



THE
BUCKLEY SCHOOL

MIDDLE AND UPPER SCHOOL COURSE CATALOG

GRADES 6-12

2010-2011

NEAL RODEN
PRINCIPAL, MIDDLE SCHOOL
ACADEMIC DEAN, GRADES 6-8

DINA FIGUEROA
ASSISTANT PRINCIPAL, UPPER SCHOOL
ACADEMIC DEAN, GRADES 10 & 11

JOE SCIUTO
PRINCIPAL, UPPER SCHOOL
ACADEMIC DEAN, GRADES 9 & 12

The Buckley School
3900 Stansbury Avenue
Sherman Oaks, California 91423
(818) 783-1610 - www.buckleyla.org

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MIDDLE AND UPPER SCHOOL FACULTY

- Fraser Allan '98
Athletic Director, Middle School
Chair, Physical Education
B.E., Heriot-Watt University
- Rebecca Bailey '07
Performing Arts
B.M., University of Pacific Conservatory of Music
M.M., University of Washington
- Laura Bamford '92
Dance
B.A., M.F.A., University of California, Los Angeles
- Christian Beam '00
History
B.A., M.A., California State University, Northridge
- Jacqueline Bernstein '85
History
B.A., Wayne State University
- Nancy Booth '94
English
B.A., Barrington College
M.A., Wesleyan University
- Randee Borggrebe '78
Computer Science
B.A., M.A., California State University, Northridge
- Andrew Buchan '04
Mathematics
B.A., M.A., University of Nebraska
- Clifford Burr '77
Computer Science
B.A., California State University, Northridge
MeD, University of La Verne
- Marco Camargo '07
History
B.A., Santa Clara University
M.A., Santa Clara University
- Matthew Cano '97
Mathematics
B.A., California State University, Los Angeles

Scott Cazan '09
 Computer Science
 B.A., University of California, Santa Barbara
 MFA, California Institute of the Arts

Jennifer Cardenas '05
 Spanish
 B.A., University of North Texas & La Universidad Valencia, Spain

Marta Conley '03
 Physical Education
 B.A., California State University, Northridge

Susan Cole '97
 Physical Education
 B.A., Carnegie School of Physical Education
 Post Graduate Certificate of Education, Carnegie School of Physical Education

Juan de la Cruz '01
 Mathematics
 B.S., University of California, San Diego

Christy Durham '06
 Social Science
 B.S., Arizona State University

Richard Edelen '04
 Science
 B.S., University of Akron

James Evans '03
 English
 B.A., University of Sussex

Dina Figueroa '03
 Assistant Principal, Upper School
 Academic Dean (Grades 10 & 11)
 A.B., Stanford University
 Juris Doctor, University of California, Los Angeles

Yvonne Fleury '06
 Math
 MEd, University of California, Los Angeles
 B.S., University of California, Los Angeles

James Forman '04
 Chair, English
 PhD, University of Southern California
 M.A., University of Southern California
 B.A., University of California, Santa Barbara

Patrick Gomez '98

Chair, Foreign Languages
Latin
M.A., C. Phil., University of California, Los Angeles
A.B., Stanford University

Kathy Griffis '93
Chair, Science
B.A., Ph.D., University of California, Los Angeles

Mike Hamilton '03
Physical Education
B.A., University of California, Los Angeles

Dan Hazlett '03
Performing Arts
B.M., University of Pacific Conservatory of Music
M.M., University of California, Los Angeles

John Hendricks '00
Performing Arts
A.B., Stanford University
M.M., M.B.A., University of Miami

John Holland '89
Physical Education
B.S., Pennsylvania State University

Melanie Holland '05
Athletic Trainer
B.A., California State University, Northridge

Vincent Houser '80
Chair, Performing Arts
B.M.E., Indiana University

Daniel Kelleher '98
Science
B.A., Johns Hopkins University
M.S., San Francisco State University

Jonathan Klay '96
Physical Education
B.A., California State University, Northridge
B.S., California State University, Northridge

Kerry Kulisek '02
Physical Education
B.S., University of LaVerne

Jane Lara '08
Chinese

B.A., University of California, Berkeley

Andrew Lotts '02
Physical Education
B.S., University of Michigan

Ellen Mahoney '81
Chair, Visual Arts
B.A., Glassboro State College
M.A. M.Ed., Teachers College, Columbia University

Thomas Marino '93
Physical Education
B.A., California State University, Northridge
M.A., University of LaVerne

Steven Mayer '88
English
B.A., University of California, Los Angeles

Neil Nash '99
Theater
B.A., Pepperdine University
M.A. - Chicago College of Performing Arts, Roosevelt University

Andy Nelson '03
English
B.A., San Francisco State University
M.A., California State University, Northridge

Byrd Newman-Milic '89
Athletic Director, Upper School
Physical Education
B.A., Wichita State University

Afsaneh Nury '95
Spanish
B.A., M.A., University of California, Los Angeles

Maria O'Driscoll '07
English
B.A. Honors, Hertfordshire University (Wall Hall)
Postgraduate Counseling: Edgbaston University
Postgraduate in Teaching: Middx University

Andrew Pearce '00
Physical Education
B.A., College of St. Mark and St. John
M.A., Kent State University

Michael J. Petrella '06
History
B.A., The College of Wooster

Marie Philman	'04
Physical Education	
B.A., University of California, Los Angeles	
Jose Tagle	'06
Computer Science	
B.S., DeVry University	
Tanner Ragland	'03
Chair, Educational Technology	
Chair, Computer Science	
B.A., University of California, Los Angeles	
M.A., Pepperdine University	
Rourk Reagan	'00
Visual Arts	
B.F.A., Art Institute of Chicago	
M.F.A., Claremont Graduate University	
Brian Rector	'94
Science	
B.S., Carnegie Mellon University	
M.S., University of Southern California	
M.Ed., University of California, Los Angeles	
Ann Helm Rike	'00
Director of College Counseling	
B.A., M.S., University of Southern California	
Suzanne Rizzolo	'00
English	
B.A., M.A., California State University, Northridge	
Neal Roden	'87
Middle School Principal	
Academic Dean (Grades 6-8)	
Life Skills	
B.A., Haverford College	
Wilmer Rojas	'08
Spanish	
M.A., University of California, Los Angeles	
Licenciatura, Central University of Venezuela	
Stephen Rollman	'92
Performing Arts	
B.A., Loretto Heights College	
George Russo	'02
Director of Student Activities	
Physical Education	
B.A., Brunel University	

Joanne Ryan '84
 Chair, Mathematics
 B.A., Loyola University
 M.A., Concordia University

Josh Ryan '01
 Mathematics
 B.A., Colorado College
 M.Ed., Western Governor's University

Gregg Sacon '04
 Mathematics
 B.A., Dartmouth College
 M.F.A., Columbia University

Ellen Salas '87
 Director of Publications
 Journalism, Yearbook
 B.A., University of California, Los Angeles
 M.A., Ph.D., Indiana University

Joe Sciuto '00
 Upper School Principal
 Academic Dean (Grades 9 & 12)
 English/Leadership
 B.A., California State University, Northridge
 M.A., Pepperdine University

Susan Selvin '00
 Foreign Language
 B.A., Willamette University
 M.A., University of Washington
 Ph.D., University of California, Los Angeles

Susan Sherman '86
 Upper School Dean of Students
 Mathematics
 B.S., University of Maryland

Stacey Siegel '03
 B.A., State University of New York
 M.A., California State University, Northridge

Bryan Smith '07
 Science
 B.S., University of California, Santa Barbara
 M.S., Ph.D., University of California, Irvine

Rick T. Smith '79
 Computer Science
 B.A., California State University, Northridge

Brooke Szody-Novom '06
 Spanish
 B.A., Emory University

Mara Tapia '04
 M/U School Counselor
 B.A., Arizona State University
 M.S.W., University of Southern California

Christine Terry '08
 Visual Arts
 B.A. and B.F.A, Massachusetts College of Art
 M.A., California State University, Northridge

Steven Totland '03
 Performing Arts
 B.S., Northwestern University
 Ph.D., Northwestern University

Heidi Vaughn '81
 Visual Arts
 B.S., California Coast University

Ralinda Watts '07
 Dance
 B.S., California State University, Northridge
 Minor - Dance, California State University, Northridge

A.J. Webster '01
 Science
 B.A., Rice University

Corinne Weitzmann '07
 French
 M.B.A., Ecole Supérieure de Commerce Rouen, France
 M.S., B.S. Université de Rouen and Université Pierre Et Marie Curie, Paris VI, France

Staciana Winfield '08
 Physical Education
 B.S., University of California, Berkeley

Matthew Wittmer '08
 Librarian
 B.F.A., Southwest Missouri State University, Springfield
 M.F.A., University of Nebraska-Lincoln
 M.L.I.S., University of California, Los Angeles

Tami Woldman '90
Mathematics
B.S., Lewis & Clark College
M.A., California State University, Northridge

Rob Wright '97
Chair, Social Science
B.A., M.A., California State University, Northridge

Sunhua Yeh '08
Chinese
M.B.A., Tamkang University, Taipei, Taiwan
B.A., World College of Journalism, Taipei, Taiwan

ACADEMIC POLICIES

Course Load

All students in grades 6-12 must take a minimum of five academic solids each year. Students who take a full-year academic course at Buckley's summer school are eligible to take only four academic solids.

Summer School

Summer school courses taken at The Buckley School will be counted toward fulfillment of Buckley graduation requirements. Courses taken in other summer programs—at other secondary schools or at colleges—may be used as prerequisites for Buckley courses and will be noted on the Buckley transcript, but they will not be counted toward fulfilling Buckley graduation requirements or as part of Buckley's grade point average.

Grading

Letter grades are assigned in all academic classes. Letter grades range from "A" to "F" and are described as follows:

- A.....Excellent
- B.....Above Average
- C.....Average
- D.....Barely Passing*
- F.....Failing; No credit

As a rule, a minimum grade point average of 2.00 (C) is required of all students who wish to be promoted to the next grade. Any student with a semester grade below C- in a given subject may be required by the respective department to take the course again in summer school. Summer school credits from another school may not be applied to Buckley School graduation requirements.

* It is important to understand that although a grade of "D" is barely passing at our school, *some* colleges and universities give no credit for this mark in high school classes. Any "D" or "F" grades earned in high school courses required for admission to the University of California or the California State University must be repeated or validated to satisfy minimum eligibility requirements for freshman; consult with your academic dean.

Grades in Honors and Advanced Placement courses are assigned on the basis of the standards of the course. A "weighted" GPA is calculated for college admission purposes and scholarship applications.

Grade Point Average

The Middle and Upper School grades are based on the following scale:

A+	4.33	96.5-100%
A	4.00	92.5-96.4%
A-	3.67	89.5-92.4%
B+	3.33	86.5-89.4%
B	3.00	82.5-86.4%
B-	2.67	79.5-82.4%
C+	2.33	76.5-79.4%
C	2.00	72.5-76.4%
C-	1.67	69.5-72.4%
D+	1.33	66.5-69.4%
D	1.00	62.5-66.4%
D-	0.67	59.5-62.4%
F	0.00	00-59.4%

Students are required to maintain at least a 2.00 (C) grade point average to remain in good standing at Buckley. In the Upper School, a student whose quarter GPA falls below 2.00 will be placed on academic probation for the next quarter. If the GPA for the following quarter is not 2.00 or above, the student will be academically ineligible for all extra curricular activities at Buckley, including, but not limited participation on athletic teams, and performing arts productions. A student who is academically ineligible may be asked to leave Buckley. Parents will be notified of academic probation or academic ineligibility at the end of each quarter. In addition to the regularly scheduled prose reports and progress reports, the administration will notify parents if their child is experiencing academic difficulty. The administration also reserves the right to assess the level of a student's academic performance in light of that student's academic potential. Even a student who is not on academic probation can be required to maintain a GPA commensurate with his or her abilities and can be dismissed from Buckley if he or she falls below the determined level. If, in the judgment of the faculty and administration of the Middle and Upper School, a student's academic performance indicates a serious lack of interest or positive involvement, a lack of academic integrity, or a lack of willingness to pursue academic excellence, that student may not be allowed to continue at our school.

Parents will receive their child's grades four times during the year at the end of each quarter. Progress reports will be sent home periodically on students doing work of C- or below. Academic referral notices will be sent home regularly on students who are experiencing difficulty in performance or attitude. Parents should review these reports and confer with their child's advisor if there is a problem.

A student who does not receive a passing grade (59.5% or higher) in a course is required to make up the failing grade as a condition of continuing his or her studies at Buckley. Any course failed by a senior must be passed successfully before the student can receive his or her diploma.

ANY SENIOR WITH A SEMESTER GRADE OF "F" IN A COURSE WILL NOT RECEIVE A BUCKLEY DIPLOMA UNTIL THE GRADE IS IMPROVED IN SUMMER SCHOOL.

Homework

In keeping with Dr. Buckley's Four-Fold Plan of Education, Buckley students are strongly encouraged to participate in extracurricular activities offered by the school to enrich their Buckley experience and prepare them for life after Buckley. Participation in Buckley's strong athletic, club, student leadership, robotics, visual arts, and performing arts requires very important time commitments from our students. Family and social time is also important for young people. It is also clear that homework is a critical part of the learning process. Time management, good organization and a positive, distraction free environment for homework are keys to success. Buckley has made adjustments to the school's homework policy to help students find a balance among academics, extracurricular activities, and family life.

The normal homework load averages about 1 ½ hours per night in Middle School and 2 hours per night in Upper School. Parents are encouraged to review the class assignment sheets that are posted on the Buckley website to ensure that students complete all work on time. Homework for the week will be posted on the website by 5:00 pm on Mondays. Please do not write notes excusing a child's failure to complete work. These numbers are averages only. Much will depend on the student, how he or she approaches and organizes homework time, his or her place of study and level of concentration versus distraction.

Homework is assigned in every academic class four nights a week. English classes receive a larger proportion of the time allotted for homework because of the reading required in these classes. Upper School English classes may have 45 minutes of homework assigned per night, while the other academic classes may have 25 minutes of homework assigned per night, and elective courses may have approximately 20 minutes assigned per night.

Students in AP and/or Honors courses in the Upper School may have 2 ½ - 3 hours total of homework per night.

Every effort will be made to ensure that Middle School students will not have more than 2 tests on any day, and Upper School students will not have more than 3 tests on any day.

Homework is not assigned over Labor Day, Thanksgiving, Winter Break, Martin Luther King Day, Presidents' Day, Spring Break, and religious holidays, except in Advanced Placement courses. Tests will not be given on the first day back from these holidays.

Testing

Tests and quizzes are the primary method for assessing student learning in most classes and are administered on a regular basis. A test calendar is maintained by teachers to coordinate their tests and to avoid students having too many tests on any one day. It is expected that no high school student will have more than three tests on any given day and no middle school student will have more than two tests on any day.

Examinations

Semester examinations are given in all academic classes twice during the academic year, at the end of December and in June. Seniors who have a B+ average at the end of the Spring Semester may be exempted from the examination. Final examination grades make up 20% of the semester grade.

Attendance

Class attendance is necessary for learning. It is our policy, therefore, that except in unusual circumstances, absences that exceed 20% of the scheduled class hours will result in no credit for that class. The “cutting” of any class will result in disciplinary action, and any unexcused absence will result in an “F” for that day's lesson. These policies apply to all classes, including Physical Education.

SPECIAL PROGRAMS

Advanced Placement Program

The Upper School typically offers a variety of Advanced Placement classes including English Language, English Literature, Calculus AB, Calculus BC, U.S. Government and Politics, U.S. History, European History, Human Geography, Biology, Chemistry, Physics B, Physics C, Environmental Science, French Language, French Literature, Latin (Literature), Latin (Vergil), Spanish Language, Computer Science A, Computer Science AB, Music Theory, Art History, and Studio Art.

Some AP courses are typically offered in alternate years and when there is sufficient interest to do so. Buckley typically restricts students to no more than three AP courses per year due to the rigorous demands of such classes. Under rare circumstances, students may be enrolled in more than three AP classes. There is a fee charged by the College Board for taking each exam, and this fee is the responsibility of the student taking the exam.

Students are enrolled in Advanced Placement classes on the basis of departmental recommendation, previous grades and test scores, and consultation with the academic deans. Because these are college level classes and the work is more difficult and time-consuming than the work in regular classes, Advanced Placement courses should be chosen with care. All students in Advanced Placement courses must take the Advanced Placement exam in May. In order to take an AP Exam at Buckley, a student must have been enrolled in the AP class at Buckley.

Honors Classes

Honors classes are offered in mathematics, English, science, and upper level foreign language courses. The honors program in mathematics includes Math 6 (H), Pre-Algebra (H), Algebra I (H), Geometry (H), Algebra II (H), and Pre-Calculus (H). Students in this program normally go on to take Advanced Placement Calculus AB and Advanced Placement Calculus BC. Geometry (H) and Pre-Calculus (H) are typically offered during the summer session.

The honors program in English includes one section at each grade level. Placement in honors classes is determined by departmental recommendation and a student's prior academic record. In foreign language, all fourth-level courses are accelerated.

Environmental Education Program

The Environmental Education Program is an essential part of the school's overall academic program. It is also a way to provide our students with valuable experiences that are significantly different from their regular school experiences. For both these reasons, outdoor education is mandatory; that is, attendance on the trips is required unless there is a specific medical excuse. These trips have been scheduled in a way that will disrupt as little as possible the normal academic schedule.

Study Skills

Each Middle School student will participate in an ongoing study skills program incorporating such concepts as organizing assignments, organizing homework time, studying for tests, taking notes, and reading for understanding. Rather than treating study skills as something separate, this program works at integrating the teaching of these essential skills into the entire Middle School

curriculum and is taught in all academic classes. The goal of the program is to provide every Buckley student with the techniques and self-discipline necessary to succeed in high school and college.

Research and Library Skills

The teaching of specific research skills begins in the sixth grade and continues throughout the Middle and Upper School. The English, history, and science departments cooperate in developing appropriate projects at each grade level. These projects are supplemented by direct training in the use of the resources available in the Robert Young Library. Formal research papers are assigned in grades seven through twelve.

Service Programs

Students in the Upper School have an obligation to perform community, school, and environmental service, either on or off campus. The number of hours required and the types of projects available differ for each of the grade levels. Details are available from the Director of Community Service. Fulfillment of the service obligation is necessary for advancement to the next grade level, participation in extracurricular activities or, in the case of seniors, for graduation.

ATHLETIC AND EXTRACURRICULAR ELIGIBILITY

6th, 7th, and 8th Grades

Eligibility for participation in athletics and extracurricular activities will be dependent upon good academic and behavioral standing as determined by the Middle School Principal.

9th through 12th Grades

Eligibility for participation in athletics and extracurricular activities will be dependent upon good academic and behavioral standing, specifically:

1. A GPA of 2.00 (C) or higher, and
2. A record of good citizenship, proper behavior, and a willingness to support the ideals of The Buckley School.

In extraordinary situations, the principal will reserve the right to determine a student's eligibility for an activity.

EXTRACURRICULAR PROGRAMS

Student Government

The Upper School Student Council is made up of the Student Body President, Vice President, Secretary, and sixteen representatives, four from each grade level 9-12. The Middle School Student Council is made up of twelve members, four representatives from each grade level 6, 7 and 8. The representatives are elected by students in the same grade. The duties of the student government representatives include the overseeing and planning of class activities, class service projects, administrative work, promoting spirit and pride, and encouraging positive morale in the student body. To become a member, each candidate must submit an intent-to-run form and must be in good academic and behavioral standing.

Publications

The Student Voice is the monthly student newspaper produced by the Advanced Journalism class. Under the leadership of a faculty moderator and a student editorial staff, the *Voice* publishes articles of interest to The Buckley School. *Images*, The Buckley School yearbook is produced by a student staff, senior editors, and a faculty moderator. *The Literary Magazine*, published each spring, is a collection of poems and short stories written by students. The *Junior Voice* is the Middle School newspaper.

Interscholastic Athletics

The Upper School (grades 9-12) competes in the Liberty League against such schools as Oakwood, Providence, Holy Martyrs and Viewpoint. Boys compete in basketball, soccer, baseball, swimming, tennis, cross-country, golf and equestrian. Girls compete in volleyball, tennis, basketball, swimming, softball, cross-country, golf and equestrian. There is a similar program for Middle School students.

Honor Society

Students who exhibit good character and citizenship, leadership, community service, and scholarship are invited to be part of this service organization which is engaged in helping others at school and in the greater Los Angeles area.

Music, Dance, and Drama

Students are offered a wide range of activities in the performing arts department. Choral groups, the Concert Band, and the Chamber Orchestra perform at Winter Concerts and the Spring Arts Festival as well as for special assemblies and public events. Dance classes present original student choreography at the spring Dance Festival. Theater students are encouraged to appear in the Spring Production and the Fall Musical.

Clubs

There are a variety of clubs for which Upper School students can sign up. Each fall during *Clubfest*, new clubs are promoted and presented to high school students to encourage membership. The Varsity Club, Junior State of America, Ecology Club, Pre-Med Club, and Social Action Team are just a few of the clubs that continue to be active every year.

Middle School students have an opportunity to participate in an activity period every Friday afternoon. Each trimester, club activities are offered from which students can choose. A sampling includes the Chess Club, Crafts, Weight Training, Rugby, and the Knitting Club.

GRADUATION REQUIREMENTS

In order to graduate from The Buckley School, a student must complete with a passing grade high school courses at Buckley in the following disciplines:

English	4 year-long courses
Mathematics	4 year-long courses
Foreign Language	Through level III
Social Sciences	4 year-long courses
Science	3 year-long courses
Computer Science	1 year-long course
Arts	2 year-long courses
Physical Education	Every trimester through 2 nd trimester of senior year
Health	1 trimester course

Academic Requirements for Grades 9-12

All students must take **English** every semester. In **foreign language**, a student must successfully complete the third level of one language. In **social science**, a student must successfully complete three years of study, including a year of United States History. Seniors must also take AP Government and/or Advanced History IV. In **mathematics**, a student must successfully complete at least one year of study beyond Algebra II/Trigonometry. In **science**, a student must successfully complete three years of laboratory courses: Biology, Physics, and Chemistry.

In order to graduate from The Buckley School, each student must take at least one course in **computer science**. The introductory courses meet twice a week for a full year. Advanced courses in computer science are available to qualified students, including an Advanced Placement class.

Each student must complete a minimum of two year-long courses in the **visual arts** or **performing arts**. Some beginning visual arts and performing arts courses meet twice a week; advanced level courses, as well as, band, choir and orchestra, meet four times a week. We strongly suggest to parents and students that this requirement be fulfilled during the freshman and sophomore years.

All students are required to be enrolled in a **physical education** class each trimester until the last trimester of the senior year. Students must also take one trimester of health for graduation.

The Buckley School requires that *all courses required for graduation must be taken at Buckley*. Courses taken at other schools will be noted on the student's transcript but not given credit towards Buckley graduation requirements.

All Upper School students must take at least five academic courses each semester. Any student who has successfully completed a full-year academic course at The Buckley School Summer School may choose, in consultation with the academic dean, to take four academic classes the following year.

Courses taken during the summer at other high schools or colleges will be noted on the student's transcript but not given credit towards Buckley graduation nor included in the Buckley GPA.

These are the minimum requirements for graduation from The Buckley School; most students will elect to take more courses in one discipline or another.

UNIVERSITY OF CALIFORNIA ADMISSION ELIGIBILITY REQUIREMENTS

The University of California has very specific criteria for admission. Because so many of our students will apply to the University, our graduation requirements meet or exceed those of the University in every area.

The “Subject Requirements” for the University of California are as follows:

- | | | |
|----|-------------------------------|---------------------------------------|
| a. | History/Social Science | 2 years required |
| b. | English | 4 years required |
| c. | Mathematics | 3 years required, 4 years recommended |
| d. | Laboratory Science | 2 years required, 3 years recommended |
| e. | Language Other Than English | 2 years required, 3 years recommended |
| f. | Visual and Performing Arts | 1 year required |
| g. | College Preparatory Electives | 1 year required |

The English courses must include significant amounts of composition and literature. All our English courses qualify for the “b” and “g” requirements.

The mathematics courses must include elementary and advanced algebra and two-and three-dimensional geometry. Our courses in these subjects meet the “c” requirement; the courses we offer beyond Algebra II meet the “g” requirement.

All courses in biology, chemistry, and physics fulfill the “d” requirement. All courses offered by the science department fulfill the “g” requirement.

All our foreign language classes meet the “e” requirement. Any classes taken in addition to second-year classes also meet the “g” requirement.

The College Preparatory Electives can include courses in English, social science, advanced mathematics, laboratory science, foreign language, and visual and performing arts. All Social Science, English, and foreign language courses taught in grades 9-12 fulfill this requirement. Some advanced courses in visual and performing arts also meet the “g” requirements.

TYPICAL SCHEDULES

Noted here are examples of typical schedules for each of the seven grade levels. Honors and AP courses are offered in most of the departments.

6th GRADE:

English 6
Introduction to Chinese Language and Culture
Social Science: World Cultures and Geography
Math 6
Science: Topics in Science
Arts Rotation: Art I, Middle School Band or Orchestra,
Theater 6, General Music, Treble Choir, Computer I
Physical Education

7th GRADE:

English: Introduction to Literature
Foreign Language: Chinese, French, Latin, or Spanish
Social Science: Global Studies
Mathematics: Pre-Algebra
Science: Life Science
Arts Rotation: Life Skills, Art I, Theater 7, General Music, Dance, Treble Choir,
Middle School Band or Orchestra, Computer I, Journalism
Physical Education

8th GRADE:

English: A Study of Literary Genre
Foreign Language: Chinese, French, Latin, or Spanish
Social Science: United States History: Colonial through Reconstruction
Mathematics: Algebra I
Science: Physical Science
Arts Rotation: Art II, Theater 8, Dance or Advanced Dance, Treble Choir, General Music,
Middle School Band or Orchestra, Computer II, Journalism
Physical Education

9th GRADE:

English I: Foundations of Critical Reading and Composition
Foreign Language: Chinese, French, Latin, or Spanish
Social Science: Ancient World History
Mathematics: Geometry
Science: Biology
Computer Science: Computer III, or an Advanced Computer class
Physical Education (including one trimester of Health)
Arts Electives

10th GRADE:

English II: Studies in British Literature
Foreign Language: Chinese, French, Latin, or Spanish (AP/Honors by department recommendation)
Social Science: Modern World or AP European History (department recommendation only)
Mathematics: Algebra II
Science: Chemistry or Chemistry Honors (department recommendation only)
Arts Electives
Computer Science Elective
Physical Education

11th GRADE:

English III: Studies in American Literature, English III Honors, or A.P. English Language and Composition (department recommendation only)
Foreign Language: Chinese, French, Latin, or Spanish (AP/Honors by department recommendation)
Social Science: United States History or AP United States History (department recommendation only)
Mathematics: Pre-Calculus
Science: Physics or AP Physics (department recommendation only)
Arts Electives
Computer Science Elective
Physical Education

12th GRADE:

English IV: Studies in World Literature or Advanced Placement English Literature and Composition (department recommendation only)
Social Science: Advanced History IV - Social & Political Philosophy and/or AP U.S. Government
Foreign Language: Chinese, French, Latin, or Spanish Electives (AP/Honors by department recommendation)
Mathematics: Calculus, AP Calculus AB, or AP Calculus BC, or Topics in Math
Science: Electives
Arts Electives
Computer Science Elective
Physical Education

COURSE OFFERINGS

ENGLISH DEPARTMENT

The objectives of the English Department are to provide thorough training in the thoughtful and efficient use of language, to develop the analytical skills needed for a critical appreciation of literature, and to expose students to major works of recognized literary merit. All English courses require intensive work in reading, writing, and critical thinking and encourage the exchange of ideas through participation in classroom discussion. The department places major emphasis on developing in students a love of reading and an ability to write clearly and persuasively. Students are given a firm foundation in composition with particular instruction in grammar, vocabulary, punctuation, and study skills.

Honors and/or Advanced Placement sections are offered at each level, grades seven through twelve. Placement in Honors and Advanced Placement courses is by invitation of the department and is based on previous performance in English classes and performance on standardized tests and placement exams.

All non-elective courses offered in the English department meet the “b” and “g” requirements for admission to the University of California.

Summer Reading

Every spring the department sends a letter to students assigning works to be read over the summer. This assignment should be taken seriously, as it usually forms the basis of writing assignments the following year.

The Writing Laboratory

The Writing Lab is a lunchtime and sunrise workshop designed to help students improve the clarity and effectiveness of their writing. Students practice writing expository, descriptive, narrative and persuasive paragraphs and learn about the revising process. The instructor works individually with each student to address his or her specific difficulties. Middle School and Upper School students may seek help with specific assignments or attend tutoring sessions as recommended by their classroom teacher.

English 6: Language Arts (required of all sixth graders)

This course is designed to teach children to think creatively and analytically as well as to speak, write, and read with understanding. Writing assignments provide practice in descriptive, narrative, persuasive, expository, and creative writing. Vocabulary exercises employ word lists culled from novels covered in class. Study/academic skills such as listening skills, following directions, and organizing facts and materials are emphasized. In addition, a love of and appreciation for literature are fostered by class reading of works by such authors as Langston Hughes, Jane Yolen, Lois Lowry, and Edgar Allan Poe. Students are also exposed to other authors through required outside reading.

English 7 or English 7 Honors: An Introduction to Literature (required of all seventh graders)

This course introduces the student to more mature writing standards and to an in-depth study of literature. Areas of focus include reading comprehension and inferential skills, literary

terminology, grammar and usage, paragraph organization, vocabulary development, use of library resources, and the development of study, organizational, and test-taking skills. Projects include analytical essays, personal narratives, and incorporating research into essays. Students will also combine history and English as they explore subjects such as the holocaust and the Civil Rights Movement. Literature studied includes poetry, plays, essays, fiction, and non-fiction selected from a variety of works including: Greek Mythology, George Orwell, and William Shakespeare.

English 8 or English 8 Honors: A Study of Literary Genre (required of all eighth graders)

This course continues the introductory work of the previous year, reinforcing composition and grammar skills while defining and introducing students to literary genre: the essay, the novel, the short story, the drama, and poetry. Works read for this course include *Thief of Time*, *To Kill a Mockingbird*, *The Natural*, *Raisin in the Sun*, *Romeo and Juliet*—works which concern important values such as racial equality, the nature of good and evil, and the limitations of materialism. Compositions expand skills mastered the previous year and allow instruction in paragraphing, transition, and organization. Vocabulary and spelling exercises continue throughout the year.

English I or English I Honors: Foundations of Critical Reading and Composition (required of all ninth graders)

This course offers in-depth instruction in critical reading, literary interpretation, and composition skills. The first semester focuses on grammar and writing, equipping the students to write expository essays, during which time students concentrate on organization, development, clarity and style in their writing. As the course focuses more on literature in the second through fourth quarters, student writing turns to the analytical essay. In the third or fourth quarters, the students will write research papers with an emphasis on research methods, analysis of information, and the synthesis of this information into a coherent paper. Additionally, the course focuses on developing critical reading skills that will allow students to comprehend the figurative as well as the literal meanings of texts. Literary works used in the course include *The Catcher in the Rye*, *Of Mice and Men*, *The Odyssey*, *Antigone*, and *Much Ado About Nothing*, along with short stories and poetry distributed throughout the year. The rigorous intellectual demands of reading and writing assignments and class discussion reflect the department's desire to encourage independent critical thinking, intellectual growth, and organized, clear expression.

English II or English II Honors: Studies in British Literature (required of all tenth graders)

This course, while not a survey, seeks to introduce students to some of the major periods and authors of British Literature from the 14th Century to the present. Students read works by Shakespeare, Shaw, Orwell, Chaucer, Huxley, Bronte, and Shelley. The study of poetry includes poems by Shakespeare, Marvell, Blake, Wordsworth, Keats, Tennyson, Browning, Arnold, Yeats, and others. Classroom discussions encourage students to develop a sense of appreciation for literature and an ability to interpret and to understand complex themes, with an emphasis on close reading of the text. Instruction and practice in composition and grammar continue throughout the year. During the second semester, students are introduced to literary research and write a critical essay incorporating material gathered from outside sources. Students also complete a Media Literacy Project, applying critical thinking to public/corporate discourse. In addition, students have occasional opportunities to participate in creative writing assignments.

English III or English III Honors: Studies in American Literature (required of all eleventh graders)

This course includes novels and stories by such authors as Melville, Hawthorne, Thoreau, Cather, Chopin, Crane, Wharton, Fitzgerald, Twain and Miller, as well as poetry by Dickinson, Hughes, Cullen, Frost, Whitman, and Brown. Students review as a part of the study of poetry all relevant literary terms, and they also consider point of view, symbolism, theme, plot, mood, tone, and irony in the fiction assigned. A special feature of this course is an intensive review of grammar and sentence structure to eliminate writing errors and to prepare students for the PSAT and the SAT Exam. Practice and instruction in composition continue throughout the year.

Advanced Placement Language and Composition

Those juniors who have been recommended by the English Department on the basis of past performance in English classes and on standardized tests are invited to take this college level course designed for students who wish to prepare for the Advanced Placement Composition examination. Because the course prepares students for the AP Language and Composition examination, the focus is on critical analysis of non-fiction, particularly issues of rhetoric, organization, and style. Students learn to identify and write effectively in different modes of discourse. Students read prose written in a variety of periods, disciplines, and rhetorical contexts by such authors as Emerson, Thoreau, Dillard, Melville, King, Twain, Wharton, Ellison, Douglass, Gilman, Hazlitt, Johnson, Stevenson, and Didion.

English IV: Studies in World Literature

The course prepares seniors for the college study of literature by exposing them to great works from various cultures. By reading such authors as Conrad, Austen, Aeschylus, Kafka, Camus, and Shakespeare, students are encouraged to construct their own knowledge by discussing the human issues dramatized in texts, experiencing moral dilemmas, considering social values, exercising their imaginations, and making difficult choices. An intensive review of composition skills continues throughout the year with particular attention to thesis development, clarity of expression, logic, incorporating outside sources, and effective procedures for revision.

English IV: Advanced Placement Literature and Composition

Those seniors who have been recommended by the English department on the basis of past performance in English classes and on standardized tests are invited to take this college level course designed for students who wish to prepare for the Advanced Placement examination. Students are expected to write literary criticism, including critical essays incorporating material from outside sources. Class work often includes impromptu essays on poems or passages not seen until the time of the assignment. The literature studied is quite challenging and includes works by authors such as Shakespeare, Conrad, James, Faulkner, Aeschylus, Kafka, Beckett, Camus, Marquez, Joyce, Bronte, and Austen.

Elective Courses:

Middle School Journalism

This two-day-a-week course introduces seventh and eighth grade students to reporting, interviewing, researching, and journalistic writing. Students will have the opportunity to strengthen their writing skills by studying and writing examples of news, sports, features, and editorials. Middle School Journalism students will learn basic layout guidelines, headline writing, and copy editing skills when writing and publishing *The Junior Voice*.

Beginning Journalism (available to grades 9-12)

This course introduces students to the fundamentals of writing journalism. Students learn to write news stories including action, single features, multiple feature, advance, follow-up, meeting, and speech stories; feature articles, including human interest stories and profiles, sports stories, and opinion pieces. Students learn interviewing techniques and how to use research sources. Students also study the responsibilities and ethical obligations of journalists as well as the rights of student journalists. Students are also introduced to newspaper layout and design and learn the basic skills of Adobe InDesign and Adobe Photoshop that are required to produce a student newspaper.

Advanced Journalism (available to grades 10-12)

In this course students refine reporting, writing, and production skills by studying and reviewing such elements of journalism as story structures in news, sports, and features, editorial writing, review writing, media ethics, advertising, newspaper design, and newspaper layout. All students in the class are expected to develop proficiency in layout design and the use of PageMaker and Photoshop. Students in this course constitute the staff of *The Student Voice* and are responsible for producing eight issues of the newspaper each year. Because students are the editors of the publication, the course also develops leadership skills, problem-solving skills, organizational skills, and group-mechanic skills. Recommendation by the instructor is a prerequisite to joining this class.

Creative Writing (available to grades 9-12)

Conducted as a workshop, this course offers student opportunities for self-expression in composing poetry, short fiction, personal narratives, and drama. Using a wealth of literary works as guideposts, students will explore the technique and artistry of others in order to develop their own voice. The class will experiment with a variety of poetic forms such as the sonnet, ode, and villanelle and will also compose short stories, monologues, and skits. To foster their development as writers, students will share their work in progress and offer constructive feedback to classmates. In the second semester, students will complete an independent project in the genre of their choice; for example, a student may create a poetry sequence, write short stories, or develop a longer piece such as a play or a novel. (*When offered, this semester-long course is taught in conjunction with Classical Rhetoric.*)

Classical Rhetoric (available to grades 9-12)

This elective course is designed to introduce students to the fundamentals of effective public speaking and debate, using school, local, national, and international issues as topics. Students will study and discuss elements of logic and basic argumentation, not only producing but analyzing effective arguments. In-class studies will include research and analysis of current issues, student speeches in a variety of styles on a variety of topics, mock trials, dramatic readings, verbal improvisation, speech analysis, discussion, and formal debate. (*When offered, this semester-long course is taught in conjunction with Creative Writing.*)

FOREIGN LANGUAGE DEPARTMENT

The foreign language department offers instruction in Chinese, French, Latin, and Spanish. In all of our languages the objectives of instruction are to develop proficiency in the four primary areas of language acquisition – listening, speaking, reading and writing. In order to facilitate language proficiency, our modern language courses are taught in the target language. In addition to these major goals, each of our courses seeks to build on the communicative skills of language learning to enhance critical thinking, global understanding, cultural knowledge and interdisciplinary awareness. So, in each level we incorporate literature, fine arts, media, geography, and history as they pertain to the cultures studied. Our curriculum is further guided by the [National Standards for Foreign Language](#) learning.

Students are placed in their language level based upon their ability, experience, performance, and maturity. Incoming students with previous language experience will be placed at the appropriate level based on placement testing prior to the beginning of the school year. Placement in Honors and Advanced Placement courses is by invitation of the department and is based on previous performance in foreign language classes.

The department encourages students to develop language skills and cultural understanding through summer study, especially in programs abroad. A student who wishes to advance a level during the summer should enroll in an approved language program. A formal transcript or equivalent that shows excellent achievement is required for advancement. In addition, the student will need to take an oral and/or written assessment prior to the beginning of the school year.

All courses in the foreign language department (from Level 1-V and A.P.) meet the “e” and “g” requirements for admission to the University of California.

Introduction to Chinese Culture and Language (required for all 6th graders)

China is an ever increasing player on the world’s stage. According to Michael Levine, director of the Asian Society, "Globalization has already changed the arrangements in terms of how children today are going to need to think about their careers.... The question is when, not whether the schools are going to adjust." As Buckley is at the forefront of preparing students for an increasingly globalized world, we must consider China. During this course, students will explore the spoken and written language of China. Students will be expected to learn key words and phrases as well as gain a rudimentary understanding of Chinese characters. Students will also learn about the fundamentals of Chinese culture such as philosophy, art, history, customs, etc. An exposure to these areas is essential for Buckley students who are rapidly becoming citizens of the world.

Chinese IA

This course introduces students to the fundamentals of Mandarin Chinese. The class begins with the pronunciation system (Pinyin) and the structure of Chinese characters. Simple vocabulary and grammar as well as reading and writing skills are introduced. Students will learn about and discuss topics such as the Chinese people, family, and calligraphy in addition to the culture richness of Chinese lifestyle, values, and beliefs.

Chinese 1B

This course is a continuation of Chinese 1A. The course emphasizes grammar and vocabulary acquisition, as well as the development of speaking and listening skills. Daily dialogues provide a foundation for improving students' communication abilities. New characters continue to be introduced and writing skills are enhanced. Students learn how to use the language in such topics as calendar, money, food, market, and school life. Students also learn how to use a Chinese dictionary and Chinese computer software. Cultural concepts are presented in greater depth.

Chinese II

This course is a continuation of Level 1 with more advanced vocabulary, grammar, and sentence patterns. Students will learn to converse, read, and write in modern Chinese about various real life situations including school subjects and activities; weather and seasons; shopping and payment; and Chinese food and restaurants. Students will also read and study various short stories about daily Chinese life. Students of this level will practice speaking Chinese in class with pair work, role play, oral interviews and oral presentations. Students will also write longer essays in Chinese and delve deeper into aspects of Chinese culture and customs.

French IA

This course is open to students who are beginning their foreign language study. The course comprises the first half of Level 1 instruction. Students will learn everyday vocabulary regarding friends, school, activities, family, home, food, meals and clothing as well as basic grammar and sentence structure. Students will practice speaking through dialogues and simple conversations with classmates and with the teacher. They will also become familiar with the culture of many French-speaking countries.

French IB

Students will build on the foundation begun in French 1A by adding vocabulary and structure. The past tense and personal pronouns will be added to this year's learning, allowing students more freedom in conversations. Cooperative learning will allow students to acquire an extensive vocabulary and to practice oral skills. Readings will increase cultural knowledge about daily life in France. This course is open to students who have successfully mastered the material taught in French 1A.

French II

The acquisition of useful vocabulary continues in this course as students pursue the mastery of grammar. All remaining verb tenses with the exception of the subjunctive will be covered. Students will continue to develop their conversational skills through their work with others and through oral presentations. Reading selections continue to introduce students to the diversified cultures of the French-speaking world. The Bon Voyage video program complements the text and is designed to improve aural comprehension and build vocabulary and conversation. This course is open to students who have successfully mastered the material taught in French 1B.

French III

Concentration on spoken French is an important part of this class. Cooperative teamwork is used as a learning device, giving students a greater opportunity to practice speaking while allowing the teacher to monitor progress and to provide individual help. The reading of excerpts from modern French literature develops comprehension and exposure to the written language. Students complete their study of basic French grammar, including the subjunctive. This course is open to students who have successfully completed the material taught in French II.

French IV Honors

French IV Honors is an advanced course in French language and culture. This course focuses on refining the students' understanding of all aspects of grammar while honing their speaking, listening, reading and writing skills. A thorough review of French grammar based on the Une fois pour toutes text will also serve as preparation for the SAT II Subject Test in French and for the AP French Language course. Students will read Antoine de St-Exupéry's Le Petit Prince in its entirety, using this work as a basis for vocabulary acquisition as well as composition and discussion. During the second semester, students will embark on a voyage through the francophone world based on cultural readings, literary excerpts, music and authentic short-subject films. Individual and group projects will serve as a springboard for an exploration of the social diversity and important cultural figures in a range of French-speaking countries.

French V: Cinema

A selection of French language films and related texts will serve as a springboard for conversation and writing. Students will explore the historical, cultural and geographic topics presented in films dating from the 1930's to the present. They will enhance their vocabulary as it relates both to the study of film as an art form and to the cultural topics discussed in response to the films covered in the course. Students will hone their conversational and writing skills, as well as their mastery of grammar, through in-class discussion and written assignments based on the films and related cultural topics. Grammar review will also include specific preparation for the SAT Subject Test in French.

Advanced Placement French Language

This course prepares the student for the Advanced Placement Examination in the French Language, a college-level test of listening, reading, writing, and speaking skills. It emphasizes the use of language for active communication, both oral and written. Entrance to the course depends on department recommendation as well as grades of B+ or higher in previous language courses.

Latin IA: *Familia Romana*

This course is open to students who are beginning their foreign language study. This course introduces students to the Latin language, its vocabulary and basic grammatical structures. Students develop the four principal skills of language acquisition: reading, writing, speaking and listening. Cultural concepts are taught through readings about a Roman family from the first century CE. Proficiency is developed through written exercises, oral participation, grammatical analysis, games and skits. In addition projects throughout the year focus on gods and monsters of classical mythology, the Roman house, clothing and family life. Through the study of Latin and Greek root words, students develop and strengthen their English vocabulary.

Latin IB: *Urbs Roma*

This course completes level I instruction that began in the previous course. The class continues to introduce new vocabulary and more complex points of grammar with the goal of increased reading and writing proficiency. The course continues to emphasize the four skills of language learning. Readings focus on the city of Rome, its architecture, historical development, geographic location and historical development. There is also significant focus on the development of English vocabulary through mastery of Latin root meanings.

Latin II

Latin II introduces the finer points of Latin syntax and grammar necessary for comprehending more sophisticated Latin literature. Students read adapted passages from Ovid, Caesar, and Catullus. The ability to translate significant and sophisticated pieces of Latin literature is an exciting milestone for this class. They continue to build upon their English vocabulary through Latin derivations while exploring the intriguing political and military history of Rome.

Latin III

Latin III acquaints the student with Cicero, Lucretius, Horace, Ovid, and Catullus in the original Latin. The students are taught to recognize and analyze the rhetorical and lexical devices used in classical Latin literature. Students are given ample opportunity to develop their essay writing skills in the analysis of literary pieces. In addition, the students develop a more expansive knowledge of mythology while further enhancing their English vocabulary. The students also explore the romance and mystery of Medieval and Ecclesiastical Latin.

Latin IV Honors

This course offers advanced students the opportunity to enhance their proficiency in Latin by studying authors from an historical context. In the first semester instruction will focus on Latin authors of the Renaissance and those classical authors critical to the humanist perspective. As such, students will read selections from Cicero's letters and his treatise *On Friendship*; the neo-Latin colloquies of Erasmus; and selections from humanist educators. In the second semester, students will focus on Latin poetry, primarily selections from Ovid's *Metamorphoses*. Emphasis of instruction and learning will be focused on in depth understanding of the stories and their impact on subsequent cultures and historical periods.

Advanced Placement Latin Vergil

This course provides an in-depth study of Vergil's *Aeneid* as preparation for the Advanced Placement Exam in May. This class investigates the literary, historical, and philosophical aspects of Books I, II, IV, VI, X, and XII in the original Latin. Students are exposed to more complex grammatical structures and literary devices while developing their critical thinking skills. Literal translations and analytical essays form the basis of instruction. Students also develop a greater understanding for the *Aeneid's* role in the context of the history of Western literature and art.

Spanish IA

This course is designed to begin development of proficiency in the Spanish language by concentrating on listening, speaking, reading, and writing skills. Students learn everyday vocabulary of the home, school, recreational areas, and the market place. Students view basic video skits with different accents and lexical elements in order to aid them in developing better listening comprehension. Class assignments include the preparing of flash cards that illustrate vocabulary and the practice of speaking through dialogues and simple conversations with classmates and the teacher. Various projects round out the course. This course is open to students who are beginning their foreign language study in the middle school.

Spanish IB

This course builds on the foundation begun in Spanish IA by adding more complex grammar and vocabulary. In addition, speaking and aural comprehension skills are emphasized, and the students have more in-depth conversations in Spanish. The preterit and near future tenses are introduced and expand the students' ability to express themselves. Vocabulary and grammar games are an integral part of this course, as are occasional video presentations that expose students to native speakers. Readings are used not only to introduce the cultural aspects of the language, but also to teach students how to incorporate unfamiliar vocabulary they may encounter. This course is open to students who have successfully mastered the material taught in Spanish IA.

Spanish I

This course is designed for Upper School students with little or no experience in Spanish who are looking to acquire Level 1 proficiency in reading, writing, listening and speaking. Students will learn everyday vocabulary of the home, school, and their surroundings as well as basic grammar and sentence structure. Students will practice speaking through dialogues and simple conversations with classmates and with the teacher. This course is open to Upper School students only.

Spanish II

This course continues to build student abilities in speaking, reading, writing, and listening. While acquiring new vocabulary and grammar, students will also learn new verb tenses, including the imperfect, the future, the conditional, the progressive tenses, and the present perfect. Listening skills are also enhanced through a variety of audio opportunities. Speaking skills are emphasized as the students are asked to give brief presentations, to engage in issues-based discussions during class time, and to act out miniature skits and conversations. Cultural topics are explored through a variety of media and discussion. This course is open to students who have successfully mastered the material taught in Spanish IB.

Spanish III

Students will continue watching *la Catrina*, a video program designed to improve aural comprehension, build vocabulary, and teach conversation and cultural literacy through the adventures of Jamie González, a young woman traveling to Mexico in search of the inheritance left by her great grandmother who lived during the time of the Mexican revolution. Students develop their writing skills by completing in class short essays, paragraphs, and summaries of news articles. Concentration on spoken Spanish is an important part of the class. Cooperative teamwork is used

as a learning device, giving students a greater opportunity to practice speaking while allowing the teacher to monitor their progress and to provide individual help. The course is open to students who have successfully mastered the material taught in Spanish II.

Spanish III Honors

The course will use the five C's of Foreign Language Learning (Communication, Cultures, Connections, Comparisons, and Communities) to build the students' listening, speaking, reading, and writing skills. Students will be exposed to different countries, dialects, customs, and cultures of the Spanish-speaking world and understand the practices, products, and perspectives of the cultures studied. Students enrolled in the class will acquire more advanced vocabulary and grammatical concepts, will continue to develop pronunciation skills and cultural awareness through a variety of mediums, and will demonstrate learning through in-class activities, homework assignments, compositions, recordings, projects, presentations, quizzes, and tests. With spoken Spanish, students will engage in conversations, express feelings and emotions, and exchange opinions, and will comprehend and interpret written and spoken language. The course is open to students who have mastered the material taught in Spanish II with a B+ or better and who have been recommended by the department.

Spanish IV Honors

This course is designed to review and expand the essential points of grammar covered in the previous Spanish courses. The course emphasizes the improvement of writing skills through regular compositions; speaking skills through class discussions and presentations; and reading skills through exposure to the literary works of various writers. Students discuss different cultural topics related to the Hispanic world: recent historical events, the environment, human rights, personal relationships, Hispanic entertainers, issues of diversity, the importance of leisure, and current social problems. In addition to literary texts, students listen to and study songs that are culturally significant. A primary outcome of this class is sufficient preparation for succeeding in the AP Spanish class the following year. The course is open to students who have successfully mastered the material taught in Spanish III and who have been recommended by the department.

Spanish V: Spain

A selection of Spanish language materials such as films, artwork and music from Spain, will serve as a springboard for conversation and writing. These authentic materials will offer an exploration of cultural themes. Spanish language skills will be fine-tuned by a review of grammar in the context of the materials. Prerequisite: successful completion of Spanish III or above.

Advanced Placement Spanish Language

This course prepares the student for the Advanced Placement Examination in Spanish Language. It emphasizes the use of language (both oral and written) for active communication. Writing is particularly emphasized in this class through journals, summaries of news reports, and essays. The reading of a play by Federico García Lorca, a novel by Marco Denevi and short stories, poems, and journalistic writings enhance the students' reading comprehension skills and further develop their reading strategies. Additionally, students go through a general review of the Spanish grammar and practice speaking Spanish every day by preparing oral presentations and participating in class discussions on various topics. Entrance in the course depends on departmental recommendation and grades of B+ or better in previous Spanish classes.

SOCIAL SCIENCES DEPARTMENT

“Ours is a world of 24-hour-news cycles, global markets, and high-speed Internet. We need to look no further than our morning paper to see that our future, and the future of our children, is inextricably linked to the complex challenges of the global community. And for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it.” Roderick Paige, Former U.S. Secretary of Education

The Buckley Department of Social Sciences is committed to imparting a global and historical understanding of humanity to our students. Our young people are faced with an ever changing world filled with numerous complex events. Globalization and the information revolution have forced students to directly confront difficult realities. It is our determination that our students are able to comprehend and respond to their world in an informed and respectful manner. That understanding begins in the sixth and seventh grades with the knowledge and appreciation of global cultures, world geography, and current international events. A more traditional approach to history begins in the eighth grade and is carried through the twelfth grade. A substantial focus is placed on using primary sources, taking into account historical interpretations, and critical social science writing. Seniors are given option of taking Advanced History IV – Social and Political Philosophy and/or Advance Placement United States Government. Finally, our curriculum is complemented with a number interesting and challenging electives that survey economics, social justice, leadership, and art history.

All courses taught in the social science department in Grades 9 - 12 meet either the “a” or “g” requirement for admission to the University of California.

History 6: World Geography and Cultures (required of all sixth graders)

With the importance of geo-politics and globalization, it is more vital than ever that students comprehend their world and their place in it. Sixth grade geography examines the locations and cultures of our planet allowing us to better understand the world and get along with our fellow passengers on “spaceship Earth.” Among the objectives in sixth grade, students should be able to make interconnections with the world around them, comprehend cause and effect of local and global events, see the world in terms of the five themes of geography (location, place, regions, movement, and interaction) and apply geographical understanding to their everyday lives. This takes students through a brief overview of the physical and cultural importance of regions and countries across the globe. In addition, students will develop good study skills such as mapping, highlighting, outlining, note taking, summarization, test preparation, time management, and reading comprehension.

History 7: Global Studies (required of all seventh graders)

Since students have learned about the regions of the world in the previous year, the seventh grade curriculum centers on both historical and modern global studies. On a macroscopic level, students will spend time focusing on the conflicts between different regions and cultures and how they affect global interdependence. On a microscopic level, students will learn about the religions, cultures, governments, and ethnicities of different nations and how these have affected modern history. Studies will begin with a post-World War II analysis of the Cold War and move into development of many nations and regions of the world. The seventh grade course is also interdisciplinary and incorporates English-history units of study throughout the year. In addition,

students will continue to reemphasize and build upon the importance of good study skills and time management. Many project-based assignments will assess a student's ability to manage tasks that are independent in nature. Students should move into the eighth grade as competent and effective social studies learners, conscious of the world around them and mindful of their role as citizens in a larger world.

History 8: United States History - Colonial Times through Reconstruction (required of all eighth graders)

What are the foundations of America's political, social, cultural, and economic heritage? How did those foundations shape our early history and eventually lead to civil war? These are some of the enduring questions that this course explores using both primary and secondary sources. The study of the course begins with the establishment of the English colonies and the events leading to the American Revolution. The development and problems of the young nation are investigated in the Early Republic through the Era of the Common Man. Finally, an intensive analysis examines the causes leading to the Civil War and the hopes and failures of its aftermath. Through this journey, students will critically examine documents such as the Declaration of Independence, Constitution, Bill of Rights, Declaration of Sentiments, and Emancipation Proclamation. Considerable emphasis is placed on mastering vital social studies skills, such as using historical sources, interpreting evidence, distinguishing between fact and opinion, and evaluating credibility. Historical reading skills focus on understanding context, word analysis, understanding sequence, analyzing cause and effect, and drawing conclusions. Finally learning how to research and write as a historian is emphasized throughout the course.

Ancient World History (required of all ninth graders)

In this course students discover the development of human civilization from the Neolithic era to the seventeenth century, including study of the Egyptian, Mesopotamian, Hebrew, Greek, Roman, Indian, Chinese, Islamic, and European Medieval, Renaissance, and Reformation cultures. Although students address political, social, and intellectual history, the primary focus is on the cultural development of these civilizations; more specifically, developments in spirituality, religion, the arts, and literature. The goal is to experience history from the perspective of those who lived it rather than from the perspective of the teacher, textbook, or student alone. To accomplish this goal, lecture and discussion are supplemented whenever possible with primary source material such as literary texts, myths and stories, hymns, documentary evidence, and actual student experience of history. This course also uses film as a source of information and topics for discussion.

The Ancient World course does not emphasize the memorization of names and dates. Although the facts are important, it is the interpretation and analysis of those facts which are "history" in the proper sense. Students are encouraged to think critically and to analyze, to discover an understanding and appreciation of the diverse cultures of the world, and to develop the ability to express their thoughts in well-crafted essays.

Modern World History (required of all tenth graders unless enrolled in AP European History)

What defines the Modern Age? How did it come about? How did it influence the twenty-first century? These are some of the enduring questions with which students of history continue to grapple. This course will seek to reveal the answers to these questions and more. By exploring

historical records, we will endeavor to understand the past and gain valuable insight into our future.

The Modern World course covers world history from the 1600's to the present and expands on the intellectual, social, and political concerns presented in traditional western civilization courses. As the focus of the course is modern history, students encounter historical events, ideas, and institutions considered significant to the formation of modern ideals. This survey begins with a critical investigation of the Scientific Revolution, the Enlightenment, and the Age of Revolution. Comparative studies between the countries of Europe and their counterparts in Africa, Asia, and the Americas enliven this inquiry and examine the interrelations among world cultures that exist to this day. More recent periods of industrial development, European imperialism, and world conflict provide still more insight into the advantages and disadvantages of modern thinking. World Wars I and II, the Cold War, the Gulf Wars, and more recent global conflicts provide ammunition for the critical analysis of human accomplishments to date. In addition to covering a basic narrative of events and movements, the goals of this course are to develop an appreciation of principle themes in history, an ability to analyze historical evidence, and a capacity to analyze and express historical understanding in writing.

Advanced Placement European History (grades 10-12 by recommendation only)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

United States History (required of all eleventh graders unless enrolled in AP U.S. History)

The U.S. History course is a two-semester survey of American history from the age of exploration to the present, exploring broad historical themes and controversies. This course is intended to help students understand America's past and present. It is also meant to help them think historically, that is, to think about *human change* over time. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Primary source documents and current periodicals are used to supplement a college-level text.

Advanced Placement United States History (grade 11 by recommendation only)

The AP United States History program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course is a survey of American history from the age of exploration to the present. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students will learn to assess historical materials—their relevance to a given interpretive

problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship.

The following admission requirements are mandatory for each student: a minimum score of 600 on the verbal section of the PSAT, a grade of 'A' in both ninth and tenth grade history and English courses, recommendations from previous history instructors, the completion of AP summer course work and readings, and a passing score of B on the entry examinations taken during the first week of class.

Senior Social Science Options (twelfth graders are required to take at least one of the following courses):

Advanced History IV – Social and Political Philosophy

This senior social science seminar explores the theories and issues of classical and contemporary social and political philosophy as tools for understanding and expressing the various views of the role of the individual in society and the role of the state in individual's lives. Students will explore the impact of classic and contemporary philosophical theories as they affect the social and political structure of lives today. This course is designed to increase senior's knowledge and understanding of the world in which they live. Through an analysis of historical social and political issues students will learn about the accomplishments of people who have shaped civilization and its institutions. In addition, as a discussion based seminar course, students will employ contemporary analysis of the current social and political world order as a tool to develop their own world view. The course includes a major discussion component, incorporates selected readings from great philosophical works, continues to develop social science writing/essay skills, and relies heavily on 21st century technology skills. In the first semester students are exposed to the crucial fields of philosophy including: metaphysics, epistemology, ethics, and philosophy of religion. In the second semester, students develop an understanding of how the social and political order *does* work, and most significantly, how to formulate criteria for determining how it *ought* to work.

Advanced Placement United States Government and Politics

This course provides seniors students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute American politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course is broken into six major fields of study: a) constitutional underpinnings of United States government, b) political beliefs and behaviors, c) political parties, interest groups, and mass media, d) institutions of national government, e) public policy, and f) civil rights and civil liberties.

Elective Courses:

Economics (available to grades 10-12)

This is a survey course covering the fundamentals of basic economics. At the heart of the course is learning how economics deals with an underlying premise: understanding how a free market economy deals with the basic problem of wants and needs being greater than the resources available, a concept known as scarcity. The first semester of the course will cover *microeconomics*: how individuals (consumers and businesses) deal with scarcity. The second semester will focus on

macroeconomics: how those behaviors translate into how societies as a whole deal with the same problem. Current economic events will also be incorporated throughout the course. These events will range from the rising price of energy to interest rate increases by the Federal Reserve Board.

Social Justice (available to grades 9-12)

An interdisciplinary course that will focus on three axes of power: race, class, and gender. First we will examine the constructions of each and then move to examining how the categories complicates and intersects with the other. This means analyzing for example, the color of gender, the gender of class, and the sexualities of race. In this course, we seek to increase our understanding of the inequities in our society and the consequences of those inequities for different communities and individuals within the nation. (*This course may not be offered every year.*)

Advanced Placement United States Government and Politics (grades 10-11 by recommendation only)

This course provides eleventh and twelfth grade students with an analytical perspective of government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course is broken into six major fields of study: a) constitutional underpinnings of United States government, b) political beliefs and behaviors, c) political parties, interest groups, and mass media, d) institutions of national government, e) public policy, and f) civil rights and civil liberties.

To be admitted into this course as a non-senior, the student must have scored a minimum of 550 on the verbal section of the PSAT or SAT. He or she should have a grade of 'A' in previous history courses with a recommendation from a previous history teacher. Students will be required to complete A.P. summer course work and readings related to this course, and receive a passing score of B or better on examinations taken during the first few weeks of class.

Advanced Placement Human Geography (grades 10-12 by recommendation only)

AP Human Geography introduces senior level students to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of the physical world. On one hand, students will learn not just to recognize and interpret human patterns but to assess and analyze the natural landscape impacted by human development. On the other hand, the course also explores the significance of the relationships among spatially concurrent natural and manmade phenomena that affords the student the ability to understand how tastes and values, political regulations, and economic constraints work together to create particular types of cultural landscapes. In addition, students will also evaluate these relationships in terms of scale, interdependence, and regional differences. Core subjects include the movement of people and ideas, the development of land, cultural conflicts and differences, global inequities, economic globalization and environmental change. Given these kinds of understandings, students will be in a position to evaluate the role, strengths, and weakness of major population policies. Human Geography draws on all aspects of the social science field of study and builds upon the foundations established throughout the student's middle and upper school social science development. The goal of the course is to develop a sophisticated and respectful awareness of how

the different social, political and economic aspects of human society are organized and how the location and development of individual human societies have impacted the course of human history and the physical shape of the world in which we live today. (*This course may not be offered every year.*)

Advanced Placement Art History (grades 10-12 by recommendation only)

AP Art History is designed as an introductory college level course. The objective of this course is to gain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of the works of art. The course requires a high degree of commitment to academic work. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. This course is available for visual arts or history credit. (*This course may not be offered every year.*)

Leadership in the 21st Century (available to grades 9-12)

This twice a week course is devoted to exploring, studying, discussing, and debating the history of leadership, leadership styles, and techniques to grow and improve leadership skills. This exploration will take place through assigned reading, lectures, class discussions, group projects/presentations, homework assignments, self-reflective journal writing, quizzes/tests, and essays. We also secure outside guest speakers. There is also a unit on public speaking which explores delivery techniques and practice speeches on impromptu speeches, demonstration speeches, and persuasive speeches. Class participation is a must. Class resources include: *Learning to Lead: A Workbook on Becoming a Leader* by Warren Bennis and Joan Goldsmith, *Leadership 101: What Every Leader Needs to Know* by John C. Maxwell, *The Contrarian's Guide to Leadership* by Steven B. Sample, *Good to Great and the Social Sectors* by Jim Collins, *Wooden on Leadership* by John Wooden, Various films and videos of speeches, and Various handouts.

MATHEMATICS DEPARTMENT

The graduation requirements in mathematics include Algebra I, Geometry, Algebra II, and a fourth year of mathematics. All courses offered in the mathematics department fulfill the “c” requirement for admission to the University of California; all courses beyond Algebra II fulfill the “g” requirement for admission to the University of California. Classes in Math 6, Pre-Algebra, Algebra I, Geometry, Algebra II, and Pre-Calculus are offered in three sequences:

The Honors Sequence

Tailored to develop the depth of understanding, flexibility, creativity and critical thinking that will be required of a student in any university major that is intensively math-related.

The Advanced Sequence

Tailored for the majority of our students, this is the standard college preparatory sequence in mathematics.

The (Regular) Sequence

This is tailored for those students with career goals in fields which are not heavily dependent on mathematics. This sequence provides the fundamentals necessary for admission to a post-secondary institution.

The course progression for an Honors student would provide, after Algebra II Honors, a study of Pre-Calculus Honors, Advanced Placement Calculus AB, and Advanced Placement Calculus BC. Note: Geometry Honors and Pre-Calculus Honors are available as full credit courses in summer school.

The course progression for a Buckley student in the “Advanced” mathematics program consists of Math 6 Advanced in the sixth grade, Pre-Algebra Advanced in the seventh grade, Algebra I Advanced in the eighth grade, Geometry Advanced in the freshman year, Algebra II Advanced in the sophomore year, Pre-Calculus Advanced in the junior year, and Calculus Advanced in the senior year.

The course progression for a regular-level student, after Algebra II, would be Pre-Calculus in grade eleven and Topics in Math in grade twelve.

Placement in mathematics classes is determined by the department in conjunction with the administration and is based on performance in the current and past mathematics classes, teacher recommendations, and performance on standardized tests. In addition, in order to remain in the “Honors” sequence, the student will need their current math teacher’s recommendation and it is recommended that the student maintain a B or better; in order to move from the “Advanced” to the “Honors” sequence, a student must maintain an A average. To gain admittance to the AP courses, a student must complete Pre-Calculus Honors with a B or better (or Pre-Calculus Advanced with an A or A+), be recommended by the Pre-Calculus teacher, and score in the top two quintiles on the AP placement test given in the spring of the Pre-Calculus year. If a student takes a summer Pre-Calculus Honors course at another institution, a transcript showing a minimum grade of B will need to be provided and the student must score in the top two quintiles

on the Buckley Pre-Calculus placement test in order to gain acceptance to the AP Calculus AB course. (Note: Pre-Calculus students who score 700 or better on the SAT II Math Level II exam are automatically enrolled in AP Calculus AB. Similarly, students who score a 4 or 5 on the AP Calculus AB exam are automatically enrolled in AP Calculus BC.)

Teaching Strategies

Manipulatives are used whenever possible in the middle school and in the Geometry course where a hands-on approach is beneficial. Cooperative learning is employed in various ways throughout our program, thus encouraging cooperation and enhancing comprehension. Numerous aids are employed including SMART Boards (interactive white boards), computer graphing software (to analyze functions in the advanced courses), dynamic algebraic applications using Geometer's Sketchpad software and computer calculator emulators. In addition, several math teachers offer on-line support and discussions to assist students.

Calculators

The use of calculators is incorporated throughout the middle and upper school programs. Students are formally instructed in the use of this technology, but only after they are able to do the computations, algebraic manipulations, and functional graphing exercises by hand. Students in Math 6 and Pre-Algebra must purchase the TI-34 Multi-View (a Texas Instruments scientific calculator), those in Algebra I, Geometry and Algebra II must purchase the TI-83, TI-83+, TI-84 or TI-84+ (a programmable graphing calculator), while those in Pre-Calculus, Topics in Math and Calculus must purchase a TI-89 (a symbolic manipulator, programmable graphing calculator). These graphing calculators are approved for use on the PSAT, SAT I, SAT II, and AP exams.

Math Lab

The Math Lab is a tutorial setting designed to help students with any problems they may be experiencing in mathematics. The Lab is staffed with a mathematics teacher and several volunteer students who excel in the subject. The Lab is open before school and during both the middle and upper school lunch periods four days a week.

Math 6 (All sequences)

An in-depth review of the properties of whole numbers, decimals, and fractions precedes the development of equality, metric measurement, and the definition of basic geometric figures and geometric relationships. The concepts of ratio, proportion and percent are explored, and integers are introduced. Data organization and the creation and interpretation of graphs are studied. Problem-solving strategies are reinforced throughout the year. An introduction to algebraic expressions and equations, functions, patterns, graphing, and number theory is also provided.

Pre-Algebra 6 (All sequences)

Students study algebraic expressions, equations, inequalities, ratios, proportions, coordinate geometry and radicals. Additional topics may include polynomials, Euclidean geometry and elementary statistics and probability. Facility in computation with whole numbers, integers, decimals and fractions is reinforced throughout the year. Problem-solving techniques are emphasized.

Algebra I (All sequences)

This course presents the language of algebra and explores a variety of conceptual applications. The relationships among method, application, and theory are examined. Equations, polynomials,

radicals, functions and graphing are studied. Developing critical thinking skills, and applying concepts are encouraged and enhanced through problem solving. Graphing calculators are introduced and incorporated throughout the curriculum.

Geometry (All sequences)

Algebraic principles are reviewed. Classic Euclidean geometry is studied as well as some non-Euclidean topics such as transformational geometry and coordinate geometry. Inductive and deductive reasoning are employed, formal and informal proofs are discussed, and problems of measurement of two-dimensional and three-dimensional figures are studied. The rich semantics and structure of geometry are absorbed into the student's vocabulary. In the "Honors" and "Advanced" sequences, introductory trigonometry is covered as well.

Algebra II (All sequences)

While providing a deeper understanding of the basic algebraic concepts, this course offers an overview of topics more fully developed in advanced mathematical study. The understanding of the number system is broadened through the introduction of complex numbers. Important topics studied are: functions (with an emphasis on polynomials), composites and inverses, linear systems, exponential and logarithmic functions, rational functions, radical functions, polynomial functions, and conic sections. Trigonometric functions are introduced in the Advanced sequence, while the Honors students study these concepts in depth.

Pre-Calculus (Regular sequence)

This course is for juniors who have completed Algebra II. Students will study trigonometric, logarithmic, and quadratic relations and functions. Additional topics in Statistics, Probability, and Geometry will be reviewed in preparation for the SAT I and SAT II Level IC exams.

Pre-Calculus (Advanced and Honors sequences)

This course concentrates on those topics of algebra and trigonometry that must be internalized to succeed at the advanced level of mathematics required in the study of Calculus and other college courses. Those in the Advanced sequence will spend a portion of the spring semester preparing for the SAT I Test, while those in the Honors sequence will, in the spring, prepare for the SAT II Level IIC Test. Topics covered will include: functions (polynomial, rational, exponential, logarithmic, trigonometric and polar), complex numbers and systems of equations (linear & quadratic). In addition, the Honors sequence will study limits and derivatives as an introduction to the AP Calculus AB course. The SAT II Level I review will cover those concepts studied in Algebra II and Geometry. The SAT II Level II study will include vectors, sequences and series, logic, statistics, combinatorics, and probability. Graphing calculators are incorporated throughout the course.

Calculus Advanced

This course is intended for those students who have completed Pre-Calculus Advanced. Students will study the concepts of limits, continuity, differentiation, curve sketching, rates of change, related rates of change, rectilinear motion, and integration as they apply to Business problems; in addition, students will learn how to use Calculus to find the area under a curve, and volumes (by disks and washers) of solids of revolution.

Advanced Placement Calculus AB

This rigorous course prepares the students for the AP exam in May. The topics of study include all those listed in the “Calculus” course above with the following concepts added: optimization problems, Rolle’s Theorem, the Mean Value Theorem, tangent line approximations, differentials, first-order differential equations, exponential growth and decay, Riemann sums, the Trapezoidal Rule, Slope Fields and volumes by cross-sections. Graphing calculators are used throughout the course.

Advanced Placement Calculus BC

Topics include more advanced techniques of integration such as integration by parts and by partial fractions, logistic growth applications, parametric and vector equations, improper integrals, curvilinear motion, polar equations, solving differential equations using Euler’s method, arc length, area of a surface of revolution, L’Hopital’s rule, infinite series of constant terms and their convergence tests, power series, Taylor polynomials and the Lagrange Form of the Remainder.

Elective Courses:

Multi-variable Calculus

Students in Multi-variable calculus will continue their study of calculus, particularly the calculus of space. Topics will include using vectors to study shapes in two and three dimensions, vector-valued functions in three dimensions, functions of several variables, multiple integration and the solving of first and second order differential equations. In addition, students will study vector fields, line integrals, Green’s Theorem, surface integrals, Stokes’ Theorem and the Divergence Theorem. Emphasis will be placed on theory. The TI-89 calculator and the software package “Maple” will be used to generate shapes in three dimensions and investigate the topology of space. (Prerequisite: AP Calculus BC.)

Topics in Mathematics

This course is designed to prepare students for non-science majors at the college level. The first quarter is a review of the topics covered on the SAT I, concentrating on algebra, geometry, trigonometry, statistics and probability. For the remaining three quarters, students are exposed to various topics of mathematics found in liberal arts mathematics programs. Students learn inductive and deductive reasoning, as well as logical notation. They are introduced to set theory, Boolean Algebra, Propositional Logic, Predicate Logic, Combinatorics, and higher order probability. During the second semester, students are introduced to Fibonacci numbers, the Golden Ratio, non-Euclidian and fractal geometry, and graph theory.

SCIENCE DEPARTMENT

The Science Department encourages students to develop and expand their scientific literacy through a broad spectrum of courses and provides opportunities for hands-on learning, experimentation, and the mastery of the content of science, as well as an appreciation of the implications for science in everyday life. The Science Department is dedicated to providing all students a solid foundation in biology, physics, and chemistry. Course content reflects the view that science is most significantly a problem-solving activity that encompasses the “Three P’s” - posing questions, problem solving, and marshaling evidence to put forth a persuasive argument. The science program emphasizes basic concepts, facts, how new knowledge is discovered and validated, the process of science, and the influence of science on society. We promote scientific literacy by providing students with opportunities to acquire and utilize critical thinking skills and knowledge of science and technology.

“Science education is a critical component of education for the 21st century. Most policy makers and educators agree that scientific literacy is essential for all citizens in an increasingly technological world. At the same time, science education is essential to meeting the nation’s needs for scientists and engineers in an era of growing global competition in research, development, and technological innovation.” - America’s Lab Report (NRC, 2005)

All courses offered in the Science Department meet the "g" requirement for admission to the University of California; all courses in biology, physics, and chemistry meet the "d" requirement.

Topics in Science (required of all sixth graders)

The sixth grade science curriculum is designed to foster curiosity and a love for science while teaching and reinforcing study skills. The focus is an exploration of earth science. Here the students investigate heat and convection, plate tectonics, earthquakes and volcanoes, the rock cycle, weather, and global warming. Students are encouraged to develop critical thinking and an understanding of the importance of a scientific world view. The last unit is archaeology in which students are taught about methods of dating artifacts, the importance of archaeological finds and digs, and the reconstruction of a civilization. Each of these units is strongly tied to other sixth grade content areas (English, geography, etc.)

Life Science (required of all seventh graders)

Life Science examines the defining features of living things. Topics include animal behavior, evolutionary theory, cell structure and function, the chemical basis of life, and reproduction and development. Readings for this course are designed to give the student a different kind of experience in learning about life science, giving students an opportunity to practice important thinking skills as they journey through history in search of how living things work. Students practice posing hypotheses, designing experiments, and interpreting results.

Physical Science (required of all eighth graders)

This course includes a survey of physical science concepts such as forces, energy, Newton's Laws of Motion, optics, and electricity and magnetism. Students are also introduced to matter, atomic structure, chemical reactions, and the periodic table. Physical Science students also design and build robots each quarter as a compliment to the concepts taught.

Biology (required of all ninth graders)

This course focuses on human biology, in which students learn about body systems such as the digestive, cardiovascular, immune, and endocrine systems. Students also study molecular biology topics such as protein synthesis, biotechnology, and genetics. Freshmen science emphasizes scientific reading, writing, and reasoning skills.

Advanced Placement Biology

The following criteria will be reviewed for enrollment: Completion of Biology, Physics with an A average and Chemistry Honors with a B+ average, and demonstration of exceptional work habits. Students must complete a Summer Assignment.

AP Biology is the equivalent of a full-year college course taken by life science majors. The course investigates evolution, cellular and molecular biology, biodiversity, plant anatomy and physiology, and human biology. This course prepares students for the Advanced Placement Biology Exam and the SAT Subject Test in Biology.

Chemistry

Prerequisites: Biology, Geometry

This course follows the Chemistry in the Community curriculum and presents an introduction to atomic structure, periodicity, atomic bonding and materials, stoichiometry, oxidation-reduction reactions, acid-base chemistry, organic chemistry, atmospheric chemistry, water testing and treatment, water quality analysis, fossil fuels, and energy sources. This course is not intended as a preparatory course for AP Chemistry nor does it prepare the student to take the SAT Subject Test in Chemistry. However, it does fulfill the chemistry requirement for AP Environmental Science.

Chemistry Honors

Prerequisites: Concurrent enrollment or completion of Algebra II Honors or higher, A average in Biology, and demonstration of exceptional work habits.

This course presents an in-depth view of the development of atomic theory, the discovery of atomic structure and its explanation of periodicity, atomic bonding and materials, states of matter, stoichiometry, and an introduction to the various classes of chemical reactions. This course is for students interested in pursuing science in college; it is a rigorous and quantitative chemistry course that prepares the student to take AP Chemistry.

Advanced Placement Chemistry (Offered every-other-year)

Prerequisites: Completion of Chemistry Honors with an A- or better average, and demonstration of exceptional work habits. Students must complete a Summer Assignment.

This course is the equivalent of a full-year college course taken by science majors. It expands upon topics taught in Chemistry Honors with emphasis on quantitative aspects such as thermodynamics, kinetics, titration calculations, gas laws, electrochemistry, and equilibrium constants. This course prepares students for the Advanced Placement Chemistry Exam and the SAT Subject Test in Chemistry.

Physics

Prerequisites: Chemistry or Chemistry Honors and Algebra II

In this course, the rules that govern the physical world are explained through use of practical examples, analogies, hands-on experiences, and mathematical principles. Topics covered include motion, gravitation, momentum, energy, electricity and magnetism, sound and light. This course is not intended as a preparatory course for AP Physics B or AP Physics C nor does it prepare the

student to take the SAT Subject Test in Physics.

Advanced Placement Physics B

Prerequisites: B+ or better average in Chemistry Honors, completion of Algebra II Honors, and demonstration of exceptional work habits. Completion of Pre-Calculus Honors strongly recommended. Students must take a Placement Test in May and complete a Summer Assignment.

This is a mathematically-based Advanced Placement course. Students investigate a wide range of topics including: Kinematics, Newtonian mechanics, work and energy, thermodynamics, waves, electricity and magnetism, and modern physics. This course prepares students for the Advanced Placement Physics B Exam and the SAT Subject Test in Physics. This course is a prerequisite for AP Physics C.

Advanced Placement Physics C: Mechanics (Offered every-other-year)

Prerequisites: Completion of AP Physics B with a B+ or better average, concurrent enrollment or completion of AP Calculus AB, and demonstration of exceptional work habits.

This is a college level laboratory course that investigates the fundamental concepts of Newtonian mechanics. Mastery of physics calculations with integral and differential calculus is required. This course prepares students for the Advanced Placement Physics C: Mechanics Exam.

Advanced Placement Physics C: Electricity and Magnetism (Offered every-other-year)

Prerequisites: Completion of AP Physics B with a B+ or better average, concurrent enrollment in AP Calculus BC, and demonstration of exceptional work habits.

This is a college level laboratory course that investigates the fundamental concepts of electricity and magnetism. Mastery of physics calculations with integral and differential calculus is required. This course prepares students for the Advanced Placement Physics C: E & M Exam.

Advanced Placement Environmental Science

Prerequisites: Completion of Biology, Chemistry, and Physics with an A average or Chemistry Honors with a B+ average, and demonstration of exceptional work habits. Students must complete a Summer Assignment.

This year-long course is the equivalent of a one-semester college course in environmental science. Students learn about 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 and/or preventing them. Students are required to complete a year-long environmental service project. This course prepares students for the Advanced Placement Environmental Science Exam.

AP Statistics

Prerequisites: Completion of Biology, Chemistry, and Physics with an A average or Chemistry Honors with a B+ average, completion of Algebra II Advanced or Honors, and demonstration of exceptional work habits.

This year-long course is the equivalent of a one-semester college course in statistics. AP Statistics is for students with mature quantitative reasoning skills. Students will learn how to describe patterns and departures from patterns in data, how to sample and collect data, how to anticipate patterns, and how to statistically test a hypothesis. Data will be used from a broad breadth of subjects including: Biology, Chemistry, Physics, Sociology, Political Science, and Economics. This course prepares students for the Advanced Placement Statistics Exam.

Non-AP Elective Courses:

Astronomy (11th - 12th Grade)

Prerequisite: Completion of Physics and concurrent enrollment in Algebra II

Most of us study astronomy not for its technological and philosophical benefits but for its grandeur and inherent interest. We must stretch our minds to understand the strange objects and events that take place in the far reaches of space. Topics for this course include the formation and origin of the universe, including galaxies, stars, planets, asteroids, supernovae, constellations, theory of relativity, and space exploration. Students are required to make quarterly visits to observatories.

Brain and Behavior (11th - 12th Grade)

Prerequisite: Concurrent enrollment or completion of Chemistry

How do we perceive the world and learn about it? How do we make decisions? What happens in the brain when we empathize with another or make a moral judgment? Why does it hurt to be excluded? Are we really 'in control' of our behavior as much as we think? This course is a survey of topics in neuroscience, cognitive, and social psychology. In addition to the topics of perception, consciousness, memory and emotion; students will explore recent research in moral and political psychology, social psychology, and behavioral economics. Students will study how behavior is influenced by factors like personality, worldview, social pressure, and cognitive biases. The discovery that humans are less than rational has important social and legal implications. Whenever possible, research in psychology and neuroscience are used to illuminate a current social issue.

COMPUTER SCIENCE DEPARTMENT

The goal of the computer science department is to provide instruction in computer literacy, keyboarding, word processing, database management, spreadsheet development, and computer programming. Students are exposed to the development of logical solutions for a wide range of problems. Students will acquire a working knowledge of Microsoft Word, Microsoft Excel, Microsoft Publisher, Adobe Photoshop, Alice and a variety of other applications software packages. They will also learn how to access, use and understand the Internet. All sixth, seventh, and eighth grade students are automatically scheduled into computer science courses as part of the Arts Rotation. They will take Computer I and Computer II during their middle school years. The middle school classes often incorporate the topics they are studying in their core curriculum.

Computer I (6th or 7th Grade)

This course continues the Buckley student's exploration of computer technology. Word processing, keyboarding, and Internet research make up the primary focus of this class, while operating systems, software applications and use of the Buckley network continue to be discussed. Students improve their basic computer terminology and understanding of computer concepts, with an emphasis on Internet ethics.

Computer II (8th Grade)

The emphasis of this course is the continued mastery of keyboarding skills, basic computer literacy, computer hardware, and Internet netiquette, while learning the basic tenants of Microsoft Office. The students will learn to create, edit, and print spreadsheets that use formulas and standard mathematical/statistical functions using Microsoft Excel. Additionally, they will use Microsoft Publisher to create a variety of publications; including flyers, brochures and newsletters. The students will also develop Microsoft PowerPoint presentations that contain pictures, text, audio, and video.

Advanced Middle School Computer (8th Grade)

This course is designed as an introduction to computer programming. With 3D image manipulation in a programming environment called Alice, students learn how to program objects using a graphical user interface. After mastering Alice, students transfer their programming knowledge to build and program Lego robots.

Any students interested in taking this class will need a recommendation from the Middle School Principal and from their computer teacher before being given permission to take this class, and a proficiency in keyboarding will be required of all individuals taking this course.

Computer III: Programming (9th Grade)

The Computer III course will challenge the students to become efficient with computer technology. This course includes detailed exploration of the integrated application software Microsoft Office. The students will further their knowledge of word processing, database management, spreadsheet use and development, draw and paint basics, and telecommunications. They will investigate and experiment with a variety of computer programs, platforms, applications, and equipment. The students will learn about the world of high-tech toys and telecommunications tools, and they will gain a practical understanding of the hardware they use

every day. The second semester focuses on the principles of programming. Students use Alice to create and manipulate objects and will gain an understanding of object oriented programming without learning the burdensome syntax. This class meets twice a week for an entire school year.

Computer III: Multimedia (9th Grade)

Computer III offers a well-rounded approach to computer literacy that covers basic computer concepts, applications, and the Internet. All of these skills are important skills for real world context that students must master in order to succeed – in college and in their careers. This “common baseline” approach will give our students the confidence to say, “I know how to use a computer”. Sections about Linux, Mac, and other application are also covered. During the second semester this course is designed to teach the student to create multimedia presentations and documents using Adobe Photoshop.

Introduction to Programming (9th-12th Grade)

This class introduces programming and algorithms to students who have a serious interest in learning the principles of computer science and programming. Topics covered include algorithms, reading values from the keyboard, printing values on the screen, iterative Java statements, understanding multiple data types, arrays, strings, functions, and other Java methods. Lab assignments are used to explain and explore programming concepts. This project based class allows the students practice important problem solving techniques that become imperative at the next level of computer science.

Advanced Placement Java Programming A (9th-12th Grade)

This course enforces college level programming concepts which prepares students for the AP exams in computer science. Students who excel in Java and have the ability to grasp complex algorithms are allowed to enroll. This class meets four times a week. The course includes the main principles of object-orientated software design, learning to be fluent in Java, implementing algorithms, understanding one-and-two dimensional arrays, and acquiring the skills in designing object-orientated software solutions to problems from various application areas.

VISUAL ARTS DEPARTMENT

The goal of the visual arts department is to provide experiences that ask the students to develop individual, creative solutions to visual problems. Students are also expected to strive to increase their technical skills in manipulating a variety of materials. In each unit of study, art history and current concepts in art are included so that students understand the cultural context of art. All assignments are critiqued in class as students learn to analyze and evaluate their art works.

In middle school all students are required to take Art I where the assignments cover the elements and principles of design. Those students in grades seven and eight who wish to continue their studies in art may take Art II and Art III, which covers the principles of design, three-dimensional assignments and current concepts in the art world.

If students in grades 9-12 wish to fulfill their graduation requirement in the arts by taking courses in the visual arts only, they must take four semesters of classes that meet two times a week. All the courses in the visual arts for grades 9-12 are approved for UC credit.

Placement in advanced classes is by permission of the department, based on past performance, level of involvement, and departmental evaluation of both ability and commitment.

In all art classes, students are expected to put in extra studio time outside of class to complete the assignments. Upper school art classes may include field trips to museums, galleries, and artists' studios.

MIDDLE SCHOOL

Art I (6th-8th Grade)

This course, for students in grades six, seven, and eight, examines the elements and principles of design through a series of projects in two media. In addition to creating artworks students are involved with critiques, art history, and discussions of aesthetics. Assignments may include drawing, painting, collage, and mixed media.

Art II (7th-8th Grade)

This course is for seventh and eighth grade students who have completed Art I and wish to continue their work in art in a series of in-depth projects. Emphasis is on developing skills, craftsmanship, and working with the effective use of elements and principles of design. Students examine the ideas involved with American art in the last fifty years including social and political issues. Completion of Art I and recommendation of the department is required.

Art III (7th and 8th Grade)

Students who have completed Art I and Art II who wish to continue their studies in art may elect Art III. This course explores the ideas and artists in the 21st century and how visual imagery is used in our daily lives. The assignments include work in both two and three dimensional art. Completion of Art II is required.

Intro to Video (grades 7th - 8th)

Learn the basics video production by working collaboratively on writing, storyboarding, directing, shooting, music scoring, and editing. Students use equipment including 3CCD digital camcorders, professional lighting and sound equipment, cranes, Glidecam, and green screen technology. The short class film is assembled on the Mac computers using the software, *Final Cut Pro 7*, *Live Type*, *Soundtack Pro*, and *Garageband* . Offered in the first semester.

UPPER SCHOOL

Drawing and Painting I (9th-12th Grade)

Students explore a wide variety of techniques, as they explore the elements of composition, color, and line. A number of drawing and painting media are used such as pencil, pen and ink, gouache, and acrylic. Projects including portraiture, perspective, color theory, and drawing from the model.

Drawing and Painting II

Prerequisites: Drawing and Painting I

This course emphasizes technical skills and developing personal creative solutions in drawing, painting. In addition to the materials used in Drawing and Painting I, acrylic paint, watercolor, and printmaking are explored as well as mixed media. Homework consists of weekly sketchbook assignments. Issues and concepts in current contemporary art are examined in artworks, readings, and discussions.

Ceramics I

This course explores a range of functional and sculptural forms in clay. Assignments include the techniques of hand building, work on the potter's wheel, using molds, and glazing techniques.

Ceramics II

Prerequisites: completion of Ceramics I

This course covers advanced techniques in clay such as multiple-thrown forms, large-scale hand building assignments, and research projects. Along with the work in the studio, there is a research project on an aspect of ceramic history.

Metal I

Students design and construct jewelry pieces using the basic techniques of fabricating, soldering with the acetylene torch, polishing, lost wax casting using the centrifugal casting machine, and enameling.

Metal II

Prerequisites: completion of Metal I

Students investigate advanced methods of fabricating, enameling, casting, and silversmithing. Along with the studio work, there is research project on an aspect of history of metal design.

Graphic Design I

This course involves the understanding and production of commercial art. Students produce several projects during the year including a personal logo, a compact disc cover, posters for the performing arts productions. The course covers drawing by hand, typography, page layout, color,

visual perception, and computer graphics. Adobe Photoshop and Illustrator are used by the students in designing their work on the MacPro computers

Graphic Design II

Prerequisites: completion of Graphic I

This course is a continuation of Graphic Design and explores visual images and text as a means of communication using computers as well as developing hand-rendering skills. Projects are extensive and include illustration, type design, package design, propaganda posters and three-dimensional design.

Sculpture I

This course explores making visual statements in three dimensions. Students explore ideas used by artists in the 20th and 21st centuries. A range of materials for the assignments includes plaster, stone, plastic, wood, and found objects. They are used in conjunction with the sculptural methods of additive, subtractive, assemblage, and environmental installation.

Photography I

This course covers the basics of using film and digital cameras, wet and digital darkroom techniques. There is a strong emphasis on compositions and personal exploration of photographic concepts. Students are required to do shooting assignments outside of school. Students are responsible for supplying their own digital cameras and the art department has 35mm film cameras that students may check out.

Photography II

Prerequisites: completion of Photography I

This course has the students work in-depth to examine the photographic image, to practice wet and digital darkroom techniques, and to develop a personal approach to their art work. Assignments include documentary, special photographic techniques, computer imaging, and use of the medium and large format cameras. Students must provide their own digital cameras and the art department has 35mm and medium format film cameras that the students may check out. A short research paper on a topic in photography is required. (Prerequisites: Photography and permission of the department.)

Video Program Resources

In the video program students use the following software on MacPro computers: *Final Cut*, *FrameForge 3D StudioPro*, *Celx*, *GarageBand*, *Soundtrack Pro*, *DVD Studio Pro*, *LiveType* and *Final Draft*. The following equipment is available for students to check out to use when shooting their films: Sony PD 170 and Canon VixiaHV 30 HD digital video cameras, crane and jib with remote head, GlideCam., studio lights and accessories, and green screens.

Video Production I

This course covers the basics of using the video camera and editing video. Projects include documentary, public service announcement, a video art presentation, music video, and a short film. Students are introduced to film history and cinematic style. Shooting outside of class is required. Owning a video camera is not necessary but highly recommended.

Video Production II

Prerequisites: Video I.

This course is open to tenth through twelfth grade students and is designed to further involve the video-literate student with more advanced elements of video-making including lighting, cinematography, and computer editing and effects. In a variety of diverse projects, students write, storyboard, light, tape, and edit 5-10 minute films and video art projects. The class also explores the history and influence of foreign film. (Prerequisite: completion of the Video I class or instructor permission, and students must have access to their own video camera.)

Video Production III

Prerequisites: Video II

This course allows students to further their digital filmmaking skills as a tool for artistic expression. Students explore the art and elements of video making as well as computer editing and effects in more depth through a variety of diverse short video projects with a focus on the narrative style. Students learn how to incorporate shots using the cranes and mobile camera stabilization equipment into their work. Long format videos using advanced directorial styles/techniques that include advanced lighting and cinematography techniques are also part of the course. The class focuses more heavily on the importance of the script as well as the use of the camera as a tool for storytelling. Students investigate how film genres have changed and the societal and historical context in which these changes took place.

Film Studies (9th-12th Grade)

This class studies the history of film from the silent era to Hollywood motion pictures and diverse national cinemas including films from every continent. It includes a historical overview of film as an art and cultural form, from classic to contemporary and from American to foreign perspectives. The class explores and analyses narrative, dialogue, cinematography, production design, composition, technique, genre, editing and sound. In class, students watch and analyze a minimum of three films per month collectively as well as several individually throughout the year.. Projects include research papers analyzing films within their historical, geopolitical, and societal context as well as monthly film journals and presentations. The class meets four times per week.

Advanced Placement Art History (10th -12th Grade by recommendation only)

AP Art History is designed as an introductory college level course. The objective of this course is to gain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of the works of art. The course requires a high degree of commitment to academic work. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. This course is available for visual arts or history credit. (This course may not be offered every year.)

AP Studio Art: Drawing (10th-12th Grade by recommendation only)

The AP Studio Art Portfolio course is structured for students who are interested in developing their drawings at college level and completing the twenty four artworks for the AP Studio Art portfolio. Students develop their work using a wide variety of drawing media techniques, concepts, and compositional elements. The work should reflect a mastery of drawing skills with an orchestration of the principles and elements of design. Students taking the course are required to

submit the A. P. portfolio. Satisfactory completion of a level 2 art course and Department permission for admittance is required.

AP Studio Art: 2D Design (10th-12th Grade by recommendation only)

The AP Studio Art Portfolio course is structured for students who are interested in developing their 2D artwork at college level and completing the 24 pieces required for the AP Studio Art exam. Students examine 2D design issues using the elements and principles of design. Images demonstrate the ability to orchestrate and integrate the elements and principles of design in the media of graphic design, digital media, photography, collage, mixed media, painting and printmaking. The art work should reflect both purposeful decision making and a personal voice. Students taking the course are required to submit the A. P. portfolio. Satisfactory completion of a level 2 art course and Department permission for admittance is required.

AP Studio Art: 3D Design (10th-12th Grade by recommendation only)

The AP Studio Art Portfolio course is structured for students who have a strong interest in developing their 3D work at a college level and completing twenty sculptural pieces for the Advanced Placement Studio Art exam. Students develop work that examines sculptural issues - depth, space, volume, and surface - as well as orchestrating the elements and principles of design. The work should show mastery of a range of materials and techniques using the 3D media including stone, clay, metal, assemblage, and wood. An understanding of the history of sculpture from a range of cultures provides the student a foundation on which to build the concepts for their own artwork. Students taking the course are required to submit the A. P. portfolio. Satisfactory completion of a level 2 art course and Department permission for admittance is required.

PERFORMING ARTS DEPARTMENT

The performing arts department offers courses in dance, theater, choral music, and instrumental music. Students in the sixth through eighth grades are automatically enrolled in introductory classes in music, dance, and theater as part of the Arts Rotation. All upper-level classes for students in grades 9-12 can fulfill the graduation requirement in Visual and Performing Arts by taking four semesters of performing arts classes.

Theater 6

Sixth grade drama offers students an opportunity to explore some of the basic elements of theatrical performance. While the bulk of the students' work is experiential, participants do begin to layer in a more informed, critical approach to theatre and performance. The semester's work is divided into three sections: solo, silent performance, solo performance with words, and group performance. The term's work is leavened with theatre games that focus on increasing concentration, refining improvisational creativity, strengthening ensemble-building skill, and exploring the politics of the performance-making process.

Theater 7

This is a one-semester class for seventh grade students and is designed to develop improvisational and ensemble acting skills. Throughout the first half of the course, students will work individually and as an ensemble to accomplish specific tasks through theater games and improvisations. These tasks will include defining specific characters, developing physical awareness, exploring emotions, and communicating ideas to an audience. During the second half of the course, students will collaboratively write, revise, direct, and rehearse original scenes, which will culminate in a final informal performance.

Theater 8

This course focuses on the basic acting skills necessary to communicate a story and character to an audience. Attention is focused on the student's sensory awareness and imagination in order to bring realism and vitality to the stage. The first half of the semester is devoted to character development. Students are taught to create realistic and stage-worthy characterizations through the use of pantomime, "Who-What-When-Where" exercises and improvisation. The second half of the semester is dedicated to applying the character work to improvised scenes that contain exposition, conflict, and resolution. By the end of the term, students will be able to perform scenes developed from audience suggestions.

Playwriting (grades 6-8)

This course offers students an introduction to the practice of writing for the stage. Students' work during the term is organized around an exploration of Aristotle's "six constituent element", plot, character, thought, diction, sound, and spectacle. Students will have an opportunity to explore a variety of creative strategies as they work to create an original short play. Although students will spend the greatest part of their class time writing and reading their own work (as well as the work of others in the class), some time will be devoted to reading and critiquing short plays written by established authors.

Theater I (grades 9-12)

The course objective of Theater I is to introduce students to the concepts, conventions, literature, and history of theater in order to develop an appreciation and understanding of theater as an art in action. Over the course of two semesters, students will be exposed to units on theatrical conventions in the writing, acting, and production of a play, the various genres existing within dramatic literature, a theater's structure and architectural features, theater history, technical theater, and acting.

Theater II

The Theater II class is reserved for the Upper School's intermediate theater student. Successful completion of Theater I or participating in at least two Buckley mainstage productions is a prerequisite. The class objective is to expose the dedicated theater student to advanced concepts and techniques in acting and directing. Acting units focus on the concept of creating character through "objective" and "obstacle." Directing units look at the director's role in design, script analysis, stage composition, and working with actors. The contributions of Shakespeare and Moliere are studied in detail, with students presenting scenes from representative works.

Theater III: Performance Lab

The Performance Lab is reserved for the Upper School's most experienced theater student. Successful completion of Theater II is a prerequisite. The class is dedicated to the cultivation of acting and directing skills through scene-study and performance. In addition to reading, analyzing, and performing scenes from contemporary playwrights, the contributions of Chekhov and Beckett are studied in detail. The year will culminate in a fully mounted, public performance of One-Act plays. It is a demanding year of study, with the objective of preparing students for the demands of a collegiate theater program.

Middle School Concert Band

The Middle School Concert Band is open to all wind and percussion players in grades six through eight by permission of the instructor. Students study and perform various styles of concert band repertoire, including the jazz idiom, while working to improve their technical facility, sight-reading ability, and ensemble coordination. Students will be exposed to the beginning elements of improvisation to further enhance their training and musical expression. Students will be evaluated through recorded playing examinations, effort, and participation during rehearsals, attendance, and punctuality. Membership involves performances at holiday and spring concerts, community performances, and weekend festivals. This is a year-long elective which requires daily practice at home.

Concert Band

The Upper School Concert Band is a year-long course available to wind and percussion players in grades nine through twelve by permission of the instructor. A basic placement audition will be performed at the beginning of the year to determine seating in each instrument section. It is recommended that students have a minimum of one year experience in an ensemble. Students study and perform various styles of concert band literature, including the jazz idiom, while working to maximize their technical facility, sight-reading ability, and ensemble playing. Students will also be exposed to the beginning elements of improvisation. A daily practice schedule at home is imperative. Students will be evaluated through live playing examinations, effort and participation during rehearsals, attendance, and punctuality. Membership involves performance at the winter concert, spring concert, community performances, and weekend festivals.

Reclassification of students into the “Advanced” category after two consecutive years in Concert Band, Concert Choir, or Chamber Orchestra would occur when the student has earned four semester grades of 93 % (A). Students who did not earn four semester grades of “A” would be placed in the following year into “Concert Band”, “Concert Choir” or “Chamber Orchestra”.

Middle School Orchestra

Admission to the Middle School Orchestras is open to all string players and pianists in grades six through eight by permission of the instructor. A basic placement audition will be performed at the beginning of each year to determine seating in each instrument section. Students study and perform various styles of orchestral literature while gaining the technical facility, music theory, and reading ability needed to perform in the Upper School Chamber Orchestra. Membership requires participation in the Winter and Spring Concerts as well as the annual music festival at Disneyland. Practicing at home on a regular basis is mandatory. Students will be evaluated through music checks, effort, and participation during rehearsals, attendance, and punctuality. Middle School Orchestra is a yearlong course.

Chamber Orchestra

Admission to the Chamber Orchestra is open to all string players and pianists in grades nine through twelve by permission of the instructor. A basic placement audition will be performed at the beginning of the year which will determine seating in each instrument section. Students study and perform various styles of orchestral literature. The academic requirements of the course include developing intermediate skills in music theory, music history, and a written review of one off-campus concert each semester. The ensemble requires individual practicing and participation in the Winter and Spring Concerts, Heritage Festival, community performances, and Commencement. Chamber Orchestra is a yearlong course.

Reclassification of students into the “Advanced” category after two consecutive years in Concert Band, Concert Choir, or Chamber Orchestra would occur when the student has earned four semester grades of 93 % (A). Students who did not earn four semester grades of “A” would be placed in following year into “Concert Band”, “Concert Choir”, or “Chamber Orchestra”.

General Music (Grades 6 through 8)

In General Music, students develop the ability to be informed listeners of classical, jazz, and pop styles of music. This is done by listening and evaluating pieces from the various eras of musical history from 1700 to the present, which the students are responsible for finding and presenting to the class. The course also includes musical score reading, rhythm review, and analysis, singing in two part harmony, understanding musical terminology, musical ensemble practice with Orff instrumentation, and participating in class discussions.

Music Theory (available to grades 9-12)

This course helps students to develop their aural and visual understanding of musical structure and compositional procedures. Topics covered include reading notation, scales, intervals, chords, sight-singing, harmonic structures, melodic and rhythm dictation, orchestration, and counterpoint analysis. In addition, students will learn to analyze classic and current hit songs and then apply this knowledge to the writing and composing of their own songs. Each student will build lyrics from song concepts to stories, write melodies, and use a variety of song structures to create original works.

Advanced Placement Music Theory (available to grades 9-12)

This course prepares students to take the AP Exam, which tests their aural and visual understanding of musical form and compositional procedures. Topics covered include reading notation, sight singing, and ear training through rhythmic, melodic and harmonic dictation. Students will also learn how to analyze, orchestrate, and arrange music for various ensembles. In order to enroll, students must demonstrate proficiency in Music Theory basics by taking a placement test.

Middle School Choir

Admission to the Middle School Choir is open to students in grades 6 through 8 by permission of the instructor. The course is designed to improve students' vocal and critical listening skills, foster a love of singing, increase knowledge of music theory, develop sight-singing abilities, and give performing experience. Vocal techniques involving a variety of styles and languages are examined in depth. Membership requires enthusiasm and focused participation during rehearsals and concerts, including the Buckley Winter Concert, Spring Arts Festival, and other appearances. Students will be required to commit to a regular practice schedule outside of class in order to be prepared for class meetings. Members of the choir who are in good standing are eligible to audition for our select extra-curricular Middle School Advanced Vocal Ensemble. The Middle School Choir is a year-long course that may be repeated for credit with the permission of the instructor.

Concert Choir

Admission to the Upper School Concert Choir is open to students in grades nine through twelve by permission of the instructor. A basic placement audition will be performed at the beginning of the year to determine seating in each vocal section (Soprano, Alto, Tenor, or Bass). Through the rehearsal and performance of ensemble vocal music in various styles and languages, the course will focus on the important components of ensemble singing: tone production, diction, blend, breathing, critical listening skills, and above all- artistry. Intermediate-level music theory and sight singing will be taught during the course. Membership in the Concert Choir requires a high level of visibility in the community, including required performances at the Buckley Winter Concert, Spring Arts Festival, the Buckley Commencement, school assemblies, and a tour to an adjudicated festival in the spring. A regular practice schedule outside of class is essential to a student's success as a member of the choir. Concert Choir is a year-long course that may be repeated for credit by permission of the instructor.

Reclassification of students into the "Advanced Concert Choir" category after two consecutive years in Concert Choir, Chamber Orchestra, and Concert Band will occur when the student has earned four semester grades of 93 % (A). Students who did not earn four semester grades of "A" would be placed in the following year into "Concert Choir". Members of Concert Choir are eligible to audition each fall for our select extra-curricular and award-winning vocal ensemble, *The Buckley Monotones*.

Introduction to Dance

A one-semester dance course is offered at the Middle School level as part of the arts rotation. Students work on basic principles of movement and expression by studying jazz dance, modern

dance, ballet, hip-hop, improvisation, and choreography. Along with the movement component, this course contains an academic element that focuses on keeping a journal to document ideas, analyze personal experiences, and help develop writing skills. The goal of journal writing is to help students become critical thinkers and to become more articulate when discussing dance in particular and the arts in general. This class is open to both males and females at all skill levels.

Advanced Middle School Dance

In the second semester, Advanced Middle School Dance is offered for those eighth graders who have already taken Intro to Dance, who are interested in continuing their dance experience, and who have the instructor's permission to enroll in the course. Students in this class are expected to have a basic understanding of dance and choreography techniques and should have a genuine interest in dance. The class builds on the fundamentals that were presented in the introductory course while simultaneously preparing students for their participation in the Spring Dance Festival. Journal writing, class discussions, and reflective activities compliment dance experiences and prepare students for possible involvement in the Upper School Dance program.

Upper School Dance

There are many courses offered in dance at the High School level: Level I (Beginning) through Level V (Advanced Dance). Class levels differ according to technical and artistic skill levels, as well as academic class requirements. Enrollment is based on the results of a placement audition held each spring, combined with a student's past performance in dance class. Dance classes require a one year commitment, during which students study and develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern dance, jazz dance, hip-hop, and world dance. Additionally, students will explore movement ideas through structured improvisation activities and challenging choreography projects. The dance curriculum culminates in the second semester, when dance students are required to perform in the annual Spring Dance Festival. One of several academic components of this course includes keeping a journal to document ideas, analyze personal experiences, and develop writing skills. For enrichment, students will take field trips to see professional and collegiate-level dance performances. Students are required to write critical observations of the shows and participate in follow-up discussions and class activities that reflect their experiences. Whenever possible, students will have an opportunity to participate in dance workshops and take master classes from outside professionals in a variety of dance styles. All upper school dance courses are open to males and females and may meet both P.E. or P.A. requirements. A grade of "C" or better must be maintained in order to continue in dance class.

PHYSICAL EDUCATION DEPARTMENT

Grades 6 - 8

Students have the opportunity to choose a physical education course or participate in athletics to fulfill their requirement in grades 6, 7, and 8. In physical education classes, team games are emphasized. Such physical abilities as strength, flexibility, endurance, coordination, balance, games skills, and cognitive capabilities are developed. Each trimester consists of three different activities designed to meet these needs. Should a student wish to be on an athletic team, he or she has an opportunity to choose from the sports in season. Practices are held during class time, and athletic contests are conducted after school. The sports offered during the year are as follows:

Fall:

Boys' Flag Football
Girls' Basketball
Co-ed Swimming
Equestrian
Co-ed Cross Country

Winter:

Boys' Basketball
Girls' Soccer
Boys' Soccer (7/8)
Girls' Softball (7/8)
Equestrian

Spring:

Girls' Volleyball
Co-ed Tennis (7/8)
Boys' Baseball (7/8)
Boys' Soccer (6)
Boys' Volleyball (7/8)

Both the Physical Education and the Athletic programs are designed to give the student a successful experience and to promote a desire to participate regularly in physical activity throughout life.

Grades 9 - 12

Students must be enrolled in a physical education class or on an athletic team every season until the end of the second trimester of their senior year. High School P.E. class students are graded on an "A", "Pass" or "Fail" basis. Ninth grade students are required to complete one trimester of health. Tenth through twelfth grade students may manage a middle or high school team for P.E. credit twice during the three-year period. Dance classes may be taken for physical education credit. In physical education classes, life and leisure activities are emphasized while developing strength, flexibility, endurance, coordination, balance, game skills, and cognitive capabilities. Both physical education classes and athletics are designed to give the student a successful experience and to promote a desire to participate regularly in physical activity throughout life. The sports offered include the following:

Fall:

Girls'/Boys' Cross Country
Girls' Volleyball
Co-ed Equestrian
Girls' Tennis

Winter:

Girls' Basketball
Girls' Soccer
Boys' Soccer
Boys' Basketball
Co-ed Equestrian
Cheer Team
Dance Team

Spring:

Girls' Softball
Girls'/Boys' Swimming
Boys' Tennis
Boys' Baseball
Co-ed Golf
Co-ed Equestrian

Health

All ninth graders are required to take one trimester of health. During this class, students will be presented with information on stress, nutrition and fitness related topics, and personal and community health topics. This knowledge is used to facilitate classroom discussions during which

students are challenged to analyze this information and to explore their own values and beliefs. This course will help students clarify their personal opinions, be better prepared to articulate their opinions to others, and provide them with necessary information to make educated choices on topics relevant to today's adolescents.

Pre-Season Athletics

When schedules and facilities permit, pre-season athletics are offered. These classes are designed to prepare students for the upcoming season in a specific sport. Basic fundamentals, conditioning, strategies, and team concepts are taught to provide the athlete with the best possible preparation for the season.

OTHER COURSES

Life Skills

During this class, seventh grade students will learn about social/emotional development and their own relationships with peers and others. Factual information will be used to facilitate classroom discussion as students discover the values they hold and the sources of those values: family, religion, culture, and school. This course will help students develop better communication and decision-making skills, increase their self-esteem, and provide them with important information to help make educated choices in their lives (This course meets two times a week.)

UPPER SCHOOL SUMMER SCHOOL

Buckley's summer school offers full year high school courses in mathematics, history, computer science, health and science.

The summer program can be a vital and integral part of the overall academic program. The Upper School summer program provides the opportunity for students entering grades nine through twelve to enroll in one academic class that is equivalent to a full year of an academic course. These classes satisfy the school's graduation requirements and allow students advanced study in a subject area, or to schedule classes with greater flexibility during the school year. Students and their parents may want to consider the summer program when planning their academic and extra-curricular program.

A student who fails a course during the academic year must repeat the course in Buckley's summer school or the following year (with the exception of some classes, which may be repeated only during the school year). A student who passes a course during the academic year with a grade of C- or below may be asked to take a review course during the summer. Because these review courses aim at correcting the deficiencies in knowledge and skills that resulted in the low grade, the recommendation should be heeded so that the student will be prepared to go on to the next course in that discipline. Keep in mind that the University of California, the California State University, and other colleges give "no credit" for a grade of "D" or below.

The summer school registration material and specific details and descriptions about course offerings can be found online at www.buckleyla.org.