Course Catalog
&
Academic Handbook
2021 – 2022
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*The electronic version on the Senior School Resource Board is always the most up to date.*
# Senior School Academic Program
## 2020 - 2021

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td><strong>Senior</strong></td>
</tr>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>American Gothic, Best Books You Haven't Read Yet, Creative Nonfiction/Fiction Workshop, Power of Poetry, Playwriting Workshop, Children and Their Parents, Magical Realism, The Story &amp; Its Teller, Writing from Exile</td>
</tr>
<tr>
<td><strong>History &amp; Social Sciences</strong></td>
<td><strong>U.S. History</strong></td>
<td><strong>Senior</strong></td>
<td></td>
</tr>
<tr>
<td>Modern World History OR AP Modern World History</td>
<td>AP U.S. History</td>
<td><em>The Senior Seminar (3rd Trimester)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Science</strong></td>
<td><strong>World Languages</strong></td>
<td></td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II, Precalculus/Trigonometry, Calculus, and Statistics are offered at different levels.</td>
<td>Biology or Honors Biology</td>
<td>Courses from beginning levels through AP are offered in Chinese, French, Italian, and Spanish. Latin IV, V and AP are offered.</td>
<td></td>
</tr>
<tr>
<td>Chemistry or Honors Chemistry</td>
<td>AP Sciences (with requirements)</td>
<td>AP Biology, AP Chemistry, AP Environmental Science, AP Physics C-Mech</td>
<td></td>
</tr>
<tr>
<td>Electives: Ocean and Atmospheric Sciences; Climate Change Mitigation; Science, Society and Social Justice</td>
<td>Electives: Ocean and Atmospheric Sciences; Climate Change Mitigation; Science, Society and Social Justice</td>
<td>Electives: Ocean and Atmospheric Sciences; Climate Change Mitigation; Science, Society and Social Justice</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td><strong>Global Studies</strong></td>
<td><strong>Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
<td><strong>P.E./ Health</strong></td>
<td><strong>Misc.</strong></td>
<td></td>
</tr>
<tr>
<td>SS Theater, Directing &amp; Design, Intro to Tech Theater, Advanced Tech Theater, Introduction to Dance, Dance I II III IV V, Musical Theater Repertory, Musical Theater Workshop, Senior School Musical Lab, Stage Combat</td>
<td>Health</td>
<td>Service Learning</td>
<td></td>
</tr>
<tr>
<td>Chorus/Bell Choir, Chamber Singers, Music Theory, Artistic &amp; Popular Songwriting, Music History I II III IV V VI, Orchestra, Concert Band, Jazz Ensemble</td>
<td>Health (2nd or 3rd Trimester)</td>
<td>College Seminar for Juniors (2nd &amp; 3rd Trimesters)</td>
<td></td>
</tr>
<tr>
<td><strong>P.E./ Health</strong></td>
<td><strong>Health</strong></td>
<td><strong>College Seminar for Seniors (1st Trimester)</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education, Sports, or Dance</td>
<td>Health (1st or 2nd Trimester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*College Seminar for Juniors (2nd & 3rd Trimesters)*

*College Seminar for Seniors (1st Trimester)*

*Health (2nd or 3rd Trimester)*

*Health (1st or 2nd Trimester)*
Please Note: Placement in the "right fit" math course for any rising Middle or Senior School student is based on a departmental recommendation with a variety of criteria involved. Movement is possible from one course or pathway to another through that course recommendation process. Based on the criteria established within the department, course recommendations are finalized before the end of the academic year and are subject to change with departmental approval or a significant change in the student’s year-end grade. If students have any questions surrounding a course recommendation, they are strongly encouraged to speak to either their academic advisor or their current math math teacher.
Senior School World Language Sequence 2021-2022

(Students are encouraged to consider taking a 2nd language)

CHINESE
- Chinese I → Chinese II → Chinese III → Chinese IV → Chinese V → AP Chinese (from IV seniors considered for AP)

FRENCH
- French I → French I → French III → French IV → French V → AP French Language
  - Advanced Topics through French Cinema

ITALIAN
- Italian I → Italian II → Italian III → AP Italian Language
  - Italian IV

LATIN
- Latin IV → Latin V → AP Latin

SPANISH
- Spanish I → Spanish II → Spanish III → Spanish IV
  - Spanish V
  - Spanish and Latin American Cinema
  - AP Spanish Language (Only for seniors)
# Senior School Science Sequence (2021-2022)

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology or Honors Biology</td>
<td>Chemistry or Honors Chemistry</td>
<td>Physics, Honors Physics, or Elective</td>
<td>AP Science or Elective</td>
</tr>
</tbody>
</table>

**Full-Year Electives**
- Ocean and Atmospheric Sciences

**Trimester Electives**
- Science, Society, & Social Justice
- Climate Change Mitigation

**Full-Year Electives**
- Ocean and Atmospheric Sciences

**AP Sciences**
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics C Mechanics

**Full-Year Electives**
- Ocean and Atmospheric Sciences

**Trimester Electives**
- Science, Society, & Social Justice
- Climate Change Mitigation

**Trimester Electives**
- Science, Society, & Social Justice
- Climate Change Mitigation
In order to be graduated from Sewickley Academy, a student must have completed a minimum of 24 credits (for class of 2024), excluding Physical Education, in Grades 9 - 12. Students must take a minimum of six (6) credits per year. Five of these credits must come from an approved combination of English, World Languages, Mathematics, Science, History & Social Sciences. Classes of 2021, 2022, 2023 must have completed a minimum of 22-2/3.

Minimum graduation requirements are as follows:

**ENGLISH (4 credits)**
Students must be enrolled in Senior School English in all three trimesters of all four school years.

**WORLD LANGUAGES (3 credits in the Senior School in the same world language)**

**MATHEMATICS (4 credits including Geometry and Algebra II)**
Students must be enrolled in Senior School mathematics in all three trimesters of all four school years.

**SCIENCE (3 credits including Biology and Chemistry)**

**HISTORY & SOCIAL SCIENCES (3 credits)**

**FINE ARTS (2 credits)**
Fine Arts include courses in visual arts, theater, instrumental and vocal music, and other music courses. Some Computer Science courses are eligible for Art credit.

**HEALTH (2/3 credits)**
Freshmen and sophomore students are required to participate in the Senior School Health Program.

**PHYSICAL EDUCATION (1 credit)**
1/4 credit in physical education is earned each year. Students are enrolled in Physical Education, a sport, or dance in all three trimesters.

**SERVICE LEARNING***
Senior School students perform a total of at least 55 service hours as part of their graduation requirement.

**SENIOR PROJECT**
All seniors must complete a 50-hour senior project as part of their graduation requirement.

**COLLEGE SEMINAR**
Juniors and seniors are required to take the College Seminar.

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**NON-REQUIRED ELECTIVES:**

**COMPUTER SCIENCE**
Computer Science electives are open to all students and include Introduction to Programming, Programming II, Programming III, Interactive Design & Development, AP Computer Science A, Robotics I, Robotics II, Robotics III, Advanced Robotics, Advanced Robotics II, Advanced Robotics III. Some Computer Science courses can be awarded Fine Arts credit.

**SCIENCE**
Science electives include: Ocean & Atmospheric Sciences; Climate Change Mitigation; Science, Society & Social Justice; and AP Sciences (Biology, Chemistry, Physics, and Environmental Science).

**GLOBAL STUDIES**
Global Studies electives include: A Call to Action, World Health, World Hunger, Modern Russia, LatinX Experience in the U.S., World Religions, and Modern Africa.

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*Due to the COVID-19 pandemic, the graduation requirement for Service Learning hours for the classes of 2021, 2022, 2023, 2024, and 2025 has been temporarily reduced to 25 hours.*
**Academic Policies**

- Students must enroll in six (6) total courses per trimester. Students must enroll in a combination of five courses drawn from English, History & Social Sciences, Mathematics, Science, and World Languages. Additional course will be selected from the above subjects or courses from Fine Arts, Computer Science, Global Studies, Health, or a broad array of elective offerings.

- A student repeating a course in order to improve a grade must take a minimum of six (6) courses as noted above. The grade of the repeated course will be prorated with the original grade received. A student repeating a course may need to double in that discipline in order to meet graduation requirements.

- Students who are enrolled in year-long courses or two-trimester long courses must complete the full course in order to receive credit.

- A student who drops a course after the second week of a trimester will have "Withdraw-Pass" or "Withdraw-Fail" recorded on the transcript. Course changes made within the two-week add/drop period do not appear on student transcripts. Course changes after the second week must be teacher-initiated rather than student-initiated and decided in consultation with the Head of Senior School. "Pass" and "Fail" refer to the work being done in the trimester the course is dropped. Students withdrawing from a course after the add/drop period will not be eligible for Honor Roll.

- If a student transfers into another level of the same course (such as Honors Physics to regular Physics) and makes this change before the first six weeks of the school year, the student will be permitted to make up work in the new course in order to receive credit. If a student transfers into another level of the same course AFTER the first six-week period, the grade earned to date will be transferred to the new course and calculated accordingly. A withdraw/pass or withdraw/fail for the course being transferred out of will appear on the transcript, and the student will get full credit for the course into which the student transferred.

- Students transferring to a different course in the same discipline (such as precalc/trig to algebra with trig) must remain in the course for the entire grading period. The grade earned in that course will appear on the transcript, and the student will get credit for course work done to date. The student will attend the new course beginning with the next grading period.

- If a student moves to a different level course, the grade earned prior to the move will be transferred to the new course and calculated accordingly.

- Students are scheduled into courses based on department recommendations, course availability, schedule balance, and section balance – not on teacher preferences or request.

- All students enrolled in Advanced Placement courses are expected to sit for the Advanced Placement examination. Some AP courses may begin two weeks prior to the official opening of school OR may require other preparation prior to the official start of the course. Students may not sit for the AP Exam for a course offered at Sewickley Academy without having taken the course.

- Transcripts of transferring students will be evaluated by the Registrar, who will determine graduation requirements.

- A student who finds themself in extraordinary circumstances and is unable to meet the minimum yearly requirements may present a case in writing to the Head of Senior School who determines the best course of action through discussion with the Registrar and other involved parties as needed.

- Sewickley Academy has no procedure for early graduation or dual enrollment.
ACADEMIC POLICIES

ADVISORS, GRADE COORDINATORS AND ACADEMIC REVIEW COMMITTEE

Advisors

Each student is assigned a faculty advisor. First and foremost, the advisor is an advocate for their advisees. Students report to their advisor for attendance at the start of each school day. The advisor helps the students with course selection, managing workload, and other academic issues. The advisor also encourages the student to become involved in extracurricular activities and special school programs. Parents/caregivers should regard the advisor as the first person to contact for information about the student. The advisor receives copies of all of the student's report cards, comments, and official notes and helps the student who is in difficulty become a more effective learner. Advisors are also involved in any special personal or academic issues concerning the student. Students remain with the same academic advisor for four years.

Academic Review Committee

The respective Grade Teams (grade coordinator and academic advisors) review each student's academic grades at the end of each trimester. At the team's request, certain students are then referred for discussion to the Academic Review Committee, which is composed of the grade coordinators, the Head of Senior School, Director of Support Services, Director of College Guidance, and the Registrar. The Academic Review Committee may then issue statements of commendation, concern, and academic warning or academic probation. The Academic Review Committee may also take other action to ensure a student's academic success such as placement in study halls, mandatory tutoring, or course changes. Please note that students may be placed in study halls at the end of each trimester.

COLLEGES

College Counseling

Students are assigned a college counselor after Grade 10. During the junior year, the counselors will meet with their advisees individually and during the college seminar class held during the 2nd and 3rd trimesters. The counselors also meet with the parents to explain procedures, deadlines, etc. Parents should plan to have this meeting after the winter break of junior year. More information about college counseling can be found on the College Guidance Resource section of the Senior School homepage.

College Visits

The school permits juniors three days and seniors five days to visit colleges during the school year but urges families to plan carefully so there is a minimum number of class days missed. The student is expected to obtain an excuse slip from the Senior School office and check with each teacher before the student leaves. Students who exceed the maximum allowable days for college visits will be marked as unexcused. Seniors may ask for written permission for extra days from their college counselor. Seniors may not schedule college visits that conflict with Senior Teacher Day. The student is responsible for making up all work missed during such absences. If a student misuses this privilege or is not in good academic standing, the Dean or the student's college counselor will revoke this privilege.

College Tests and Applications

It is the student's responsibility to register for all necessary college entrance examinations with the exception of the Practice ACT and the PSAT, which the school administers to sophomores and juniors in the fall. Registration is automatic, and the test takes place during the school day listed in the yearly calendar. Juniors and seniors should plan the rest of their college testing with their college counselor. The school posts the ACT and SAT/College Board test dates in several places and links to registration are posted on the College Guidance Resource section of the Senior School homepage. Students are responsible for online registration at www.actstudent.org and/or www.collegeboard.com and should be aware of their deadlines. SCHOOL CODE: 394-475.
**Recommended Testing Timeline from the College Guidance Office**

Grade 10 – Practice ACT in the fall. PSAT in October.

Grade 11 – Practice ACT in the fall. PSAT in October  
- First ACT/SAT in winter/spring  
- Second ACT/SAT in spring/summer

Grade 12 – Final ACT/SAT in August/October/November if needed

It is the student’s responsibility to meet the deadlines for college applications and financial aid. The school will not process the student's records until the student has assured the office (by filling out a "Blue Sheet") that the application has actually been submitted.

**Meeting with College Representatives at Sewickley Academy**

Seniors and juniors are encouraged to make good use of the visits to the school by college representatives. A SENIOR should sign up for such an appointment through Scoir at least a day in advance of the visit and obtain permission from his/her/their teacher to miss the class. College counselors may also request that a student be excused to see a college representative. Unless given permission by the teacher, a student should not miss a test in order to see a college representative. Juniors may meet with college representatives during free periods or with permission from the teacher of the conflicting class. This permission must be asked in advance of the missed class time.

**College Information**

Information and reference books for colleges may be found in the College Guidance Office.

**COURSE SELECTION, PLANNING, AND CHANGES**

**Course Selection**

The Course Description Catalog lists course offerings, prerequisites, graduation requirements, and all academic policies.

**Missing Science Classes for Swiss Semester or Other Semester-Away Programs**

Students who plan to be absent for Swiss Semester or any other semester away program must take the first trimester of chemistry offered during the summer school course at Sewickley Academy. At the end of that course, the students will take the first trimester final exam. Students should also check the languages offered at semester away programs to ensure sufficient world language credits for graduation.

**Course Changes**

A student who drops a course after the second week of a trimester will have “Withdraw-pass” or “Withdraw-fail” recorded on the transcript. Course changes made within the two-week add/drop period do not appear on the student transcripts. Course changes after the second week must be teacher-initiated rather than student-initiated and decided in consultation with the Division Head. “Pass” and “Fail” refer to the work being done in the trimester the course is dropped.

**CUM LAUDE**

Sewickley Academy’s Senior School has been a member of Cum Laude Society since its first graduating class of 1966. The Cum Laude Society permits us to induct no more than 20% of the graduating class and requires that the selection process remain focused on academic achievement. Members are chosen by a faculty committee who carefully consider each student’s academic record through the end of the eleventh grade year. Students are selected in the fall and are formally inducted at Awards Day in May.
EXAMINATIONS AND TESTS

Number of tests in one day

Students are required to take no more than two major tests during one school day. This does not include quizzes, papers, or lab reports. If a student is assigned more than two tests on a single day, the student should consult first with his/her teachers to see if other arrangements can be made. If a reasonable solution is not found, the student should see his/her academic advisor and together should meet with the Head of the Senior School for a solution. Students should receive the results of previous major tests before they are asked to take another major test.

GRADING SYSTEM AND ACADEMIC WARNING AND PROBATION

Grading System

Grade Reports are made available at the end of each trimester. Narrative Progress Reports are available in MySewickley two times per year for year-long courses and at the close of each trimester-only elective. Letter grades have the following interpretation:

QUALITY OF WORK

<table>
<thead>
<tr>
<th>Quality</th>
<th>Grade</th>
<th>% Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>Competent</td>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>Passing</td>
<td>D</td>
<td>65-66%</td>
</tr>
<tr>
<td>Failing</td>
<td>F</td>
<td>0-64%</td>
</tr>
</tbody>
</table>

While D+ and D are considered passing grades, they may exclude a student from advancing to the next level of a course in the same subject (i.e., a grade lower than C in Algebra I makes a student ineligible for Algebra II.) The student is expected to repeat the course in summer school or during the school year. If a student is required to perform summer class work to advance to the next level, the final grade will be computed by averaging 25% of the summer exam or exams, and 75% of the year-end grade. Both summer and year-end grades will appear on the official transcript.

Student grades in year-long courses are calculated as year-long averages. Trimester grades are calculated only for trimester-long courses.

All major assignments, as defined by the classroom teacher, must be completed. If a student does not turn in a major assignment, the student will receive an "Incomplete" for the year. All "Incomplete" grades will automatically change to "F" grades two weeks after the close of the year, unless the student completes the work. The student will have two weeks from the close of the school year to complete the work before the course grade becomes an "F". The work must conform to the requirements of the original assignment. Extensions to the deadline must be approved by the Head of the Senior School.

All seniors must complete all course work and assignments prior to starting their senior projects.

Sewickley Academy computes Grade Point Averages (GPAs) on a traditional 4.0 scale.

Quality points are assigned as follows:

<table>
<thead>
<tr>
<th>Quality</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
</tbody>
</table>
Total Quality Points divided by Total Credits = GPA

Example:

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Credit</th>
<th>Quality Points</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Biology</td>
<td>B</td>
<td>1.0</td>
<td>3.0</td>
<td>≈ 3.0</td>
</tr>
<tr>
<td>English 9</td>
<td>A-</td>
<td>1.0</td>
<td>3.7</td>
<td>≈ 3.7</td>
</tr>
<tr>
<td>World History</td>
<td>B+</td>
<td>1.0</td>
<td>3.3</td>
<td>≈ 3.3</td>
</tr>
<tr>
<td>Spanish II</td>
<td>A</td>
<td>1.0</td>
<td>4.0</td>
<td>≈ 4.0</td>
</tr>
<tr>
<td>Geometry</td>
<td>B-</td>
<td>1.0</td>
<td>2.7</td>
<td>≈ 2.7</td>
</tr>
<tr>
<td>Ceramics</td>
<td>A</td>
<td>0.5</td>
<td>4.0</td>
<td>≈ 2.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td><strong>18.7</strong></td>
</tr>
</tbody>
</table>

Total Quality Points divided by Total Credits = GPA
18.7 divided by 5.5 = 3.40 GPA
19.0 divided by 5.5 = 3.45 Weighted GPA

If a student has taken an honors or Advanced Placement course, they will also have a weighted GPA. The weighted GPA is computed by adding a 0.3 for an honors course and/or Advanced Placement course. For example, when computing a weighted GPA, a B in honors biology is computed as a 3.3. A letter grade of C in AP Spanish Language is computed as a 2.3, not a 2.0, in the weighted GPA. All grade-bearing courses taught at Sewickley Academy are computed into the Sewickley Academy GPA.

Information about a student's academic performance is transmitted to colleges by detailed letters from their college advisor describing the quality of the student's academic effort.

**Academic Warning and Academic Probation**

Student grades are reviewed at the end of each trimester by the Head of Senior School, the Director of Support Services, the Director of College Guidance, the grade coordinators, and the Registrar. Probation and warning status are determined so that appropriate measures can be put into effect to support students and improve their achievement.

Warning and particularly probation status are serious circumstances that require immediate intervention by the advisor, Support Services, teachers, parents, and most importantly, the student. Warning or probation status means that a student is not meeting the minimum standard of academic achievement and that could jeopardize his/her status at Sewickley Academy.

Parents should expect progress reports in advance of marking periods to ensure that there is opportunity to address a grade or series of grades that are at a C-level or below. Prior to report cards, the following steps might occur at the behest of the parents, teachers, Support Services, the advisor, or the student:

- Help sessions during the academic day
- After-school help sessions
- Regular meetings with Support Services to develop a student improvement plan
- A meeting with parents, teachers, coaches, Support Services, and the Head of Senior School to discuss appropriate strategies for improvement

If, at the end of the trimester, a student finds themselves on warning or probation, the following provides an outline of the steps that will provide a pathway to future success.

**Academic Warning**

Students will be placed on Academic Warning with:

1 grade of D+ or lower
2 grades of C- or lower
Consequences of Academic Warning include:

1. Student is placed in supervised study during some or all free periods.
2. Student may not miss any class periods of those classes that resulted in their being placed on Warning.
3. Student loses sign-out privileges.

Students will remain on Academic Warning for the entire trimester.

Students improving their grades sufficiently by the end of the next trimester will be removed from Academic Warning status.

If a student is on Academic Warning at the end of the school year, Academic Warning will carry forward to the start of the next school year.

Students may appeal being placed on Academic Warning within fourteen (14) days of receiving the Head of Senior School's notification of their academic status. The appeal must be made in writing and contain the student's plan for improvement. The student will meet with the Head of Senior School and their advisor before a final decision is made about the appeal. If the appeal is approved and the student fails to adhere to the plan for improvement, Academic Warning status will begin upon notification of the Head of Senior School.

Academic Probation

Students will be placed on Academic Probation with:

- 1 grade of F
- 2 grades of D+ or lower
- 3 grades of C- or lower

Consequences of Academic Probation include:

1. Student is placed in supervised study during some or all free periods as determined by the grade coordinators.
2. Student may not miss any part of the school day for any reason, including study halls.
3. Student may attend field trips only with the permission of the Dean or the Head of Senior School.
4. Student loses sign-out privileges.

Students will remain on Academic Probation for the entire trimester.

Students improving their grades sufficiently by the end of the next trimester will be removed from Academic Probation status. If a student is on Academic Probation at the end of the school year, Academic Probation will carry forward to the start of the next school year.

For students on academic probation, we recognize the need for more direct and frequent feedback from teachers. We do this through our official note system on MySewickley. Every other PANTHERS cycle, the student, family, and student's advisor will receive a progress note from the team of teachers.

THE HONOR ROLL

Honor Rolls will be determined at the end of the year. The year-end honor roll will reflect every course taken by a student for credit during the entire year, including those grades completed during the first trimester.

HIGHEST HONORS - 3.7 average with no grade below a B+ in any subject, including Fine Arts and Computer.

HIGH HONORS - 3.3 average with no grade below a B in any subject, including Fine Arts and Computer.

HONORS - 3.0 average with no grade below a B in any subject, including Fine Arts and Computer. However, a B- is allowed in an Honors or AP course.

All Honor Rolls will be determined by a letter grade equivalent to the average of the student's grades. Averages will be determined by the point system (4.0) based on all courses. One third of a point will be added to a grade in an Honors or AP course. Numbers will not be rounded off. Once averaged, the number will be translated back into a letter grade.

The Head of the Senior School or whomever they personally select to complete the task will do the averaging of the grades.
To be considered for Honor Roll all students must:

- Pass any pass/fail courses.
- Complete every course in which they are enrolled after the official time of withdrawal without penalty as stipulated elsewhere in the Student Handbook.
- Take a minimum course load of six full-credit courses per trimester.
- Complete all course work within two weeks after the close of the year.

Students on Honor Roll may have their names removed from any of the Honor Rolls for a serious academic infraction such as cheating or plagiarism. This action will be taken at the discretion of Head of the Senior School, who will consult with the student's advisor.

SERVICE LEARNING PROGRAM

The core values of the Academy—community, diversity, educational vigor, and character—provide the foundation and inspiration for the service leadership program. Through curricular and extra-curricular initiatives, the program introduces and develops an understanding of the inter-relationships among all people: locally, regionally, and globally. As a result, students come away with a deep sense of responsibility to lead through service to others.

Project Requirements:

Service learning is a multifaceted teaching and learning process designed to meet specific educational goals and community needs. Service learning is an integral part of how students demonstrate leadership. All Academy students are expected to participate in individual and group volunteer service projects including, but not limited to: food and resource drives, on-site volunteer work, and cash donations through student-sponsored and organized fundraisers. Senior School students must record 25 hours of service (independent of school led initiatives) to graduate. This is a temporary reduction due to COVID-19 and should hold through 2022. All project hours need to be submitted by June 1 of the student’s junior year. To be approved, a service project must meet the following criteria and indicators:

- **Meaningful**—the project is personally relevant to the student and valuable to the community:
- **Educationally Vigorous**—the project has clear educational outcomes:
- **Thoughtful**—the project requires the student to reflect on the impact of the project on the community and themself:
- **Inclusive**—the project requires the student to work with people, organizations, or groups that he or she may not be in
  - **Student Driven**—the project is planned, executed, and evaluated by the student with appropriate support from adult and peer leaders.
- **Partnerships**—the project requires the student to work with and serve the needs of organizations supporting the community to be served. It is preferred that students work with off-campus organizations. On campus projects that receive credit for the service requirement are:
  - After Ours Buddies
  - Cross-Age Tutors (Classy Cats)
  - SA Secret Garden
  - Breakthrough Pittsburgh
  - Other pre-approved programs
  - *Global Studies Program may have exceptions, but additional local community hours encouraged and required
  - No more than 20 of the first 55 hours can be on campus to encourage off campus service. Once the 55 hours have been met, credit will be given for additional service efforts

Service Updates and Deadlines:

Service hours will be updated at the end of each trimester and at the end of summer. Service hours not submitted by the proper due date will not be accepted. Integrity and honesty are integral to the acceptance of all submitted hours. Your pledge to submit hours of service should uphold the Sewickley Academy Honor Code and will be rejected for the lack thereof. If you require a due date extension, please contact the Director of Diversity and Service Learning prior to the deadline:

- **Summer hours: September 30**
- **First Trimester: November 20**
- **Second Trimester: March 1**
- **Third Trimester: May 31**

All service hours must be recorded for graduation by May 31 of the student’s junior year. If a student has not completed their graduation requirement by this time, the student will be considered “not in good academic standing.” A student is still considered to
be in “good academic standing” if the student has an approved service project plan that would fulfill Sewickley Academy’s service requirement. This project plan should be in place before May 31 of the student’s junior year and approved by the Director of Diversity and Service Learning.

A student can regain “good academic standing” by completing the service requirement by May 31 or creating and executing a project plan that would complete the service requirement by September 30, the end of summer. Any student who is not in compliance with the requirement at that time will not graduate.

Service Platform: Sewickley Academy Service Learning Program now uses a digital platform Noblehour.com/sewickley. Students will be able to create an account and manage their hours. For complete information, visit the Resource Page/Service Learning and follow the link: Sewickley Academy’s Service Learning Portal.

The Sign-Up Process:

1. Register: sign-up link in the upper right
2. Complete the registration form
3. Enter community Relationship and group
4. Verify you are enrolled
5. Update profile picture

The Add Hours Process:

1. Select + ADD
2. Select Opportunity
3. Enter the title, select a category, upload an image and select a host for your opportunity
4. Complete the opportunity form
5. Review the Opportunity before submitting on step 6

Resources: For a list of service organizations, please contact the Director of Diversity and Service Learning for suggested list of organizations in need.

Sewickley Academy has adopted the National Youth Leadership Council’s standards and model for service learning and leadership: http://www.nylc.org/ (2012).

SPECIAL STUDY OPPORTUNITIES

Senior Projects:

Senior Projects provide students with an opportunity to demonstrate their unique understanding of Sewickley Academy’s mission through substantial, meaningful engagement with interests broader than those students have encountered in the Academy’s pre-existing academic, athletic, or artistic programs. To that end, students must work with a mentor to plan and set goals for their project. The project requires at least 50 hours of work, and the majority of those hours must take place during the senior project window, which begins after AP exams are completed and ends shortly before graduation. In order to help maintain quality and ensure student safety, students must submit their senior project proposal in early March for review by the Senior Project Committee. During their project, students complete online journals which are read by their faculty advisor. The senior project culminates with each student presenting their project at the Senior Project Fair.
Global Studies Certificate Program

The Global Studies Certificate program helps students develop the knowledge, skills, and dispositions required to understand multiple perspectives and to thrive in an increasingly interconnected world. Students choose to participate in the Certificate Program and after successful completion receive a certificate of recognition from Sewickley Academy, in addition to a graduation diploma. The program incorporates academic and experiential learning components and is designed to develop global competence and other 21st century skills.

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. [Source: http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf]

Sewickley Academy’s commitment to global education is represented in the Global Studies Vision Statement:

**Global Studies Vision Statement**

Sewickley Academy’s Global Studies program enables students to cultivate a globally-competent personal identity and equips them to be innovative and constructive citizens who act for collective well-being.

**Introduction**

Sewickley Academy’s Global Studies Certificate Program for Senior School students centers measurable student learning in four domains through a points-based system. Meaningful work in each of these domains, coupled with reflective practice that speaks to the way students are holistically integrating their work in each of these domains, is at the heart of the Global Studies experience. The four domains are: Global Issues Study, Language Study, Cultural Engagement, and Global Action.

**Global Issues Study**

Courses that qualify for point credit in this domain reinforce the idea that a global citizen has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally—and the interest and curiosity to build on this foundation. The Global Issues Study domain provides opportunities for students to develop a globally-informed personal identity. A list of qualified courses with the assigned point values can be found in the SS course catalog under Global Studies. The minimum requirement for this domain is 200 points.

**Cultural Engagement**

“Cultural Engagement” includes experiences that have a bearing on one’s ability to formulate a globally-informed personal identity but are not classroom experiences. These “hearts” related activities range from ones as complex as a semester-long home stay in another country to ones as simple as attending and reflecting on a Pittsburgh concert of a South African band. The intention of this domain is for the student to engage in mutually enriching cultural interactions, both locally and internationally, that will ultimately lead to building positive cross-cultural partnerships. The minimum required for the Cultural Engagement domain is 200 points.
Language Study
“Language Study” includes any relevant academic experience students undertake as part of a world language curriculum at Sewickley Academy. The intention of this domain is to achieve proficiency in a language other than English that they can use to help formulate a globally-informed personal identity. The minimum required for the Language Study domain is 200 points.

Global Action
“Global Action” includes any globally-informed relevant activity that students engage in outside the classroom. These activities speak explicitly to that part of Sewickley Academy’s mission that calls on students to engage their “hands” in the service of a greater good. The minimum required for the Global Action domain is 200 points.

The Global Action domain is unique among the four domains insofar as it expects the Global Studies student to integrate not only the other three Global Studies domains but also the three core principles of Sewickley Academy’s mission. Global Action is “hands” in action, inspired by “hearts” and informed by “minds.” Students aspiring to build rich, nuanced global identities are encouraged in this domain to determine ways in which their engagement with other cultures can inspire them to give back in ways that they couldn’t even imagine if they were not a Global Studies student. In the spirit of the new Global Studies certificate program, how students engage the Global Action domain is up to them and their creativity.

For example, a student who is studying Spanish and takes a literature class in Spanish and a history course about Latin America might be moved to engage in a service learning project in a nation in Latin America. Perhaps, they have made a connection through an SA teacher to a student at a school in Costa Rica. The SA student, building a relationship with students at that school, might learn that the school has a particular need. The SA student might then formulate a response to that need with the partnership of the Costa Rican student and propose that response as a Global Action project. Global Studies advisors are available to students to help them formulate their Global Action projects.

The balance of points (200) may be earned in ANY of the four domains.

Global Studies Certificate Program Completion Chart

<table>
<thead>
<tr>
<th>Certificate Program Completion 1,000 points</th>
<th>Global Issues Study (200 points)</th>
<th>Language Study (200 points)</th>
<th>Cultural Engagement (200 points)</th>
<th>Global Action (200 points)</th>
<th>Additional 200 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
<td>Cultural Engagement “Outside the classroom activities”</td>
<td>International travel (on average 150-200 points), one family trip in Senior School (up to 50 points) Hosting (min 50 – max 150 points), local cultural events, speakers, films, festivals (min 10 points)</td>
<td></td>
<td></td>
<td>Courses or Outside the classroom activities</td>
</tr>
<tr>
<td>One of the Global Issues courses:</td>
<td>Spanish or Mandarin or French or Italian (60 points per year, 90 points for the second language or fourth year)</td>
<td></td>
<td></td>
<td></td>
<td>Any additional points earned on top of 200 required in any of the four domains</td>
</tr>
<tr>
<td>1. Global Issues: Call to Action (120 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Global Issues: Modern Russia (60 points)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3. Global Issues: LatinX Experience in the U.S. (60 points)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Global Issues: Modern Africa (60 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GS approved academic courses outside Sewickley Academy and approved GOA courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XV
<table>
<thead>
<tr>
<th>Grade 10</th>
<th>One of the Global Issues courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Global Issues: Call to Action (120 points)</td>
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<tr>
<td></td>
<td>2. Global Issues: Modern Russia (60 points)</td>
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<tr>
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<td></td>
<td>4. Global Issues: Modern Africa (60 points)</td>
</tr>
<tr>
<td></td>
<td>5. Global Issues: World Hunger (60 points)</td>
</tr>
<tr>
<td></td>
<td>6. Global Issues: World Health (60 points)</td>
</tr>
<tr>
<td></td>
<td>7. Global Issues: Climate Change Mitigation (60 points)</td>
</tr>
<tr>
<td></td>
<td>8. Global Issues: World Religions (60 points)</td>
</tr>
</tbody>
</table>

Spanish or Mandarin or French or Italian (60 points per year, 90 points for the second language or fourth year).

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>One of the Global Issues courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Global Issues: Call to Action (120 points)</td>
</tr>
<tr>
<td></td>
<td>2. Global Issues: Modern Russia (60 points)</td>
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<tr>
<td></td>
<td>3. Global Issues: LatinX Experience in the U.S. (60 points)</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>5. Global Issues: World Hunger (60 points)</td>
</tr>
<tr>
<td></td>
<td>6. Global Issues: World Health (60 points)</td>
</tr>
<tr>
<td></td>
<td>7. Global Issues: Climate Change Mitigation (60 points)</td>
</tr>
<tr>
<td></td>
<td>8. Global Issues: Comparative Gov (140 points)</td>
</tr>
<tr>
<td></td>
<td>9. Global Issues: World Religions (60 points)</td>
</tr>
</tbody>
</table>

GS approved academic courses outside Sewickley Academy and approved GOA courses.

International travel (on average 150-200 points), one family trip in Senior School (up to 50 points) Hosting (min 30 – max 150 points), local cultural events, speakers, films, festivals (min 10 points).

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Spanish or Mandarin or French or Italian (60 points per year, 90 points for the second language or fourth year).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Spanish or Mandarin or French or Italian (60 points per year, 90 points for the second language or fourth year).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>GS approved academic courses outside Sewickley Academy and approved GOA courses.</th>
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<th>Grade 11</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Any additional points earned on top of 200 required in any of the four domains.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Any additional points earned on top of 200 required in any of the four domains.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12</td>
<td>One of the Global Issues courses:</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Global Issues: Call to Action (120 points)</td>
</tr>
<tr>
<td>2.</td>
<td>Global Issues: Modern Russia (60 points)</td>
</tr>
<tr>
<td>3.</td>
<td>Global Issues: LatinX Experience in the U.S. (60 points)</td>
</tr>
<tr>
<td>4.</td>
<td>Global Issues: Modern Africa (60 points)</td>
</tr>
<tr>
<td>5.</td>
<td>Global Issues: World Hunger (60 points)</td>
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<td>6.</td>
<td>Global Issues: World Health (60 points)</td>
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<tr>
<td>7.</td>
<td>Global Issues: World Religions (60 points)</td>
</tr>
<tr>
<td>8.</td>
<td>Global Issues: Climate Change Mitigation (60 points)</td>
</tr>
<tr>
<td>9.</td>
<td>Global Issues: Comparative Gov (140 points)</td>
</tr>
<tr>
<td>10.</td>
<td>Writing From Exile (60 points)</td>
</tr>
</tbody>
</table>

GS approved academic courses outside Sewickley Academy and approved GOA courses.

<table>
<thead>
<tr>
<th></th>
<th>Spanish or Mandarin or French or Italian or Latin (60 points per year, 90 points for the second language or fourth year)</th>
</tr>
</thead>
</table>

International travel (on average 150-200 points), one family trip in Senior School (up to 50 points), Hosting (min 50 – max 150 points), local cultural events, speakers, films, festivals (min 10 points).

Globally focused service work performed locally (e.g. local non-profit organizations) or abroad (3 points per service hour of work).

Any additional points earned on top of 200 required in any of the four domains.
Sewickley Academy is a proud member of the Global Online Academy (GOA) consortium of schools.

The mission of Global Online Academy is to reimagine learning to enable students to thrive in a globally networked society. GOA provides a positive, interactive, and academically rigorous environment for students to learn. In alignment with Sewickley Academy’s own mission, GOA offers courses that connect students to topics they care about and offers a network that connects students to peers as passionate as they are.

As GOA learners, students develop six core competencies in practical, hands-on ways, no matter which GOA course they take:

- Collaborate with people who don’t share their location.
- Communicate and empathize with people who have perspectives different from their own.
- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for their learning and that of others.
- Organize their time and tasks to learn independently.
- Leverage digital tools to support and show their learning.

To build these skills, GOA courses are:

Globally connected: Even though GOA courses are online, students get to know their teachers and classmates by learning how to use technology to build relationships. These small classes have students from many different schools led by expert teachers. Students log in multiple times a week to engage in discussions, collaborate on projects, and share ideas.

Challenging: GOA courses are designed to be as rigorous as any course at schools such as Sewickley Academy. During the academic year, students spend 5-7 hours a week on their courses. GOA courses are mostly asynchronous: students do not show up on certain days at certain times. Instead, teachers publish a calendar of activities, and within that framework, students work on their own schedules, gaining critical independent learning skills along the way.

Relevant: GOA encourages students to pursue their passions. Its courses offer practical, hands-on experience in how these ideas can be applied to the world outside of school. Students have a voice and choice in the work they do and the ideas they explore.

***** Students interested in adding a Global Online Academy course to their schedule should explore the GOA offerings and make an appointment to meet with our GOA Site Director, Mrs. Paula Plaza-Ponte (pplazaponte@sewickley.org).*****

During the 2021-2022 school year, Sewickley Academy will be able to provide access to GOA courses to twenty students (up to 10 students per semester). Priority will be given to students who have declared their intention to pursue a Global Studies Certificate. Our goal is to provide all Global Studies students with at least one opportunity to take a GOA course before graduation and may need to prioritize students based on their grade level to achieve that objective.

GOA courses taken during the school year will appear on student transcripts and earn grades that are factored into the students GPA. More specifically:

- GOA courses may be completed for elective credits only.
- Global Studies Certificate students may earn 60 points for courses that are approved for Global Issues Study.
- GOA courses fulfill course load requirements for two trimesters.
- GOA courses earn .5 credits on the transcript.
- GOA courses may not take the place of any course offered at SA or fulfill departmental graduation requirements.

Please note: GOA offers seven-week summer courses that are available to SA students. These courses may be taken for enrichment purposes. They will not be included on transcripts and tuition is the responsibility of the enrolled student’s family. Like other summer enrichment opportunities, students should consider the opportunity based on authentic interest and consider the ways the summer work will enhance their personal resume that may or may not be reflected in their college applications.
### Senior School Four-Year Planning Template

#### Name

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>History</th>
<th>World Languages</th>
<th>Social Science</th>
<th>Science</th>
<th>Fine Arts</th>
<th>Physical Education</th>
<th>Electives</th>
<th>Service Learning</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduation Requirements</td>
<td>4 credits (every year/ every trimester)</td>
<td>4 credits including Algebra II (every year/every tri)</td>
<td>3 credits</td>
<td>Requirements below</td>
<td>3 credits including Biology and Chemistry</td>
<td>2 credits</td>
<td>1/4 credit each year</td>
<td>Requirements below</td>
<td>55 Hours Total</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>English 9</td>
<td>World History</td>
<td>Sewickley Seminar</td>
<td>Biology or Honors Biology</td>
<td>Physical Education</td>
<td>Health</td>
<td>55 hours total in the Senior School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>Modern World History or AP Modern World</td>
<td>Chemistry or Honors Chemistry</td>
<td>Physical Education</td>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>English 11</td>
<td>U.S. History or AP US History</td>
<td>Physics or Honors Physics</td>
<td>Physical Education</td>
<td>College Seminar (2nd &amp; 3rd Trimesters)</td>
<td>(temporarily reduced to 25 due to COVID-19)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Electives and Senior Seminar</td>
<td></td>
<td></td>
<td>Physical Education</td>
<td>College Seminar (1st Trimester)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total Credits

|       | 1 | 2/3 | 24 |

Courses noted above are required for graduation.
The Sewickley Academy English department seeks to inspire critical thinking through reading and writing, to cultivate the skills of effective communication in writing, listening, and multi-modal forms, to foster substantive growth by allowing each student to engage as a productive part of an academic community, and to recognize the value of empathy and the need for social justice through the study of diverse perspectives.

**The English Program**

Students who enter the Senior School in Grade 9 are required to take three fundamental and carefully designed English courses (English 9, 10, and 11) during their first three years. Students who enter the Senior School in Grades 10 or 11 will be enrolled in their respective grade-level course. Seniors may then select two electives for the first and second trimesters prior to enrolling in their final English course, Senior Seminar.

All students are required to take English in each trimester of their Senior School years, and all upper-level English courses are taught at the Advanced Placement level so that students can prepare to take the AP English Language and Composition and the AP Literature and Composition exams.

**English 9 (EN0901)**

English 9 uses literary analysis, critical thinking, and multiple forms of written expression to explore how identity is shaped by the experiences and challenges a person faces. Throughout the year, students develop a strong foundation in close reading skills and writing mechanics, while considering the multiple perspectives and ideas expressed in a variety of whole-class and student-chosen texts. Assessments consist of argumentative/analytical essays, oral presentations, and creative exercises. The year culminates with a poetry unit to reflect upon students’ learning.

**English 10 (EN1001)**

While English 9 explored factors contributing to individual identity, English 10 broadens this scope to discover what happens when identity and society interact. The texts students read give insight into how societal institutions construct, shape, limit, or erase identities. Grade 10 English builds upon the expressive and analytical skills introduced and developed in English 9, such as: reading, closely and critically, composing organized essays, and giving persuasive oral presentations. In addition, written assignments begin to focus on argumentative modes of composition; students will craft analytical arguments, use outside sources for those arguments, and explore their own unique voices.

**English 11 (EN1118)**

Grade 11 English understands reading and writing as fundamental to the practice of democracy. Its task is to help students become engaged citizens capable of both critique and empathy. The study of literature provides a way to cultivate those qualities while building and sustaining the habits that underlie them, including observation, analysis, and reflection. Students become better readers, learning to hear the rich complexity of tone and emotion of different texts. Students will also continue to consolidate the skills and habits of argumentation, both in discussion and in their writing, as well as developing their creative writing skills through poetry, short memoirs, and personal essays. There are multiple opportunities for students to submit their work to national contests and share it with their communities.

Students will finish Grade 11 English knowing what they think and having the courage to share their thinking with others.

**Senior English Electives**

**American Gothic (EN1202) Trimester 2**

This American literature course explores the way Gothic writers draw on American hopes, fears, and anxieties in crafting their supernatural tales while jarring readers with their disturbing depictions. In this course, we will be asking how these writers use horror to tap into our collective psyche, and, importantly, why these stories resonate with so many readers. Beginning with a study of Gothic short stories from Edgar Allan Poe, Charlotte Perkins Gillman, Shirley Jackson, and Stephen King, we will analyze horror tropes focusing especially on the ways these authors create suspense and evoke fear. And we’ll study Southern Gothic short stories from writers such as Flannery O’Connor, William Faulkner, Richard Wright, and Alice Walker, noting the techniques these authors use to confront such contemporary topics as racism, poverty, and alienation through their inclusion of the grotesque and macabre. We will also read Cormac McCarthy’s *The Road* in order to explore dystopian horror. Finally, we will do a film study of Pittsburgh’s own George Romero and his creation of the zombie genre with his *Night of the Living Dead. Assessments* for this course will include a horror creative writing assignment, comparative analytical essay, and presentation.
Creative Nonfiction/Fiction Writing Workshop (EN1219) Trimester 2
Creative Nonfiction/Fiction Writing Workshop centers on creativity and inquiry, as well as craft and composition. Based on a combination of Liz Lerman’s Critical Response Process and MFA-style writing workshop, this course invites students to do the difficult yet rewarding work of writing creatively in two of the most common creative writing subjects: creative nonfiction and fiction. Young writers in this class will focus on the skills of inventing, composing, world-building, crafting dialogue, creating unique narrators, revising, and dialoguing about their own writing. This course will primarily use the voices of the writers in the room as our “texts,” but we’ll examine a few model texts to help students with genre-specific expectations. Writing genres options for students may include memoir, literary journalism, op-ed, long-form fiction (novels), short stories, lyric essays, and flash.

Children and Their Parents (EN1220) Trimester 2
This course will be devoted to two novels: Pride and Prejudice by Jane Austen and Sula by Toni Morrison. As different as these novels might seem on the surface, they share common themes and pursue many of the same questions. Both, for example, are novels about parents and children. It is that theme, and the questions that follow from it--what makes a parent good or bad? what do children owe their parents? are children destined to become their parents?--that will shape this course.

The Story and Its Teller (EN1210) Trimester 1
How much of story is fact and how much is fiction? Does every fictional story contain truth? On the other hand, what is fictional in a “true” story? In this course we will explore not only the purpose, but the craft of storytelling. Starting with an overview of the history of the English language, we will move onto the Middle Ages with Geoffrey Chaucer’s The Canterbury Tales to discuss how storytelling can shape characters and provide historical context. Next, we’ll explore the fine line between fact and fiction in The Things They Carried by Tim O’Brien. We will end the trimester with Maxine Hong Kingston’s The Woman Warrior to see how stories can shape experience and identity. Our three major assessments in the course will consist of narratives inspired by the texts.

The Power of Poetry (EN1222) Trimester 1
In this course, students will have the opportunity to explore the sights and sounds of poetry, paying close attention to the relationship between meaning and structure. Some essential questions that will drive our inquiry might include - Where am I in poetry? What does it mean to live a poetic life? How might poetry reflect issues related to the human condition? What can poems say that prose can’t? How do meaning and rules work together? When does structure imprison us? When does it set us free? How can we come together as a community of readers and writers with vulnerability and trust? Students will begin with an immersion into various forms of poetry, looking through the lenses of sight and sounds as well as interpreting who might be speaking. With each exploration comes both a deeper understanding in their reading of different pieces and some experimentation in their own writing, contributing to their own collection of drafts. From there, they will begin to analyze further the relationship between meaning and form through interpretation and their own attempts at weaving words, lines and images together. The course culminates in students’ choice of how to demonstrate their understanding of the relationship between structure and meaning. They might arrive at their own body of work articulating how they used different mentor texts or compose short literary essays unpacking their interpretation of several pieces by poets we studied in the course.

The Best Books You Haven’t Read Yet (EN1223) Trimester 1 or Trimester 2
This course is designed to encourage students to expand and enrich their reading journeys by reaching beyond previous experiences and personal comfort zones. Students will begin the course with a guided activity to inventory what they remember reading previously and evaluate patterns in those lists. For example, they might look for reading "gaps" in terms of different genres, different areas of the world, different voices/own voices, and/or different historical eras. Subsequently, students will propose a course of study based on a particular gap. The instructor will engage in individual conferences to refine those proposals and help students identify and choose corresponding books. At the end of each book, students will submit a short piece of reflective writing; at the end of an “arc” of reading, students will design and produce an artifact to share their experience of that study. This course will be offered in Trimesters 1 and 2, but students may only take the course once.

Playwriting Workshop (EN1218) Trimester 1
In this workshop on the fundamentals of writing for the stage, students will be introduced to playwriting as a process. Throughout the trimester, students will develop writing exercises to be workshopped in class. Exercises will focus on creating action and character while also exploring inner life, language, theme, mood, dialogue, and structure. One exercise will be rehearsed and staged in class to see how the text lives in performance. For the final project, students will develop a draft into a one-act play. We will use Peter Brook’s The Empty Space as a theoretical framework and read plays by writers such as Yasmina Reza, Tarell Alvin McRaney, Suzan-Lori Parks, and Sarah Ruhl.

Magical Realism (EN1215) Trimester 2
This elective explores the vibrant and complex world of magical realism, or fictional stories in which, as Salman Rushdie says, “impossible things happen constantly and quite plausibly, out in the open under the midday sun.” Students will examine the origins of magical realism in Latin American fiction by reading García Márquez, Carpentier, and Borges. As well, we will look at Morrison, Mahfouz, and Perkins Gilman.

Writing from Exile (EN1224) Trimester 1
Palestinian writer Edward Said once described exile as “strangely compelling to think about but terrible to
experience.” Exile, wrote Said, “is the unhealable rift forced between...the self and its true home.” Yet exile, in its various forms, defines our historical moment, with refugees and other migrants leaving home in record numbers. This crisis of displacement has only been made worse by the pandemic. If we want to be true global citizens, then, it is essential that we understand the condition of exile. What better way to do that than through literature? Readings may include No Friend but the Mountains (Behrouz Boochani), Last Evenings on Earth (Roberto Bolano), the middle books of The Odyssey, essays from The Displaced (ed. Viet Thanh Nguyen), and The Diary of a Young Girl (Anne Frank). The course will also feature visits by exiled writers from Bangladesh and the Sudan currently living in Pittsburgh. Students enrolled in this course will receive Global Studies credit.

**THE SENIOR SEMINAR (EN1201) TRIMESTER 3**

*Seniors only, 3rd Trimester.* This is the culminating course in the English program in which seniors engage in original thought and personal reflection. Students consider what texts have impacted or shaped them, as well as look forward to their journeys as readers, writers and thinkers. This course consists of two major assessments: the “These Three Texts” multimodal project and “The Forward/Foreword” essay.

**WORLD LANGUAGES**

The Senior School World Language Department seeks to inspire and educate students to become linguistically and culturally-prepared global citizens. Through an interdisciplinary approach, educators aim to instill in students a variety of key qualities, including academic curiosity, open mindedness, resiliency, and a desire to explore other cultures. Students gain language proficiency and explore literature and culture, enabling them to communicate effectively to make connections with new people and cultures.

Three years of the same language are required to graduate.

The World Languages department offers courses from beginning levels through Advanced Placement in Chinese, French, Italian, and Spanish.

Chinese, French, Italian, and Spanish may be started by students of any grade. Most students begin a language in Grade 9 and continue that language study throughout the four years in the Senior School. Students are encouraged to pursue a second world language.

Placement of new students is based on the previous school record and a written placement assessment.

All courses are year long for 1 credit.

*Please see Global Studies section of the Course Catalog for Language Study points for World Languages.*

**CHINESE**

**CHINESE I (LC0901)**

Chinese I has been designed to create a strong foundation in pronunciation, character recognition, character writing, and basic grammatical structures for students with no or minimal prior knowledge of Mandarin Chinese. Great emphasis will be put on standard pronunciation (Pinyin), Chinese character writing, and daily conversation through engaging class activities. Students will be able to conduct simple conversations related to everyday situations. Study of the culture and social customs of China is also incorporated into the instruction.

**CHINESE II (LC1001)**

*Prerequisite: Chinese I.* Chinese II is designed for the students who have successfully completed the study of Chinese I. Students will continue to learn to read and write Chinese characters, practice listening and speaking in real-life situations. Emphasis is put on building up vocabulary and sentence patterns in communicative contexts through engaging activities such as daily conversations, short role-plays, and guided narratives. Chinese poems, songs, and other authentic audio material will be used in class to help students further understand the language and culture.

**CHINESE III (LC1101)**

*Prerequisite: Chinese II.* Chinese III is designed for students who have successfully completed the study of Chinese II. Students will continue learning more characters and vocabulary. The emphasis will be on building up vocabulary and sentence patterns in communicative contexts through interactive activities. Students are expected to master more complex grammatical structures and writing skills. Students will be able to conduct effective daily conversations, write short stories, and present topics related to their family and school life. Chinese poems, songs, and other authentic audio material will be used in class to help students further understand the language and culture.

**CHINESE IV (LC1201)**

*Prerequisite: Chinese III or equal level of proficiency of Chinese.* Chinese IV will further cultivate the student’s ability of listening, speaking, reading, and writing. Students will learn additional vocabulary and sentence structures for use in various daily-life situations. Students will increase their knowledge of the Chinese-speaking community and also are expected to write various pieces in Chinese. A variety of in-class activities are designed to engage students, to review and incorporate the learned vocabulary and
grammar, and to write complete stories to express their opinions. At the end of this academic year, students will have learned about 1000 characters and all the basic grammatical structures. Students will be ready for the intermediate level Chinese study.

**Chinese V (LC1202)**
Prerequisite: Chinese IV or equal level of proficiency of Chinese. Chinese V is designed to begin the preparation for AP Chinese Language and Culture. Students should have completed the elementary level study successfully and are now ready to complete intermediate level tasks. This includes the extensive practice of conversations and listening skills on various topics; students are expected to understand native Chinese through audio and visual forms of Chinese news and programs on related topics. Reading Chinese authentic material is emphasized in order to enhance the understanding of Chinese society and culture. Students are also expected to produce presentations on various cultural topics in Chinese. Throughout the year, essay writing and presentation will be important components of the course; students will also master complex writing structures and cohesive devices.

**AP Chinese Language and Culture (LC1260)**
Prerequisite: Level V or with teacher recommendation. The AP Chinese Language and Culture course is designed to be comparable to second-year college courses in Chinese. This course will provide students with opportunities to perform intermediate to advance level tasks and to refine and further develop students’ abilities in Chinese oral and formal written communication. This course will also engage students in an exploration of both contemporary and historical Chinese culture. Throughout the year, students will read and write short stories and apply the learned writing and speaking skills to further improve their fluency.

**French**

**French I (LF0901)**
French I introduces students to the French-speaking world and establishes a foundation for them to communicate with those that are part of it. In this task-centered course, students engage with a variety of authentic resources including menus, videos, children’s books, traditional games, current French music, and various online resources that bring the French-speaking world directly into the classroom. The use and study of these resources allows students to develop written and verbal proficiency as well as a deeper cultural understanding of the Francophone world.

**French II (LF1001)**
Prerequisite: French I. French II strengthens the foundation that students have established in French I and allows them to discuss a variety of topics most relevant to their daily lives. At this level, the class is run in French. This allows students ample practice to develop the four key language skills of speaking, listening, reading, and writing. A variety of authentic resources, including videos, articles, music, cookbooks, children’s books, and online resources, brings Francophone culture directly into the classroom. These resources provide meaningful context for the many communicative activities that bring the language to life in this task-centered course. French II has been designed to allow students to have a simple but meaningful conversation in French with a native speaker.

**French III (LF1101)**
Prerequisite: French II. French III serves as a transition from setting a firm foundation to studying more advanced grammar. Students at this level explore an ever-wider variety of authentic resources, including newspapers, short stories, movies, blog entries, comic books, and music. These resources allow students to access French and Francophone perspectives directly, and their increasing proficiency allows them to express more nuanced understanding in the language. With a continued focus on applying new learning meaningfully, students simulate more complex, culturally informed tasks, such as applying for an internship. By the end of French III, students are ready for study of advanced grammar and literature in French IV.

**French IV (LF1201)**
Prerequisite: French III. In French IV, students practice their language skills as they dive into varied authentic resources chosen for their historical, literary, or cultural importance. Students have the opportunity to view films in French, to study works of French literature, and to read and discuss current events from newspapers around the French-speaking world. The study of complex grammar accompanies cultural and literary study to further develop the ability to express nuanced views. Through class discussion, students will gain a deeper understanding of the Francophone world and of France today, a country with a long history and vibrant culture but one that also faces today’s many challenges.

**French V (LF1206)**
Prerequisite: Successful completion of at least French IV. In this advanced class, students will extensively cover complex grammar, vocabulary, and cultural topics; they will study written and audio material from a variety of authentic media and will be expected to discuss literary and non-literary topics both orally and in writing. The course is designed to rigorously challenge the student while continually developing the four key language skill areas of speaking, writing, listening, and reading, all necessary for the AP French Language course.

**AP French Language (LF1260)**
Prerequisite: A- in the previous level V or French Cinema class, or with teacher recommendation. This course is an advanced study of French language in preparation for the AP Language examination in French. The focus of the course will be on communicative tasks framed within cultural content, with language structures reviewed in context. Complex structures are practiced to perfect self-
expression orally and in writing. The reading of literature and cultural materials is intensified, expanding vocabulary. The students will hone their listening skills in order to understand French when spoken to at a normal speed by native speakers.

ITALIAN

ITALIAN I (LI0901)
First level Italian begins the development of oral proficiency, aural comprehension, basic written communication, and reading for students with no prior knowledge of Italian. Through interactive lessons using everyday vocabulary, students will begin to speak, read, write, and understand spoken Italian. Students will engage in a variety of activities to foster a better understanding of the language and culture.

ITALIAN II (LI1001)
Prerequisite: Italian I. This second-year Italian course continues the development of the four language skills. The goal of this course is to allow students to communicate meaningfully at an elementary level with native speakers. Students will continue to engage in a variety of activities to foster a better understanding of the language and culture. Vocabulary and grammar are presented with emphasis on oral and written communication.

ITALIAN III (LI1101)
Prerequisite: Italian II. This third level course further emphasizes the development of the four language skills with stress on oral proficiency and cultural awareness. Italian is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through reading selections. Supplementary cultural materials and audiovisual materials are used.

ITALIAN IV (LI1201)
Prerequisite: Italian III. This course is based on developing students’ communicative skills within a cultural frame of reference reflective of the richness of Italian language and culture. The class will focus on communicative tasks framed within cultural content, with language structures reviewed in context. It will continue to offer students the opportunity to expand their vocabulary and to use the language in a vast variety of contexts.

AP ITALIAN LANGUAGE AND CULTURE (LI1260)
Prerequisite: A- in the previous level III class or with teacher recommendation. This course is an advanced study of Italian language and culture in preparation for the AP language examination in Italian. The focus of the course will be on communicative tasks framed within cultural content, with language structures reviewed in context. Complex structures are practiced to perfect self-expression orally and in writing. The reading of literature and cultural materials is intensified, therefore expanding vocabulary. The students will hone their listening skills in order to understand Italian when spoken to at a normal speed by native speakers.

LATIN

LATIN IV (LL1201)
Prerequisite: Latin III. In Latin IV, students will be expected to more reliably decipher and approach both the grammar as well as the cultural and historical content of longer, abridged passages. Texts will include the Cambridge Latin Course, but may also move on to the anthology Fabulae Romanae but will also appear in the form of other works and authors, both in the form of prose and poetry. Correct translation and contextualization, as well as a clear grasp of all major grammatical concepts will be the main focus, and more complex grammar are introduced as the year progresses.

LATIN V (LL1202)
Prerequisite: Latin IV or teacher recommendation. Latin V is a preparatory course for the Latin AP course and, as such, will approach the complexity and rigidity of the grammatical and historical/societal knowledge required. A specific focus on literal translation in context is needed. Building on the Latin IV course, the student will initially continue with the Cambridge Latin Series as an introduction to more and more unadulterated Latin. From there we will move on to some of the main authors in the Latin canon such as Horace, Ovid, and Catullus, but also Caesar and Vergil. Grammar will be reviewed as needed, and more nuanced uses and examples of, for instance, the subjunctive, will be expanded upon.

AP LATIN (LL1260)
Prerequisite: A- in Latin V, A- in Latin IV with teacher recommendation, or with teacher recommendation. The AP Latin course is entirely focused on the preparation for the AP test and will as such exclusively focus on the AP listed excerpts from Caesar’s De Bello Gallico and Vergil’s Aeneid. In addition to work on vocabulary and grammar, a specific focus will be on literal translation, as well as a more nuanced historical view and contextualization of the late Republic and the beginning of the Augustan Principate. A variety of assessments will test different aspects of the knowledge, and examples will include essays and short answer questions in which evidencing the response with specific references to the text will be needed. Also, knowledge about syntax and writing styles, as well as rhetorical devices and metrical terminology and usage will be studied and discussed in depth.

SPANISH

SPANISH I (LS0901)
This is a first-year course designed to acquaint the student with the basics of Spanish language and culture. The textbook is supplemented by workbooks, magazines,
computer software, and audio-visual materials. Students are expected to master grammatical and conversational structures that permit effective communication at an elementary level. In addition, students read level-appropriate short stories and other media.

**SPANISH II (LS1001)**

*Prerequisite: Spanish I.* This second-level class focuses on more complex grammatical structures and intensifies vocabulary acquisition. Students are required to perform role-plays and interviews, write medium-length narratives and dialogues, and effectively communicate on culturally relevant topics. Several full-length movies and other authentic audio-visual aids are also presented. Materials for this class include a textbook and workbooks, as well as computer software and audio-visual components. In addition, students read the short annotated novel, *La chica de los zapatos verdes.*

**SPANISH III (LS1101)**

*Prerequisite: Spanish II.* This class focuses on intensive grammar review and vocabulary acquisition. Students are expected to master complex grammatical structures and to perform developed oral tasks like reports and dialogues. Written work includes compositions, letters, and journals. The first term and part of the second term are devoted to completion of the regular text and several literary works by prominent Latin American and Spanish authors. During the second and third term, students refine their written and oral skills through analysis, discussion, and presentations related to the literary material they cover. In addition, students read two short annotated novels, *La guerra sucia* and *Esperanza.* Encompassing both novels are social justice themes.

**SPANISH IV (LS1201)**

*Prerequisite: Spanish III.* The first term and part of the second term of this advanced class are designed to develop oral and written skills. Students review all grammatical structures and work with complex grammatical themes. They study colloquial and idiomatic phrases, write advanced essays, read authentic works in Spanish as well as watch films dealing with current social, political, and social justice themes of the Spanish-speaking world. In addition, they read several short stories as well as other authentic media, including a short novel, *Casa Dividida.* Students also begin some preliminary study for the AP examination in Spanish Language.

**SPANISH AND LATIN AMERICAN CINEMA (LS1204)**

*Prerequisite: Successful completion of at least Spanish IV.* Spanish Cinema is a film studies course that is taught in Spanish. Each trimester students watch modern Hispanic films and use them as a tool to discuss topics such as, fantasy and reality, the abuse of power, gender roles, and cultural identity. The movies are all from the last three decades and include those by Oscar-winning directors and producers like Pedro Almodóvar and Guillermo del Toro. There is no formal review of grammatical structure, and it is introduced only when needed in the context of improving discussions and assessments. Assessments are created by the students and are based on the essential questions that they generate in class. This course includes some college-level texts, including cinematic material, that will need parental permission for students under 17.

**AP SPANISH LANGUAGE (LS1260)**

*Prerequisite: Seniors who have completed Level V or higher class, and with teacher recommendation.* This course is an advanced study of Spanish language in preparation for the AP language examination in Spanish. Students read a variety of materials: short stories, newspapers, poetry, and essays. Students develop mastery of advanced vocabulary as well as more extensive skills in listening, reading, oral comprehension, speaking, and writing.

**MATHEMATICS**

The Senior School Mathematics Department seeks to engage students by fostering in them a self-reflective, collaborative, creative, and resilient spirit while inspiring students to make sense of the complex world around them by becoming critical thinkers, problem-solvers, and ethical mathematicians.

All students are required to take mathematics in each trimester of their Senior School years.

All mathematics courses require a TI-nspire CAS graphing calculator. *When you purchase your calculator, make sure it is a CAS calculator.*

Admission to most math classes is dependent on a minimum grade in the previous course and/or recommendation of the department. Recommendations are based on several qualities including: ability to solve problems, independence as a learner, resiliency, engagement in class, conceptual understanding of the material, motivation, and responsibility.

**Meeting the Algebra I requirement:**

A student who has previously taken Algebra I satisfies the Algebra I requirement if: (1) is an Academy student and received a grade of C- or above in either the Middle School or Senior School Algebra I course or (2) is new to the Academy, had a full year of Algebra I at a previous school, and passes the Academy’s Algebra I placement exam.

A student who is entering the Senior School having had a full-year Algebra I course but not satisfying either of the above conditions may do summer work in Algebra I. Such
a student must pass the Senior School Algebra I exams with a minimum grade of B-. If this student, after summer work, does not meet this minimum requirement, the student will be placed in the full-year Algebra I course.

A student who enters the Senior School without having had a full-year Algebra I course at another school will be required to take the Academy’s Algebra I course. This requirement may not be met through summer work.

*Students who have earned a C+ or below in Middle School Algebra I will be required to pass a placement exam in order to move on.

Meeting the Geometry requirement:
A student who has previously taken Geometry satisfies the Geometry requirement if (1) the student took a geometry course in middle school and passes our Geometry entrance exam (2) is new to the Academy, and had a full year of high school Geometry at a previous school.

A student who enters the Senior School without having had a full-year Geometry course at another school will be required to take the Academy’s Geometry course.

Students may fulfill the Geometry graduation requirement by attending the summer Geometry for-credit course offered through Sewickley Academy’s Summer Program (see website for registration information).

Meeting the Algebra II requirement:
A student who has previously taken Algebra II will be exempt from taking a Geometry course if: (1) the student took a geometry course in middle school and passes our Geometry entrance exam (2) is new to the Academy, and had a full year of high school Geometry at a previous school.

Doubling in Math (with departmental approval):
Students in Grades 9 and 10 may elect to double in math by taking Geometry or Honors Geometry and Algebra II or Honors Algebra II. Seniors may double in math by taking AP Statistics and some level of Calculus.

Algebra I (MA0901)
This course provides the prerequisite background for Geometry and Algebra II. The course establishes the vocabulary and symbolism of algebra and includes evaluating expressions, properties of real numbers, rational and irrational numbers, square roots, function theory, solving and graphing linear equations and systems, solving and graphing linear inequalities and systems, applying exponent properties, scientific notation, simplifying polynomial expressions, solving polynomial equations, basic factoring, solving and graphing quadratic functions, exponential growth and decay, and word problems. Students are introduced to matrices, probability, data analysis, and simplifying and solving rational expressions and equations. A “C-” in this course indicates a potential for difficulty in future courses. Students who receive a “C-” or below in Algebra I should consider summer work to deepen their foundational skills. Text: McDouglal Littell Algebra I Larson, Boswell, Kanold, and Stiff, Copyright 2007.

Geometry (MA0902)
Prerequisite: Successful completion of Algebra I (minimum grade of “C”). This is a full-year course that employs a deductive approach to student learning and discovery in the development of logical reasoning. This geometry course requires mastery of the concepts of algebra including quadratics and radical expressions. Students explore both Euclidean and solid geometries with a particular emphasis on plane geometry. Topics of study include: introduction to logic and proofs, triangles, special quadrilaterals, polygons, perimeter and area of figures, surface area and volume of solids, similar shapes (ratio and proportion), circles, and trigonometry. Applications of these topics are incorporated into the lessons and assignments. (A minimum grade of “C” in Algebra I is required to move on to Advanced Algebra II. Otherwise, the student must do remedial work or the student will be enrolled in Algebra II.) Text: Geometry by Glencoe McGraw-Hill, Boyd, Cummins, Malloy, Carter, Flores, Copyright 2008.

Honsors Geometry (MA0950)
Prerequisite: Successful completion of Honors Algebra I with a minimum grade of “B-.” In addition to the content covered in Geometry, Honors Geometry studies additional topics which may include: coordinate proofs, arcs, chords, secants and tangents. However, important differences lie in the pacing and emphasis of the course. Additionally, an emphasis is placed on independent learning and higher-level thinking skills. Students are routinely expected to successfully tackle the more challenging problems in plane and solid geometry. Text: Geometry by Glencoe McGraw-Hill, Boyd, Cummins, Malloy, Carter, Flores, Copyright 2008.

Algebra II (MA1003) [Formerly Advanced Algebra II]
Prerequisite: Successful completion of Algebra I with a minimum grade of “C.” Advanced Algebra II serves as a natural extension of topics covered in Algebra I. The content and pace of the course are rigorous and require students to develop higher-order thinking skills in preparation for precalculus. Topics include polynomial and rational expressions and functions, systems of equations and inequalities, functions, radicals, irrational numbers, complex numbers, synthetic substitution, graphing polynomial functions, composition of functions, inverses, exponential and logarithmic functions, and curve fitting. (A minimum grade of “C” is required for students to advance to Precalculus and Trigonometry.) Text: McDouglal Littell Algebra 2 Larson, Boswell, Kanold, Stiff. Copyright 2007.

Honors Algebra II (MA1050)
Prerequisite: Successful completion of Honors Geometry. Students can also be recommended for this honors course by their Algebra I and Geometry teacher or...
by the Senior School Mathematics Department. Honors Algebra II covers all topics included in Advanced Algebra II. However, more difficult problems are explored with the expectation that students are highly proficient with the Algebra I topics, can work at a very fast pace, will complete extensive assignments, and require minimal extra help from the instructor. Additional topics include advanced problem solving along with an in-depth examination of functions. (A minimum year-end grade of “B-” is required to move on to Honors Precalc/ Trig). Text: McDougal Littell Algebra 2 Larson, Boswell, Kanold, Stiff. Copyright 2007.

**Precalculus & Trigonometry (MA1101)**

Prerequisites: Successful completion of Algebra II with a minimum grade of “C” and Geometry credit or demonstration of mastery of Geometry concepts. Students are expected to work at a rigorous pace and to spend a significant amount of time on homework assignments and related activities. Precalculus topics include conic sections, binomial theorem, sequences and series, counting principles, and introductory probability concepts, compositions of functions, inverse functions, exponential and logarithmic functions. Trigonometry is explored with the emphasis on the circular functions. Students will work extensively on graphing, identities, solutions of right and oblique triangles, and inverse functions and their graphs. Students also study proofs, parametric functions, and complex numbers. (A minimum grade of “A-” is required to qualify for enrollment in AP Calculus AB or by recommendation of the department. A minimum grade of B- is required for AP Statistics. A minimum grade of C is required for enrollment in Calculus.) Text: Houghton Mifflin Precalculus with Limits, Larson & Hostetler, Copyright 2007.

**Honors Precalculus & Trigonometry (MA1150)**

Prerequisite: Successful completion of Honors Algebra II with a minimum grade of “B-” and Geometry credit or demonstration of mastery of Geometry concepts. Honors Precalculus/Honors Trigonometry covers all of the topics covered in Precalculus/Trigonometry as well as additional topics in vectors, complex numbers, graphing techniques, end-behavior models, applications, inequalities, parametric and polar equations, conic sections, partial fractions, combinatorics, probability, and sequences and series. Additionally, an emphasis is placed on independent learning and higher-level thinking skills. Students are routinely expected to successfully tackle the more challenging problems. (A minimum grade of “B-” is required to move on to AP Calculus AB. Otherwise, the student will be enrolled in Calculus.) Texts: Precalculus with Limits by Larson & Hostetler, Copyright 2007.

**Finance with Advanced Algebra (MA1204)**

Seniors only. Prerequisite: Successful completion of Algebra II. Advanced Algebra with Financial Applications is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, Probability, Precalculus, and Calculus under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. Text: Gerver, R. & Sgroi, R. Financial Algebra Second Edition. South-Western/Cengage Learning: Mason OH. Copyright 2018. (TRANSCRIPT NAME: Advanced Algebra with Financial Applications)

**Calculus (MA1203)**

Prerequisite: Successful completion of Precalculus and Trigonometry with a minimum grade of “C.” Calculus is a full-year course for the non-advanced placement student. Students explore and master topics in differential calculus as they simultaneously strengthen skills involving algebraic, precalculus, and trigonometric concepts. While the majority of the topics from the Calculus A syllabus are covered in this course, the focus is on method, process, and application rather than on theory. Topics include limits, continuity, velocity and other rates of change, differentiation of polynomial, rational, radical and transcendental functions, implicit differentiation, linear approximations, chain rule, logarithmic differentiation, Newton’s Method, related rates, problems of optimization, Mean Value Theorem, curve sketching, applications of derivatives, Reimann sums, and the Fundamental Theorem of Calculus. Text: Calculus, Early Transcendental Functions, 4th edition by Larson, Hostetler, and Edwards.

**AP Statistics (MA1260)**

Seniors only. Prerequisite: Successful completion of Precalculus and Trigonometry with a minimum grade of “B-.” AP Statistics is a full-year course equivalent to a full-semester, non-calculus-based, college-level statistics course. The syllabus includes all of the topics and techniques specified by The College Board along with additional topics in descriptive and analytical statistics. Students engage in a rich and varied experience with applied mathematical concepts including data analysis and interpretation, methods of data collection, and planning and conducting studies. Major topics include descriptive statistics, probability, normal, Chi-Square and t-distributions, confidence intervals and tests of significance. Data analysis requires the use of statistical graphing calculators and modern statistical software. In lieu of a final exam, students are required to take the AP Statistics exam offered in May. Text: The Practice of Statistics, 6th edition (for the AP Exam) by Yates, Moore, and Starnes.
AP Calculus AB (MA1261)
Prerequisite: Successful completion of Precalculus and Trigonometry with a minimum grade of “A-” in addition to a teacher recommendation. This is a full-year course equivalent to the first semester of a rigorous college-level calculus course. The syllabus includes all of the topics and techniques specified by The College Board including the use of the graphing calculator TI-nspire CAS to explore and reinforce the analytical methods of solution for these topics. The theory of calculus, understanding why and how techniques work and when to use them, is a central focus each time a new topic is presented. The differential calculus topics include limits, continuity, curve sketching, derivatives of polynomial functions, exponential/logarithmic functions, trigonometric and inverse trigonometric functions, and optimization and related rates applications. The integral calculus topics include Riemann sums, the Fundamental Theorem of Calculus, methods of integration, area under a curve, volumes of revolution, differential equations, slope fields, and applications (such as exponential growth and decay). In lieu of a final exam, students are required to take the AP Calculus AB exam offered in May. Text: Calculus, Early Transcendental Functions 4th edition by Larson, Hostetler, and Edwards.

AP Calculus BC (MA1262)
Prerequisite: Successful completion of AP Calculus AB. This is a challenging course that continues from where Calculus left off. Students need to have already mastered differentiation and basic integration. The course will review some of the concepts covered in AP Calculus AB but a higher level. The course follows closely but is not limited to the topics and techniques specified by The College Board. Topics include L’Hopital’s Rule, advanced methods of integration, improper integrals, the calculus of polar functions, infinite sequences and series, Taylor and power series, vector functions, polar calculus, and first order differential equations and slope fields. Applications will focus area accumulation, volume, surface area, applied differential equations, growth models, approximation techniques, work, fluid force, center of mass and business applications. In lieu of a final exam, students are required to take the AP Calculus BC exam offered in May. Text: Calculus, Early Transcendental Functions 4th edition by Larson, Hostetler, and Edwards.

Multivariable Calculus (MA1263)
Prerequisite: Successful completion of AP Calculus BC. Multivariable Calculus picks up where AP Calculus BC ended. Specific topics include: Three-dimensional analytic geometry: three-dimensional coordinate systems, lines, planes, and quadric surfaces; Vector-valued functions, parametric equations, and curves in two- and three-dimensional space; Arc length and curvature; Differential calculus of functions of more than one variable: limits, continuity, partial derivatives differentials, tangent planes, the chain rule, directional derivatives and gradients; Maximizing and Lagrange multipliers; Integral change of variables; Multiple integration in various coordinate systems; line integrals and surface integrals; Curl and divergence; The Fundamental Theorem of Line Integrals, Green’s Theorem, Stokes’ Theorem and the Divergence Theorem. Text: Calculus, Early Transcendental Functions 4th edition by Larson, Hostetler, and Edwards.

The Senior School Science Department seeks to develop engaged and well-informed citizens of the local and global community who apply scientific knowledge and evidence-based reasoning to explain complex natural phenomena and solve challenging, real-world problems.

The science program introduces students to both the skills and knowledge necessary to make sense of the natural world.

All major courses are year-long courses for one credit. The Senior School program has three components. The first is composed of three Core Courses: Biology, Chemistry, and Physics, which introduce students to three major disciplines of science. Biology, Chemistry, and a third year of science are graduation requirements. A fourth year is strongly recommended to all students, but is not required for graduation. Courses are presented in a sequence that provides for the steady development of scientific thinking skills. Completion of this sequence of courses gives students a scientific education commensurate with our increasingly technical world. Honors courses, which cover the material at a greater depth and speed, are offered in each discipline.

The second component of the Senior School program is the sequence of Advanced Placement courses. These provide interested and able students with an opportunity to pursue a key aspect of science in a rigorous and sophisticated manner. It should be noted that AP courses are rigorous and fast-paced. Sewickley Academy encourages any student with a desire to explore his or her world in depth to strongly consider taking one or more of these courses.

The third component of the Senior School science program is a set of elective courses which are not AP level. Several science electives are available and others are periodically introduced as student interest develops.

The science department does not accept summer coursework, camps, or workshops in science or mathematics for Sewickley Academy science credit or acceleration through the Senior School science program. However, we strongly encourage students to engage in summer science programs that enrich their understanding of and interest in science.
Juniors interested in taking an AP science course concurrent with Physics or Honors Physics may do so if the following criteria are met:

- AP Biology with Physics or Honors Physics – student must have earned an A in Biology or B+ in Honors Biology along with an A in Chemistry or B+ in Honors Chemistry
- AP Chemistry with Physics or Honors Physics – student must have earned an A in Chemistry or B+ in Honors Chemistry
- AP Environmental Science with Physics or Honors Physics – student must have earned an A in Biology or B+ in Honors Biology along with an A in Chemistry or B+ in Honors Chemistry

Juniors must take the second science as an elective in addition to their five core courses. Students must also have the approval of their academic advisor and parents AND approval of the Science Department Chair.

**CORE COURSES**

**BIOLOGY (SC0901)
(Required for Graduation)**
The Senior School program begins with the study of life on the biochemical and molecular levels. Students explore topics such as membrane dynamics, metabolism (including cellular respiration and photosynthesis), cell division (mitosis and meiosis), gene expression, biotechnology and evolution. Laboratory work covers a wide range of biological topics. Students further develop data collection and hypothesis-building skills learned in the Middle School to explain the wide range of observations made in the laboratory. By the end of the year, students have an understanding of the key biological principles governing life.

**HONORS BIOLOGY (SC0950)
(Can Fulfill Graduation Requirement)**
**Prerequisite:** Minimum grade of A- in Grade 8 Science and/or written recommendation of the Middle School Science Department. Students new to Sewickley Academy will be placed based on materials provided through the admission process. All placements must subsequently be approved by the Senior School Science Department Chair. Students study the chemical and structural foundations of life. Topics covered include evolution and population dynamics in ecosystems. Additionally, students examine the structure and function of the cell including cellular respiration and photosynthesis. An in-depth study of molecular biology constitutes a significant part of the course, including DNA, RNA, and protein synthesis. Students further study classical Mendelian genetics including human inheritance, blood types, and chromosomal disorders. Laboratory investigations emphasize problem solving skills and independent design of experiments. A variety of supplemental books, essays, and journal articles are used to enhance topics covered in the text. Students successfully completing this course, along with work outside of class, will be prepared to take the SAT Subject Test in Biology in June.

**CHEMISTRY (SC1001)
(Required for Graduation)**
**Prerequisites:** Biology or Honors Biology and successful completion of Algebra I. This survey course introduces the student to the structure and composition of matter and the processes by which matter undergoes changes. Using a combination of laboratory work, class discussion, and problem solving, students learn chemical concepts and how they apply to our world. In addition to chemical concepts, students also learn chemical and laboratory techniques for investigating properties and chemical behavior for various kinds of substances. Topics covered include atomic and electronic structure, chemical bonding, intermolecular forces, gases and gas properties, chemical reactions and solutions, thermochemistry, and if time permits, kinetics and/or equilibrium. The concepts and skills reinforced in this course help students to understand fundamental chemistry principles in everyday real-world contexts.

**HONORS CHEMISTRY (SC1051)
(Can fulfill Graduation Requirement)**
**Prerequisite:** “A-” or better in Honors Biology or an “A” in general Biology and teacher recommendation. Consultation with the Math Department is part of the recommendation process. This course is designed to offer an accelerated and comprehensive first-year chemistry course to independent students with a strong interest in science. Content in this class includes some topics usually reserved for college chemistry. Because of this, students entering this course must have demonstrated that they have already developed well-organized studying strategies and time-management skills. Students will participate in argument-driven laboratory investigations, class discussions, and problem-solving as they learn fundamental chemistry principles. Topics covered include atomic and electronic structure, chemical bonding and intermolecular forces, gases and properties of gases, chemical reactions, thermochemistry, kinetics, and equilibrium.

**PHYSICS (SC1101)**
**Prerequisite:** A “C” in Honors Chemistry or regular Chemistry and teacher recommendation. Co-requisite: Prior or current enrollment in Algebra II. This full-year course will introduce students to classical physics. Topics in Newtonian mechanics will include kinematics, dynamics, energy and momentum. Major topics in electricity will also be studied including electrostatics, electric forces and fields, direct current electricity, and basic circuits. The course format includes lecture, discussions, group problem solving, and laboratory activities. Laboratory work is an integral part of the course and students are expected throughout to refine the problem-solving skills acquired in previous science courses.

**HONORS PHYSICS (SC1150)**
Science prerequisites: A “B” in Honors Chemistry or an “A” in regular Chemistry, and teacher recommendation. Mathematics prerequisites: Prior or concurrent enrollment in a Precalculus and Trigonometry course. It is strongly
recommended that students have current or prior enrollment in Honors Precalculus with Trigonometry. This is an accelerated and enriched first-year physics course for curious students motivated by challenging problems. Topics studied are similar to those taught in the regular Physics course, but they are taught in a more mathematical manner with greater depth and more emphasis on multi-concept problem solving requiring non-algorithmic approaches. The course begins with classical mechanics including kinematics, dynamics, energy, momentum, and simple harmonic motion. It continues with electricity and magnetism followed by geometric and wave optics. If time permits, extra material from thermodynamics, relativity, and nuclear physics may be covered. The course format includes lecture, discussion, group problem solving, and laboratory activities. Students will also do projects relating to the course material. These projects are typically done at home and then presented or demonstrated in class. Students successfully completing this course are encouraged to take the SAT Subject Test in Physics in June.

**ADVANCED PLACEMENT COURSES**

**Prerequisites:** Completion of the three core science courses (biology, chemistry, and physics) is required for enrollment in any Advanced Placement science course. Students must have a grade of B or better in all three of these courses in order to qualify for enrollment in any AP science. Should a student who has not achieved a minimum grade of B in one or more of the core science courses wish to enroll in an AP science course, that student must have the permission of the Science Department Chair to enroll. AP science course pre-requisites may not be waived. Specific math course pre-requisites are required for AP Physics. Check specific course descriptions for these requirements. Juniors interested in taking an AP science course should see pages 10 and 11 for specific course criteria.

**AP BIOLOGY (SC1260)**

This course expands basic biological concepts presented in the first year Biology course. The course uses the process of evolution by natural selection as the unifying theme. Topics include biochemistry, cellular and molecular biology, energy transformation, biotechnology, and classical genetics. Laboratory experiences are designed to support the theoretical material, develop problem-solving skills and lab technique. Most topics included in the AP curriculum are covered and students are required to sit for the AP exam in May. Text: Open Stax Biology for AP courses (online).

**AP CHEMISTRY (SC1261)**

It is strongly recommended that students have completed (or are enrolled in) Precalculus. This course is designed to provide students the opportunity to develop a thorough understanding of general chemistry and a high degree of proficiency in chemical laboratory techniques. Topics covered include thermodynamics, properties of solutions, equilibrium, gas properties, acids and bases, kinetics and electrochemistry. Class activities include lecture, discussion, lab work, and problem solving. This course is designed to be equivalent to a freshman college chemistry course and requires a significant amount of independence from students, including a summer assignment. Students are required to sit for the AP exam in May.

**AP ENVIRONMENTAL SCIENCE (SC1160)**

Juniors and Seniors only. This is a college-level course designed to “provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.” (College Board). Topics studied will include Earth systems and cycles, natural resources and their use, ecosystems and populations, pollution and environmental problems, and global change. The course format will include lecture, discussion, student research and presentations, laboratory activities, and field investigations. This course will prepare students for the associated AP exam which they required to sit for in May.

**AP PHYSICS (C): MECHANICS (SC1263)**

Mathematics prerequisite: Prior or concurrent enrollment in AP Calculus. This is a calculus-based, college-level course in Newtonian Mechanics designed to prepare students for the AP Physics C Mechanics exam. The content is equivalent to the first semester physics course taken by college science and engineering majors. Topics studied include: kinematics, statics, dynamics, energy, momentum, gravitation, simple harmonic motion, and rotation. All material receives a rigorous mathematical treatment with select topics in calculus taught and/or reinforced as they apply to the physics topics throughout the year. A variety of research-validated teaching and learning techniques will be used throughout the course in order to help each student gain a deep understanding of the material. Students are required to sit for the AP exam in May.

**ELECTIVE COURSES**

**OCEAN AND ATMOSPHERIC SCIENCES (SC1006)**

Requirements: Prior successful completion of Biology and Algebra 1 and successful completion or concurrent enrollment in Chemistry. How does our Sun influence Earth systems? How and when did Earth’s atmosphere form? How and why is weather constantly changing? How do human activities affect Earth’s climates? How do the oceans affect weather patterns? How can we develop models to make weather forecasts and climate projections? This year-long elective examines the fundamental principles of Earth’s interacting systems at and above the surface. Students will approach science as a reliable way of knowing and explaining the natural world. Students will weigh scientific evidence to ask questions and develop investigations related to topics such as weather, storms, climate, ocean currents, ocean salinity, and solar activity.
Students will make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. Students do not need an advanced understanding of mathematics to take this course. Individual and group activities will be used to assess learning outcomes. Full year.

**CLIMATE CHANGE MITIGATION (SC1009) TRIMESTER 2**

Requirements: Prior successful completion of Biology, and a willingness to explore a selected topic independently and to work cooperatively with others. Climate change is well underway and is changing the global environment. What does science say about the extent and magnitude of changes likely across the world? What is the potential for addressing and adapting to these changes with applied science and engineering? In this course, students will approach these questions by developing a basic understanding of the changes underway and their likely impacts. They will then explore science and engineering-based approaches to addressing these changes in various countries and regions depending on their individual interests. Students will work independently and in groups to explore these topics, develop case studies, and share what they find. They will then examine their collective results to consider which approaches seem to have the best overall potential and consider regional versus global approaches to mitigation. One Trimester.

**SCIENCE, SOCIETY, AND SOCIAL JUSTICE (SC1008) TRIMESTER 3**

Requirements: Prior successful completion of Biology. This course examines the relationship between science, equity, and inclusion through historical and modern perspectives. Students will be exposed to and discuss a variety of current events and concepts to help develop scientific skills including critical thinking, reasoning, and problem solving. Essential questions include: What is the role of science in shaping society? Is science equitable and inclusive? What happens when all identities are not represented in science? Can social justice initiatives help to restore equity and inclusion to science and society? Along the way, students will explore key biological concepts in physiology, neuroscience, genetics and genomics to facilitate a deeper understanding of equity and inclusion. One Trimester.

**HISTORY & SOCIAL SCIENCES**

The Senior School History & Social Sciences Department seeks to foster curiosity, empower engagement in historical and social scientific inquiry, cultivate evidence-based analysis, and advance effective communication in order to act as responsible citizens of the community and the world.

Please see elective section below to reference Global Studies points for history electives.

**Advanced Placement (AP) History and Social Sciences:**

Many courses now offer “AP Optional,” which allows students the benefit of project-based and experiential learning with the option to also get AP credit. If interested in the AP version of a course, students will use a self-evaluation of skills for historical thinking and request a recommendation from their current history teacher. Department appeals can be directed to the History and Social Sciences Chair.

Students who enroll in the AP version of a course will have it appear as a weighted course on their transcript, are required to sit for the AP exam, and must earn a 2 or higher in order to pursue additional AP courses in the History and Social Sciences Department. Students should also be prepared to do additional reading and coursework to meet the AP course requirements (this will include AP-style tests and additional content mastery).

**WORLD HISTORY (HSS0901)**

All students in Grade 9 will take World History to fulfill their history requirement. The Grade 9 history course will take a thematic approach to world history from the pre-agricultural era through 1200CE. World History will be framed by questions around global topics such as: migration, environment, development, worldviews, culture, security, and justice. These questions will apply to the study of historical events and artifacts, as well as current events throughout the year that support unit topics. Through these questions, students will have the opportunity to examine the historical patterns of continuity and change over time. Specifically, students will analyze historic moments such as the Neolithic era, settlement of river valleys, development of major world religions, and the democratic foundation of Ancient Athens and the Roman Republic. This course relies upon the reading of primary and secondary sources in order to understand and interpret ancient history as it unfolded. Writing and research will also be emphasized, in addition to performance-based tasks that incorporate reading, writing, speaking, and multimedia. All Grade 9 students will complete a research project for World History in collaboration with the library.

**MODERN WORLD HISTORY (HSS1001)/AP OPTIONAL (HSS1061)**

All students in Grade 10 will take Modern World History to fulfill their history requirement. In Modern World History, students will investigate significant events, individuals, developments, and processes from 1200 to the present. Specifically, students will investigate historical moments such as 13th and 14th century Global Empires, the Colombian Exchange, colonialism, the African Diaspora, the Industrial Revolution, WWI and WWII, environmental
changes, and globalization. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students will demonstrate learning through project-based learning, reading, writing, and research, as well as selected historical literature, which will supplement the textbook.

**United States History (HSS1101)**
All students in Grade 11 will take either United States History or AP United States History to fulfill their history requirement. This course takes a thematic approach to the history of the United States while also evaluating major turning points in their chronological context. Specifically, US history will examine cultural attitudes and historical patterns of continuity and change over time in American history. In this course, students will move beyond simply identifying “what happened” throughout American history, and instead delve into the how, why, and ramifications of events. Accordingly, this course relies heavily upon the reading of primary and secondary sources in order to understand and interpret American history as it unfolded; several pieces of literature will be read as part of the course requirements. Writing and research will also be emphasized, in addition to performance-based tasks that incorporate reading, writing, speaking, and multi-media.

**AP United States History (HSS1160)**
Prerequisite: Self-assessment and teacher recommendation based on analysis of skills for success in Advanced Placement history. All students in Grade 11 will either take United States History or AP United States History to fulfill their history requirement. Covering American history from 1491 to the present, the AP US History course is designed to help students continue to develop historical thinking, interpretation, and analysis skills, as well as gain an understanding of key concepts consistent with the curriculum of the College Board. The AP course is a survey course in which a textbook and supplemental resources in the form of documents, essays, podcasts, videos, and books on special themes provide substantive and thematic coverage. Students learn to assess these historical materials, cultivate skills necessary to arrive at conclusions on the basis of informed judgment, and present reasons and evidence clearly and persuasively in essay format. The course makes demands on students equivalent to those expected in a university-level introductory survey of American history. Full year.

**Electives**
Electives: Available for students Grades 9-12, as indicated. Students seeking exceptions may request department chair approval in consultation with their advisor.

**Global Studies: History electives Comparative Government, World Religions, and Modern Africa qualify for 60 points in the Global Studies Certificate program. However, students may select either the points or credit in history department, not both. These respective options are outlined in the Course Request Form.**

**African-American History (HSS1007) Trimester 1**
Sophomores, juniors, and seniors only. The African-American History course will examine the African-American experience from the beginning of the European Slave Trade through the Contemporary Era. This course will be framed by essential questions around topics such as enslavement and resistance, Civil War and Reconstruction, Jim Crow to the Great Depression, the New Deal and World War II, Civil Rights and the Black Power Movements, and African-Americans in the contemporary era. This course will provide a foundational historical study and analysis that accounts for the ways that African-Americans have influenced American culture and society. This course will utilize both primary and secondary sources to examine the essential questions for each topic, and emphasize critical thinking, writing, and research. One Trimester.

**History of Medicine (HSS1103) Trimester 2**
Juniors and seniors only. This course will introduce students to the history of medicine in the United States through the lens of disease. From tuberculosis, smallpox, and influenza to sickle-cell anemia, polio, and HIV/AIDS, the course will examine medical understandings of and approaches to historically impactful diseases. Our examination of the medical establishment and its evolution in connection with selected maladies will give students additional insight into U.S. history. In addition to exploring how physicians made sense of and treated disease, we will consider how the medical establishment reflected and contributed to the making of systems of privilege and oppression in the U.S. The latter will provide students with the opportunity to examine how individuals’ and groups’ experiences of illness and its definition and treatment by physicians have been shaped, in fundamental ways, by race, gender, class, and sexuality. The course will be structured as a seminar, with emphasis on discussion of assigned content. We will draw on a range of sources, from historical monographs, journal articles, and primary documents to podcasts and films. One trimester.

**World Religions (HSS1010) Trimester 3**
Sophomores, juniors, and senior only. This class will be a survey and comparison of belief systems around the world, with an emphasis on the five major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will examine the basic tenets of the different religions and will explore how those beliefs influence and are influenced by
the cultures in which they exist. While an understanding of the principle elements of each tradition will be central to the course, students will also have an opportunity to explore both areas of commonality and areas of difference between and among the major religions. To accomplish this, we will study a variety of sources, including traditional religious texts, modern literature, and film. Specifically, we will read Coffinman: Diary of a Buddhist Mortician by Shinnon Aoki and The Great Divorce by C.S. Lewis. Students will create online content as well as participate in class discussions and write at least one paper. One trimester.

**MODERN AFRICA (HSS0903) TRIMESTER 3**

*Open to all grade levels.* In this course, students will develop an understanding of the place of Africa in our global world. The course will center primarily on post-colonial history in relationship to development and human rights today. Events and topics from the 20th and 21st centuries will include apartheid, poverty, genocide, and current development efforts. Emphasis will be placed on critical thinking skills, analytical discussion, and writing. Books used for the specific study of South Africa and Rwanda will be Kaffir Boy and We Wish to Inform You That Tomorrow We Will Die With Our Families. Students will also be given a book choice related to a global issue of interest. Students will participate in daily discussion, work in collaborative groups to present topics, and write three papers throughout the trimester. One trimester.

**COMPARATIVE GOVERNMENT AND POLITICS (HSS1104)/AP OPTIONAL (HSS1164)**

*Juniors and seniors only.* Comparative Government and Politics is an advanced-level survey that gives students an understanding of the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and evaluates the ways they address problems. Throughout the year, students will compare international political structures, citizen engagement, party systems, and global impact by analyzing data and readings to draw conclusions about political systems. Students will be expected to stay current on international affairs and demonstrate learning through a variety of written, oral, and project-based learning. Students interested in opting in for the AP designation, must do so before the end of the 2-week add/drop period. Students have until October 8 to opt out of the AP designation. Full Year.

**U.S. GOVERNMENT AND POLITICS (HSS1105)/AP OPTIONAL (HSS1161)**

*Juniors and seniors only.* U.S. Government and Politics is an advanced-level survey that gives students an understanding of the structure, function, and policies of the United States government. This course is an intensive study of the formal and informal structures of government and the processes of the American political system, with emphasis on policy-making and implementation. This course includes both the study of the general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. Students will also be required to complete original political science research or a civic engagement project. Students interested in opting in for the AP designation must do so before the end of the 2-week add/drop period. Students have until October 8 to opt out of the AP designation. Full Year.

**PSYCHOLOGY (HSS1106)/AP OPTIONAL (HSS1162)**

*Juniors and seniors only.* This Psychology course encourages students to explore human thinking and behavior through the study of science and theory. Students will examine the major thinkers and concepts that have shaped the field of psychology, while exploring the application of specific research methods to the study of psychological phenomena. Among other topics, students in AP Psychology will look in-depth at nature vs. nurture, the role of neurology in senses and perception, developmental milestones throughout the lifespan, clinical diagnosis and abnormal behavioral psychology, as well as social psychology. Most importantly, students will consider the ethical implications of the field of psychology, while applying the scientific method and effective communication of ideas. Students interested in opting in for the AP designation must do so before the end of the 2-week add/drop period. Students have until October 8 to opt out of the AP designation. Full Year.

A Note on AP European History
AP European History will be offered again during the 2023-2024 school year as an elective, European History/AP Optional, open to Grade 11 and Grade 12 students.

The following courses are available to students to fulfill Global Studies Certificate requirements in Global Issues Study domain (minimum 200 points):

**GLOBAL ISSUES: A CALL TO ACTION (GS0902)**

**TRIMESTERS 1 AND 2**

In this Global Studies Elective, students will explore the barriers to education including poverty, religion, gender, and modern day slavery. After reading the book, Half the Sky, by Nicholas Kristoff and Sheryl WuDunn, the class will explore a variety of related books, based on interest,
that deal with all regions of the world and a wide variety of topics including access to health care, poverty, gender, and human trafficking. The class will also read, Mountains Beyond Mountains, by Tracy Kidder and It Happened on the Way to War, by Rye Barcott. In the second trimester, students will read The Blue Sweater, by Jacqueline Novogratz, which will teach them about the elements of social entrepreneurship including how to identify and solve community problems. Using these case studies, students will evaluate examples of successful social entrepreneurship as well as learn of the risks. Finally, as a class, students will identify either a local or global problem and tackle it with a project solution. Trimesters 1 and 2 (120 Global Issues Study points).

GLOBAL ISSUES: WORLD HEALTH (GS1002)
TRIMESTER 1
Prerequisite: Prior successful completion of Biology. What are the current issues surrounding global health? How can medicine, biology, and engineering be used to address these challenges? This one-trimester course will look at the causes and effects of global health problems, and then provide a travel component where students will be able to put their learning into action. Students will have a unique opportunity to be part of a collaboration with GPSA for Health (www.gpsa.org) and pre-med/graduate students and faculty from outstanding universities such as Duke and Harvard. The class will include lessons in hands-on medical interventions, basic pre-trip preparation sessions and post-trip reflection sessions. In addition, students will be trained in community and social issues in Belize as well as cross-cultural understanding. Over spring break, the students from this class will travel to Belize with Dr. Ron Kinser where they will live in homestay groups and work in underserved Mayan communities which have only limited access to health care. For their clinical service, students are divided into teams supervised by trained college students (pre-meds from Duke, Harvard or similar universities) or faculty. Students will learn to facilitate several medical interventions and screenings (blood pressure, blood sugar, height and weight, heart rate, etc.) and complete an important introductory cultural training, including basic medical Spanish. Students who travel and successfully complete the program will earn a certificate of recognition from GPSA. This is an opportunity for students to try out a medical career firsthand while learning about a different culture. The cost of the trip will be approximately $4,500). Students may enroll in the course even if they do not intend to participate in the trip; however, priority for enrollment will be given to those students who indicate that they will travel to Belize. One trimester. (60 Global Issues Study points).

GLOBAL ISSUES: WORLD HUNGER (GS1005)
TRIMESTER 2
Prerequisite: Prior successful completion of Biology. World Hunger is a laboratory-based, Global Studies course that examines hunger as a global issue. Hunger is examined from the local to the international level with an emphasis on the technology and techniques being utilized by scientists worldwide. Students will perform modern molecular biology techniques including polymerase chain reaction, gel electrophoresis, and Bradford assays, in addition to analyzing primary research articles and essays surrounding agriculture, nutrition, biochemistry and bioethics. Along the way students will interact with scientists, students, and community members currently engaged in battling hunger in our neighborhood and around the world. One trimester. (60 Global Issues Study points).

GLOBAL ISSUES: MODERN RUSSIA (GS0908)
TRIMESTER 2
This course is designed to aid in the discovery of Russia for those who know little or nothing about it, and hopefully promote further study and exploration of Russia’s people, language, history and culture. Students will read selections from the world famous literary works by Nikolai Gogol and Aleksandr Solzhenitsyn. In addition, they will watch and discuss the miniseries Chernobyl. Through both literature and film, students will gain an understanding of the Russian perspective on current issues, domestic and foreign policy, human rights and freedoms. We will read, discuss, debate, role play, host occasional guest speakers and even sample some good Russian food. One trimester. (60 Global Issues Study points).

GLOBAL ISSUES: LATINX EXPERIENCE IN THE U.S. (GS0907) TRIMESTER 3
This trimester long class offers an overview of Latinx in the United States by covering racial and ethnic identity, immigration, labor, gender, language, and civil rights. These themes will form this course in order for students to begin understanding the Latinx experience in the United States. Discerning Latinx’s heterogeneity will let students see how and why Puerto Rican, Mexican, Cuban, Caribbean, Central American, and other Latin American communities in the U.S have had different and similar challenges with which to contend and surpass. By including the changing nature of these communities, students will grasp the needs each group has to become successful members in the U.S. The readings will serve as the basis for student discussion and reflection. One trimester. (60 Global Issues Study points).

GLOBAL ISSUES: WORLD RELIGIONS (GS1006)
TRIMESTER 3
This class will be a survey and comparison of belief systems around the world, with an emphasis on the five major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will examine the basic tenets of the different religions and will explore how those beliefs influence and are influenced by the cultures in which they exist. While an understanding of the principle elements of each tradition will be central to the course, students will also have an opportunity to explore both areas of commonality and areas of difference between and among the major religions. To
accomplish this, we will study a variety of sources, including traditional religious texts, modern literature, and film. Specifically, we will read *Coffinman: Diary of a Buddhist Mortician* by Shinnon Aoki and *The Great Divorce* by C.S. Lewis. Students will create online content as well as participate in class discussions and write at least one paper. *One trimester.* (60 Global Issues Study points).

**GLOBAL ISSUES: MODERN AFRICA (GS0909)**

**TRIMESTER 3**
In this course, students will develop an understanding of the place of Africa in our global world. The course will center primarily on post-colonial history in relationship to development and human rights today. Events and topics from the 20th and 21st centuries will include apartheid, poverty, genocide, and current development efforts. Emphasis will be placed on critical thinking skills, analytical discussion, and writing. Books used for the specific study of South Africa and Rwanda will be Kaffir Boy and *We Wish to Inform You That Tomorrow We Will Die With Our Families.* Students will also be given a book choice related to a global issue of interest. Students will participate in daily discussion, work in collaborative groups to present topics, and write three papers throughout the trimester. *One trimester.* (60 Global Issues Study points).

The following courses are offered by other SA departments and will count for EITHER credit in that department OR 60 Global Studies points. Students make that selection on the Course Request forms.

**History Department:**
Comparative Government (including AP option) – year-long course will receive 140 GS points

**Science Department:**
Climate Change Mitigation

**English Department:**
Writing from Exile

**COMPARATIVE GOVERNMENT AND POLITICS (GS1101)**
/AP OPTIONAL (GS1160)
Juniors and seniors only. Comparative Government and Politics is an advanced-level survey that gives students an understanding of the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and evaluates the ways they address problems. Throughout the year, students will compare international political structures, citizen engagement, party systems, and global impact by analyzing data and readings to draw conclusions about political systems. Students will be expected to stay current on international affairs and demonstrate learning through a variety of written, oral, and project-based learning. *Full Year.* (140 Global Issues Study points).

**CLIMATE CHANGE MITIGATION (GS1007) TRIMESTER 2**
Requirements: Prior successful completion of Biology, and a willingness to explore a selected topic independently and to work cooperatively with others. Climate change is well underway and is changing the global environment. What does science say about the extent and magnitude of changes likely across the world? What is the potential for addressing and adapting to these changes with applied science and engineering? In this course, students will approach these questions by developing a basic understanding of the changes underway and their likely impacts. They will then explore science and engineering-based approaches to addressing these changes in various countries and regions depending on their individual interests. Students will work independently and in groups to explore these topics, develop case studies, and share what they find. They will then examine their collective results to consider which approaches seem to have the best overall potential and consider regional versus global approaches to mitigation. *One trimester.* (60 Global Issues Study points).

**WRITING FROM EXILE (GS1201) TRIMESTER 1**
Palestinian writer Edward Said once described exile as “strangely compelling to think about but terrible to experience.” Exile, wrote Said, “is the unhealable rift forced between…the self and its true home.” Yet exile, in its various forms, defines our historical moment, with refugees and other migrants leaving home in record numbers. This crisis of displacement has only been made worse by the pandemic. If we want to be true global citizens, then, it is essential that we understand the condition of exile. What better way to do that than through literature? Readings may include *No Friend but the Mountains* (Behrouz Boochani), *Last Evenings on Earth* (Roberto Bolano), the middle books of The Odyssey, essays from *The Displaced* (ed. Viet Thanh Nguyen), and *The Diary of a Young Girl* (Anne Frank). The course will also feature visits by exiled writers from Bangladesh and the Sudan currently living in Pittsburgh. *One trimester.* (60 Global Issues Study points).

Courses taken through Global Online Academy will qualify for 60 GIS points upon approval of the GS office.

**WORLD LANGUAGE**
All courses offered by the World Language department qualify for Global Studies Certificate Language Study domain and can be found in the World Language section of the catalog.

Students will receive 60 Language Study points for each of their first three years of any World Language and 90 points for the second World Language chosen additionally or the fourth year of the same language. Students who plan on taking Latin will be required to take at least one year of a modern language before graduation.
COMPUTER SCIENCE

The Sewickley Academy Technology Department is dedicated to the school-wide integration of technology with student learning, consistent with the Academy’s core values. Character: The school will educate students to use technology ethically and to accept responsibility for the impact of their actions. Academic vigor: Students will communicate clearly, and solve problems with logic and creativity. Diversity and Community: Our vision is that all students, as independent thinkers, will be able to select and use tools to understand and interact with the world in which they live. The department is committed to prompt and competent support of faculty and staff, empowering faculty-driven initiatives, and offering opportunities for ongoing professional development.

**INTRODUCTION TO PROGRAMMING (CS0902)**

**TRIMESTER 1**

This course is designed for students who have had little or no past programming experience but may have an interest in Computer Science. Students will begin the process of describing, analyzing, and solving programming problems. Students will then explore a variety of Computer Science topics. Fundamental programming concepts such as Graphical User Interfaces (GUIs), variables and constants, decision structures, looping structures, methods, mathematical and business functions, debugging, and basic graphics will be explored. The emphasis for this course will be the syntax and concepts of the Java programming language. *Intro to Programming counts as a Fine Arts elective.*

**PROGRAMMING II (CS0903) TRIMESTER 2**

*Prerequisite: Introduction to Programming or permission of department chair.* This course builds upon the foundation of structured programming learned by the student in Introduction to Programming. It will serve to reinforce and increase the depth of understanding of the basic concepts of the Java programming language. This class is designed for those students not wishing to enroll in the AP Computer Science curriculum; however, this class will also present additional and more advanced material to help better prepare those students wishing to enroll in AP Computer Science A next year. *Programming II counts as a Fine Arts elective.*

**PROGRAMMING III (CS0904) TRIMESTER 3**

*Prerequisite: Programming II or permission of department chair.* This course continues to build on the foundation of structured programming learned by the student in both Introduction to Programming and Programming II. Students will explore additional advanced Java concepts such as creating and using user-defined methods, Graphical User Interfaces (GUIs), Java applet components, and keyboard and mouse events. *Programming III counts as a Fine Arts elective.*

**ROBOTICS I (CS0905) TRIMESTER 1**

*No prerequisite.* This class applies a variety of skills in math, science, and technology. Students will implement principles of design to build and program a First Tech Challenge (FTC) robot. Students will learn valuable engineering skills of problem solving through troubleshooting and iterative testing. Students will engage in robotics through various modes of inquiry, primarily centered on cooperative teamwork. Assessment of achievement will be documented using an engineering notebook. This course is for self-disciplined independent learners who are passionate about engineering. Successful students in Robotics are risk-takers who are not afraid to fail and learn from mistakes. *Robotics I counts as a Fine Arts Elective.*

**ROBOTICS II (CS0906) TRIMESTER 2**

*Prerequisite: Robotics I.* This class builds on the knowledge obtained in Robotics I. It will serve to reinforce and increase depth of understanding of the basic concepts of robotics, problem solving, and programming. Students will compete against other students/schools in the First Tech Challenge (FTC) as well as learn about the ways robots are used in science and industry today. *Robotics II counts as a Fine Arts Elective.*

**ROBOTICS III (CS0910) TRIMESTER 3**

*Prerequisite: Robotics II.* This class builds on the knowledge obtained in Robotics II. It will serve to reinforce and increase depth of understanding of the basic concepts of robotics, problem solving, and programming. Some time will also be spent exploring the history of robots and their impact of global culture and society. *Robotics III counts as a Fine Arts Elective.*

**ADVANCED ROBOTICS (CS1001)**

*Prerequisite: Robotics III.* This class will build on the student’s knowledge obtained in Robotics I, II, and III. It will serve to reinforce and increase depth of understanding of the basic concepts of robotics, problem solving, and programming. Robot safety procedures and standards will be emphasized throughout the course. *Advanced Robotics counts as a Fine Arts Elective.*

**ADVANCED ROBOTICS II (CS1102)**

*Prerequisite: Advanced Robotics.* This class will build on the student’s knowledge obtained in Advanced Robotics. It will serve to reinforce and increase depth of understanding of the basic concepts of robotics, problem solving, and programming. Robot safety procedures and standards will be emphasized throughout the course. A strong leadership/mentor role with new robotics students will also be encouraged. *Advanced Robotics II counts as a Fine Arts Elective.*
ADVANCED ROBOTICS III (CS1202)
Prerequisite: Advanced Robotics II. This class will build on the student’s knowledge obtained in Advanced Robotics II. It will serve to reinforce and increase depth of understanding of the basic concepts of robotics, problem solving, and programming. Robot safety procedures and standards will be emphasized throughout the course. A strong leadership/mentor role with new robotics students will also be encouraged. Full year. *Advanced Robotics III counts as a Fine Arts Elective.

AP COMPUTER SCIENCE A (CS1060)
Prerequisite: B- or better in Programming III and/or permission of department chair. AP Computer Science A is an advanced course in computer programming and problem solving. Students will study computer systems, data types, computer algorithms, data structures, and other programming concepts in an object-oriented environment using the Java programming language. This course follows the curriculum set up by the College Board for the AP Computer Science A course. Evaluation is based on test grades and demonstration of a mastery of material through assignments and projects. All students enrolled in this course are required to take the AP Computer Science A test in the spring. Full year.

COMPUTER SCIENCE: INTERACTIVE DESIGN & DEVELOPMENT (CS1101)
Prerequisite: AP Computer Science A or permission of department chair. In this course, students will use and strengthen their skills in programming and logic, math, communication, critical and creative thinking, and problem solving. Students will learn to design and program human-computer interactive devices! This course offers students an exciting introduction to the technical and artistic concepts and techniques of designing and programming software applications and video games. They will also be introduced to the fundamentals of animation and program design. Full year. *CS: Interactive Design & Development counts as a Fine Arts Elective.

FINE ARTS

The Sewickley Academy Fine and Performing Arts Department challenges students to find their creative spirit through discipline, collaboration, and reflection as they explore and develop skills in the arts.

I. VISUAL ARTS

Students who want to take art all year should be sure to indicate their top three choices for all three trimesters in the

Senior School. Students are encouraged to enroll in Art during their Grade 9 year.

Students who have completed Art I and Art II could take Drawing and Painting II, 2D Design I, or 3D and Sculpture I as their next course.

VA: DRAWING AND PAINTING FOUNDATIONS (VA0901) TRIMESTER 1
Prerequisite: None This course is an introduction to drawing and painting materials, such as charcoal, pastel, watercolor paint, and acrylic paint. Emphasis will be placed on the process of creating work, making mistakes, and learning from those mistakes, as well as developing observational skills. Students will be asked to reflect on their process through writing and discussion, as well as engage in peer-reviews and critiques. In addition, at least one artwork from each student will be included in an end of the year school-wide exhibition. One trimester.

VA: DRAWING AND PAINTING II (VA0902) TRIMESTERS 2 AND 3
Prerequisite: Drawing and Painting Foundations, comparable experience, or permission of instructor with portfolio review. This course is a continuation of Drawing and Painting Foundations. Students will focus on improving their technical and observational skills, and will have more freedom in developing their own ideas for projects. Emphasis will continue to be placed on learning from the process of creating, as well as talking and writing about their own artwork and the work of others. At least one piece from each student will be included in a culminating school-wide exhibition at the end of the year. Two trimesters.

VA: 2D DESIGN I (VA0914) TRIMESTER 1
Prerequisite: None. Students will learn how to communicate and solve problems through their artwork, including poster and advertisement design. Emphasis will be on using the elements and principles of art to create compositions that engage and inform the viewer. Collaboration with others will be a focus of this course as well. Printmaking and digital imaging will be the primary materials and techniques used in this class. At least one piece from each student will be included in an end of year school-wide exhibition. One trimester.

VA: 2D DESIGN II (VA0915) TRIMESTERS 2 AND 3
Prerequisite: 2D Design I, comparable experience, or permission of instructor with portfolio review. This course is a continuation of 2D Design I, taking the skills learned and applying them to more advanced projects. Students will be encouraged to direct the scope of their projects, as well as engage in peer-reviews and critiques. Emphasis is placed on using visual elements to communicate with and engage the viewer. Printmaking and digital imaging are the primary materials used in this class. At least one piece from each student will be included in a culminating exhibition at the end of the school year. Two trimesters.

VA: 3D AND SCULPTURE I (VA0907) TRIMESTER 1
Prerequisite: None. This course introduces students to working in three dimensions. Students will become
acquainted with a variety of tools and techniques, such as stone and wood carving, metals and glass, or found objects. Emphasis will be placed on the process of creating work, making mistakes, and learning from those mistakes. Students will be asked to reflect on their process through writing and discussion, as well as engage in peer-reviews and critiques. In addition, at least one artwork from each student will be included in an end of the year school-wide exhibition. One trimester.

**VA: 3D and Sculpture II (VA0916) Trimesters 2 and 3**

*Prerequisite: 3D and Sculpture I, comparable experience, or permission of instructor with portfolio review.* This course is a continuation of 3D and Sculpture I. Students will focus on improving their technical skills with sculptural materials, and will have more freedom in developing their own ideas for projects. Emphasis will continue to be placed on learning from the process of creating, as well as talking and writing about their own artwork and the work of others. At least one piece from each student will be included in a culminating school-wide exhibition at the end of the year. Two trimesters.

**VA: Advanced Art (VA1105)**

*Prerequisite: Two (2) Visual Arts credits, comparable experience, or instructor approval with portfolio review.* Advanced Studio Art offers an alternative to the AP program and allows students to continue their study without submitting a portfolio to the College Board. Students will design their own projects based on a cohesive theme of their choice, with a focus on skills they would like to learn or further develop. Juniors may also choose to take this course on their way to AP if they are seeking an additional year of advanced study—before submitting an AP portfolio. All students will curate their work for inclusion in a school-wide culminating exhibition in the Spring. Full year.

**VA: AP Art and Design (VA1263)**

*Prerequisite: Three (3) Visual Arts credits, comparable experience, or instructor approval with portfolio review.* Advanced Placement Art and Design is available for juniors and seniors with a serious interest in Drawing, 2D Art and Design, or 3D Art. This is a college level course for which students can gain college credit. Students in this course must be self-motivated, commit significant time outside of class to complete projects, and have advanced skills in the medium of their choice to work independently. Students will create a portfolio of work to demonstrate inquiry through development of materials, processes, and ideas over the course of the year. Portfolios include works of art, process documentation, and written information about the work presented. In May, students submit portfolios to the College Board for evaluation based on specific criteria, which include skillful synthesis of materials, process, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Student work will be displayed as part of a culminating school-wide exhibition as well. (Exam course). Full year.

**Visual Arts: Ceramics I (VA0905) Trimester 1**

Students will explore the many uses of clay, from simple handmade forms of early cultures to the extremely varied application of clay in today’s modern society. Teacher demonstrations will be provided showing a variety of ceramic hand building techniques. Focus will be on the hand building techniques: pinch, coil, and slabs. Throwing on the wheel will be introduced on a limited basis. A variety of glazing techniques will be shown. Students will be asked to keep a sketchbook/notebook/log in order to record: ideas, techniques, glaze combinations, etc. Students will be responsible for completing various studio management chores. One trimester.

**Visual Arts: Ceramics II (VA0906) Trimesters 2 and 3**

*Prerequisite: Ceramics I or instructor's permission.* This class is designed for students to expand their basic knowledge and skills in hand building and wheel thrown ceramics. More emphasis will be placed on the craftsmanship and quality of the finished product. Students will learn how a kiln is stacked and fired. This course will offer students further development in the elements and principles of design, knowledge of artists, and art heritage. Emphasis will be placed on the design elements: line, shape, texture, and color. Students will be asked to keep a sketchbook /notebook/log in order to record: ideas, techniques, glaze combinations, etc. Slip/glaze applications include dip, pour, trail, and spray. Glaze firing will include high-fire gas reduction and low-fire electric oxidation. Students will be responsible for completing various studio management chores. Two trimesters.

**Visual Arts: Ceramics III (Pottery Wheel) (VA1002)**

*Prerequisite: Ceramics II (Fundamentals) or instructor's permission.* Students will develop the needed skills to experiment with functional and nonfunctional formats on the potter’s wheel. More emphasis will be placed on the form and function of the finished work. Students will create composite pieces such as tea pots. They will also be asked to throw vessels on the wheel and then alter them off the wheel. Slip/glaze applications include dip, pour, trail, and spray. Glaze firing will include high-fire gas reduction, low-fire electric oxidation, and Raku. Students will be asked to keep a sketchbook/notebook/log in order to record ideas: techniques, glaze combinations, etc. Students will be responsible for completing various studio management chores. Full year.

**Visual Arts: Ceramics III (Hand Building) (VA1004)**

*Prerequisite: Ceramics II (Fundamentals) or instructor's permission.* The exploration and instruction to develop technical, aesthetic, and necessary skills in the ceramic hand building processes will be taught. Projects are geared toward using clay as a versatile material for all types of object making. Students investigate historical and contemporary artists and techniques. Various tools include the clay extruder, plaster molds, heat guns, and sand blaster. Slip/glaze applications include dip, pour, trail, and spray.
Glaze firing will include high-fire gas reduction, low-fire electric oxidation, and Raku. Students will be asked to keep a sketchbook / notebook / log in order to record: ideas, techniques, glaze combinations, etc. Students will be responsible for completing various studio management chores. Full year.

**Visual Arts: Ceramics IV (VA1101)**

Prerequisite: Ceramics III (Hand Building or Pottery Wheel) or instructor's permission. Students will develop an understanding of how clay’s function has changed throughout the history of man and why these changes have taken place. They will have the opportunity for creative expression through using their imagination and acquired skills. Students will create works of art in ceramics form based on their own written and drawn descriptions of the natural or human environment. This course encourages the discovery and development of personal imagery and the integration of these images with the student's clay work. This course will nurture the development of a coherent body of work based on sophisticated techniques and a maturing sense of aesthetic direction. Students will be encouraged to explore glazing and decoration techniques in depth. Students will be asked to keep a sketchbook/notebook/log in order to record: ideas, techniques, glaze combinations, etc. Students will be responsible for completing various studio management chores. Advanced ceramic students must be self-motivated and quality conscience individuals. It is also designed for those accomplished students who plan to build an art portfolio for college/university submission, and will conclude with a formal exhibition of student work hosted by a professional art gallery. Full year.

**Visual Arts: Raku (VA1201)**

Prerequisite: Ceramics IV (Advanced) or instructor's permission. Students will create wheel thrown and hand-built ceramic forms through their learned ceramic techniques. This course encourages the discovery and development of personal art pieces utilizing the Raku process. Raku usually involves removing pottery from the kiln while at bright red heat and placing it into containers with combustible materials. Once the materials ignite, the containers are closed. This produces an intense reduction atmosphere which influences the colors in glazes and clay bodies. The drastic thermal shock also produces cracking (known as crackling since it is deliberate). The original Japanese style of raku is an outgrowth from Buddhist influences in life and especially in the tea ceremony. Our firings will take place in the secret garden during the fall and spring. This course will nurture the development of a coherent body of work based on sophisticated techniques and a maturing sense of aesthetic direction. Students will be encouraged to explore glazing and decoration techniques in depth. Students will be responsible for completing various studio management chores. Raku ceramic students must be self-motivated and quality conscience individuals. It is also designed for those accomplished students who plan to build an art portfolio for college/university submission, and will conclude with a formal exhibition of student work hosted by a professional art gallery. Full year.

**Visual Arts: Yearbook I (VA0913)**

No prerequisites. Yearbook is a year-long course open to students in Grades 9-12. The yearbook class focuses on elements such as journalism, photojournalism, caption writing, and design. Students work in collaboration with one another to create individual yearbook pages; to write in a creative and journalistic style; to conduct faculty and student interviews for the purpose of writing articles for the yearbook; to take dynamic, eye-catching photographs and to choose and crop the appropriate photographs to tell a story; to write captions in a journalistic style; to design layouts for the entire book; and to work with a large group of people to achieve a common goal. The class will focus on the importance of clear writing, time management, collaboration, personal responsibility and initiative, and attention to detail throughout the creative process. Full year.

**Visual Arts: Yearbook II (VA1009)**

Prerequisite: Yearbook I. Yearbook II, a year-long course open to students in Grades 10-12, is a continuation of Yearbook I. It is a collaborative course focusing on elements such as journalism, photojournalism, caption writing, and design culminating in the creation of individual yearbook pages. The class will focus on the importance of clear writing, time management, collaboration, personal responsibility and initiative, and attention to detail throughout the creative process. Full year.

**Visual Arts: Yearbook III (VA1103)**

Prerequisite: Yearbook II. Yearbook III, a year-long course open to students in Grades 11-12, is a continuation of Yearbook II. It is a collaborative course focusing on elements such as journalism, photojournalism, caption writing, and design culminating in the creation of individual yearbook pages. The class will focus on the importance of clear writing, time management, collaboration, personal responsibility and initiative, and attention to detail throughout the creative process. Full year.

## II. Performing Arts

**Theater and Dance Courses**

**SS Theater I (PA0960) Trimesters 1, 2, or 3**

This is an introduction to stage acting. This course is designed to free the beginning actor from tension and self-consciousness by becoming involved in exercises designed to develop concentration and imagination as well as interpersonal communication skills appropriate for stage performance. Course provides a basic orientation to the dynamics of acting within a supportive studio environment. One trimester. Offered each trimester.

**SS Theater II (PA0961) Trimesters 1, 2, or 3**

This course is designed for the beginner actor, and presents an opportunity for students with an interest in theater to further develop fundamental skills and techniques. The course will cover various warm-ups and improvisational
exercises, as well as monologues and scene work. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester.

SS Theater III (PA0962) Trimesters 1, 2, or 3
This course is designed for the intermediate actor, and presents an opportunity for students with an interest in theater to further develop fundamental skills and techniques. The course will cover various warm-ups and improvisational exercises, as well as monologues and scene work. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester.

SS Theater IV (PA1011) Trimesters 1, 2, or 3
This course is designed for the advanced actor, and presents an opportunity for students with an interest in theater to further develop fundamental skills and techniques. The course will cover various warm-ups and improvisational exercises, as well as monologues and scene work. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester.

Directing and Design (PA0969) Trimester 2
No Prerequisite. This course will introduce students to the process of theatrical directing and design. Students will learn how to prepare for directing a theatrical production by studying dramaturgy and various directing techniques. Additionally, they will work collaboratively to create scenic, costume, lighting, and audio designs to support a play, musical or other theatrical production. Students are encouraged to direct a spring one-act play to demonstrate the knowledge acquired throughout the course. One trimester.

Introduction to Technical Theater — (PA0932) Trimester 1 or 3
Introduces students to the fundamental skills of working behind the scenes in live theater. Students will learn basics in technical fields such as lighting, rigging, carpentry, props, and stage management. With a focus toward hands-on projects, classes will gain experience with real tools and technology, and learn the skills necessary to serve as essential members for the backstage crew. Class culminates in students’ participation as stagecrew for a school production for their final project. One trimester.

Advanced Technical Theater I (PA0943) Trimester 2
Prerequisite: Introduction to Technical Theater. Building from fundamental skills learned in Intro Tech, students will delve more deeply into the design, creation, and implementation of technical elements of performance. A focus on design, fabrication, or stage management is possible, and each student’s coursework will be tailored to meet their specific interests, while still rounding out their knowledge in other aspects of Technical Theater. Classes will work collaboratively and individually toward a final project that will utilize all of their skills, either serving as a key member of the design/production team for a school show, or producing an individual final project. One trimester.

Advanced Technical Theater II (PA0950) Trimester 2
Prerequisite: Advanced Tech Theater I. Building on previous skills, students will delve more deeply into the design, creation, and implementation of technical elements of performance. A focus on design, fabrication, or stage management is possible, and each student’s coursework will be tailored to meet their specific interests, while still rounding out their knowledge in other aspects of Technical Theater. Classes will work collaboratively and individually toward a final project that will utilize all of their skills, either serving as a key member of the design/production team for a school show, or producing an individual final project. One trimester.

Advanced Technical Theater III (PA0951) Trimester 2
Prerequisite: Advanced Tech Theater II. Building on previous skills, students will delve more deeply into the design, creation, and implementation of technical elements of performance. A focus on design, fabrication, or stage management is possible, and each student’s coursework will be tailored to meet their specific interests, while still rounding out their knowledge in other aspects of Technical Theater. Classes will work collaboratively and individually toward a final project that will utilize all of their skills, either serving as a key member of the design/production team for a school show, or producing an individual final project. One trimester.

Advanced Technical Theater IV (PA0952) Trimester 3
Prerequisite: Advanced Tech Theater III. Building on previous skills, students will delve more deeply into the design, creation, and implementation of technical elements of performance. A focus on design, fabrication, or stage management is possible, and each student’s coursework will be tailored to meet their specific interests, while still rounding out their knowledge in other aspects of Technical Theater. Classes will work collaboratively and individually toward a final project that will utilize all of their skills, either serving as a key member of the design/production team for a school show, or producing an individual final project. One trimester.

Introduction to Dance (PA0934) Trimester 1, 2, or 3
This fun and energized course is designed for the beginner dancer, and presents an opportunity for students with an interest in dance to develop fundamental skills and techniques. Using current music and styles as a backdrop, focus is placed on understanding and executing basic dance terminology, and serves as the prerequisite for future dance courses. One trimester. Offered each trimester. Can fulfill an Art OR PE requirement.
DANCE I (PA0953) Trimester 1, 2, or 3
Prerequisite: Introduction to Dance or other SS level dance course. This course is designed for the beginner dancer, and presents an opportunity for students with an interest in dance to further develop fundamental skills and techniques. The course will cover various genres of dance to meet the needs of the students enrolled in the course, including Jazz, Modern, Ballet, and Tap. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester. Can fulfill an Art OR PE requirement.

DANCE II (PA0954) Trimester 1, 2, or 3
Prerequisite: Dance I. This course is designed for the intermediate dancer, and presents an opportunity for students with an interest in dance to further develop fundamental skills and techniques. The course will cover various genres of dance to meet the needs of the students enrolled in the course, including Jazz, Modern, Ballet, and Tap. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester. Can fulfill an Art OR PE requirement.

DANCE III (PA0955) Trimester 1, 2, or 3
Prerequisite: Dance II. This course is designed for the intermediate to advanced dancer, and presents an opportunity for students with an interest in dance to further develop fundamental skills and techniques. The course will cover various genres of dance to meet the needs of the students enrolled in the course, including Jazz, Modern, Ballet, and Tap. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester. Can fulfill an Art OR PE requirement.

DANCE IV (PA0956) Trimester 1, 2, or 3
Prerequisite: Dance III. This course is designed for the advanced dancer, and presents an opportunity for students with a passion for dance to further hone fundamental skills and techniques. The course will cover various genres of dance to meet the needs of the students enrolled in the course, including Jazz, Modern, Ballet, and Tap. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester. Can fulfill an Art OR PE requirement.

DANCE V (PA0956) Trimester 1, 2, or 3
Prerequisite: Dance IV. This course is designed for the advanced dancer, and presents an opportunity for students with a passion for dance to further hone fundamental skills and techniques. The course will cover various genres of dance to meet the needs of the students enrolled in the course, including Jazz, Modern, Ballet, and Tap. Each student will establish their individual course objective at the beginning of the trimester and will work with the instructor throughout the course to achieve it. One trimester. Offered each trimester. Can fulfill an Art OR PE requirement.

MUSICAL THEATER REPertoire (PA0944) Trimester 1
No Prerequisite. This course focuses on the research and creation of a musical theater repertoire collection for students to access for auditions or other performance opportunities. Students will build their audition book throughout the trimester with appropriate songs in their vocal range from various musical theater genres. Instructors will then guide the students through the learning process of how to prepare for an audition. The course will conclude with a “mock” audition to assess the student’s overall knowledge and preparedness. There is no outside performance associated with this course. One trimester.

SENIOR SCHOOL MUSICAL LAB (PA0959) Trimester 2
No prerequisite, although student is encouraged to begin with Intro to Dance, as well as participate in the Senior School Musical. This is an introductory dance and movement course suitable for ambitious students who have minimal prior dance training, but who would like to learn the fundamentals of dancing and movement. The course will serve as a lab for experimenting and devising choreography for the SS Musical. Aid by the instructor, students will work collaboratively to create various dance and movement elements for the production, and opportunities for both dance captains and assistant choreographers are available. One trimester. Can fulfill an Art OR PE requirement.

MUSICAL THEATER WORKSHOP (PA0922) Trimester 3
Prerequisite: Introduction to Dance or other SS level dance or theater course. Students will hone their musical theater knowledge and skills through extensive vocal and physical work. They will research and rehearse routines from classic and contemporary musical theater as well as create their own unique pieces. There will be an optional opportunity for students to showcase their trimester-long studies in the Senior School Spring Performance. One trimester. Can fulfill an Art OR PE requirement.

STAGE COMBAT (PA0926) Trimester 3
No prerequisite. This course will introduce students to the basics of safety and partnering techniques in unarmed, knife, broadsword, quarterstaff, and single sword combat for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these partnering skills in a final class performance. One trimester. Can fulfill an Art OR PE requirement.

MUSIC ENSEMBLES AND COURSES

CONCERT BAND (PA0916)
Prerequisite: Audition and three years of playing experience. This ensemble is designed for those students who have acquired above average proficiency on their instruments and wish to continue performing with a large group. A variety of repertoire is explored, including classical, modern, pop, jazz, and traditional marches. Students will also develop basic music theory concepts.
Serious students are encouraged to audition for PMEA District I Honors Band, Regional, and State Band. The Concert Band performs winter and spring concerts, school functions, area band festivals, and may occasionally combine with the Orchestra or Chorus for joint performances. Full year.

**Jazz Ensemble (PA0917)**

Prerequisite: Audition and current membership in the Concert Band, with the exception of guitars. Instrumentation will be determined by the instructor; acceptance is not guaranteed. This ensemble will meet once per week to pursue the study and performance of Twentieth Century repertoire, including jazz standards, swing, big band, blues, Latin, and rock music. Students will also develop improvisational skills. The Jazz Ensemble will perform at the winter and spring concerts, and other school functions as needed. Full year.

**Orchestra (PA0918)**

Prerequisite: Three to four years playing experience. This ensemble is a performing group that explores the major works of the classical, baroque, romantic, and contemporary periods in music. Students will also develop basic music theory concepts. Serious students are encouraged to audition for PMEA District I Honors Orchestra, Regional, and State Orchestra. The Orchestra performs winter and spring concerts, school functions, area orchestra festivals, and may occasionally combine with the Concert Band or Chorus for joint performances. Students are required to perform for the Senior School graduation ceremony in June. Full year.

**Chorus/Bell Choir (PA0919)**

Chorus/Bell Choir is open to any Senior School student who enjoys singing and making communal music. Students will expand musicianship skills, develop their vocal technique, and explore a broad spectrum of musical literature as both choral and handbell ensemble. Serious students are encouraged to audition for PMEA District I Honors Choir, Regional and State Choir. This ensemble will participate in various performances throughout the academic year including, but not necessarily limited to the winter and spring concerts, school functions, and area festivals. The Chorus/Bell Choir may occasionally join with the Senior School Band and/or Orchestra as well as choral ensembles from both the Middle and Lower Schools. Full year.

**Chamber Singers (PA0920)**

Prerequisite: Audition and prior choral experience; concurrent enrollment in the Senior School Chorus. Chamber Singers is an auditioned ensemble of Senior School Chorus students. Repertoire includes a broad spectrum of advanced choral literature and styles from ancient through modern, including music from many different cultures and in various languages. Advanced choral ensemble skills are developed and honed, and a high degree of responsibility is expected in terms of learning and memorizing repertoire, commitment to the success of the ensemble, and availability for a rigorous rehearsal and performance schedule in the ensemble’s role as musical ambassadors of Sewickley Academy. This ensemble will participate in various performances throughout the academic year including, but not necessarily limited to the winter and spring concerts, school functions, and delete area festivals, and other local venues. The Chamber Singers may occasionally join with the Senior School Band, Chorus delete and/or Orchestra as well as choral ensembles from both the Middle and Lower Schools, and they are expected to learn all Senior School Chorus repertoire in addition to selections exclusive to the Chamber Singers. Full year.

**Music Theory I (PA0927) Trimester 2**

Prerequisites: There are NO prerequisites for this course. This course is appropriate for experienced musicians as well as curious beginners. This course will teach students the basic skills of music notation, theory, and rhythm for the purpose of preparing the student for creative music composition, specifically the subsequently available course: Artistic and Popular Songwriting. One trimester.

**Artistic and Popular Songwriting (PA0928) Trimester 3**

Prerequisites: Music Theory with a “C” grade or higher. This class is intended to further the student’s critical observation of essential elements in songwriting as well as to comprehend these principles as to apply them creatively. Students will study and create simple songs with melody and harmony, develop more advanced songs utilizing an array of musical forms, and create original lyrics appropriate to various styles and genres of songwriting. One trimester.

**Music History, Part I (PA0929) Trimester 1**

Prerequisites: There are NO prerequisites for this course. This course is appropriate for experienced musicians as well as curious beginners. This course will investigate the role of music in Western culture, particularly in the eras of Antiquity, Medieval, Renaissance, and Early Baroque. Emphasis will primarily be the impact of historical events and cultural developments on music’s evolution and vice versa as opposed to mere memorization of names, dates, biographical information, etc. One trimester.

**Music History, Part II (PA0930) Trimester 2**

Prerequisites: There are NO prerequisites for this course. This course is appropriate for experienced musicians as well as curious beginners. This course will investigate the role of music in Western culture, particularly in the eras of Baroque, Classical, Romantic, and Early Modern. Emphasis will primarily be the impact of historical events and cultural developments on music’s evolution and vice versa as opposed to mere memorization of names, dates, biographical information, etc. One trimester.

**Music History, Part III (PA0931) Trimester 3**

Prerequisites: There are NO prerequisites for this course. This course is appropriate for experienced musicians as well as curious beginners. This course will investigate the role of music in Western culture, particularly in the Modern Era and 20th and 21st Century popular music. Emphasis will primarily be the impact of historical events and cultural developments on music’s evolution and vice versa as
opposed to mere memorization of names, dates, biographical information, etc. *One trimester.*

**Music History, Part IV (PA1008) Trimester 1**

*Prerequisites: Music History, Part I.* This course is intended for students who have already participated in Music History, Part 1 and wish to further their knowledge and experience with more personal and in-depth study and analysis of the course content. This course will investigate the role of music in Western culture, particularly in the eras of Antiquity, Medieval, Renaissance, and Early Baroque. Emphasis will primarily be the impact of historical events and cultural developments on music’s evolution and vice versa as opposed to mere memorization of names, dates, biographical information, etc. *One trimester.*

**Music History, Part V (PA1009) Trimester 2**

*Prerequisites: Music History, Part II.* This course is intended for students who have already participated in Music History, Part 2 and wish to further their knowledge and experience with more personal and in-depth study and analysis of the course content. This course will investigate the role of music in Western culture, particularly in the eras of Baroque, Classical, Romantic, and Early Modern. Emphasis will primarily be the impact of historical events and cultural developments on music’s evolution and vice versa as opposed to mere memorization of names, dates, biographical information, etc. *One trimester.*

**Music History, Part VI (PA1010) 3rd Trimester 3**

*Prerequisites: Music History, Part III.* This course is intended for students who have already participated in Music History, Part 3 and wish to further their knowledge and experience with more personal and in-depth study and analysis of the course content. This course will investigate the role of music in Western culture, particularly in the Modern Era and 20th and 21st Century popular music. Emphasis will primarily be the impact of historical events and cultural developments on music’s evolution and vice versa as opposed to mere memorization of names, dates, biographical information, etc. *One trimester*.

The Senior School health program consists of two courses which provide students with strategies and tools to make healthy life decisions. In Grade 9 Health, the course focuses on relationships, dating, dating violence, gender roles and stereotypes, sexual orientation, abstinence, contraceptives, teenage pregnancy, fetal development, and sexually transmitted infections. The Grade 10 Health course looks at nutritional needs, stress management, and sexual harassment. Both of these courses are graded. Students are expected to participate in discussions and complete in-class assignments as well as individual/group projects. Each course meets two times per eight-day PANTHERS cycle for one trimester. *One trimester.*

**Health**

The Sewickley Academy health program is designed to build foundation for students to embody a healthy physical, mental, social, and emotional lifestyle.

9 Health – (HE0901) 2nd or 3rd Trimester and 10 Health – (HE1001) 1st or 2nd Trimester

Required for graduation

**Physical Education (PE0901)**

The Sewickley Academy Physical Education Department promotes healthy lifestyles in young people, taking into account the physical, social, emotional, and mental development of students. Physical Education at Sewickley Academy strives to instill a foundation of skills, experiences and knowledge that will lead students to value lifetime fitness. The Physical Education program at Sewickley Academy is a developmentally appropriate, comprehensive, and sequential program, Grades PreK through 12.

**Required for Graduation**

Please note that seniors must participate in one of the courses listed below for at least two of the three trimesters. All other students must participate in all three trimesters each year to meet the Sewickley Academy graduation requirement for Physical Education.

**Course Options:**

1. After-School Physical Education: Students may sign up for one of the three after-school Physical Education courses: Strength Training, Advanced Strength Training, or Body Pump. Each course meets 2 days per week from 3:30-4:15 PM in the Fitness Center or Core Room. Students participating in the after-school program must attend both sessions every week in order to meet the physical education graduation requirement.

2. Fitness Fundamentals/Fitness Fundamentals for the Performing Arts: These two courses shift from the standard teacher-driven physical education course to a student-driven course. It takes a more in-depth look at the five components of physical fitness: muscular strength, endurance, cardiovascular health, flexibility, and body composition. This course allows students to
discover new interests as they experiment with a variety of exercises in a non-competitive atmosphere. By targeting different areas of fitness, students increase their understanding of health habits and practices and improve their overall fitness level.

Fitness Fundamentals for the Performing Arts will allow students to participate in the winter musical, while collectively meeting the requirement for a physical education credit. The course develops healthy habits for members of the performance while managing a rigorous schedule of classes and rehearsals.

Students will not have a specific block in their schedule. The instructor will identify fitness goals, discuss the unit’s focus, evaluate their progress, and modify the fitness program when appropriate. In order to move from one level of Fitness Fundamentals to the next trimester level of the course, instructor approval is needed.

3. Athletic Teams: Students who are participating in a Sewickley Academy athletic team meet their Physical Education requirement during that season/trimester. Sewickley Academy offers the following sports:

   Fall – soccer, cross country, golf, girls’ tennis, field hockey, ice hockey  
   Winter – basketball, ice hockey, squash, swimming/diving, cheerleading  
   Spring – softball, baseball, lacrosse, track & field, boys’ tennis

4. Dance/Stage Classes:  
   All Three Trimesters:  
   - Introduction to Dance (PE0904)  
   - Dance I (PE0917)  
   - Dance II (PE0918)  
   - Dance III (PE0919)  
   - Dance IV (PE0920)  
   Only 2nd Trimester:  
   - Senior School Musical Lab (PE0925)  
   - Fitness Fundamentals for the Performing Arts (PE0926)

   Only 3rd Trimester:  
   - Musical Theater Workshop (PE0907)

Students that take any of these dance/stage classes will receive Physical Education credit for the trimester.

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**COLLEGE GUIDANCE**

**COLLEGE SEMINAR FOR JUNIORS – (CO1101) 2ND AND 3RD TRIMESTERS**  
This is a required seminar which meets during the second and third trimesters of Grade 11. The course is designed to introduce juniors to the college search and selection process and will address topics such as: how to research colleges, standardized testing, admission interviews, creating a résumé, writing the college essay, the college application process, and financing a college education. Students will complete the Common Application and will also complete the YouScience program in Scoir to clarify their learning style, academic, and career interests. *Two trimesters.*

**COLLEGE SEMINAR FOR SENIORS – (CO1201) 1ST TRIMESTER**  
This is a required seminar which meets during the first trimester of Grade 12. The course is designed to expand upon some of the topics covered in the Grade 11 College Seminar. The application process will be the focus of the class, with time dedicated to working on essays and other applications. *One trimester.*

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**INDEPENDENT STUDY**

**INDEPENDENT STUDY OPTION**  
Independent Study is open to students who have exhausted the sequence of a particular curriculum. A student who wishes to be considered for independent study must submit a description in writing of his or her area of interest, list the objectives of the project, and present a broad outline and syllabus demonstrating how these objectives might be met to the department chair. If the project is approved, a faculty mentor is assigned who will help the student formulate a project of satisfactory academic quality. Supervision by the faculty mentor continues throughout the duration of the project. A final evaluation is made by the faculty mentor and appears on the student's transcript. Application for an Independent Study must be presented to the Registrar.
### SENIOR SCHOOL COURSE CREDITS 2021-2022

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