely together all year long. The relationship focuses on two broad categories of school-related issues. First, advisors help students with academic planning. This includes selecting appropriate courses for each semester, designing annual January Short-Term projects, and formulating college plans. Second, advisors work with students in less structured areas which could include helping them to set realistic long- and short-term goals, evaluating their progress, developing strong study habits, being involved in extracurricular activities, and in general budgeting their time and energy in order to respond most effectively to the multitude of demands placed on them.

Each week, students with a common advisor meet together. As a small group, they discuss a weekly topic with relevance to adolescents, intended to promote empathy, thinking about ethics, and sound decision-making. These topics directly address our core values and link to The Seven Habits, used schoolwide. Additionally, social and emotional learning is addressed with weekly mindfulness practices and the Atlas mental health app.

Students and their parents are free to consult with any member of the faculty and administration, but they are likely to turn to advisors first. Advisors submit formal written reports to parents twice per year—once each semester.

## **Graduation Requirements**

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Roycemore is a college preparatory school with a rigorous and comprehensive curriculum that meets the needs of a diverse population and is designed to prepare students for admission to the colleges of their choice. Students are expected to have the intellectual ability, motivation, and behavior necessary to successfully complete this course of study. During their high school years, students are expected to develop their abilities and knowledge of the subject matter. We expect students to enroll in the most sophisticated courses for which they are prepared. Because colleges and universities have many different requirements for admission and students often change their minds about career intentions and college plans, we encourage students to choose classes that will meet the standards of the most selective colleges and which will prepare them to do well once they are in college.



Therefore, the minimum requirements for graduation from Roycemore are:

- English: 4 years of English with at least 1 every year at Roycemore. All students attending Roycemore during the 9th-grade year must take Foundations of English.
- World Language: 3 years of a World Language, with at least 2 in a single language. Up to 1 year of high school level, World Language taken in middle school may count towards this requirement.
- Math: 3 years of Math, including the completion of Algebra II at a minimum. With a recommendation from the student's advisor and following consultation with the college counselor, students with a learning challenge have the option of substituting Introduction to Algebra II for Algebra II.
- Social Studies: 3 years of Social Studies, including successful completion of World History for any students attending Roycemore during the 9th-grade year and either United States History or AP United States History for all students. Students must also pass the Constitution test, which is included as part of US History and AP US History.
- Science: 3 years of Science, including 1 year of Biology. • Fine Arts: 1 year of Fine Arts.
- Electives: In addition to the 17 credits outlined above, Roycemore students must earn an additional 5 credits. All students are required to earn 1 credit for PE. The additional 4 credits may be taken in any of the above departments or as an elective.

Roycemore is on a semester grading system, with students earning 0.5 credits for the successful completion of one semester. For more details on specific graduation requirements, please see the separate sections for each department.

See separate section for procedures and requirements for early graduation. Approval of graduation is determined by the Head of School and based on the recommendation of the Upper School faculty.

## Partnerships

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The Center for Talent Development (CTD) is a nationally recognized leader in gifted education and talent development housed at Northwestern University as part of the School of Education and Social Policy (SESP). CTD offers hundreds of enrichment and accelerated courses for students aged 3 to grade 12. Recently, Roycemore and CTD signed an agreement to deepen collaboration to include opportunities for Roycemore students to take CTD classes and the development of joint programming for Roycemore students. Currently, these are CTD-designed and delivered courses, and discussions are ongoing about the potential for joint offerings in the future.

One Schoolhouse is a supplemental educational organization that provides online courses and programs for students and adult learners. The organization serves independent schools around the country, offering asynchronous online courses. One Schoolhouse is fully accredited by the Middle States Association of Colleges and Schools & the Western Association of Schools and Colleges.

Through the partnerships with CTD and One Schoolhouse, Roycemore students will have access to a broader range of course offerings. In addition, where there are scheduling issues with other courses that a student needs to complete as part of their course of study at Roycemore, these partnerships provide flexibility for the student.

## January Short Term (JST)

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JST in the Upper School was created to reflect the school's conviction that a student-designed program of learning is an excellent way to further help students commit to their own education and encourage their independence. All Upper School students are required to participate in JST each year they attend Roycemore.

JST takes place in the three weeks following Winter Break. Regular classes do not meet during this period. JST provides an excellent chance for students to explore a career, learn a new skill or strengthen an old one, participate in a community/social project, or explore an interest they have never had time to pursue. Students may choose to design an independent JST project, giving them an opportunity to explore and learn about a subject of particular interest, or they may choose to participate in a faculty-sponsored project.

Group projects sponsored by faculty members usually present activities not offered in the regular curriculum. Projects often take advantage of the rich resources in the Chicago area to enhance a subject through field trips, visits with professionals and experts, and background research in libraries and museums. Career projects are designed to enable students to learn as much as possible about a field while providing the project director with volunteer help. Although some group projects have prerequisites and out-of-school projects have age or insurance limitations, there are an unlimited variety of projects possible.

The more responsibility allowed to students during JST, the better the results. JST is not unstructured free time, but an opportunity for fulfillment of well-organized, planned, individualized goals.

Early in the school year, a booklet detailing the faculty-sponsored projects and general project requirements is distributed to students. Students must devote considerable effort when designing an individual JST project in order to make the most effective use of the time. Students are required to complete a contract that articulates their goals and the procedures they will take to fulfill the requirements. Each contract requires the signature and approval of the student, project director, Roycemore advisor, and parent. The contract is presented to the JST Committee for consideration and approval. The JST Committee meets once a week (beginning in October) until all student contracts are approved. The committee is headed by the JST coordinator and is made up of students and faculty.

During JST, Roycemore keeps in close contact with each student, project director, and advisor to monitor the student's progress and participation. Every student is required to complete a JST Portfolio, including a written journal and a digital artifact. These will be reviewed by the JST coordinator, as well as the student's project director and advisor.

Students do not receive a traditional letter grade for their performance during JST. However, they are evaluated by their project director and must earn a rating of "successful participation" at the end of the project in order to receive credit. Please consult the yearly JST booklet for specific details on successful participation in each project, including information on absences and make-up work. The JST evaluation will become a permanent part of each student's file and is often used in the preparation of the school's recommendation letters to colleges, since it may illustrate intangible qualities such as initiative, attitude, responsibility, and enthusiasm. A student's JST projects are also listed on his/her official Roycemore transcript.



## Course Planning

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In keeping with the school's mission, Roycemore's Upper School does not approach course planning by focusing on a student's age and year of graduation. Instead, course planning is a highly individualized process, with students placed into the appropriate classes based on academic skills, experience, and interest.

In our Upper School, students have many options for courses. They are able to find the English, Social Studies, Math, Science, and World Languages classes that are right for them. Outside of the core subjects, they also have a wide range of options to choose from including a number of Art classes, Theater, Music, Service Learning, and much more.

Over the summer, the Upper School Division Head will meet with each new incoming Upper School student and his or her parent(s) to set up next year's classes. Because this is a highly individualized process where we greatly value student voice, we approach the process through individual meetings rather than a group orientation.

In subsequent years, course planning is done during the second semester with each student's individual advisor. Course plans require approval from the student, parent, and Division Head before they are finalized.

## College Admissions

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There are more than 4,000 4-year colleges and universities and more than 2,000 2-year colleges in the U.S. Selectivity ranges from open admissions to schools that turn away 95% of applicants. The average acceptance rate nationally, however, is over 64%. This translates to a wide range of options for students who complete a college preparatory high school experience. The goal of our college admissions process is to help each student find the college that is right for them.

As a freshman in a college preparatory school, you do not need to know what specific type of college you wish to enter, or what specific course of study you will pursue. However, when making course selections, you should keep your future goals in mind and plan accordingly. If you plan carefully and do well in the necessary prerequisite courses during your freshman and sophomore years, you allow greater course selection flexibility during your junior and senior years when you may choose courses that will be appropriate to your college and/or major preference. If your high school time is used wisely, you will be a better-qualified applicant and have, as a result, more college choices open to you.

The Roycemore curriculum gives some latitude in choosing subjects, but your choices will have a major effect on your future college options. It is imperative that you and your parents work closely with your advisor, the Upper School Head, and the College Counselor, who can help you in designing your high school program.

### *Choosing Courses Wisely*

Our graduation requirements are only a starting point, and there are different directions you can take as you chart your course through high school. If you have decided upon a career, you should supplement the minimum requirements by taking additional courses after carefully checking the most current entrance requirements of a truly outstanding college in your chosen field. These requirements can be found on school websites or by contacting schools directly.

If you hope to become an engineer, for example, you might want to study admissions criteria for the Massachusetts Institute of Technology, University of Illinois at Urbana-Champaign, or California Institute of Technology. If you can meet those entrance requirements, you can satisfy the admissions standards of most engineering colleges in the nation.

If you have not decided upon a specific field of study but intend to pursue a general education (this type of education in college is called a liberal arts program, and the college that offers only this sort of program is called a liberal arts college), the same technique will work.

If you are interested in a profession such as art, music, or design, you might want to attend a school to specifically train you in this field. Again, a careful study of the requirements found on the websites of such schools as the Juilliard School of Music, the design school of the Illinois Institute of Technology, or the California Institute of the Arts will help to determine the best courses you should take in high school.

### *What About Entrance Tests for College?*

Some colleges require the results of the SAT or ACT as part of their admissions process. These tests are usually taken during the junior year and sometimes repeated during the first semester of the senior year. They are based upon a student having completed a minimum of three years of English and two years of mathematics.

One final type of test is given by the College Board—the Advanced Placement (AP) series of examinations. If a student has taken an AP course at Roycemore and scores sufficiently well on the AP examination, colleges may award the student college credit for the course taken in high school or allow the student to take a more advanced course. However, these courses require prerequisites and a high level of skill shown in those earlier classes. As a freshman, you should begin thinking about these courses and choose an appropriate sequence of studies.

Most colleges and universities, including many selective schools, are now test-optional. Many request other supplemental materials to demonstrate a student's college readiness. However, many schools are still compelled to use test scores as one measure of whether to admit the applying student. Most important, however, are the student's high school curriculum and grades. If you have planned ahead wisely and taken the correct type of courses and earned strong grades, you should have no trouble in being accepted to an appropriate college.

#### *Summary: A Broad Program*

If you want to prepare yourself for four years of college, your courses should include at least the following:

- Four years of English
- Three years of mathematics; four if there is any chance at all you will choose a career in STEM. In any event, two years of algebra and one year of geometry are a minimum. Pre-Calculus is a must for students seeking STEM programs in college.
- Three years of science (with lab): biology is required, physics or chemistry are recommended; take all these courses if you are going on in science, medicine, or engineering
- Three years of social studies
- Three years of one world language

#### *Sample Upper School Course Plans*

It is possible to group many similar colleges into categories determined by their entrance requirements and rates of admission. To help you plan your courses you will find below examples of programs required by different types of colleges.

Remember, these are only a guide. Every school is constantly reviewing requirements, and there is a general leaning at all levels of selectivity towards increasingly demanding admissions policies. The need for solid preparation at the Upper School level is, therefore, increasingly important.

## Highly Selective College

Very demanding, competitive entrance requirements

### *Liberal Arts Colleges and Universities*

Examples: Duke University, Harvard College, Brown University, Stanford University, Carleton College, Wesleyan University, and Yale University

- 4 years of English
- 4 years of mathematics
- 3 or 4 years of a world language
- 4 years of a natural science
- 3 or more years of social studies

These schools are now test-optional, but many applicants will still submit test scores. It would be a good idea to aim for a high SAT or ACT score to help supplement your application. Furthermore, coursework done at the Advanced Placement level has become so common that successful applications from students without considerable AP experience are very rare.

### *Engineering Colleges*

Examples: Cooper Union, Northwestern Technological Institute, RPI, and California Institute of Technology

- 4 years of English
- 4 years of mathematics, including Calculus
- 3 or more years of a world language
- 4 years of natural science (AP science would be very beneficial) 3 or more years of social studies

These schools are now test-optional, but many applicants will still submit test scores. It would be a good idea to aim for a high SAT or ACT score to help supplement your application. AP coursework is important.

## **Selective College**

Standard college prep entrance requirements

### *Liberal Arts Colleges/Universities*

Examples: Boston University, Syracuse University, Coe College, American University, and Lawrence University. This category contains the majority of schools in the country.

- 4 years of English
- 3 years of mathematics (usually Algebra I, Geometry, Algebra II; Pre-Calculus is very helpful)
- 3 years of natural science (including Biology and Chemistry; Physics is very helpful)
- 3 years of social studies
- 3 years of a world language is highly recommended

These schools are now test-optional, and many applicants do not submit test scores. SAT and ACT testing should not be a top priority if you are interested in these schools, but they can help differentiate you from other applicants if you have a sufficiently high score. Here again, however, AP experience heightens admissibility and consideration for merit scholarships.

## **Moderately Selective College**

Moderate to minimal entrance requirements

### *Liberal Arts Colleges*

- 4 years of English
- 3 years of mathematics
- 3 years of natural science
- 3 years of social science
- 3 years of world language

These schools are now test-optional, and many applicants do not submit test scores. SAT and ACT testing should not be a top priority if you are interested in these schools, but they can help differentiate you from other applicants if you have a sufficiently high score.

### *Other Important Factors*

There is no substitute for strong grades in challenging coursework. However, a student's appeal as a candidate is enhanced throughout the spectrum of selectivity by the following factors:

- A well-written essay
- Strong recommendations from the counselor and teachers
- A history of significant commitment to the school and/or broader community
- A skill that has been developed over time and through hard work

## Early Graduation

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Exceptional circumstances may warrant a student's graduation after three years of study. A student may consider petitioning for early graduation if the following requirements are met:

- Completion of at least one complete year of study at Roycemore before a petition is submitted
- A cumulative GPA of 3.3 or higher, with a strong academic record to be maintained throughout the third year
- Completion of all graduation requirements by the end of the third year
- Successful completion of a January Short Term project for each year in attendance at Roycemore

For those students interested in requesting early graduation, a petition must be presented to the Upper School faculty. This petition must be approved and signed by a parent or guardian, the student, and the advisor and submitted to the Head of Upper School by October 30 of the third year. The petition will be reviewed by the Upper School faculty, who will also consider the student's behavior, intellectual maturity, and citizenship. The petition must include:

- An academic record including all courses completed, in progress, and anticipated
- January Short Term evaluations
- A statement by the student clearly expressing the reasons for this petition
- Students may also include any other material they feel supports their petition
- Approval of this petition is determined by the Headmaster based on the recommendation of the Upper School faculty

## Extended Time

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In the Upper School, the following Extended Time policy is used:

1. In order to help our students best achieve success on tests, Roycemore teachers will:

- Ensure that tests can fairly be completed in the given time
- Ensure that students with accommodations receive the appropriate help
- Ensure that students have the needed tools to prepare them for tests



2. For in-class tests and quizzes, all students without extended time documentation are expected to finish the test in class during the assigned time. If, in rare circumstances, a teacher feels that extended time should be given to a student without documentation, the teacher may use his or her discretion to grant that time, but the teacher must then report that use of extended time to the Division Head.
3. If a student is late for class and that late arrival is unexcused, the student must complete the test by the end of the period. If the late arrival is excused, the student may use extra time equivalent to the time missed.
4. If a student has an accommodation for extended time arranged through the Learning Assistance program, that student will be granted the appropriate amount of extra time.
5. Students taking extended time must complete the test during study hall in their next free period. Tests must be completed that day. If a test is taken late in the day and the student does not have any free periods remaining, it is the responsibility of the student to make arrangements to stay after school and finish the test or to make other arrangements with the teacher.
6. For standardized tests, including AP tests, Roycemore cannot grant any extended time without College Board approval.
7. For finals, students are given ninety minutes to complete the final. All students may use an additional 30 minutes maximum, and students with extended time accommodations will be given the allotted amount of extra time.

## **ESL Tutoring**

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International students who need English support outside of their classes to reach their full academic potential have access to private tutors the school can recommend. Tutoring in English language and vocabulary is arranged and paid for by the student's family (tutors are not employees of the school). Students Roycemore feels are in need of tutoring will be required to have an ESL tutor.

## **Learning Assistance**

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A Learning Assistance program is available at Roycemore to provide additional support for students who have a professionally diagnosed learning disability or would benefit for other reasons. These students are scheduled to meet for typically 40 to 80 minutes per week with the Learning Assistance teacher in one-to-one settings to reinforce the curriculum, enhance skills, and develop strategies to compensate for a learning disability. The LA teacher also coordinates appropriate accommodations with classroom teachers and works with families to secure accommodations for college entrance exams.

## **The Test of English as a Foreign Language (TOEFL)**

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TOEFL is taken by international students and is the most commonly accepted test of English proficiency. Colleges and universities require the results of an English proficiency test and consider those results to be important indicators of applicants' ability to read, hear, write, and speak successfully in the college classroom. For this reason, they are given a great deal of consideration in the college admissions process. The TOEFL can be taken multiple times and Roycemore should always receive the results.

## Courses by Subject Area

All courses planned for this school year are listed on the following pages. Unless otherwise noted, all semester courses carry 1/2 credit, with year courses carrying one credit. Prerequisites are indicated where they apply.

Roycemore reserves the right to withdraw any course listed or to make substitutions in an individual student's program.

### *Advanced Placement Courses*

The grade point average (GPA) for AP classes is weighted at 1 1/3 times the normal GPA. All students enrolled in an AP class must take the AP exam at the end of the year.

## English Department

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Graduation Requirements: Four years of English (with at least one every year at Roycemore).

### *Course Descriptions:*

#### American Literature

##### Year Course

Prerequisites: Successful completion of Foundations of English and Novels and Nonfiction (for full-time students or prior high school coursework in poetry, drama, and short stories, along with experience writing a research paper).

This course examines American history, values, and culture through the microscope of its literature. In particular, we will be focusing on the original sins of the American experiment: colonization and the destruction of Indigenous populations and culture, as well as slavery and its aftermath. In exploring these topics, we will reckon with America's "ghosts--" the voices that were (successfully or unsuccessfully) silenced; the shadowy figures that haunt our history. An investigation of America's ghost stories lends itself well to an overall examination of the narrative, thematic, and aesthetic values of the American Gothic genre, the canon from which this course's texts are drawn. Through this course, students will probe ideas of legend, legacy, identity, community, truth, proof, and reconciliation; course objectives include the continued development of critical writing, reading, and thinking skills, in keeping with the expectations of Roycemore's curriculum and academic expectations.

## American Literature II

### Year Course

Prerequisites: Successful completion of World Studies and Novels and Nonfiction (for full-time students or prior high school coursework in poetry, drama, and short stories, along with experience writing a research paper).

This course examines American history, values, and culture through the microscope of its literature. In particular, we will be focusing on the millennium and the ways in which the literary output of the last 22 years has evolved to meet the historical moment. An investigation of the present, the “postmodern” or “contemporary,” in literary terms will cover the defining moments and phenomena of the twenty-first century, from 9/11 to Hurricane Katrina; from the Internet to police brutality, as well as probe ideas of temporality, identity politics, globalism, capitalism, technology, crisis, and the state, and fate, of the American empire. American Literature is a writing-intensive course, and its objectives include the continued development of critical writing, reading, and thinking skills, in keeping with the expectations of Roycemore’s curriculum and academic expectations.

## College Level Language Seminar

### Advanced Placement; Year Course

Prerequisites: demonstration of required analytical writing skills and teacher recommendation.

This is a writing course designed to develop the rhetorical strategies of competent writers. Students will write a series of papers and will explore problems of voice, tone, audience, and style. In addition to the compositions, a five-page research paper is required. This is all very true, of course; however, such a dry depiction of the course hardly scratches the surface of all that I wish to do with you this year. I have designed this course, and chosen its texts, in order that we might use books to talk about issues that are more urgent, applicable, and personal than anything we could find on a given page. With that in mind, our year will be defined by two investigations: the first, in the fall, into cooking, eating, and food, with an emphasis on the social, ethical, environmental, and economic processes involved in these indelible practices; the second, in the spring, will delve literary depictions of interactions between humans and technology, ultimately asking whether technology makes us more or less human, or something else entirely. By all means, in the midst of these serious literary pursuits, I have also tried to select works that will engage, challenge, and occasionally even upset you.

All this being said you will write the requisite research paper and take an AP exam at the end of the year; I will work hard to prepare you for both tasks, but I am hopeful that the other stuff that makes up this iteration of AP Lang will mean more, and stay with you longer, than any paper you write or test you take.

### College Level Literature Seminar

Advanced Placement; Year Course

Prerequisites: demonstration of required analytical writing skills and teacher recommendation.

You enrolled in the Literature Seminar because your teacher told you that it was equivalent to AP Lit in rigor and content, but free of the occasionally-oppressive casings of a College Board exam system. But what does that mean? This year in the Literature Seminar, we will encounter some of the most canonical works, from the most seminal voices, of the English literary tradition, from William Shakespeare to James Joyce to James Baldwin, in pursuit of an understanding of the atemporal literary genres of the buildings- and künstlerroman. In other words, this class is going to be about growing up and coming out. Along the way, we will interrogate themes of gender, race, class, religion, family, violence, exile, statehood, and power, and how each of these both sets and impedes the winding course to growing up and/or coming out. We'll also hone the holy trinity of critical reading, writing, and thinking skills through readings of close complexity, frequent and rigorous writing assignments, and a daily call to robust, lively, full-participation group discussion so that you will be able to perform reliably at a college level by the end of the year.

Above all, this is a class about literary interpretation, about what we can detect, debate, and construct within and across given texts with specific time-space contexts of their own. It's about meaning, both finding it and making it. At the end of the year, you may opt to take the AP Literature & Composition exam on your own, but I will not prepare any specific programming that will ready you for that test, no, the work we're going to be doing in this class will be much harder, and much more rewarding, than anything you'd find on any College-Board branded product.

## World Studies Grade 9; Year Course

This course provides an introduction to the vast field of literary inquiry, seen through the lens of human social movements. In particular, we will be focusing on the construction, disruption, demolition, and restoration of human formations, asking questions about who and what we are as a human race, and asking questions like, Who are we? What should we do? How do the “laws” of the world—defined by institutions like governments, religious systems, families, and schools, as well as by dubious understandings of nature, ethics, and aesthetics— influence our ways of being? Such timeless questions will motivate discussions of the role of the individual in society, the difference between utopia and dystopia, and the inevitability of social progress, as well as power, cruelty, exile, connectedness, place, space, and futurity. Along the way, we will also explore literary terms, techniques, and conventions like form, plot, character, dialogue, theme, genre, symbol, and irony; we will also gain key experience with the standards of interpretive, critical, and creative writing.

## Novels and Nonfiction Year Course

Prerequisites: Successful completion of World Studies (for full-time students or prior high school coursework in poetry, drama, and short stories, along with experience writing a research paper).

This course is the second in the two-year sequence that helps ground Roycemore students in the basics of literature. We will focus on three, full-length, challenging novels that explore different: authorial perspectives; themes; milieus. Success in this course will come with an engaged, serious, questioning approach to important pieces of literature. Texts include: *Frankenstein*; *Passing*; and, *The Heart is a Lonely Hunter*. Surrounding these seminal texts will be pieces of substantial non-fiction (book reviews, school district debates, historical analyses) that help ground the student in a particular novel’s context. One quarter will be devoted to a “debatable question” research paper of approximately 1500–2000 words (6 – 8 pages).



## Traditional Chinese Literature

11–12 (10th grade with recommendation); Year Course

Prerequisite: World Studies and one other literature course

This course is a survey of the various genres and works of Chinese literature from its beginnings through the Sòng Dynasty (960–1279). The class orientation is primarily chronological and will focus on the classical genres of poetry, philosophy, and historical prose. Assigned readings and their historical and social contexts will be explained in-class lectures and/or in student presentations. In some sessions, students may view a film or other video material related to the topic to enhance their understanding. Particularly in notable cases, comparisons and/or contrasts will be made between Chinese and other literatures and cultures.

## Fine Arts Department

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Graduation Requirements: One year of Fine Arts

Music and Theater class options vary by year. Possible classes include Intro to Theater, Improv, Character Study, Intro to Music Theory, Voice and Chorus, Piano, and Songwriting.

### *Course Descriptions:*

#### AP Music Theory

9–12; Year Course

Prerequisites: Successful completion of Introduction to Music Theory or placement exam, ability to read music and perform proficiently on a primary instrument or vocally, and instructor approval.

This is a demanding course that explores music theory at a high level. Students will learn composition skills, analytical skills, and aural skills and enhance their performance skills in this class. Students will be composing both by hand and on the computer using Finale software. If you feel that you may be interested in pursuing music in college, either as a major or minor, this course will be extremely beneficial to you.

## AP Studio Art

11–12; Year Course

Prerequisites: Two previous year-long art courses, a portfolio of previous artwork, and/or instructor approval. When not offered, may be taken with department approval as an individual study course.

This is a demanding course that requires the preparation of a portfolio of at least 25 works of art. Students must be highly motivated and willing to devote time and energy in school and at home to the development of their art skills, research, and documentation of their portfolio. Students are strongly advised to take an appropriate art class during the summer before taking an AP art class. AP offerings can include Drawing, 2-D Design, or 3-D Design. This class may be repeated, but a different focus is required.

### AP Studio Art: 2-D Design

Prerequisites: Successful completion of one year of art at Roycemore minimum and teacher recommendation.

### AP Studio Art: 3-D Design

Prerequisites: Successful completion of one year of art at Roycemore minimum and teacher recommendation.

### AP Studio Art: Drawing

Prerequisites: Successful completion of one year of art at Roycemore minimum and teacher recommendation.

## Drawing and Painting

9–12; Year Course

This course offers daily studio work in drawing, printmaking, and painting, with the related study of painters and graphic artists in the history of art. Two-dimensional problems in pencil, colored pencil, ink, pastel, watercolor, and acrylics are the usual media used for projects. Critiques, museum field trips, and written exams are further opportunities for the student to develop visual skills and personal expression. Higher levels of this course are available with teacher approval. New and more complex assignments will be given to second- and third-year students.

## Drawing and Painting II

10–12; Year Course

Prerequisites: Drawing & Painting and teacher recommendation.

## Music Theory and Composition

9–12; Year Course

Topics studied in this course will give students a thorough understanding of music, which may be beneficial if they choose to later learn an instrument. It will also strengthen current musicians, including singers, pianists, and guitarists. During the first semester, students learn to read music, including note names and rhythms. Students then move on to more complex studies of music theory, including intervals, chords, harmonic progressions, scales, non-harmonic tones, and cadences. During the second semester, students use their acquired knowledge to compose their own pieces of varying styles. Styles include contemporary, jazz, classical, avant-garde, and arrangements. These compositions are created using music notation software. No knowledge of music is required to take this course. If you feel you may be interested in pursuing music in college, this course will greatly help prepare you. It is also a prerequisite for AP Music Theory, though the instructor may give consent for students who are already experienced, musicians.

## Improvisation and Acting Techniques

9–12; First-Semester Course

This course is directed at encouraging a spontaneous, creative, and uninhibited response to various situations, as well as learning about all aspects of theater and drama. The class requires active daily participation, reading and writing critical reviews of plays, and performing monologues and scenes.

## Piano

9–12; Year Course

In this class, students will work on keyboards to develop their skills in piano playing. They will be evaluated based on their skills and growth throughout the class. Piano is available to students at all levels—no prior experience is needed, though students who have played and are looking to improve their piano skills are also welcome.

## Pottery

### 9-12; Year Course

This is a studio course teaching the beginning skills and principles of wheel-thrown functional pottery. Students will learn how to shape, fire, and glaze clay into basic forms such as cylinders, mugs, bowls, pitchers, plates, lidded vessels, section pots, and teapots. Pottery is a physically demanding course with many pleasant (and sometimes frustrating) hours of practice on the wheel before a satisfying result is achieved. Students are expected to appear for class in appropriate clothing and be ready to dig into the clay with both hands. Written exams will be required. Higher levels of this course are available with teacher approval. New and more complex assignments will be given to second and third-year students.

## Pottery II

### 10-12; Year Course

Prerequisites: Successful completion of Pottery and teacher recommendation.

## Sculpture

### 9-12; Year Course

This course combines daily studio work in sculpture with the related study of sculptors and sculpture in the history of art. Three-dimensional design problems in paper, cardboard, wire, clay, plaster, wood, stone, and found objects are the media used for projects. Critiques, museum field trips, and written exams are further opportunities for the student to develop visual skills and personal expression in three dimensions. Higher levels of this course are available with teacher approval. New and more complex assignments will be given to second and third-year students.

## Sculpture II

### 10-12; Year Course

Prerequisites: Successful completion of Sculpture and teacher recommendation.

## Vocal Technique and Chorus

### 9–12; Year Course

This course focuses on improving the vocal technique of any student who is interested in learning to sing. Previous experience in singing and reading music is not required. Emphasis will be placed on posture, breathing, vowel formation, singing in tune, and improving the tone quality of the voice. Students will sing in various styles, including pop, jazz, musical theater, classical, and world language music. Participation in Choir is also a required part of this course. The choir will perform at commencement and Winter Program, with other occasional performances throughout the year. If you feel you may be interested in joining the choir in college, this course will prepare you for success.

## Mathematics Department

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Graduation Requirements: Three credits of Mathematics including Geometry and Algebra II. With a recommendation from the student's advisor and following consultation with the college counselor, students with a diagnosed learning difference have the option of substituting Introduction to Algebra II for Algebra II.

### *Course Descriptions:*

#### Algebra I

##### 9–10; Year Course

Prerequisite: Pre-Algebra

Algebra I contains all the concepts usually studied in a first-year algebra course. The graphing and solution of linear and quadratic equations, factoring, operations involving rational expressions, coordinate graphing, and simplifying irrational expressions are included. This course must be completed before the student's junior year.

#### Algebra II with Coordinate Geometry and Trigonometry

##### 9–12; Year Course

Prerequisites: Geometry and teacher recommendation

This course follows Algebra I and Geometry and prepares students for further study in math. Topics in algebra, coordinate geometry, sequences and series, functions, exponents, and logarithms are covered in-depth, along with an overview of trigonometry. The emphasis of this course is demonstrating mathematics' usefulness by investigating real-world applications using technology.

### AP Calculus AB

10–12; Year Course

Prerequisites: Pre-Calculus and teacher recommendation

This course begins the study of calculus that students will often continue into college. AP Calculus AB is roughly equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students ready for Calculus may take this course or may take Calculus at Northwestern, depending on their preference and teacher recommendation.

### AP Computer Science A

10–12; Year Course

Prerequisites: Math and Science teacher recommendations

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. It introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### Applied Geometry

9–12; Year Course

Prerequisites: Algebra I and teacher recommendation

This course uses a balanced modern approach in the study of geometry, with the application of both algebra and deductive reason applied to problems. Students will learn how to analyze geometric problems, formulate and solve algebraic equations, and undertake proofs.



## Computer Science

9–12; Year Course

\*Math Elective

Prerequisites: Algebra I

This is an entry-level course in the world of computer programming. Students will learn how to use Python, a commonly used programming language to create simple applications that are the building blocks of many of today's programs. Students will start with simple applications which will then evolve into programs that can access databases and pull information from the internet.

## Euclidean Geometry

9–12; Year Course

Prerequisites: Algebra I and teacher recommendation

This course uses a classical approach to the study of the geometric figures in the world around us with the development of an understanding of deductive reasoning as applied to these figures. Students will learn how to analyze geometric problems and complete proofs.

## Introduction to Algebra II

10–12; Year Course

Prerequisites: Geometry and teacher recommendation

The study of mathematics is approached from an investigative point of view. This course focuses on functions and concepts rather than rote skills. The use of the graphing calculator will be emphasized. This course is intended for students who have completed Algebra I and Geometry and want to study the topics in depth, or for students who need a stronger foundation before they do more advanced work.

## Pre-Calculus

9–12; Year Course

Prerequisites: Algebra II and teacher recommendation

This course is designed to prepare students for success in college-level Calculus. Topics include graphing elementary functions and conic sections, exponents and logarithms, vectors, and determinants, with a strong emphasis on trigonometry. The course is intended for students with a strong mathematical aptitude and interest. The use of the graphing calculator throughout this course will prepare students for participation in a technological society.

## Economics and Data Analysis

11–12; Year Course

Prerequisites: Algebra II

Economics and Data Analysis is a two-part, one-semester math-based class.

The first semester is an introductory economics class using the Prentice Hall Economics (Sullivan and Sheffrin) textbook. We look at economics from a personal, national, and global perspective, with a focus on current events and economic decision-making. Both microeconomics and macroeconomic concepts are covered. The second semester is an introductory data analysis class that focuses on critical thinking skills and developing the ability to analyze and synthesize data sets. Topics covered include evaluating sources of data, creating graphs and infographics, examining the distribution of data, exploring how data analytics is used in sports, using regression to model the past and understand and predict the future, and preparing and conducting a survey using unbiased sampling methods.

## Science Department

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Graduation Requirements: Three years of Science including one year of Biology.

NOTE: All of Roycemore's science classes are laboratory-based and feature an experimental lab component.

### Course Descriptions:

#### AP Biology

10–12; Year Course

Prerequisites: Biology and teacher recommendation

This course is an in-depth study of the major theories of biology with an emphasis on application, theory, analysis of information, and experimentation. The major topics studied are biochemistry, evolution and genetics, and physiology.

## AP Chemistry

10–12; Year Course

Prerequisites: Chemistry and teacher recommendation

This Advanced Placement course will prepare students for the AP test by looking at the various chemistry concepts covered on that exam. Topics include chemical principles and reactions, equilibrium, stoichiometry, and more. This class will help prepare students for college-level classes in the chemistry field.

## AP Physics I

10–12; Year Course

Prerequisites: Biology and teacher recommendation.

AP Physics I is an algebra-based, introductory college-level physics course.

Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students taking AP Physics must be strong in math and science, however, successful completion of non-AP Physics is not necessary.

## AP Physics II

10–12; Year Course

Prerequisites: AP Physics I and teacher recommendation

The AP Physics II course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

## AP Physics C: Electricity and Magnetism

10–12; Year Course

Prerequisites: Math and Science teacher recommendations

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

### AP Physics C: Mechanics

10–12; Year Course

Prerequisites: Math and Science teacher recommendations

AP Physics C: Mechanics is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Specific topics covered include kinematics; Newton's laws of motion; conservation of energy; systems of particles and linear momentum; rotation; oscillations; and gravitation.

### Anatomy and Physiology

10–12; Year Course

Prerequisites: Biology and teacher recommendation

This class is designed for students looking to more deeply explore the areas of anatomy and physiology. This is a hands-on class, with a high emphasis on experiments. Students must have strong science skills, including successful completion of Biology.

### Biology

9–12; Year Course

Prerequisite: Teacher recommendation

This course is an experiment-based approach to the major theories of biology. Students will learn to analyze information and apply biological theories. Freshmen may take this course if they demonstrate strong language skills and an aptitude for science. Prior completion of Algebra I is strongly recommended.

### Biomechanics

9–12; Year Course

There is increasing awareness and appreciation of biological organisms as rich sources of mimicry and inspiration in engineering design. This course provides students with a fundamental understanding of the principles of animal locomotion. Examples and exercises from a diverse array of walkers, runners, hoppers, jumpers, climbers, crawlers, burrowers, fliers, swimmers, and jetters are used to extract the general principles underlying the kinematics, dynamics, energetics, and control of locomotion.

Since the largest animals are more than 100 million times larger than the smallest, the effects of body size on biomechanics are discussed. This course explores how nature has solved problems of movement to produce a diverse array of locomotor styles that match form and function. There is great interest in applying principles of biological design for engineering purposes, but a designer first must understand how organisms work. This course provides this knowledge.

## Chemistry

9–12; Year Course

Prerequisite: Teacher recommendation

This course is an introduction to the major principles and theories of chemistry. Whenever possible, chemical theories are developed on the basis of experimental data collected by the student. An understanding of basic algebra is essential. Students will be expected to learn how to use this knowledge for problem-solving and chemical calculations. The course will cover basic chemical principles, chemical reactions, stoichiometry, gas laws, chemical bonding, thermodynamics, reaction rates, chemical equilibrium, and acid/base chemistry. Strong math skills beyond Algebra I are needed; it is strongly recommended that students not take Chemistry prior to Algebra II.

## Introduction to Chemistry

9–10; First-Semester Course

This course involves extensive laboratory work which allows the student to develop laboratory techniques and gain experience in understanding the meaning of an experiment. The emphasis is on chemistry principles and their application to everyday experience. Topics include atomic structure, chemical reactions, and acid/base chemistry. This course is strongly recommended for all students prior to taking other science courses.

## Environmental Science

9–12; Year Course

Environmental Science is the study of how the natural world works and of interactions between the environment and living things. This course will focus on the major topics of environmental science through lectures, discussions, labs, and activities. Throughout the year, we will develop skills in applying the scientific method, problem-solving, and science communication.

## Physics

9–12; Year Course

Prerequisite: Teacher recommendation

This course provides an introduction to the major theories and principles of physics. The emphasis of the course will be on experimentation, illustrating the laws of physics, and problem-solving involving advanced algebraic concepts. The course will be divided into two semesters, with Newtonian mechanics and thermodynamics covered in the first semester. Waves, light, electricity, magnetism, and modern physics will be covered during the second semester. Strong math skills beyond Algebra I are needed; it is strongly recommended that students not take Physics prior to Algebra II.

## Social Studies Department

Graduation Requirements: Three years of Social Studies including successful completion of World History for any students attending Roycemore during the 9th grade year and either United States History or AP United States History for all students. Students must also pass the Constitution test, which is included as part of US History and AP US History.

Electives: Class options vary by year. Possible classes include Intro to Gender Studies, African-American/Latino/Asian American History, 20th Century World History, and World Politics (successful completion of World History, enrollment in English Level 3 or higher).

A student who has completed US History may not enroll in AP US History and a student who has completed MEH may not enroll in AP European History.

### *Course Descriptions:*

#### Abnormal Psychology

10–12; Second-Semester Course

This course will explore how “abnormal” behavior is defined, classified, and assessed. In addition, it will offer an examination of various psychological disorders (e.g. anxiety, schizophrenia, depression, dissociation, etc.), as well as the various treatments recommended for them. Upon completion of this class, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology (causation), symptoms, and therapeutic techniques.



## AP European History

10–12; Year Course

Prerequisites: World History, enrollment in English Level 3 or higher, and teacher recommendation.

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods—analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation—employed by historians when they study the past. The course also provides five themes—the interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society—that students explore throughout the course in order to make connections among historical developments in different times and places. Qualified students may take AP European History in lieu of non-AP Modern European History, but may not take both.

## AP Psychology

10–12; Year Course

Prerequisites: World History, enrollment in English Level 3 or higher, and teacher recommendation

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course is designed to offer students a college-level experience in order to prepare them for the College Board exam. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing, and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

## **AP United States History**

10–12; Year Course

Prerequisites: World History, and teacher recommendation

The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods—analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation—employed by historians when they study the past. The course also provides seven themes—American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society—that students explore throughout the course in order to make connections among historical developments in different times and places. Qualified students may take AP US History in lieu of non-AP US History, but may not take both. Successful completion of the US and Illinois Constitution tests is a requirement for this class.

### Civics and Sociology

10–12; Year Course

Prerequisite: World Studies

The first semester of the course is designed to provide students with practical knowledge and understanding of the study of the American government, and its direct connection to its citizens. It's important for students to connect with the democratic process as citizens of the United States. Students will be able to apply knowledge of the US Constitution and demonstrate their understanding of how the American system of government functions on the local, state, and national levels as well as the impact on individual citizens. Students will also be able to demonstrate their understanding that US citizens have both rights and responsibilities in order for our government to maintain order in our society. The second semester is an introduction to sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. The course will introduce students to the field by focusing on several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

## Consumer Education

### 10-12; Second-Semester Course

This course offers a learning opportunity for students to gain basic knowledge of consumer issues. The areas of study will include consumer rights and responsibilities, consumer protection, comparison-shopping, budgeting, saving, investing, banking, credit, housing, automobiles, insurance, and taxes.

## DEI

### 10-12; Year Course

Prerequisites: US History or equivalent

Diversity, Equity, and Inclusion is a lofty subject that is more than we can hope to cover in one year. This elective is dedicated to the history of race and the current efforts to confront that history. It is not an exhaustive study of the history of race in America, nor is there time to resolve the issues of antiracism in America today. Much of the history of race in America is missing from the history books. This course will address at least some of what is missing and try to establish a context for current events stemming from that history. We will also examine the issue of antiracism and explore how we can promote antiracism in our school, community, and the modern world.

## Design Essentials

### 9 (or new students); Year Course

This course offers students the opportunity to explore design thinking, and problem-solving, and to pursue their own interests. Students will apply creativity, communication, collaboration, and critical thinking skills to aspects of their learning. Students will come to understand themselves as lifelong learners as they explore and embody our Portrait of a Graduate. Each student will create an Upper School learning portfolio, which they will expand on each quarter and throughout their high school experience. A significant portion of course time will be spent on discovering students' personal interests, and each student's experience will be personalized after considering and exploring these interests. All of these explorations will enhance the student's overall high school experience.

### Developmental Psychology 10-12; First-Semester Course

Developmental psychology is a one-semester course that will introduce students to the study of human development from conception through old age. The course will highlight a psychosocial framework that emphasizes the role of genetic, maturational, societal, and self-directed factors in development.

### Government & Politics 10-12; First-Semester Course

This course examines the structure and power of the United States national government, as well as the national election process. Emphasis also includes political issues and themes, along with an analysis of current events. This course is typically offered during the fall semester during US Presidential election years.

### Modern European History 10-12; Year Course Prerequisite: World History

This course is a traditional study of modern European history beginning with the Renaissance and ending with recent times. The first semester will cover the Renaissance, the Reformation, Exploration, Absolutism, the Scientific Revolution, the Enlightenment, and the French Revolution. The second semester will cover the Industrial Revolution, the rise of nationalism, World War I, the rise of dictatorships, World War II, the Cold War, the Revolutions of 1989, and the building of a new Europe. Emphasis is placed on reading, writing, and research skills. During the year students will engage in a variety of activities including cooperative groups, research projects, the study of primary documents, and discussions about current events in Europe.

### Philosophy 11-12 (10th-grade students with teacher recommendation; Year Course Prerequisite: World History and one other social studies course

Students will develop their critical thinking skills by participating in the creation of a reflective community of inquiry, examining some of the central questions of human existence, and discussing the seminal ideas of a number of important thinkers from around the world. Course content will be conveyed through short reading selections. Connections with contemporary popular culture will also be explored through a variety of texts.

United States History  
10–12; Year Course  
Prerequisite: World History

This course is designed to expose students to concepts as well as facts and figures about the history of the United States. The first semester will cover the period from the 1400s to approximately 1870 and will include the following units: Settlement and Colonization, Independence, Development of Democracy, the Constitution, Manifest Destiny, Sectionalism, the Civil War, and Reconstruction. The second semester will cover the period from 1870 to the present and will include the following units: Industrialization, Expansionism, the Progressive Movement, World Wars I and II, the Depression, the New Deal, Domestic Challenges, and World Leadership. The approach is a chronological one and will use the various social sciences. Nightly reading assignments will provide the basis for daily discussion and class work. Successful completion of the US and Illinois Constitution tests is a requirement for this class.

World History  
Grade 9; Year Course  
\*Required for all 9th graders

This course begins a study of history and how historians obtain their information. It then covers prehistory, the origins of early man, the river civilizations, the classical civilizations of Greece and Rome, Medieval and Renaissance Europe, as well as the Far East and Africa. Emphasis is placed on developing the reading, writing, and research skills important in understanding history. The course is designed as a background and will provide a natural transition to Modern European History or United States History.

## **World Languages Department**

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Graduation Requirements: Three years of world languages, with at least two in a single language. Up to one year of high school-level world language taken in Middle School may count towards this requirement.

### *Course Descriptions:*

French I  
9–12; Year Course

French I is an introductory course that focuses on basic structures and elementary vocabulary. Students practice speaking, listening, reading, and writing in French. The cultures of France and francophone nations are also examined.

## French II

9–12; Year Course

Prerequisites: French I and teacher recommendation.

In the second level of French, students review the fundamentals presented in the first year of study and extend their familiarity with important linguistic structures. Listening and speaking activities continue to be integral to each day's work, and related tasks are components of every exam. Written, spoken, and listening exercises become longer and more sophisticated. Cultural information is presented in tandem with language studies.

## French III

9–12; Year Course

Prerequisites: French II and teacher recommendation.

At this level, students encounter complex language structures and are required to master numerous verb tenses. They are encouraged to extend their reading and writing skills and to be able to speak with acceptable proficiency in a variety of situations relating to the units of study. Listening comprehension at this new level of sophistication is also fostered through the continued use of in-class listening and speaking activities. Reading skills are promoted through readings of increasing length and complexity.

## French IV

9–12; Year Course

Prerequisites: French III and teacher recommendation.

French IV reviews and expands upon all previously acquired material. The class uses a college-level text to solidify students' grasp of grammar and vocabulary. Speaking activities are more open-ended, requiring students to use the language in more realistic situations. Listening comprehension exercises are more challenging as well. Students examine diverse aspects of francophone culture through readings and explore their personal interests through individual research and presentations on a variety of themes.

## AP French Language and Culture

11–12; Year Course

Prerequisites: French IV and teacher recommendation.

This is an intensive course designed to prepare students for the AP examination. The class reviews grammatical structures using a text written entirely in French. They explore francophone culture and current events by watching videos and using the Internet. They write essays, explore French literature, and create individual presentations. Students also complete advanced reading, writing, listening, and speaking exercises that replicate those found on the AP test.

#### Mandarin I

9–12; Year Course

Mandarin I is an introductory course that focuses on basic structures and elementary vocabulary. Students will learn the four basic skills at the first-year level: speaking, listening, reading, and writing. The cultures of China and other Chinese-speaking nations are also examined.

#### Mandarin II

9–12; Year Course

Prerequisites: Mandarin I and teacher recommendation

Mandarin II continues the program students began in Mandarin I. The second year builds on the basics of the language to incorporate more complex topics. Students will practice speaking, listening, reading, and writing in Mandarin.

#### Mandarin III

9–12; Year Course

Prerequisites: Mandarin II and teacher recommendation

Continued development of competency in the four skills of language beyond the second year, in addition to the study of culture, history, literature, and art.

#### Mandarin IV

9–12; Year Course

Prerequisites: Mandarin III and teacher recommendation

Continued development of competency in the four skills of language beyond the third year, in addition to the study of culture, history, literature, and art.



## Spanish I 9–12; Year Course

Students are introduced to the pronunciation, simple verb structure, and vocabulary of the Spanish language. Conversation topics include school, weather, time, family, and recreation. Students also learn about Hispanic 37 culture, holiday customs, and geography. They read various materials for language reinforcement and practice speaking daily in class.

## Spanish II 9–12; Year Course

Prerequisites: Spanish I and teacher recommendation.

Students study more complex grammar and vocabulary related to traveling, food, art, childhood, and health. They review the present tense and learn the preterite and imperfect tenses, reflexive verbs, and commands. Listening and speaking in the target language are practiced daily in class. We continue the study of Spanish culture and read short stories for language reinforcement.

## Spanish III 9–12; Year Course

Prerequisites: Spanish II and teacher recommendation.

Third-year students use acquired grammar and vocabulary in real-life situations such as doing housework, discussing environmental issues, and giving directions. We learn the perfect tenses and the subjunctive and imperative moods. Students read short stories and poems and learn about the cultures of the Spanish-speaking world in more depth. Students reinforce their writing skills with compositions and speaking skills through conversations in Spanish.

## Spanish IV 9–12; Year Course

Prerequisites: Spanish III and teacher recommendation.

Fourth-year Spanish reviews previous grammatical structures and introduces all remaining ones. Students complete the *En Español III* textbook and study short stories through a supplemental reader. Students also view and analyze movies in the Spanish language. Students write compositions regularly to improve vocabulary use and writing skills. Speaking skills are enhanced through daily speaking and oral presentations in the target language.

## AP Spanish Language and Culture

9–12; Year Course

Prerequisites: Spanish IV and teacher recommendation.

This course is an intensive review and continuation of Spanish IV. The primary goal is to prepare students for the Advanced Placement Examination in the Spanish language. We focus on advanced reading, writing, speaking, and listening components that replicate the conditions of the exam, in addition to a complete review of grammatical tenses and forms. Students continue to write essays, give oral presentations and read literature in Spanish.

## Electives

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Graduation Requirements: In addition to the 17 credits outlined above, Roycemore students must earn an additional five credits (22 total). All students are required to earn one credit for PE. The additional four credits may be taken in any of the above departments or as an elective. Elective courses may vary from year to year.

### *Course Descriptions:*

#### Independent Study

Credit for independent study can be received in virtually any area of the curriculum. Students wishing to pursue a project or course independently must first design the course, bearing in mind that an independent study is expected to represent no less sophistication than that in the most demanding courses in the regular curriculum. The student needs then to secure the approval of a faculty member who will serve as the supervisor of the work. This faculty member's role is primarily that of evaluator, not instructor. Finally, the student needs to complete the Independent Study application form available from the Upper School Division Head. Approval of this application should be obtained before the start of the semester in which the work is to be pursued.

#### Service Learning

9–12; Year Course

This course is a seminar-style course with an emphasis on student engagement in service learning in the community. Regular classes meet 1–2 times per week—

on other days students are required to perform volunteer work in the community. The class will discuss how volunteerism makes a positive impact in society. Students will also work to raise awareness in the school community about the areas where they volunteer.

### Physical Education/Health 9–12; Year Course

Students enrolled in PE/Health will be in the gym for class four days per week. On gym days, they will take part in physical activities designed to improve their teamwork, coordination, and physical conditioning. One day a week, they will meet in a classroom for Health to discuss a range of topics including a healthy diet, taking care of oneself physically, and more. This class is graded on a Pass/Fail system and is not included in a student's GPA.

### Health & Safety

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Students' health and safety is our priority. Please note that various offerings of our Upper School programming might be affected by these factors including, but not limited to, field trips, overnight trips, performance opportunities, athletics, and more. A detailed Health and Safety plan can be found on our website and is updated regularly as the conditions may change. For specific questions regarding Upper School, please contact the Upper School Division Head directly.

Roycemore reserves the right to withdraw any course listed or to make substitutions in an individual student's program.