

# Upper School Course Catalog



EVANSVILLE  
DAY SCHOOL

*Independent • Bold • Rewarding*

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# MISSION

Evansville Day School, in partnership with parents, offers a student-centered, college-preparatory program supported by a challenging and comprehensive curriculum that encourages each student from Junior Pre-Kindergarten through Grade 12 to strive for excellence in mind, body, and human spirit.

## PORTRAIT OF A GRADUATE



At Evansville Day School, we recognize that in order for our students to be successful in the new global economy, we need to help them be so much more than a test score. We also believe no two children are the same, nor should they be. We strive to help our students arrive at their own “a-ha” interests in ways that support each one as a whole person while also fostering the unique skills and so important to their futures.

Ultimately, what is needed to align our teaching and learning with our school’s mission and vision is to paint a portrait of a Day School graduate, which identifies four main qualities and skills (see image above) our graduates should possess. This portrait will advance our school and help our students develop into the creative problem-solvers our world needs.

Our Portrait of a Graduate allows us to map for 21st Century skills and design a Day School experience educating students beyond siloed academic disciplines. It empowers our community to be innovative and to make decisions that help the school build upon its tradition, mission, and vision.

## GRADUATION REQUIREMENTS (47)

(Total Number of Credits Required)	Grade 9	Grade 10	Grade 11	Grade 12
<b>English (8)</b>	English 9	English 10	English 11 or AP Language	English 12 or AP Literature
<b>Soc. Studies (6)</b>	World Civilization US History	World Civilization US History	Government or Advanced Placement Government and Economics	Government or Advanced Placement Government and Economics
<b>Math (8)</b>	Algebra, Geometry, or Algebra II	Geometry, Algebra II, or Pre - Calculus	Algebra II, Pre – Calc, or AP Calculus AB	AP Calculus AB, or AP Calculus BC, or Statistics
<b>Science (6)</b>	Biology	Chemistry	Physics or Advanced Science	Advanced Science
<b>Global Language (6)</b>	Spanish or French I or II	Spanish or French II or III	Spanish or French III or IV	Spanish or French IV or V Recommended
<b>Required Electives (8)</b>	PE (2); Health (1); Fine/Performing Arts (2); Technology (2); Speech (1)			
<b>Other</b>	dual credit course, internship, independent/advanced study course, on-line or off-campus university course			

## COURSE OFFERINGS

English	Social Studies	Math	Science	Global Language
English 9 English 10 English 11 English 12 *AP Language & Composition *AP Literature & Composition Intro to Literary Criticism Speech Etymology Creative Writing Yearbook	World Civilization U.S. History Government Economics *AP Government *AP Micro-Econ *AP Psychology Sociology Cultural Understanding Mock Trial *AP US History *AP World History	Algebra I Geometry Algebra II Pre-Calculus *AP Calculus AB *AP Calculus BC Statistics *AP Statistics	Biology Chemistry Physics Advanced Physics *AP Biology *AP Chemistry *AP Environmental Science Marine Biology Anatomy & Physiology Zoology Food Chemistry	Spanish I Spanish 1 Spanish II Spanish III Spanish IV Spanish V French I French II French III French IV French V
Technology	Fine Arts	Performing Arts	Wellness	Other
Broadcasting Digital Film-Making Advanced Broadcasting Advanced Film-Making Design Aesthetics	Studio Art I Studio Art II Advanced Independent Study	Instrumental Music Choir Drama	Team Sports Fitness Health and Wellness	College Counseling Independent Study Dual/College Course IU Honors

\*AP indicates an Advanced Placement Course



# COURSE LISTINGS & DESCRIPTIONS

## ENGLISH DEPARTMENT

*9 credits required*

English 9	Two Semesters	Grade 9	Prerequisites: None
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English 9 is a survey course for the beginning high school student. Through an integrated study of literature, composition, vocabulary, and grammar, ninth-graders further develop their language and analysis skills as they read a variety of literary selections, write for various audiences and purposes, and deliver oral presentations. Writing assignments stress proper grammar, usage, mechanics, and sentence structure. Students read and discuss modern novels and begin honing research and citation skills with frequent academic writing.

English 10	Two Semesters	Grade 10	Prerequisites: English 9
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Tenth grade English serves as an introduction to the literary genres of prose (including novel, short story, nonfiction, science fiction and legends), poetry, and drama. Each genre is examined in depth by identifying the basic story elements of setting, point of view, characterization, plot, theme, conflict, style, and structure in assigned texts. Students increase their vocabularies and improve grammar, composition, and public speaking skills by completing projects at the culmination of each unit. During second semester, students write a research paper following MLA guidelines.

English 11	Two Semesters	Grade 11	Prerequisites: English 10
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The English 11 class builds on skills of writing and analysis established in the ninth and tenth grades, requiring students to look at texts in more depth and analyze their meanings and structures. Students read literature from a variety of genres including novels, essays, speeches, letters, and poems, and they look to the ways these genres differ in purpose and execution. Students write and complete projects often in this class as they prepare for the rigors of twelfth grade English composition.

English 12 Composition	Two Semesters	Grade 12	Prerequisites: English 11
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Open to all twelfth graders, this two-semester course emphasizes the fundamental techniques of writing college essays. The first semester is spent examining and practicing the five steps of the writing process: prewriting, arranging, drafting, revising, and editing. Narrative, descriptive, exemplification, process, and cause and effect essays of varying lengths and topics are used as patterns of development. The second semester examines the patterns of classification/division, definition, comparison/contrast, and argumentative writing. Students conduct and present research according to Modern Language Association guidelines. Students follow a strict chronology: selecting material, doing exploratory research, narrowing to a thesis statement, completing extensive researching, drafting and documenting, editing, proofreading, and publishing an eight-to-ten page research paper on a controversial social issue. Vocabulary enrichment, grammar and mechanics, and test taking skills are also covered.

AP English Language and Composition	Two Semesters	Grade 11	Prerequisite: Approval of English Department
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AP Language and Composition is a course in critical reading, writing, reflection, and discussion, centering on analysis and effective use of language in nonfiction across contexts and purposes. Because of the difficulty and maturity of the prose selections and coursework, students who successfully complete the course may receive college credit through AP. Course goals include enjoying and understanding non-fiction literature, honing literary analysis skills, gaining confidence and skill in writing and grammar, refining skills in argument and research (including writing a research argument paper), and passing the AP Language test. The course and reading selections are for mature readers.

<b>AP English Literature and Composition</b>	<b>Two Semesters</b>	<b>Grade 12</b>	<b>Prerequisite: Approval of English Department</b>
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AP Literature and Composition is a course in critical reading, writing, reflection, and discussion, centering on analysis and effective use of language in fiction. Fictional components center on World Literature (modern novel). Students complete expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose and poetry styles and genres. Because of the difficulty and maturity of the prose selections and coursework, students who successfully complete the course may receive college credit through AP. Our goals include enjoying and understanding literature, honing literary analysis skills, gaining confidence and skill in writing and grammar, refining skills in argument and research, and passing the AP Literature test. The course and reading selections are for mature readers.

<b>Senior Project</b>	<b>May of 12<sup>th</sup> Grade</b>	<b>Prerequisite: See Description Below</b>
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The faculty and staff at Evansville Day School feel strongly that some of the best education our students experience is the education they make for themselves. The Senior Project allows our students to do just this in a real-world forum that helps them hone their college major selections and potential career paths, giving them a leg up on many high school graduates, who often feel lost when trying to decide what career to pursue. We want our students to experience the realities of careers they are interested in in order to decide if those careers are ones that are truly right for them. By experiencing the ups and downs of a profession, each student has an opportunity to do some soul searching and make an informed personal choice on his or her career interests and potential college major.

All seniors in good academic standing embark on a one-week career internship capstone project, with each student shadowing a professional in a career he or she is interested in pursuing. Students then return to EDS and share with their peers and the rest of the school community via a visual presentation/session reception in which visitors discuss the project experiences with students in an open, public forum inviting student interaction with interested guests.

<b>Creative Writing</b>	<b>One or Two Semesters</b>	<b>Grades 9-12</b>
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The creative writing class encourages students to step outside their comfort zones and explore writing beyond the analytical academic lens they are most used to. The course follows student interests of various prose genres, including memoirs, horror, and playwriting. Students tackle readings from well-known authors to discuss craft, and they do their own genre-specific work along with daily writings and focused free writing. Workshopping and oral \_\_ feedback are also employed often in this elective class.

<b>Etymology</b>	<b>One Semester</b>	<b>Grades 9-12</b>
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Etymology is the study of word origins and their impacts on the development of language. Being able to recognize and understand root words allows readers to better decipher unknown or previously unseen words and make better contextual sense of readings. Students in this class will work on becoming adept at Latin and Greek roots, which make up the vast majority of English vocabulary, and work to apply their knowledge or prefixes, roots, and suffixes to tackle unseen critical reading and industry texts.

<b>Introduction to Literary Theory and Criticism</b>	<b>Two Semesters</b>	<b>Permission of the Teacher</b>
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Students in this independent study class learn different analytical lenses (e.g. historical, feminist, postcolonial, and psychological lenses) through which they look at novels and other media. Through these lenses, students learn how to critically examine art and media around them with different contexts in mind. The class is for talented and motivated upper level high school students who seek to broaden their worldview through discussion, analytical writing, and reading different perspectives.

<b>Speech</b>	<b>One Semester</b>	<b>Grades 9-12</b>
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An introduction to public speaking, this course is required for graduation. Students begin the semester learning terms and concepts, while increasing their comfort levels in front of an audience. Students choose from selected impromptu topics during class sessions and also write and present a number of informative and persuasive speeches during the course.

<b>Yearbook</b>	<b>One or Two Semesters</b>	<b>Grades 9-12</b>	<b>Prerequisite: Attend Jostens Summer Workshop &amp; Permission of Yearbook Advisor</b>
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This year long course is open to seniors only who have already successfully completed at least one semester of journalism. These students will be the editors of The Landmark and be responsible for designing the senior pages, selecting the theme, and producing a large portion of the book.

# SOCIAL STUDIES

6 credits required

<b>Modern World Civilizations</b>	<b>Two Semesters</b>	<b>Grade 9 or 10</b>	<b>Prerequisite: None</b>
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Modern World Civilizations familiarizes students to world history and provides them insight into the geographic and cultural history of various regions. This course helps students prepare themselves for their immersion into a culturally rich world. This course primarily focuses on Europe, Africa, and Asia. Trends in culture, religion, government, economics, and other elements of civilization are examined from multiple perspectives as they relate to the development of the modern world.

<b>United States History</b>	<b>Two Semesters</b>	<b>Grade 9 or 10</b>
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The U.S. History course is designed to acquaint students with the major events and movements that have influenced our nation's past. It traces the political, social, economic and cultural forces that have shaped American History from the colonial era through the early 2000s. Emphasis will be placed on selected topics such as the Age of Exploration, the American Revolution, the Constitution period, Jacksonian Democracy, Westward Expansion, Slavery, the Civil War, Isolationism, the Era of Big Business, the Roaring Twenties, World War I, the Great Depression, the New Deal, World War II, the Korean Conflict, the Cold War, the Sixties, the Vietnam Era, and the Gulf War. Students use maps, charts, newspapers, artifacts, and other primary and secondary sources to help unfold the true nature of historical investigation. Students also study cultures by re-creating art forms, re-enacting daily practices, and immersing themselves in the lives of past Americans.

<b>Economics</b>	<b>One Semester</b>	<b>Grade 11 or 12</b>	<b>Prerequisite: None</b>
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In Economics, students apply knowledge gained in previous years study to pursue a deeper understanding of the institutions of economics. In addition, students compare different systems of economics in the world today, drawing on both macro and microeconomic studies. This course should be viewed as the culmination of the economic literacy strand that prepares students to become a part of the commercial world, to reflect on the responsibilities of business and personal finance management, and to participate in communal and global activities. The class is split into three different units: entrepreneurship, financial and commercial literacy, and fundamentals of economic thought and practice.

<b>Government</b>	<b>One Semester</b>	<b>Grade 11 or 12</b>	<b>Prerequisite: World Civilization and US History</b>
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In Government, students apply their civics skills to pursue a deeper understanding of the institutions of American government. Students analyze the pillars upon which the United States was founded in order to gain a deeper appreciation of the political process. Students will also evaluate the political system through these key pillars to create their own assertions upon the validity of our form of governance. In addition, they compare different systems of government in the world today, drawing on American history and that of other societies. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

<b>AP Government</b>	<b>Two Semesters</b>	<b>Grade 11 or 12</b>	<b>Prerequisites: World Civilization and US History</b>
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AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. While the primary purpose of this course is to prepare students for the A.P. Government and Politics examination in May, this course should also be viewed as a course that enables students to know and understand their rights and responsibilities as members of US political and civic society.



<b>Cultural Understanding</b>	<b>Spring Semester</b>	<b>Grade 9-12</b>
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Students will explore their own and others' identities with the goal of acquiring the cultural fluency needed to effectively communicate in the modern era of global connectivity. The course is designed to activate students' critical thinking skills through engagement in civil discourse about issues such as race and ethnicity, religion, ability, class, immigration, and gender and sexual identity. Students will examine the myriad lenses through which they experience the world and are perceived by others and consider the historical, social, and economic contexts of oppressed and underrepresented groups and what it means to live in diverse local, national, and global communities.

Students will routinely participate in Socratic seminars, where they will critically consider a variety of texts and media. Students will write about and curate a portfolio on an issue of personal interest in the discipline. Field trips may include the Evansville African American Museum, the Candles Holocaust Museum and Education Center, and the Tibetan Mongolian Buddhist Cultural Center.

<b>Mock Trial</b>	<b>Spring Semester</b>	<b>Grades 10-12</b>
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Mock Trial class is designed to stimulate and encourage a deeper understanding and appreciation of the United States legal system and to prepare students for Mock Trial competition, sponsored by the Indiana Bar Foundation. Students will analyze a legal scenario and perform the roles of attorneys and witnesses. At competition, students will argue their side's case to a panel of legal experts. Through the Mock Trial program, students gain an understanding of society's approach to dispute resolution and justice through an experiential learning opportunity.

<b>Psychology</b>	<b>One Semester</b>	<b>Grade 10-12</b>
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Psychology is a social studies elective that focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases are placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

<b>AP Psychology</b>	<b>Two Semesters</b>	<b>Grade 11 or 12</b>	<b>Prerequisite: None</b>
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The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

<b>Sociology</b>	<b>One Semester</b>	<b>Grade 11 or 12</b>	<b>Prerequisite: World Civilization or US History</b>
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Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

# GLOBAL LANGUAGES DEPARTMENT

*6 credits required, 8 credits recommended*

<b>French I</b>	<b>Two Semesters</b>	<b>Grade 8 and above</b>	<b>Prerequisites: None</b>
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French I allows students who have not previously studied a foreign language to grasp the basic concepts through a variety of methods, including PowerPoint, group projects, hands-on activities, vocab drills, grammar exercises, and oral presentations. By the end of this course, students are expected to speak and write in French on a fundamental level.

<b>French II</b>	<b>Two Semesters</b>	<b>Grade 9 and above</b>	<b>Prerequisites: French I</b>
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Students entering their second year of French should already be able to write and speak at a rudimentary level.

In French II, they learn to form more complex sentences and continue to expand their vocabulary. By the second semester, they are expected to read and understand a simple text and follow instructions given in French. They continue to do independent and group work to perfect their oral and written skills, and slowly adjust to the full-immersion teaching method that is a class conducted entirely in French.

<b>French III</b>	<b>Two Semesters</b>	<b>Grade 10 and above</b>	<b>Prerequisites: French II</b>
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By the third year, the class is conducted almost entirely in French and students will also be expected to speak in French as much as possible. Having mastered the basic grammar rules and vocabulary, they begin to learn the different sentence structures and tenses in order to write and speak at a somewhat sophisticated level. It is also in French III that students read *Le Petit Prince* and discuss the book in class. Toward the end of the second semester, they study other, slightly more advanced texts as well.

<b>French IV</b>	<b>Two Semesters</b>	<b>Grade 11 and above</b>	<b>Prerequisites: French III</b>
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In French IV, students should be able to write and speak at an advanced level. Class discussion is almost entirely in French, and students study grammar at an intense level, as well as complete a number of both oral and written assignments. Students are expected to complete interpretive essays and write creatively in French. Students continue to study a selection of texts by French-speaking authors.

<b>French V</b>	<b>Two Semesters</b>	<b>Grade 12</b>	<b>Prerequisites: IV</b>
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Students in French V speak almost fluently. They engage in intense classroom discussion, read and analyze complex texts, and perform lengthy dialogues entirely in the target language. The class is designed to prepare them for the experience of actually going to school in France, where no English is spoken. Students continue to build their vocabulary and knowledge of the French culture.

<b>Spanish I</b>	<b>Two Semesters</b>	<b>Grade 8 and above</b>	<b>Prerequisites: None</b>
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This course introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication.

<b>Spanish II</b>	<b>Two Semesters</b>	<b>Grade 9 and above</b>	<b>Prerequisites: Spanish I</b>
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Spanish II builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication

through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesively with greater independence. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products, and perspectives of Spanish-speaking culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

<b>Spanish III</b>	<b>Two Semesters</b>	<b>Grade 10 and above</b>	<b>Prerequisites: Spanish II</b>
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Spanish III encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students create original material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

<b>Spanish IV</b>	<b>Two Semesters</b>	<b>Grade 11 and above</b>	<b>Prerequisites: Spanish III</b>
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Spanish IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students continue to develop understanding of Spanish-speaking culture through explanation, reflection and comparison. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

<b>Spanish V</b>	<b>Two Semesters</b>	<b>Grade 12</b>	<b>Prerequisites: Spanish IV</b>
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Spanish V provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

# MATHEMATICS

*6 credits required, 8 recommended*

<b>Algebra I</b>	<b>Two Semesters</b>	<b>Grade 9</b>	<b>Prerequisites: None</b>
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Algebra moves away from manipulative skills of mathematics and places a greater emphasis on conceptual understanding and algebraic methods as a problem-solving tool. Topics covered are writing expressions, computation of complex number problems, solving first and second-degree equations, linear equations, systems of equations, functions, and polynomials.

<b>Geometry</b>	<b>Two Semesters</b>	<b>Grade 9 or 10</b>	<b>Prerequisites: Algebra I</b>
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This course is an investigative approach designed to study of the properties and applications of common geometric figures in two and three dimensions, with an emphasis on developing students' ability to reason inductive and deductive. It includes the study of points, lines, and planes, triangles, polygons, circles, right triangle trigonometry, area, and volume. It also emphasizes writing geometric proofs and critical thinking. Students who have teacher approval can take Geometry concurrently with Algebra II.

<b>Algebra II</b>	<b>Two Semesters</b>	<b>Grade 9-11</b>	<b>Prerequisites: Algebra I</b>
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Algebra II is a course expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include the complex number system, vector and matrix quantities, structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, linear and exponential models, trigonometric functions, interpreting categorical and quantitative data, making inferences and justifying conclusions, and using probability to make decisions.

<b>Pre-Calculus</b>	<b>Two Semesters</b>	<b>Grade 10-12</b>	<b>Prerequisites: Algebra II</b>
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Pre-Calculus starts the first semester as an investigation of functions, exploring the graphical behavior of, interpretation of, and solutions to problems involving linear, polynomial, rational, exponential, radical and logarithmic functions. Emphasis is placed on modeling and interpretation, as well as the important characteristics needed in calculus. The second semester is focused on trigonometry, the study of triangles. Trigonometry is introduced through an integrated circle/triangle approach. Toward the end of the second semester, students are introduced to analytical geometry (conic sections). Applications of trigonometry are a highlight of the second semester.

<b>AP Calculus AB</b>	<b>Two Semesters</b>	<b>Grade 11 or 12</b>	<b>Prerequisites: Pre-Calculus</b>
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AB Calculus is a course that provides students with the content that has been established by the College Board. Generally, topics include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative and the integral.

<b>AP Calculus BC</b>	<b>Two Semesters</b>	<b>Grade 12</b>	<b>Prerequisites: AP Calculus AB</b>
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BC Calculus is a course that provides students with the content that has been established by the College Board. We will revisit and expand the content covered in AP Calculus AB, as well as extend to additional topics such as vectors, polar curves, parametric functions, sequences, and series.

<b>Statistics</b>	<b>One Semester</b>	<b>Grade 12</b>	<b>Prerequisites: Algebra II</b>
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Statistics is an important field of math that is used to analyze, interpret, and predict outcomes from data. Descriptive statistics teaches the basic concepts used to describe data. It is a beginner course for those interested in data science, economics, psychology, machine learning, sports analytics, and many other fields.

## SCIENCE

*6 credits required, 8 credits recommended*

<b>Biology</b>	<b>Two Semesters</b>	<b>Grade 9</b>	<b>Prerequisites: None</b>
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Biology is a foundational course designed to assist in developing students' understanding of biological concepts and their investigative/laboratory skills. Students develop an understanding of the core themes in biology and explore modern topics of biology. The class explores biochemistry, molecular biology, cellular biology, genetics, the theory of evolution, ecology, the diversity of life, and an introduction to anatomy and physiology. Students study these topics through interactive laboratory investigations, group collaboration, research projects, and dissections. This course is required before taking any other biology elective.

<b>Chemistry</b>	<b>Two Semesters</b>	<b>Grade 10-12</b>	<b>Prerequisites: Biology, Algebra</b>
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Chemistry is the second of three science courses needed to graduate from Evansville Day School. Topics discussed include measurements; matter and energy; modern atomic theory; chemical bonding; elements, atoms, and ions; naming chemical compounds; chemical reactions; solids, liquids, and gases; equilibrium; and acids and bases. Students need a good understanding of algebra to successfully complete this course as most of the problems in chemistry are applied algebra. This course is part inquiry-based and part lecture/discussion.

<b>Food Chemistry</b>	<b>Two Semesters</b>	<b>Grade 10-12</b>	<b>Prerequisites: Biology</b>
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This lab-centered course will build on chemistry concepts and apply them to the chemistry of foods. The four main components of foods will be investigated: water, fats, carbohydrates, and proteins. At the end of the course you will be able to explain the function of these and other components in foods, and the chemistry behind converting raw ingredients to the final foods that we eat. Food safety and nutrition will be integrated into the course.

<b>Marine Biology</b>	<b>Two Semesters</b>	<b>Grade 10-12</b>	<b>Prerequisites: Biology</b>
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Marine biology is an elective, environmental science-based course designed for students who wish to obtain an in-depth awareness of coastal and marine systems. The course includes the study of physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among disciplines. Mastery of important science process and safety skills through laboratory investigation and dissections are emphasized. Students develop a proficiency in critical and creative thinking and problem solving skills, skills essential in science and in everyday life. This course is designed for a full year of marine studies.

<b>Physics</b>	<b>Two Semesters</b>	<b>Grade 10-12</b>	<b>Prerequisites: Algebra II</b>
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Physics is the third of three science courses needed to graduate from Evansville Day School. The goal of this course is to lead students to an understanding of how physics is integrated in the world around us. The concepts of motion, force, and energy are developed through investigative or laboratory activities that are designed to create models of the physical concepts.

<b>AP Biology</b>	<b>Two Semesters</b>	<b>Grade 11 or 12</b>	<b>Prerequisites: Biology and Chemistry</b>
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AP Biology is a college-level biology course for highly driven high school students interested in expanding their knowledge in biology and preparing for the AP Biology test in May. The curriculum framework, as provided by the College Board, focuses on four big ideas:

- Evolution - The process of evolution drives the diversity and unity of life.
- Energy - Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.



- Information - Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Interactions - Biological systems interact, and these systems and their interactions possess complex properties.

Within each of these four big ideas, the curriculum includes Enduring Understandings and Essential Knowledge, the specific topics of which will be discussed in class. In addition, AP Biology focuses on seven science practices. Students develop their skills with these science practices through lab activities, AP biology curricula, problem solving, critical thinking, inquiry skills, and application rather than rote memorization of facts. Students apply their knowledge to real-world problems and current events, becoming more scientifically literate citizens.

<b>AP Chemistry</b>	<b>Two Semesters</b>	<b>Grade 10 or above</b>	<b>Prerequisites: Chemistry, Calculus A/B or greater concurrently</b>
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AP Chemistry prepares the students to take the AP exam. It involves both laboratory experiments and lecture/discussion. The course is organized around the four big ideas of chemistry:

- Atoms of chemical elements are the building block of all matter
- Chemical and physical properties depend on the arrangement of the atoms
- Changes in matter involve rearrangement of elemental atoms
- Chemical reactions are based on collisions between atoms and molecules and how energy affects chemical reactions.

<b>AP Environmental Science</b>	<b>Two Semesters</b>	<b>Grade 11 or 12</b>	<b>Prerequisites: Biology and Chemistry</b>
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AP Environmental Science (APES) is a college-level interdisciplinary course for highly driven students interested in examining the relationships among the biological, chemical and physical components of life on our planet, as well as social, political and cultural aspects of human activity. This course is in preparation for the AP test in May. The curriculum framework, as provided by the College Board, is interdisciplinary, including the following themes:

- Science is a process.
- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems.
- Environmental problems have a cultural and social context.
- Human survival depends on developing practices that will achieve sustainable systems.

The curriculum focuses on in-depth understanding, problem solving, critical thinking, inquiry skills, and application, rather than rote memorization of facts. Students apply their knowledge to real-world problems and current events, becoming more scientifically literate global citizens.

<b>Anatomy &amp; Physiology</b>	<b>Two Semesters</b>	<b>Grade 11-12</b>	<b>Prerequisite: Biology and Chemistry. AP Biology is not required, but is highly recommended.</b>
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Anatomy & Physiology is an elective course designed to advance students' knowledge on the human body. Students explore the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. The course uses a hands-on approach to learning the different body and organ systems. Students are introduced to several college level lab investigations and dissections. Students also investigate careers in the medical and healthcare fields. An emphasis is placed on the interrelatedness of such systems as the skeletal, muscular, nervous, and circulatory. Some of the topics studied include cellular biology, integumentary system, skeletal system, muscular system, senses, endocrine system, cardiovascular system, lymphatic system and immunity, respiratory system, digestive system, nutrition, urinary system, and reproductive system. Students study these topics through interactive laboratory investigations, group collaboration, research projects, and dissections.

## TECHNOLOGY

*2 credits required*

<b>Broadcasting</b>	<b>One Semester</b>	<b>Grade 9-12</b>	<b>Prerequisites: None</b>
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The broadcasting class require students to write, direct, and edit a weekly news program to be viewed by the EDS community through the EDS News YouTube channel and via a link on the EDS web page. Students cover events in all three divisions at Evansville Day School. Time outside of class will be required for students to obtain footage of school events and conduct interviews. Students work both in front and behind the camera, helping in all aspects to produce a fun and informative school news program. The broadcasting class is a semester course with the option of a second semester upon approval of the course instructor.

<b>Digital Filmmaking</b>	<b>One Semester</b>	<b>Grade 9-12</b>	<b>Prerequisites: None</b>
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In digital film class, students learn the basics of making digital short films. Developing a theme, writing a script, storyboarding, camera techniques and editing are all covered as students produce their own digital short film.

<b>Broadcast Journalism</b>	<b>One Semester</b>	<b>Grade 9-12</b>	<b>Prerequisites: None</b>
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The broadcast journalism class requires students to research, write, direct, edit and conduct interviews for a documentary on a local business or historical site. Students also produce several short feature stories about issues affecting teens today. Topics include the positive and negative impact of social media, homework load, extracurricular activities, SAT and ACT testing, video gaming, body image, and the pressure to get into college. The feature story topics are driven by student interest, and students have the freedom to explore new topics as new issues become relevant for students.

<b>Digital Design Aesthetics</b>	<b>One to Two Semesters</b>	<b>Grade 9-12</b>	<b>Prerequisites: None</b>
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Design Aesthetics is a style of one's own interpretation. The Maya application allows students unlimited opportunities to be as creative as they may be. This application has been used by graphic artists to create such movies as *Shrek* and *Toy Story*. Students have several options when beginning their block foundation. They can learn by tutorials or be creative and think outside the box.

## FINE AND PERFORMING ARTS

*2 credits required*

<b>Studio Art I (SA I)</b>	<b>One to Two Semesters</b>	<b>Grade 9-12</b>	<b>Prerequisites: None</b>
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Students in Studio Art I will have the opportunity to explore both two-dimensional and three-dimensional methods of creating art in a setting that provides guidance while still allowing freedom in the creative process. The lessons will be based strongly in art history, art criticism, aesthetics, production, and integrated studies. Art vocabulary and techniques will be taught by lecture, textbook, and most importantly, demonstration. For students to master the art curriculum they might take quizzes and tests, demonstrate art practices, and complete writing assignments, sketchbook assignments, as well as larger projects.

<b>Studio Art II (SA II)</b>	<b>One to Two Semesters</b>	<b>Grades 9-12</b>	<b>Prerequisites: SA I</b>
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Students in Studio Art II will have the opportunity to explore both two-dimensional and three-dimensional methods of creating art in a setting that provides guidance while still allowing freedom in the creative process. The lessons will be based strongly in art history, art criticism, aesthetics, production, and integrated studies and will lead to portfolio quality works. Students will explore historical and cultural backgrounds and connections. Art vocabulary and techniques will be taught by lecture, textbook, and most importantly, demonstration. For students to master the art curriculum they might take quizzes and tests, demonstrate art practices, and complete writing assignments, sketchbook assignments, as well as larger projects.

<b>Advanced Studio Art I</b>	<b>One Semester</b>	<b>Grades 10-12</b>	<b>Prerequisites: SA I &amp; SA II</b>
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As the name suggests, this course will be much more in-depth than the Studio Art I and II courses. Students in Advanced Studio Art I are those who feel quite strongly about the visual arts and want to continue exploring that area as an elective. Students will have the opportunity to explore both two-dimensional and three-dimensional methods of creating art in a setting that allows for self-motivated freedom. Students will already have a background in various techniques and media and, therefore, will be expected to propose their own projects instead of having projects assigned to them. As such, it will not be uncommon to have a classroom of students who are all working on very individualized creations. With the use of an Investigative Workbook (a very intense sketchbook), students will base their lessons strongly in art history (researching previous artists, movements, etc.), art criticism (through regular class critiques), production (through the creation of the works themselves), and integrated studies (tying their work into various subjects, not just visual arts).

Advanced Studio Art is ideal for the student who wants to continue taking art courses and who wants to have a little more overall freedom to create projects of their own choosing. Since that concept can be daunting, some students might require some assistance in choosing their projects in Advanced Studio Art I.

<b>Advanced Studio Art II</b>	<b>One Semester</b>	<b>Grades 10-12</b>	<b>Prerequisites: ASA II</b>
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Students in Advanced Studio Art II are those who feel incredibly passionate about the visual arts and want to continue exploring that area as an elective and possibly a career. Students will have the opportunity to explore both two-dimensional and three-dimensional methods of creating art in a setting that allows for self-motivated freedom. Students will already have a background in various techniques and media and, therefore, will be expected to propose their own projects instead of having projects assigned to them. As such, it will not be uncommon to have a classroom of students who are all working on very individualized creations. With the use of an Investigative Workbook (a very intense sketchbook), students will base their lessons strongly in art history (researching previous artists, movements, etc.), art criticism (through regular class critiques), production (through the creation of the works themselves), and integrated studies (tying their work into various subjects, not just visual arts).

As with the Studio Art courses, there are many similarities between the two Advanced Studio Art courses. Advanced Studio Art II is for the student who has a deep-rooted passion for the visual arts. These students often continue taking visual art courses in college and some even continue with it as a career. This course is for students who are extremely self-motivated and who can be expected to work diligently and consistently on their own with an understanding of how to budget their time and a level of organization that will allow them to juggle multiple projects and due dates.

<b>Choir</b>	<b>Grades 8-12</b>	<b>Prerequisites: None</b>
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This course is open to all interested students in grades 8-12. Singers meet three times per week to prepare and perform choral repertoire from a variety of genres, cultures, and time periods both in class and on the stage. Areas of focus include proper vocal technique, sight-singing, musicianship, competition, and performance. An exploration of the musical theatre promotes creativity and builds confidence as students learn to integrate elements of music, drama, and choreography. Participating in the performing arts encourages collaboration as unique individuals work together to form an exceptional ensemble.

<b>Instrumental Music</b>	<b>Grades 8-12</b>	<b>Prerequisites: None</b>
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This course is open to all students in grades 8 – 12. Instrumental music class meets three times per week and acquaints the students with a wide variety of music, with an emphasis on jazz and rock, to develop listening and analytical skills.



## HEALTH AND WELLNESS DEPARTMENT

*2 credits required for Physical Education*

*1 credit required for Health and Wellness*

<b>Team Sports and Fitness</b>	<b>Two semesters required</b>	<b>Grades 9-12</b>	<b>Prerequisites: None</b>
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Both of our physical education classes are designed to inspire and develop opportunities for students to engage in and pursue a healthy, life-long, active lifestyle. The curriculum is structured for enrichment and refinement of skills and the development of strategies in team sports, individual sports, physical fitness, and lifetime activities.

<b>Health and Wellness</b>	<b>One Semester required</b>	<b>Grade 9-12</b>
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Health and Wellness is a required course for all students. The objective of this course is for students to learn and apply health and wellness skills to daily personal and interpersonal living. In doing so, the course addresses all aspects of human health including mental, social, and physical health, nutrition, family living, interpersonal skills, and disease prevention. Students study these topics through group collaboration, role playing activities, research projects, a health advocacy challenge, and by monitoring a personal goal throughout the semester.

## NON-DEPARTMENTAL OFFERINGS

<b>College Counseling</b>	<b>One Semester (Spring)</b>	<b>Grade 11 Required</b>
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All eleventh graders are required to take this course. In this course, students explore and make decisions for their educational futures. They register, prepare for, and take the ACT and SAT, create a college list, write personal statement essays for college, and practice for college interviews. Each junior's family will also work individually with the college counselor to prepare a plan for selecting and applying to colleges as a senior.

<b>Advanced and Independent Studies</b>	<b>One to Two Semesters</b>	<b>Grades 11 – 12</b>	<b>Prerequisite: Permission of Teacher and Division Head</b>
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An Independent Study course or an Advanced Studio course is not a regularly scheduled Upper School course and is available in every discipline. This opportunity is for the student who has demonstrated academic independence and self-discipline. This course may be an Advanced Placement (AP) course not offered at EDS. With the student's interests/skills in mind, it is arranged, planned and managed by a supervising teacher. The teacher then refines and submits the course to the division head for approval. The successful student must be willing to plan and execute his/her activities with much less monitoring and at the pace agreed upon by both. Both regularly meet to discuss and propose goals, topics and projects.

<b>Off Campus/Online College Course</b>	<b>One to Two Semesters</b>	<b>Grade 12</b>	<b>Prerequisite: Permission of Director of College Counseling or Division Head</b>
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Some twelfth graders who have earned most of their required courses to graduate elect to enroll in college classes offered online or on the campus of one of our local universities. These dual-credit courses allow students to earn both high school and college credit. This experience is for a senior who has demonstrated self-discipline and a readiness to experience the different culture of college. The student must be accepted by the university and the days and times of the course must not conflict with the student's EDS classes.

<b>IU Honors Program</b>	<b>Summer following grades 11/12</b>	<b>Prerequisite: Admission to Program</b>
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This 5-6 week summer opportunity is for the advanced student who wants to study-abroad and experience the culture immersion in his/her language. The student stays with a host family, commit to speak only in their target language and participate in intensive academic instruction. Upon acceptance into the program students may request one of eight countries – Austria, Canada, Chile, China, France, Japan, Mexico, or Spain. Although IUHPFL is not a college-credit program, alums will typically place into the 5th semester of the language in college. Although IUHPFL is not a college-credit program, alums will typically place into the 5th semester of the language in college.

<b>Center for Academic Success</b>
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The Center for Academic Success (CAS) program provides comprehensive academic support, enrichment and co-curricular advising for all students. Through a blend of peer and professional tutoring, group sessions, and personal coaching, the goal of the program is to ensure every student reaches his or her academic and personal potential. The Coordinator is responsible for ensuring academic support and enrichment to students as well working collaboratively with the faculty to serve the school's mission. A key component to this program is the collaboration with families regarding opportunities for successful student progress.

<b>Intersession</b>	<b>Grades 9 – 12</b>	<b>Required</b>
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Our school believes that real-world learning means not only getting hands-on in the classroom, but outside of it as well. We are proud of our Upper School Intersession because it provides a full week for teachers and students to journey outside of the classrooms and explore new places, ideas, careers, and experiences together, communicating and bonding well beyond the confines of the school building.

Because we value this experience as part of our Portrait of a Graduate, Intersession is mandatory for all Upper School students. We encourage and expect student initiative and leadership in proposing Intersession ideas and planning trips and activities. Students with Intersession ideas present them to the Intersession Coordinator for the faculty to discuss and determine feasibility.

Teachers meet in late spring to finalize which experiences will be offered the following March. Early in the first semester, the teachers present trips to the students and open them to sign-ups. Groups then meet through the fall and early spring semesters as needed in order to plan trips, discuss travel procedures, etc.