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## PHILOSOPHY

The Baldwin School is a college-preparatory, independent day school for girls in pre-kindergarten through grade twelve. We have maintained a tradition of excellence in women's education since 1888 and are committed to the promise of learning. We believe that academic excellence begins with the ability to think logically, independently, and imaginatively. This delight in ideas, a sense of curiosity and humor, and a commitment to honoring the variety and dignity of others are among Baldwin's highest values.

Baldwin's curriculum is designed in the belief that students should meet high standards. Students should be introduced to a wide view of the world, and they should gain the skills that are the basis of a thorough education. Our students are expected to attain the self-awareness and communication skills that are necessary for their success in a diverse world.

Baldwin values a trusting atmosphere where open and active communication enhances a shared sense of excitement about teaching and learning. We offer this setting in the hope that each student will gain the independence and sense of achievement that she needs to be a positive contributor in school and in her future life.

Baldwin is committed to the development of its students as individuals. Sports, clubs, and class activities offer each girl the opportunity for participation, leadership, and the expression of her unique talents. Community service projects teach our students that their talents and energy are needed beyond the campus as well as within it. Cherished school traditions reinforce class unity and recognize the rites of passage of each class.

Ultimately, the Baldwin community aspires to cultivate in each student the ability and the courage to continue giving and growing as a scholar, a woman, and a human being.

## ACADEMIC EXPECTATIONS

The awarding of the Baldwin diploma signifies that a student is prepared to meet successfully the challenges of higher education. We believe that the high school years are an important time of growth, that they prepare students to do independent work, to be contributing members of their chosen collegiate communities, and that they provide a vital foundation for later life.

Every student in the Upper School is expected to study five major academic subjects plus Physical Education each year. Arts courses, which also receive full academic credit, may be taken as sixth or seventh subjects. Occasionally a student requests to take six academic majors. This puts heavy demand on a student, and therefore, requires special permission from the Director of the Upper School. This permission is only granted to students who have already demonstrated academic excellence and the time and ability to manage this exceptional work load. Students wishing to study two languages can usually be accommodated.

A typical program for **Grade IX** includes English, Comparative World History (Pre-Modern), Language(s), Algebra, and Physics. All students are encouraged to elect courses in Art, Theater or Music. Non-credit study of Ethics is required for one trimester in grade IX.

In **Grade X** students study English, Comparative World History (Modern), Language(s), Geometry, and Chemistry. Most students continue their study of Art, Theater or Music. Non-credit study of Life Skills for Wellness is required at this level.

Students in **Grade XI** study English and United States History along with their Foreign Language(s) and courses in Mathematics and Science (Biology or Physics), and the Arts. One trimester of speech is required.

In **Grade XII**, students complete their graduation requirements through the study of English and elective courses in History, Languages, Mathematics, Science, and the Arts. In May, seniors have the opportunity to work on an approved project outside of school. They are required to present their project in some formal way on **Senior Externship Day**, scheduled during the week before Commencement.

## GRADUATION REQUIREMENTS

<b>English - 4 credits</b>	English is required every year, IX-XIII (four credits). Each course receives one full credit. (Seniors English is comprised of three trimester electives.)
<b>History - 3 credits</b>	Three credits of History are required. Comparative World History is required in Grades IX and X. U.S. History is required in Grade XI. Each course receives one full credit.
<b>Languages – 3 / 4 credits</b>	The study of one language for three Upper School years, or two languages for two years each in the Upper School, is required. Each course passed during Upper School receives one full credit.
<b>Mathematics – 3 credits</b>	Three credits of Upper School Mathematics are required, starting in Grade IX. Each course passed receives one full credit.
<b>Science – 3 credits</b>	Three credits of Science are required. Physics is required in Grade IX. Each course passed receives one full credit.
<b>The Arts – 2 credits</b>	Two full credits of study are required. This may be fulfilled by passing any combination of courses in Art, Theater, or Music. Courses receive credit based on whether they are a semester or year-long class. Students are advised to start their study of Art in Grade IX.
<b>Electives – 4 credits minimum</b>	Remaining credits may be selected from any department.
<b>Athletics/Physical Education</b>	Non-credit. Participation in either a Physical Education class or on a team is required each trimester for four years.
<b>Ethics</b>	Non-credit. One quarter. Required in Grade IX.
<b>Life Skills for Wellness</b>	Non-credit. One quarter. Required in Grade X.
<b>Speech</b>	Non-credit. One quarter. Required in Grade XI.
<b>Total Credits</b>	A minimum of 22 units of credit is required to graduate.

Most students complete more than the 22 credits required for graduation. The strongest transcripts will show four credits or more of mathematics and science and four credits of foreign language.

All credited courses will include regular, written evaluations of student performance and will be graded on a letter scale: A to F. Unless it is stated otherwise, courses meet every other day and receive one unit of credit. Courses meeting less frequently are credited accordingly.

## **College Counseling**

The goal of the College Counseling staff is to work as a team with each family to help each girl reach her future goals. We are dedicated to assisting each girl find the “best fit” college or university that will nurture her abilities and undiscovered talents and allow each to realize her career aspirations. We seek to encourage each girl to approach the admissions process as a young adult, strive to help each girl discover her passions, interests, and talents, and to build upon her strengths and develop new ones; all so that she can enter college with the confidence of having a foundation of not only an excellent Baldwin education but the knowledge that she has found the best college match for her.

While the College Counselors are available to assist students in all grades with questions about curricular choices and summer opportunities, official college meetings will begin in the winter of Grade XI. Counselors meet with students individually, with her family, and in mandatory workshops with the entire class during the school day (beginning in February in Grade XI and continuing through December of Grade XII, on alternating weeks). Workshop topics will include the college search process, the campus visit, college interviews, financial aid, writing the college essay, and managing a stressful year.

As the college search process progresses, we will:

- Assist each girl to assess her strengths and interests
- Guide her in making well-informed and wise decisions for her future
- Help her in presenting herself effectively, both in person and on paper, in the college admissions process
- Provide support for her and her family as she takes this next step

## **LIBRARY**

The Baldwin School library serves as a central intellectual force within the school by:

- teaching all students to be independent, resourceful, critical and effective users of information available in various media/formats, through a library media skills program that is integrated into the school’s curriculum;
- instilling the knowledge that libraries are essential to life-long learning;
- encouraging the love of reading;
- providing carefully selected resources in multiple formats to meet the academic, personal information, and recreational needs of the school community;
- educating all members of the school community on copyright regulations and fair use of intellectual property in all formats;
- providing the school community with resources beyond our own, through cooperative resource sharing;
- utilizing electronic resources as tools for information retrieval and use; and

- being a center for information services as well as creative ideas, programs, and activities.

The library is open all day every day and after school most days until 6 p.m.

## INDEPENDENT STUDY

Departments may be willing to work with upper level students on an independent basis.

**Written proposals for projects should be submitted to the department and approved by the department and the Director of the Upper School in the spring of the preceding year.**

Permission to undertake independent study for credit must be obtained from a teacher who is willing to work as the student's project advisor and from the Director of the Upper School. Such permission is granted on the basis of the student's academic record, level of interest and commitment, and the probability of successful completion.

## FOREIGN STUDY

Guidelines for foreign study for Baldwin students are outlined under "**Policy Statements and Guidelines**" in the Student Handbook.

## SUMMER WORK

Summer work is supplemental and not to be undertaken in lieu of courses offered at Baldwin. Although summer work will be noted on a student's transcript in accordance with school policies, it may not be applied toward graduation requirements. Any expectation of consideration for accelerated placement in the following school year must be approved in advance by the appropriate department chair.

## WEDNESDAY HONORS DINNER SEMINARS

### *Purposes:*

- To continue our tradition of cooperation between the Consortium schools (Baldwin, Haverford, Shipley, Agnes Irwin) in an academic mode to complement what we currently do in the arts and athletics
- To provide **interdisciplinary** learning opportunities not typically covered in the standard curriculum
- To broaden the perspectives of the students beyond the voices they have heard in their own school
- To provide a co-ed experience for the students of single-sex schools
- To offer students a different approach to learning

**Program:** Meetings coordinated around an interdisciplinary theme coordinated by two joint academic departments for any given year. Topic for 2010-2011: "**Culture, Language, Mathematics: how do they intersect?**" – taught by Languages and Mathematics faculty.

**Structure/dates:** **16 juniors**, four from each school, meet for four evening seminar meetings over the course of a calendar year, 6:30 – 8pm, including dinner. For 2010-2011 the tentative dates are: February 18, April 14, October 6, and December (TBA). Students are chosen from among those interested on the basis of relevant academic performance and level of commitment. This is non-credit course but students are required to attend all four seminars. **Preparation:** About an hour of reading for each seminar meeting.

## ENGLISH

IX–XII English is required of all students.

The department's first objective in the teaching of English is to foster appreciation of literature and delight in language, both written and spoken. We emphasize careful and perceptive reading, precise and vigorous writing, articulate and direct speech. The department promotes the development of independent, critical and imaginative thinking as requisites for acquiring sound analytical and writing skills. Students also engage in a variety of projects that promote collaborative learning.

### **IX English**

The IXth grade studies poetry, prose, drama, grammar and writing. The year begins with review of the summer reading. Students analyze *A Room with a View*, *The Tempest*, *Lord of the Flies*, *Master Harold... and the Boys*, and a selection of poetry. The course focuses on close reading and literary analysis through examination of characterization, plot, viewpoint, setting, mood, and theme. Composition encompasses both analytical writing, which emphasizes logical development of ideas and the use of specific evidence, and a variety of creative writing assignments. The course also includes grammar review and vocabulary building.

### **X English**

Xth grade English begins with an intensive study of the short story and also includes novels, drama, and a poetry unit. In every genre, attention is given to close reading and the effects of literary devices. Through creative and analytical writing, students develop their ability to produce clear, logical, and carefully crafted pieces. The readings include: *40 Short Stories: A Portable Anthology*, *Their Eyes Were Watching God*, *Antigone*, *Macbeth*, *The Great Gatsby*, *The Kite Runner* and a selection of Romantic poetry.

### **XI English**

In Grade XI, students study novels, drama, poetry, and the essay as a literary form. Throughout the year, they expand their critical reading and writing skills through the analysis of such texts as *Hamlet*, *Jane Eyre*, and *Song of Solomon*; they also read at least one modern play and study the sonnet as a poetic form. Students practice writing AP-style essays, as well as the personal essay, and continue grammar review and vocabulary building in the context of their reading and writing. Many Juniors take the English Literature and Composition Advanced Placement examination, and the course prepares them to do so.

### **XII English**

Senior English consists of six different electives offered through the year. Students may choose from two different electives during each semester. Some elective topics are: Creative Writing, Poetry, a variety of Women's Studies courses, modern American Literature, European Existentialism and the Theater of the Absurd, Charles Dickens, Famous Love Stories of Ancient, Medieval and Renaissance Literature, Literature of the South, the English Novel, Shakespearean Comedy, Jane Austen, the novels of Toni Morrison, the Asian-American novel, *The Hero's Journey*, and the Vietnam War and Literature.

All electives require several writing assignments, both creative and analytical.

## **The Writing Center**

The Writing Center is a faculty-supervised tutorial program for grades 6-12. The Center's Faculty Director and Student Tutors conduct tutorials for students who sign up for help or who are referred by their teachers or parents. Tutoring sessions vary in length depending upon individual needs. Students sign up for conferences and/or they may "drop-in" for a session. The Center also advertises writing contests and publication opportunities for students and all are encouraged to submit their work for consideration.

## **HISTORY**

IX	X	XI	XII
Comparative World History (Pre-Modern)	Comparative World History (Modern)	United States United States, AP	Electives

The History Department seeks to foster an imaginative understanding of the achievements, aspirations and conflicts of the past and present human community. We encourage each student to reconstruct, analyze and interpret significant events and ideas using primary and secondary sources as well as insights from related disciplines. We believe this will help prepare each girl to embrace the future as an active, thoughtful, responsible woman.

### **REQUIRED HISTORY COURSES:**

#### **IX Comparative World History (Pre-Modern)**

This course looks at ancient and medieval societies in a global context. It seeks to explain the human experience of the pre-modern world by emphasizing the commonalities of human needs and approaches to social organization. Looking at cultures in Africa, the Middle East, Asia, and the Americas, as well as Europe, the course traces humans from prehistory, to the agricultural and urban revolutions, through classical and imperial periods, to the early foundations of our own epoch. Topics may include theories of hominid origins, formation of civilizations, historiography of mounds and

#### **X Comparative World History (Modern)**

Students will study the major events in world history which significantly contributed to the development of ideas and institutions of the modern world. The syllabus will follow a thematic rather than a strict chronological order. Emphasis is placed on comparative study so that the development of modern Western thought can be viewed from a more global perspective. Topics will include the replacement of European feudalism by nations, the creation and expansion of global empires, the French Revolution and its roots in Enlightenment thought, dominant ideologies of the 1800s, the global wars of the 20<sup>th</sup> century including the Holocaust, and the Cold War. In order to enlarge our understanding of these themes, students will examine a variety of sources including original writings and art works of the period, engage in simulations, present oral reports, and write a research paper focusing on empires.

#### **XI United States History**

The U.S. History course explores the major themes in U.S. History from the pre-colonial era to the 1970's. Topics include: the evolution of the constitution as a framework for government, the development of American economic institutions, the role of political parties, the rise of reform movements, the impact of world events on the evolution of foreign policy and the effect of racial and gender issues on social and intellectual development. Students examine historical events from a variety of viewpoints through the study of primary sources and conflicting historical interpretations. Position papers and a research paper are required.

## **XI United States History - Advanced Placement**

This course covers the same material as XI United States History in greater depth in preparation for the Advanced Placement examination. A research paper is required after the AP exam. Admission to the AP U.S. History course requires that students earn a B+ or better for all three of the individual trimesters as well as for the year grade, and a B+ or better on both their mid year and final exams in grade X history. **Advanced Placement also requires departmental approval.**

### **HISTORY ELECTIVES FOR GRADE XII:**

**Contemporary World Issues** (Offered in 2010-11, depending on enrollment and staffing.)

This course draws on current events as a springboard for understanding the contemporary world. We will discuss “headline events” and explore the underlying historical themes and issues that shed light on the unfolding events. Through discussion, readings, research, guest speakers, role-playing, and debates, we will look at the news as history in the making. Topics include an introduction to the international political system, the United Nations, U.S. foreign policy options, international law, the movement towards global human rights and the lives and careers of political activists. Students are required to make analytical presentations to their peers about current issues.

**Fruits of the African Diaspora** (Offered in 2010-11 depending on enrollment and staffing.)

This course highlights the rich African heritage that is evident in all facets of American life. We will take a global approach to African American history and the pressing issues that affect the African American community today, by deconstructing poetry, literature, music and film. Topics will include African Empires, the slave trade, Jim Crow, the Harlem Renaissance, the revolutionary jazz movement, the civil rights movement, discontent in the inner city to the emergence of hip-hop. Students will be required to make analytical presentations about current issues in the African American community.

**The Individual, Culture and Society** (Offered in 2010-11) depending on enrollment and staffing.)

As an introductory course in psychology, anthropology and sociology, The Individual, Culture and Society, is an exploration of humans and their myriad ways of life. While focusing on psychology, we ask questions such as: How does an infant learn? At what stage does a moral sense develop? What factors contribute to an individual’s personality development? We will read the theoretical contributions of Freud, Jung, Erikson, Piaget and others. Using anthropological tools we will move from an individual perspective to examine larger cultural behaviors. What factors create a sense of cultural identity? Why do groups get along? Why do they differ in their daily practices? We use the works of Margaret Mead, Stephen Jay Gould and others. Finally, through sociology we will examine specific concepts such as class, race, and ethnicity, as well as trying to understand the connection between the individual and society. Experiments and field assignments offer unique opportunities to delve more deeply into selected topics.

## **LANGUAGES**

### **MANDARIN**

**IX**

Mandarin

**X**

Mandarin

**XI**

Mandarin

**XII**

Mandarin

**Mandarin** (Offered in 2010-11, depending on enrollment and staffing.)

This introductory course is designed to develop in each student elementary listening, speaking and writing skills in modern standard Chinese. There will be a concentration on pronunciation and

mastery of the four tones through the phonetic system (*pinyin*), and fundamental sentence structure. Attention will also be given to geography and the cultural history of China. Preference will be given to students who have the ability and commitment to continue beyond this introductory course.

### **CLASSICS (LATIN/GREEK)**

<u><b>IX</b></u>	<u><b>X</b></u>	<u><b>XI</b></u>	<u><b>XII</b></u>
Latin II	Latin Prose Authors (level III)	Latin Poetry (AP Vergil) (level IV)	Adv. Seminar in Lyric Poetry (level V)
Latin I	Latin II	Latin Prose Authors (level III)	Latin Poetry (AP Vergil) (level IV)
	Latin I	Latin II	Latin Prose Authors (level III)
		Latin I	Latin II
			Latin I
			Greek I

The Classics program offers ancient languages taught in a creative atmosphere. The main purpose of the Latin program is to teach the student to read the language, giving her the linguistic training and experience in translation that will enable her to read Roman authors with reasonable facility and appreciation. An effort is made to give the student a sympathetic understanding of classical life and thought, and of the ancients' contributions to modern civilization. Classics teachers consider that the greatest benefit for the student is derived from a Latin program which extends over a period of years. Experience with Latin should improve precision in the use of words, thereby contributing to clarity in the expression of ideas in all subjects. Spoken and written Latin, as well as some ancient Greek, is included throughout the program. One Advanced Placement course is offered – Vergil. Advanced English vocabulary derived from Greek and Latin is stressed in all levels. Aspects of art, history, religious history and architecture are combined with Latin study in order to emphasize interdisciplinary thinking. The Classics faculty often cooperates with other departments to present to the student a global, interrelated, and thorough education. Students in all levels compete in the National Latin Exam and participate in the Philadelphia Classical Society contests.

From time to time, the Classics faculty sponsors guest speakers on a variety of topics in ancient civilization; juniors and seniors are encouraged to attend occasional presentations at the Bryn Mawr Classics Colloquia as well. Finally, opportunities are offered for educational travel to Italy and Greece to study classical topics in the summer.

#### **Latin I**

Students in this class read basic, yet engaging stories in Latin about Minerva, Latona, Callisto, and others as they study the fundamentals of the Latin language. Students develop an understanding of the language *per se*, of history, of Roman and Greek culture, and of the impact of Latin on English vocabulary. They write original compositions in Latin as well. Some spoken Latin is included. **Open to students in grades VIII-XII.**

#### **Latin II**

This course completes the study of Latin grammar and introduces students to the translation and understanding of original texts. It also seeks to expand the student's knowledge and appreciation of

English vocabulary through Greek and Latin roots, perfect the student's English grammar, and acquaint students with classical civilization and its impact on later literature and civilization. Students translate from Latin and compose in Latin. Readings are drawn primarily from a collection of mythological stories based on the Roman poet Ovid's *Metamorphoses*. Initially passages are in adapted prose, but students will read his original poetry by the end of the year. From time to time in each trimester, students examine in translation important questions from ancient culture, history, literature, religion and/or philosophy.

### **Latin Prose Authors – (Level III)**

This course emphasizes Roman rhetorical writing in legal and historical areas, as well as in fiction. Each year the readings are chosen in order to present various aspects of a theme of interest to the class. Selections are taken from Cicero's speeches and letters, Livy's *History*, Pliny's *Letters*, the *Biblia Sacra, et al.* Latin composition is part of the course.

**Latin Poetry (AP Vergil) – (Level IV)** This course is also offered to students not taking the AP exam.

This course seeks to foster in the advanced student of Latin an understanding of ancient poetry and poetics through close analysis of Vergil's great epic poem, *The Aeneid*. Students will gain an appreciation of the literary style of this epic, its rich and complex texture, the inspiration under which its author worked, and its influence upon later Roman and world literature. The course content includes a lively mixture of work in language, literature, history, art, archaeology, critical scholarship, and other topics. The curriculum follows the AP syllabus; students are expected to take the exam, except under special circumstances.

### **Advanced Seminar in Lyric Poetry – (Level V)**

This course is designed to follow the study of Vergil's epic poetry in Latin IV, though seniors may elect this course in place of Latin IV, with departmental permission. The course will prepare students for advanced study of Latin at the collegiate level.

The course examines **lyric poetry**, by nature shorter and more personal than epic. The focus of the course is on the Republican poet, Catullus, and the Augustan poets, Horace and Ovid, but selections from other Latin, Greek, and English poets will guide students in tracing the development of the lyric from the ancient to the modern world. Students will develop critical skills through the close reading and analysis of literary texts, and use of the literary evidence as a springboard for Roman and Greek cultural studies. The course content – a lively mix of work in literature, metrics, history, art, archaeology, composition, and critical scholarship – is intended to give students a fuller appreciation of both Latin poetry and its lasting influence on world literature.

### **Introduction to Ancient Greek** (depending on enrollment)

(Students may choose Introduction to Ancient Greek in addition to another language class.)

This course provides a rigorous introduction to the Attic Greek language and seeks to center language instruction in the history, literature, and culture of the Greeks from pre-literate times through the Roman conquest. Class discussion will be based on outside readings which will include topics such as Greek archaeology, history and the Greek view of mythology, religion, and philosophy.

### **Independent Study**

The Classics teachers will arrange to meet individual students, especially in the senior year, for specialized study on a one-to-one basis.

## FRENCH

<b>IX</b>	<b>X</b>	<b>XI</b>	<b>XII</b>
French II Advanced	French III Advanced	French IV Advanced	French V Advanced
French II	French III	French IV	French V
French I	French II Advanced	French III Advanced	French IV Advanced
	French II	French III	French IV
	French I	French II Advanced	French III Advanced
		French II	French III
		French I	French II Advanced
			French II

French course offerings are designed to enable the students to speak the language, and to discover, and to appreciate a culture other than their own. The study of French grammar and vocabulary will equip the students to communicate, to read, and to write with competence. The courses will help broaden the students' knowledge of French-speaking countries.

### **French I**

This course is designed to use an integrated approach to language learning; from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises and activities are designed to span all four language skills: listening, speaking, reading and writing. Students use and reinforce these new skills while developing a realistic, up-to-date awareness of French culture. Some themes that are covered are traveling, sports and shopping, health, cultural activities and checking into and out of a hotel. Students do research projects using French internet sites.

### **French II**

This course allows for maximum interaction among students and between students and instructors. Interaction is based on tasks to be accomplished and on effective linguistic functioning in the types of situations likely to be encountered in real life. The goals of this course are to help students function as accurately as possible in a variety of contexts by putting into practice the ACTFL Proficiency Guidelines. The students learn how to communicate in the present, the past and the future. They study the cultural geography of the French-speaking world.

### **French II Advanced**

This accelerated course follows the same philosophy as the Regular French II with an emphasis on writing skills. This course begins to prepare qualified students for the French Language Advanced Placement Examination. **Advanced placement requires departmental approval.**

### **French III**

This course allows for maximum interaction among students and between students and teacher. Oral and aural skills are developed through various activities. Reading and writing skills are emphasized through the use of authentic documents. The students read French and Francophone literary texts which are selected according to their needs.

### **French III Advanced**

This course is designed to prepare the students for the Masterpieces in French Literature I and II sequence. The students study grammar intensely. Reading and writing skills are developed through carefully selected literary works from the French-speaking world. **Advanced placement requires departmental approval.**

### **French IV**

This course stresses oral and writing skills, and grammar is thoroughly reviewed. The students learn how to improve on oral expression by studying specialized vocabulary in specific situations. Oral proficiency is further emphasized through debates on various topics, according to the interest of the students, and through various real-life situations that the students must act out spontaneously. The students write their own creative stories and explore the rich literature of French and Francophone masters by studying a variety of short stories, plays, and poems, which they analyze orally and in written essays.

### **French IV Advanced** – Masterpieces in French Literature I

The course reinforces the grammar learned in the previous years of study and covers additional material to help the students achieve a certain level of fluency in French as a foreign language. There is a focus on developing the four language skills: reading, writing, listening and speaking. Material will include audio and video recordings, films, newspapers, magazines and literary texts. The course will focus primarily on 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> French literature. The Masterpieces I and II sequence prepares students for the AP exam in French. **Advanced Placement requires departmental approval.**

### **French V**

This course is designed for the students who wish to continue the study of the French language without the pressure of the advanced placement program. The course will concentrate on conversational and written French. It includes grammar review, and the reading of short stories, plays and a novel. It also includes a variety of films chosen by themes and/or movie directors. For their final project, the students will create and direct their own short film.

### **French V Advanced** – Masterpieces in French Literature II

This course is designed to prepare the students for the French Language Advanced Placement exam. The course emphasizes the use of the French language for active communication. Its goal is to help students develop the ability to understand French in various contexts without dependence on a dictionary and to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Materials will include audio and video recordings, films, newspapers, magazines and literary tests. The course will focus primarily on 19<sup>th</sup> and 20<sup>th</sup> century French Literature. The Masterpieces I and II sequence prepares students for the AP exam in French. **Prerequisite:** French IV Advanced.

### **French Exchange Program**

Upper School students have the opportunity to participate in an exchange program with the Lycée Mongré, a private school near Lyon, France. The Baldwin students will visit the Lycée Mongré School during the spring of 2011 and host in the spring of 2012.

## SPANISH

IX	X	XI	XII
Spanish II Adv.	Spanish III Adv.	Spanish IV Adv.	Spanish V Advanced
Spanish II	Spanish III	Spanish IV	Spanish V
Spanish I	Spanish II Adv.	Spanish III Adv.	Spanish IV Adv.
	Spanish II	Spanish III	Spanish IV
	Spanish I	Spanish II Adv.	Spanish III Adv.
		Spanish II	Spanish III
		Spanish I	Spanish II Adv.
			Spanish II

### **Spanish I**

The focus of Spanish I is to build proficiency in the language. There is an emphasis on authentic oral expression, pronunciation, aural comprehension, reading comprehension and cultural awareness. Topics are introduced through the text as well as through authentic material (Newspaper, magazines, T.V. advertisements, train tickets, etc.). The student learns how to create and respond in both the context of her immediate environment and in the context of travel to Spanish-speaking countries. She studies the cultures and geography of the Spanish-speaking world. She leaves Spanish I with both an understanding of basic conversational Spanish and an introduction to basic grammar.

### **Spanish II**

The second year course continues to strengthen the acquisition and refinement of language skills: speaking, reading, writing, and listening. Grammatical structure, with primary emphasis on verb forms, is stressed. Class time is spent in oral activities with homework assignments designed to reinforce new material. Activities which contribute to cultural awareness continue to be an integral part of the course.

The textbook provides the core of the course, presenting basic material in each lesson with a variety of activities which clarify and reinforce the material. A workbook provides additional written practice. The course follows the same format as Spanish I with listening comprehension exercises and testing. Frequent quizzes and tests, both written and oral, are assigned.

### **Spanish II Advanced**

This advanced course covers the same material as Spanish II regular at a more rapid pace. Emphasis is placed on the mastering of many verb tenses. In the third term, short stories are read.

**Advanced placement requires departmental approval.**

### **Spanish III**

The third year course continues the emphasis on oral expression, giving special attention to idiomatic usage, pronunciation, and vocabulary building. Grammatical structures continue to be studied. Stress is placed on the review and mastery of all verb tenses of regular and irregular verbs in the indicative and subjunctive forms. At this level cultural awareness becomes more focused on specific topics.

A grammar review textbook provides the core material. Listening activities, speaking activities, reading short stories, and writing compositions form the basis of the class. Frequent quizzes, both written and oral, are assigned.

### **Spanish III Advanced**

Students will reinforce all grammatical points studied in previous years through intense oral, written and comprehension exercises. All verb forms, including the subjunctive are studied in depth. Expansion of vocabulary is also stressed. Students read short literary selections by well-known Spanish and Latin American authors as well as works from the AP Spanish Literature reading list. This course begins to prepare students for the Advanced Placement examination in Spanish Literature (upon the completion of the fifth year of language study). **Advanced placement requires departmental approval.**

### **Spanish IV**

All students at this level are expected to work with challenging materials.

The majority of the course will consist of readings in literature, supported by some advanced grammar work. The course will also cover some readings of current issues.

Both high school and college level texts are used. Reading and writing assignments are an integral part of the course, as is the improvement of conversational proficiency.

### **Spanish IV Advanced** – Masterpieces in Spanish Literature I

This course emphasizes the use of Spanish for active communication and continues to prepare students for the Advanced Placement examination in Spanish Literature. Students work to develop proficiency in all four language skills: listening, speaking, reading and writing. Students will read, discuss, and analyze works from the AP Spanish Literature reading list as they review advanced grammar. The Masterpieces I and II sequence prepares students for the AP Literature exam in Spanish. **Advanced placement requires departmental approval.**

### **Spanish V**

This course explores issues of feminine identity and coming of age in diverse Spanish-speaking cultures. Readings will focus primarily on Latin American authors, such as Sandra Cisneros, Esmeralda Santiago and Isabel Allende. Class discussion in Spanish, writing assignments and the viewing of specific films will guide our study.

### **Spanish V Advanced** – Masterpieces in Spanish Literature II

This course emphasizes the skills needed in the reading, discussion and written analysis of literature in Spanish and prepares students for the Advanced Placement examination in Spanish Literature. Special attention is given to literary analysis. Essay writing is an integral part of the course. The reading list includes works from seven centuries of Hispanic Literature and approximates the introductory literature course taught at the college level. The Masterpieces I and II sequence prepares students for the AP Literature exam in Spanish. **Advanced placement requires departmental approval.**

## MATHEMATICS

IX	X	XI	XII
Algebra I	Algebra II	Geometry	Pre-Calculus
Algebra II Honors	Geometry Honors	Pre-Calculus Honors	AP Calculus Honors Statistics Linear Algebra BC Calculus
Algebra II	Geometry	Pre-Calculus	Honors Calculus Honors Statistics

The mathematics program in the Upper School is a three-year sequence of required courses, with recommended electives in the fourth year.

In each course, students look at problem-solving situations from a variety of perspectives. Our objective is for students to acquire higher-order thinking skills, develop expertise in framing questions, test alternate methods, and solve problems. We believe that the development and implementation of these skills will enable our graduates to function and compete in their contemporary world.

Placement in sections is determined by the mathematics faculty and is reviewed annually. In order to remain in an honors section, the student must achieve a grade of B or better for the year, without outside tutoring. Movement from a regular section into an honors section requires an A for the year in the standard section, teacher recommendation, and a B or higher on the honors exam taken on a set date at the end of the summer. It is the student's responsibility to prepare for and cover the material which is on the honors exam.

**Please note: A TI-84 Plus graphing calculator is required for all math courses in the Upper School.**

### Mathematics Resource Center

In the Mathematics Resource Center (MRC), the Mathematics Department provides the extra time and flexibility of instruction needed by some Upper School students. Here, students receive supportive instruction in one-to-one or small group sessions.

### Algebra I

For incoming students who do not qualify for Algebra II, these courses will cover topics from beginning algebra through quadratic equations.

### Algebra II Honors

Practice and extension of algebraic skills and topics is the goal of this course. Topics include complex numbers, matrices, logarithms, conic sections, right triangle trigonometry, the theory of functions, and graphing techniques. **Prerequisite: Successful completion of Algebra I Honors.**

## Algebra II

This course offers extension of algebraic skills and topics through exponents, logarithms, conic sections, and the theory of functions and graphs. **Prerequisite: Successful completion of Algebra I.**

## Geometry Honors

This traditional course in plane and solid Euclidean geometry emphasizes logical reasoning in geometric situations. Inductive and deductive proofs provide the basis for discovery of geometric properties. Non-Euclidean geometry is introduced. **Prerequisite: Successful completion of Algebra II Honors.**

## Geometry

Geometric properties of plane and solid figures are the focus of this course. A formal system of deductive proof is used to confirm student conjectures about figures in Euclidean geometry. **Prerequisite: Successful completion of Algebra II.**

## Pre-Calculus Honors

This course focuses on problem-solving and exploration of functions, while building a deeper understanding of algebraic concepts. Trigonometry is covered thoroughly in this course. Use of the graphing calculator encourages an interactive instructional approach. **Prerequisites: Successful completion of Algebra II and Geometry Honors.**

## Pre-Calculus

This course allows an extended study of logarithms, conic sections, quadratic functions (including complex numbers), trigonometry, the theory of functions, and graphing techniques. The graphing calculator is used to encourage and support student conjectures about functions and their graphs. **Prerequisite: Successful completion of Algebra II and Geometry.**

## AP Calculus

The Calculus Advanced Placement course presents limits, continuity, differential and integral calculus. It covers the advanced placement course outline for Calculus AB, which includes derivatives, optimization, related rates, linearization, particle motion, integrals, area and volume, and differential equations. Students in this course **must** take the AP examination in May. **Prerequisite: Successful completion of Pre-Calculus Honors (grade of B or above) and department recommendation.**

## Honors Calculus

Honors Calculus introduces students to basic differential and integral Calculus. The focus is on applications of Calculus to many other fields, such as environmental science, economics, and medicine. **Prerequisite: Successful completion of Pre-Calculus (grade of B or above) and department recommendation.**

## Honors Statistics

This course covers data collection and analysis, probability theory, random variables, sampling distributions, regression and correlation, and hypothesis testing. Use of technology is an integral part of the course. Assessments will include projects as well as tests. **Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors.**

## Linear Algebra

This course develops the theory behind the use of matrices to solve a large system of linear equations. Matrix algebra includes the use of pivots, back substitution, row operations, invertibility, determinants, and eigenvalues. Linear transformations lead to the theory of vector spaces, basis, and dimension. Applications include animated computer graphics, econometric modeling, differential equations and Markov processes. **Prerequisites: AP Calculus (preceding or concurrently) and department recommendation.** (Offered in 2010-11 depending on enrollment and staffing.)

## BC Calculus (spring semester)

This course covers the additional Calculus topics on the Advanced Placement BC exam: parametric equations, polar curves, infinite series, Taylor series, numerical methods for differential equations, and additional integration techniques. **Prerequisites: AP Calculus (preceding or concurrently) and department recommendation.**

## SCIENCE

IX	X	XI	XII
Physics Honors	Chemistry Honors	Biology Honors	Advanced Placement Physics
Physics	Chemistry	Biology	AP Biology AP Chemistry Advanced Environmental Studies

Our purpose is to arouse curiosity; to promote interest in and understanding of humans in their environment by experimentation, observation, and guided reasoning from data and observations; to reach conclusions and to develop basic concepts about the natural world. Frequent laboratory work permits students to discover and appreciate relationships and principles used to describe the physical and biological world. General techniques for problem solving are stressed, and students are urged to apply these skills and the information gathered in specific situations to the investigation of new problems within the broader scope of their world.

Students taking **Advanced Placement Science Courses** will meet three out of four periods instead of two out of four periods in a four day cycle which may limit other elective choices.

## Physics

Physics is everywhere and a part of our daily life from the very small to the very large. The course uses an experimental approach and incorporates laboratory exercises with an emphasis on

measurement, graphing, and written laboratory reports to investigate the physical world. The areas of mechanics, optics, electricity, sound, and modern physics are studied by discussing the concepts and laws and solving numerical problems. Necessary and useful mathematical concepts are covered. Examples from everyday experiences are used to illustrate the principles of physics and as an aid to understanding.

### Physics Honors

Physics is everywhere and explains everything we encounter in daily life from the microscopic to the macroscopic. Physics Honors investigates the physical world by studying mechanics, electricity, optics, sound, and modern physics. The laboratory emphasizes basic concepts and allows the student to discover these concepts for herself through experiments utilizing measurement, graphing, and mathematical treatment of data, and to explain these concepts in written laboratory reports. Laws and relationships are discussed and derived and numerical problems are solved as a means of cementing the understanding of these laws and relationships. **Students will be considered for Honors Physics if they earned at least an A- in each trimester and no less than a B+ on the final exam in Grade VIII Science, with the final recommendation coming from the Science Department Chair.**

### Chemistry

This course will introduce the fundamental concepts of chemistry, beginning with the structure and behavior of subatomic particles and atoms. We will explore the forces within and between particles and these forces' affects on properties, potential and thermal energy changes, structures and geometric shapes of molecules, and several types of chemical reactions. One goal of this course is to build off of the understanding of forces and energy developed during Physics in order to provide a foundation in support of the molecular approach used in Biology. The course will focus on developing conceptual understanding, and applying this understanding to solving quantitative problems. Laboratory experiences will be central in the development of key ideas throughout the course, and will help students develop their analytical and descriptive writing skills.

### Chemistry Honors

This rigorous course will include the topics covered in Chemistry, but with a more quantitative focus and in more detail than provided in the standard course. Additional topics covered as time permits may include nuclear chemistry, equilibrium reactions, calorimetry, and electrochemistry. **Entrance into Honors Chemistry is contingent on the following criteria: 1) a student in Honors Physics, needs to have at least a B+ in each trimester and no less than B on both midterm and final exams, and 2) a student in Physics, needs to have no less than an A- for each trimester and no less than a B+ on both the midterm and final exams.**

### Advanced Placement Chemistry

AP Chemistry is a demanding, college level course designed to help prepare students for the AP Chemistry exam and future chemistry courses. Topics covered will include stoichiometry, states of matter, reaction kinetics, chemical equilibrium, thermodynamics and electrochemistry. Laboratories are a major component of the course, and are used as a way to demonstrate concepts and develop error analysis skills. Students electing this course should be aware that substantial outside effort and self-motivation is required for most students in terms of independent review of material from Chemistry X, reading and problem solving. This course utilizes a College Board approved textbook that must be purchased in time to complete a summer assignment. This course is designed primarily for students who intend to major in science or engineering in college, and/or who have a sincere interest in understanding chemical concepts in greater detail. **Prerequisites: include the following courses: Chemistry, Physics, Biology, one of the last two may be taken concurrently. Admission to the AP Chemistry course required that students earn an A- in Chemistry with midterm and**

**final exam grades of no less than B+, or a B+ in Honors Chemistry with midterm and final exam grades of no less than B.**

Seniors will be given priority to enroll in the AP Chemistry course. A junior interested in taking AP Chemistry must have earned a grade of A in each trimester of Grade X Honors Chemistry and a grade of A- on both the midterm and final exam. The junior must make an appointment with the teacher of AP Chemistry to review grades and complete a Science Department generated application form. Final decisions for juniors will be made by the teacher of the course in consultation with the Science Department Chair.

## **Biology**

Biology involves a study of the unifying characteristics of the living condition as well as the evolution of life processes and of the diversity of organisms on the earth. Course work explores the structure and function of cells and organisms, mechanisms for securing energy for life, the structure and function of DNA, genetic control of life process, inheritance and the development of diversity among living things. There is emphasis on laboratory exploration of concepts in which students gain experience in laboratory techniques, the use of models, and the collection, presentation and evaluation of data. The use of techniques of biotechnology is introduced; functional vertebrate anatomy is explored by dissection of the fetal pig. Bioethical issues are discussed as are issues of the impact of human activity on the environment.

## **Biology Honors**

Biology Honors explores the topics studied in Biology in more depth. The molecular basis of biological structure and activity is the unifying theme of the course and draws heavily upon a background in Chemistry. Considerable time is devoted to a study of chemical energy for life and the molecular model of DNA structure and function in protein synthesis and genetics. Questions of the origin of life on earth and the evolution of biochemical processes are discussed. **Entrance into Honors Biology is contingent on the following criteria: 1) a student in Honors Chemistry needs to have at least a B+ in each trimester and no less than a B on both the midterm and final exams, and 2) a student in Chemistry needs to have no less than an A- for each trimester and no less than a B+ on both the midterm and final exams.**

## **Advanced Placement Biology**

The AP Biology course is a rigorous, college level course that prepares students to take the AP Exam in Biology. The course work will follow the syllabus published by the College Board and employ a college level textbook. The scope of the curriculum is extensive and will cover the major topics in modern biology: molecules and cells, genetics and evolution, organisms and populations, and ecology. The course will also include the twelve laboratories recommended by the College Board. **Prerequisites include the following courses: Physics, Chemistry, and Biology. Admission to the AP Biology course requires that students earn an A- in Biology and no less than a B+ in both exams or a B+ in Honors Biology and no less than a B in both exams, demonstrate dedication to the study of biology supported by a responsible work ethic, and receive the permission of the Science Department after consultation with the teacher of the Grade XI Biology course.** Individual exceptions will be considered when compelling dedication and exemplary work ethic have been demonstrated as determined by the teacher of the Grade XI Biology course.

## **Advanced Placement Physics**

The AP Physics course is designed to prepare students for the AP Physics B (non-calculus) exam. Topics covered will be mechanics, electricity and magnetism, light and waves, and modern physics. Students are expected to take the AP Physics B exam. **Prerequisites include the following**

**courses: Physics, Chemistry, Biology and Pre-Calculus; it is expected that students will take Calculus concurrently with AP Physics. Admission to the AP Physics course requires that students earn a year grade of A- and midterm and final exam grades of B+ in Physics, or year grade of B+ and midterm and final exam grades of B in Honors Physics, or have high recommendation from the Science and Math Departments.** This course is intended for seniors who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class. It is a college-level course and as such has high expectations of participation and effort.

Seniors will be given priority to enroll in the AP Physics course. A junior interested in taking AP Physics must have earned a grade of A in each trimester of Grade IX Honors Physics and a grade of A- on both the midterm and final exam. The junior must make an appointment with the teacher of AP Physics to review her grades for the course and complete a Science Department generated application form. Final decisions will be made by the teacher of the course in consultation with the Science Department Chair.

### **Advanced Environmental Studies**

Environmental Science is envisioned as a means to provide students with the scientific principles, concepts and methodologies necessary to understand how natural systems function, to identify and analyze environmental problems, and to consider solutions for resolving or preventing them. The course explores many topics from different study areas. These topics fit within a framework of six unifying themes: 1) Science is a process; it is a method to learn more about the world. 2) Energy conversions drive all ecological processes. 3) The earth is an interconnected system. 4) Humans change natural systems. 5) Environmental problems have a cultural and social cost. 6) Achieving sustainable living goals and practices is integral to human survival. Environmental Science incorporates classroom lectures, field and classroom labs, and off-site field study. **Admission to the course requires one year each of Physics, Chemistry and Biology.**

## **ART**

All courses in the Art Department strive to develop in each student an awareness of her ability to think, feel, and learn through her visual and imaginative powers. Each studio course has its own method of teaching important aspects of problem solving through design, through sequential elements of a project, and through the practice of skills. Critical and aesthetic judgment become part of the analytic and synthetic process.

These courses are not just for the especially talented; the Art Department encourages all students to find their own learning potential and to recognize the value of the eye and the imagination as learning tools. Throughout the year, students have the opportunity to show their work both within and outside the school environment, and all students participate in the Art Exhibition held at the end of the school year in the art gallery.

### **AP Art History/Art History** (depending on enrollment)

The AP Art History class is a year-long, full credit class covering the history of painting, architecture, and sculpture from Paleolithic times to the Modern era. We study the Western European tradition with some excursions into other cultures. The class includes slide presentations, reading from Gardner's *Art Through the Ages*, and extensive essay writing.

### **Art I (Foundations)**

Work in the Art I (Foundations) class takes place in the Drawing/Painting Studio and the Sculpture/Three-Dimensional Design Studio and is taught by two specialist teachers. Art I

(Foundations) is a prerequisite for further work in Painting, Sculpture, Darkroom Photography, Digital Photography, and Computer Graphics.

In the Drawing/Painting Studio, Art I concentrates on both perceptual drawing and more design-oriented projects. We cover line, shape, and value, ending our studies with color theory and painting.

In the Sculpture/Three-Dimensional Design Studio, Art I concentrates on beginning techniques with clay and wood. Projects, figurative and abstract, focus on how to see and work three-dimensionally. Concentration is given to proportion, detail, craftsmanship, and working in-the-round. (One credit)

After completing the Art I (Foundations) class, a student may choose to work in both studios by taking half-credit courses or concentrate in one studio by taking a full credit class.

### **Animation and Programming** (depending on enrollment)

Students will use Scratch (from the M.I.T. Media Lab) and Alice (from Carnegie Mellon) to learn programming through graphics, animation, and sound. Students will develop games, animations, and sound sculptures using simple building block (object-oriented) methods and their own ideas. Programming concepts (variables, iteration, data types, events, and conditionals) will be introduced. Students imagine, create, rework, and share their work via a digital museum. **(Half credit)**

### **Computer Graphics** (depending on enrollment)

The computer graphics class teaches two-dimensional design using the Adobe Illustrator Software. We learn the Illustrator tools, palettes, and menus to create book covers, advertisements, poster, logos, and illustrations. Learning the possibilities of Illustrator and the principles of Graphic Design will be taught. **Prerequisite: Art I or permission of Head of the Art Department (Half credit)**

### **Drawing/Painting II**

Drawing /Painting II advances the study of observational drawing to more complex still lifes, interiors, landscapes, and figure/portrait studies. Working abstractly or from imagination is encouraged. Students are introduced to oil paint, but pastel, charcoal, acrylic, graphite, watercolor, or collage are also options.

### **Drawing/Painting III/IV**

Drawing/Painting III/IV is based on the premise that the student now sets the parameters and content of her studio experience. She learns to recognize problems, invent solutions, and increases her awareness of artistic precedents. Most importantly, she has the opportunity to create her own path by designing and developing her own course of study.

### **Sculpture and Three-Dimensional Design II, III, IV**

Sculpture and Three-Dimensional Design II, III, and IV are investigations of contemporary sculptural issues through individual projects based on given assignments. Projects can explore media as diverse as fabric, clay, and found materials to investigate space and form, develop concepts, and communicate ideas.

## **Darkroom Photography** Beginning/Intermediate (depending on enrollment)

This course is a beginning class in black and white darkroom photography. While using art/photography to think and feel more deeply, the course will explore camera formats and shooting techniques, film exposure and development, basic black and white printing and mounting/matting for final presentation. Experimenting with techniques learned in the class, each student will be encouraged to use the aesthetics of image making to develop a personal vision.

Students may continue in the intermediate darkroom photography course that explores contemporary and historical issues of black and white photography – technical processes and aesthetic concerns. Topics covered include advanced exposure controls, classic black and white archival printing, alternative approaches and techniques, presentation and conservation issues, contemporary aesthetic principles, and history of the medium. This is an art class and the aesthetics of image making and individual insight will be emphasized. **Prerequisite: Art I or permission of Head of Art Department (half credit)**

## **Digital Photography** (depending on enrollment)

Digital Photography emphasizes the use of new technologies as production tools for creating art. Students learn how to use digital cameras to fully control their final image. Students also learn how to further manipulate the image using Adobe Photoshop Elements. Focus is placed on composition and craftsmanship in class assignments and in individual work.

In higher levels of Digital Photography, students explore their personal vision through self-directed projects. Students should have their own digital cameras for this course. **Prerequisite: Art I or permission of Head of Art Department. (may be taken for full or half credit)**

## **Ceramics I, II, III, IV**

Ceramics students are taught the basic techniques of hand building and throwing on the wheel. These techniques are in constant practice as the students begin to make objects that are both functional and imaginative. The focus of the class is learning how to make an everyday object into a personal expression. Techniques of glazing are also taught.

Many students continue past the first year, therefore, classes are structured to meet the needs of the individual and her visions of handmade clay objects. (may be taken for full or half credit)

## **Jewelry I**

In this course we learn the foundational skills for making individually designed pieces of jewelry. Skills are taught in a logical sequence to allow each student to complete pieces of quality craftsmanship while gaining confidence and independence. There are three assignments: the cuff bracelet, the marriage of metals, and a ring with a stone. Exploration and invention are encouraged. In this class you will see jewelry in a new light and go beyond what you thought possible. You will gain a new appreciation for hand-made works of art – especially your own!

## **Jewelry II, III, IV**

The advanced Jewelry classes build directly on the skills learned in Jewelry I while exploring new techniques, materials, designing formats, and conceptually-based pieces. Projects include: designing and making a necklace, enameling, forming bowls and spoons, casting, hollow construction, and using non-conventional materials. Students are welcome to revisit and further explore working with stones, sawing and piercing, and using colored metals. As more skills are mastered and independence grows, curiosity, risk taking, and invention are especially encouraged.

## THEATER

Drama classes enrich a student's education by providing an opportunity to learn through experience. Students engaged in the dramatic process mature in their use of body, voice, intellect and emotion. They gain self-awareness, develop self-esteem, and grow in their ability to communicate effectively. When a student opens up within the creative process, she becomes aware of her full potential as a human being. Although it is possible to take some of the following courses out of sequence, it is recommended that if you plan to take the full range of courses offered in Theater, you do so in the order that is listed below. (All Theater course offerings are subject to minimum enrollment.)

### Introduction to Acting

The areas to be explored in this introductory course are mainly the actor's art through theater games, work on concentration, improvisation, and character analysis. Class exercises encourage use of the voice and body as expressive instruments. Class members will collaborate with the teacher on a dance/drama piece during the second trimester. Student actors explore a variety of acting methods, performing in both comic and dramatic scenes throughout the year. Theater I is homework free in the first trimester. **Introduction to acting is a prerequisite for all other theater courses.**

### Stage Directing

The course will focus on the fundamentals of directing and clearly define the difference between the roles of director and actor. Class exercises will include play analysis, scene study in terms of mood and tone, and practical experience in composition and picturization involving actors. Each student will gain experience in acting as well as directing scenes and monologues. Students will learn the director's vocabulary and will practice using it in class. One of the highlights of this course is a student-directed performance project involving use of "theatrical effect". **Prerequisite: Introduction to acting.**

### Playwriting

This is an advanced course that will concentrate its curriculum in playwriting. The emphasis will be on structuring a play. Students will be encouraged to build a plot; create characters that have a basis in reality; design dialogue through improvisation and use of the imagination. All participants will share in the development of each others plays by reading and acting in scenes and will be asked to offer feedback on a regular basis. Staged readings of student-written plays will be presented by class members in showcase performances. **Prerequisite: Introduction to Acting. Some exceptions may be made at the discretion of the Department Chair.**

### Musical Theater

The course will be team taught by the Theater department head, Beth Criscuolo and Music department head, Cathie Schulte and will be worth one Arts Credit. "Musical Theater" will be available to all upper school students in grades 10 – 12 who have taken the prerequisite Introduction to Acting course and at least one year of Chorus. Daily class meetings will follow a workshop format in which students will study three specific genres of musical theater followed by practice and performance of material from that genre. The areas of musical theater history to be explored are: Classic American musicals, Opera, and Contemporary Broadway. Public performances of solo, small group and large group musical numbers by everyone in this class are to be expected. **Students who will be seniors in the year 2010/2011 are excused from having to take any of the prerequisite courses.**

## Music

“For the good of life, the study of music is basic; it provides the most important nourishment to the soul. It should begin as early as possible when the student is pliable—not with a view to technical skill but rather in shaping character and readiness for further learning.”– Plato

**Music courses are open to all grades in the Upper School.**

### **The Baldwin Chorus**

The Chorus provides each girl with a large choral experience. All types of great choral repertoire, both sacred and secular, will be performed during the 3 required, scheduled Concerts. Chorus will rehearse altogether during the school day; 5 times per 10-day cycle. (1/2 credit)

### **The Baldwin B-Flats**

The B-Flats are a select vocal ensemble of 20 singers. These girls are chosen for their ability to sight-sing, to sing expressively and to hold a close harmony part independently. The audition for B-Flat membership occurs in April of every year. The ensemble rehearses 5 times per 10-day cycle, including a required rehearsal every Monday evening, 6:00–7:30 p.m. There are 10–15 required Concerts a year and a required 1-day Retreat in August. All B-Flats must also be reliable members of the Baldwin Chorus. **Prerequisite:** All B-Flat candidates must be member of a Baldwin Chorus one year before the B-Flat audition in April. (1 credit)

### **The Eliza-B-thans**

The Eliza-B-thans are a select vocal ensemble of 14–20 singers chosen by audition. Members are serious about learning to sing in harmony and focusing on vocal development. They will be exposed to a variety of great musical literature. 2–3 Performances will be required during the school year. All Eliza-B-thans must also be reliable members of the Baldwin Chorus.

**Prerequisite:** All Eliza-B-thans must be a member of a Baldwin Chorus one year before the audition in April. (1/2 credit)

### **The Baldwin Bronze**

A select group of handbell ringers chosen through audition in April. The meets 5 times per 10-day cycle during the school day and participates in 2–3 required performances each year.

**Prerequisite:** must have experience performing in a handbell choir and demonstrate very good rhythmic accuracy. (1/2 credit)

### **The Baldwin Belles**

An advanced handbell ensemble comprised of 13 ringers selected by audition in April. The group meets 5 times per 10-day cycle during the school and participates in 5–6 required performances during the school year. **Prerequisite:** must have experience performing in a handbell choir and demonstrate exceptional rhythmic accuracy. (1/2 credit)

### **Firenze (Chamber Music)**

Firenze is a select instrumental ensemble taught by a member of the Philadelphia Trio. This ensemble is open to students by **audition only** and meets 3 times per 10-day cycle. Members must continue to take private instrumental lessons. Additional individual and group practice is expected. (1/2 credit)

## **Orchestra**

Open to instrumental students who have played their instrument for at least three years. All Orchestra members must continue to take private lessons on their instrument to participate in Orchestra. This ensemble meets 5 times per 10-day cycle. Four performances will be required during the school year. **Prerequisite:** must meet and audition with the Orchestra Director for placement and “seat position” before participating. (1/2 credit) (Subject to minimum enrollment)

## **Jazz Band**

Open to instrumental students who have played their instrument for at least two years and are interested in exploring and playing different styles of Jazz. Chart reading, improvisation and confident solo expression are stressed. This group rehearses 5 times per 10-day cycle. Members must continue to take private instrumental lessons. **Prerequisite:** must meet with the Jazz Band director before participating. (1/2 credit) (Subject to minimum enrollment.)

## **ATHLETICS/PHYSICAL EDUCATION**

### **Interscholastic Athletics**

The Interscholastic athletic program is an integral component of the student athlete’s overall experience at Baldwin. The opportunities for personal growth and achievement are abundant in the athletic arena. The athletic department goal is to not only provide a wide variety of athletic experiences, but to help each young woman and each team to have opportunities to reach a high level of success defined by progress and winning.

Membership on an athletic team is a privilege and not a right; high standards are set for the Baldwin athlete. Through athletics at Baldwin, student athletes will be given the opportunities to develop their self management and leadership skills, self esteem, cooperation and team work, personal values, coping skills, sportsmanship and physical fitness while being instructed and motivated to strive for excellence in sport.

Baldwin athletes are expected to commit to the full athletic season including practice during the holidays and weekends. Practices are after school and typically run for two hours. The practice and game schedule can vary depending on the sport, holiday and weekend commitments are a possibility. In the upper school students who compete on an athletic team JV or Varsity are exempt from physical education classes for that season.

The Upper School competes in the Inter-Ac League. The Inter-Ac League consists of the following schools: Agnes Irwin, Episcopal Academy, Germantown Academy, Academy of Notre Dame, Penn Charter, and Springside School. Baldwin also competes with various schools in the ISCA league, which includes Friends Schools, as well as with various other parochial and independent schools at both levels. Local public schools are often found on our schedule varying from sport to sport.

The full details of philosophy, eligibility and expectations for student athletes and parents can be found on the athletic website and in the parent athlete handbook.

## **Athletic Offerings by Season**

The Baldwin School strives to have as many students as possible involved in athletics. Every effort will be made to keep athletic opportunities the same each year, but it may be necessary to re-evaluate athletic teams and modify them in consideration of student interest, available coaches, available competition, budgetary allocations, etc. Some teams may require limited participants because of limited facilities, staffing or nature of the sport. With these factors in mind, we offer the following athletic opportunities:

### **Fall**

V/JV Cross Country  
V/JV Field Hockey  
V/JV Soccer  
V/JV Tennis  
V/JV Volleyball

### **Winter**

V/JV Basketball  
V Dance  
V Indoor Track  
V/JV Squash  
V. Swimming  
Winter Crew

### **Spring**

V/JV Novice Crew  
V Golf  
V/JV Lacrosse  
V/JV Softball  
Track & Field

**For each season there are opportunities for students to serve on a team as managers, statisticians and student athletic trainers.**

## **Physical Education**

Athletics and Physical Education are an integral part of the total education experience at the Baldwin School, although they are completely separate programs. The common tie between the two programs is that if a girl is a member on an Inter-scholastic team during any of the three trimesters, she is exempt from daytime physical education class.

Each trimester, all Upper School girls are required to enroll in one of the following: Physical Education class, participate on an Inter-scholastic team, or apply for an Independent Physical Education experience. In addition, the Fitness Center is available to all students from 2:40-6:00 p.m. during school days.

The Physical Education curriculum is multi-faceted and is offered to our girls within an elective based system. Students elect one course per trimester, and may not repeat the same course more than twice during one school year. There are a minimum number of students required in each course in order to offer the course each trimester. Also, there are a maximum number of fifteen students per Cardio Conditioning and Strength & Conditioning courses.

## **Physical Education Electives by trimester:**

### **Fall**

Cardio Conditioning  
Archery/Golf Basics  
Learn to swim/Fitness swim  
Pilates/Yoga  
Strength & Conditioning  
Squash  
Tennis

### **Winter**

Court Sports  
Cardio Conditioning  
Learn to swim/Fitness swim  
\*Life guarding course  
Pilates/Yoga  
\*Scuba Diving  
Strength & Conditioning  
Squash

### **Spring**

Cardio Conditioning  
Learn to swim/Fitness swim  
\*Life guarding course  
Pilates/Yoga  
Strength & Conditioning  
Squash  
Tennis  
Archery/Golf Basics

**\* requires a fee**

### **Independent Physical Education:**

1. A student may apply for I.P.E. if she competes at a nationally ranked level and participates in that sport at Baldwin or in a sport which Baldwin does not offer (i.e. ice skating, horseback riding). The Athletic/P.E. Department will make the final decision on the national ranking eligibility.
2. Application forms are available in the Physical Education Coordinator's Office in the Athletic Center. Completed applications are due to the Physical Education Coordinator prior to the first week of each athletic season. Applications will be reviewed each trimester by the Athletic Director and Physical Education Coordinator.

### **Ethics (Required Grade IX)**

Ethics is a required non-graded course which meets once a week for one quarter. This course introduces concepts of ethics and service to the community.

### **Life Skills for Wellness (Required Grade X)**

Life Skills is a required, non-graded course, which meets once a week for one quarter. It is part of the Life Skills for Wellness Program, co-facilitated by the SIS Team (Specialists in School). Age appropriate topics to promote a healthy lifestyle and the choices and consequences of high-risk behavior are discussed in this class.

### **Speech (Required Grade XI)**

Speech is a required pass/fail course which meets once each week for one quarter.

This course examines common problems of the public speaker and offers each individual the opportunity to improve her self-representation, communication skills, and comfort level when interacting with an audience. Class assignments include prepared presentations, impromptu speeches, and role playing exercises to help students practice college interview skills. Self-evaluation, critique of others, and group discussion will also help in studying the elements of effective public speaking.

### **Elective Courses (Grade XII)**

(All electives offered pending enrollment.)

#### **Baldwin Electives:**

**AP Art History/Art History** (see page 19)

**Contemporary World Issues** (see page 7)

**Fruits of African Diaspora** (see page 7)

**Individual, Culture and Society** (see page 7)

**The Baldwin School  
Upper School Plan of Study**

Name: \_\_\_\_\_

Class Year: 20\_\_\_\_\_

Subject (credits required) 22 Credits Required for Graduation.	Grade IX	Grade X	Grade XI	Grade XII
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<b>English (4)</b>	English IX	English X	English XI	English XII (2 semester electives, announced annually)
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<b>History (3)</b>	Comparative World History/ Pre-Modern	Comparative World History /Modern	United States AP United States	Electives Contemporary World Issues; Fruits of the African Diaspora; The Individual, Culture & Society Art History/AP Art History
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<b>Foreign Language (3 of 1 or 2 each of 2)</b>	Latin, French, Spanish, Chinese	Latin, French, Spanish, Chinese	Latin, French, Spanish, Chinese	Latin, French, Spanish, Chinese
	French, Spanish Advanced	French, Spanish Advanced	French, Spanish Advanced	Advanced Latin, French, Spanish
				Greek I

<b>Mathematics (3)</b>	Algebra II Honors Algebra II	Geometry Honors Geometry	Pre-Calculus Honors Pre-Calculus	AP Calculus (AB or BC) AP Statistics Honors Calculus AP Statistics Honors Statistics
	Algebra I	Algebra II	Geometry	Pre-Calculus

<b>Science (3)</b>	Physics Honors	Chemistry Honors	Biology Honors	Environmental Science AP Biology AP Physics AP Chemistry
	Physics	Chemistry	Biology	

<b>Fine Arts(2)</b>	Jewelry, Ceramics  Art I	Jewelry, Ceramics, Photography, Sculpture, Art and Technology 1, Painting, Design Art II	Jewelry, Ceramics, Photography, Sculpture, Art and Technology 1, Painting, Design Art III	Jewelry, Ceramics, Photography, Sculpture, Art and Technology 1, Painting, Design Art IV
	Music: Chorus, Firenze, Bells, Jazz Band, Orchestra	Music: Chorus, Firenze, Bells, Jazz Band, Orchestra	Music: Chorus, Firenze, Bells, Jazz Band, Orchestra	Music: Chorus, Firenze, Bells, Jazz Band, Orchestra
	Theater I	Theater II	Theater III	Theater IV

<b>Physical Education /Athletics</b>	P.E or Team Sport	P.E or Team Sport	P.E or Team Sport	P.E or Team Sport
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<b>Other Non-Credit Requirements</b>	Ethics	Lifeskills for Wellness	Speech (one trimester)	
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Placement in courses will be based on academic progress, faculty recommendation, and master schedule considerations. Final authority for placement decisions rests with the Upper School Director in all cases. Course offerings are subject to enrollment limitations; some courses may not be offered when under-enrolled; in cases of over-subscription not every enrollee will be guaranteed a place in electives.