



# **Registration Guide and Course Catalogue**

**2021-2022**

# The Mission of Episcopal High School

*Episcopal High School, founded and guided by the Diocese of Texas, is an inclusive and joyful Christian community where students discover and develop their individual talents through the Four Pillars--academics, arts, athletics, religion--preparing for meaningful lives in service to others.*

## Guiding Principles

EHS provides a strong college-preparatory education, instilling excellence in the Four Pillars- academics, arts, athletics, and religion- in which each student is both challenged and nurtured, known and loved.

1. An institution of the Diocese of Texas, EHS operates within the beliefs and traditions of the Episcopal Church; furthermore, without compromising its underlying faith, traditions, and practices, the School acknowledges and respects the variety of religious experiences among its faculty, staff, and students.
2. EHS emphasizes the development of sound character, integrity, and personal honor; consequently, in every aspect of a student's experience, EHS instills the virtues of honesty, best effort, respect for self and others, fair play, appreciation of diversity, and service to the community. Students are expected to exercise good judgment, to show concern for themselves and the community, and to value the opportunity to attend EHS.
3. EHS is a joyful community in which students are inspired to seek new opportunities, to pursue personal growth, to develop leadership skills, and to identify and develop their talents and passions in each of the Four Pillars.
4. Without regard to race, religion, or social/economic background, EHS admits qualified and motivated students with a wide range of interests and talents, creating a diverse community of students who contribute to the School and benefit from the experience.
5. Supporting diversity as an essential component of a quality education that encourages respect for and empowerment of the individual and rejects stereotypes and prejudices, EHS broadens the educational experience of all students.
6. EHS recruits, sustains, and appropriately compensates a faculty and staff of the highest academic and moral standards who are fully committed to the School's mission and who will instill excellence in the Four Pillars. Faculty and staff are expected to be attentive role models. Respect and personal honor, reflected in daily attitudes and behaviors, are expected of those who belong to, serve, and support the EHS community.
7. Understanding the importance of the School/family relationship, EHS provides parent education and volunteer opportunities so that parents can be a healthy presence in and a lifelong part of the School community. Parents need to be vigilant, cooperative, and eager to honor and assist the School's efforts, endeavors, and spirit, adhering to all School expectations.

## The Purpose of this Guide

The *Registration Guide and Course Catalogue* is intended to provide information pertinent to the “Big Picture” of a student’s high-school career, particularly in meeting the goal of graduating with the appropriate credits to prepare each student for attending college.

Students will meet with their advisors individually to fill out a registration form, which the students will then bring home for your signature. Before signing off on the registration, use this guide to review the courses that your student has taken previously and the ones that he or she will need to take to prepare for graduation and for the college-application process. To help you with this process, a Graduation Requirements worksheet is included on page 12.

**Note: Final determination of course availability will be made by the school.**

## Graduation Requirements

<b>Subject</b>	<b>Required Credits</b>	<b>Length of Study</b>
<b>English</b>	4 Credits	8 Semesters
<b>Mathematics</b>	3 Credits	6 Semesters
<b>Science</b>	3 Credits	6 Semesters
<b>History</b>	3 Credits	6 Semesters
<b>World Languages</b>	2 Credits	4 Semesters
<b>Religion</b>	2 Credits	4 Semesters
<b>Arts</b>	2 Credits	4 Semesters
<b>Health &amp; PE</b>	1 Credit	2 Semesters
<b>Other Electives</b>	3 Credits	6 Semesters
<b>TOTAL</b>	<b>23 Credits</b>	<b>46 Semesters</b>

Episcopal High School’s graduation requirements form a foundation upon which students may build individual transcripts that will make them attractive to the colleges they would like to attend. Therefore, the graduation requirements represent a **minimum requirement**. For example, virtually all EHS students take a full four years of mathematics, science, and history, even though only three years in each of these subjects is required. Also, most EHS students take many more Arts classes than the four semesters (2 credits) required for graduation. Any courses taken beyond the minimum requirement in any subject help fulfill the “**Other Electives**” requirement of 3 credits, or 6 semesters.

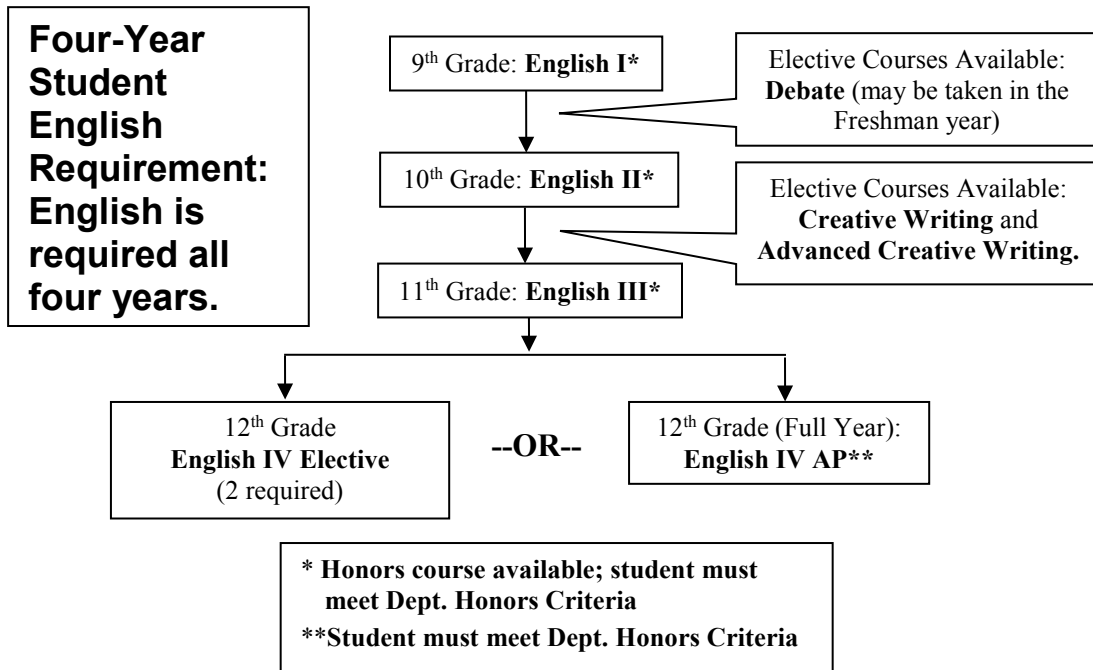
Each year, particularly the senior year, students must take a **minimum of four courses** from the English, Mathematics, Science, History and World Languages curricula.

The minimum graduation requirements allow students to elect a free period each semester of their four years at EHS. A free period is just that: a period when students are not required to be in a class. Free periods are not supervised, although there are designated places on campus where students are allowed to go. Most students use free periods to study and do homework, but if they want to do other things, they may. The philosophy behind free periods is to teach students how to manage their time appropriately and to learn the consequences of not effectively using the time they have.

Although the graduation requirements allow for free periods during each year students are enrolled at EHS, the more students go beyond the minimum graduation requirements, the fewer free periods they have room for in their schedules. As a result, most students do not take free periods until their junior or senior year.

## English Requirement

**English** is required during each of the four years of high school. The progression of classes is **English I**, **English II**, **English III**, and **English IV**. During the sophomore, junior, or senior year, **Creative Writing** and **Advanced Creative Writing** are available as electives, counting in the graduation requirements as one of the “**Other Electives.**” **Creative Writing** classes may also be counted as fulfilling an Arts requirement; however, they cannot fulfill both requirements concurrently. **English IV** consists of two semester elective classes, one in the fall and one in the spring. The choices for these courses are **Short Fiction**, **African-American Voices**, **War Fiction**, **Ancient Greek Theater**, **Jane Austen**, **Crime Literature**, **Science Fiction**, and **Shakespeare**. Honors and Advanced Placement courses are available to students who meet the Department’s Honors Criteria.



## Mathematics Requirement

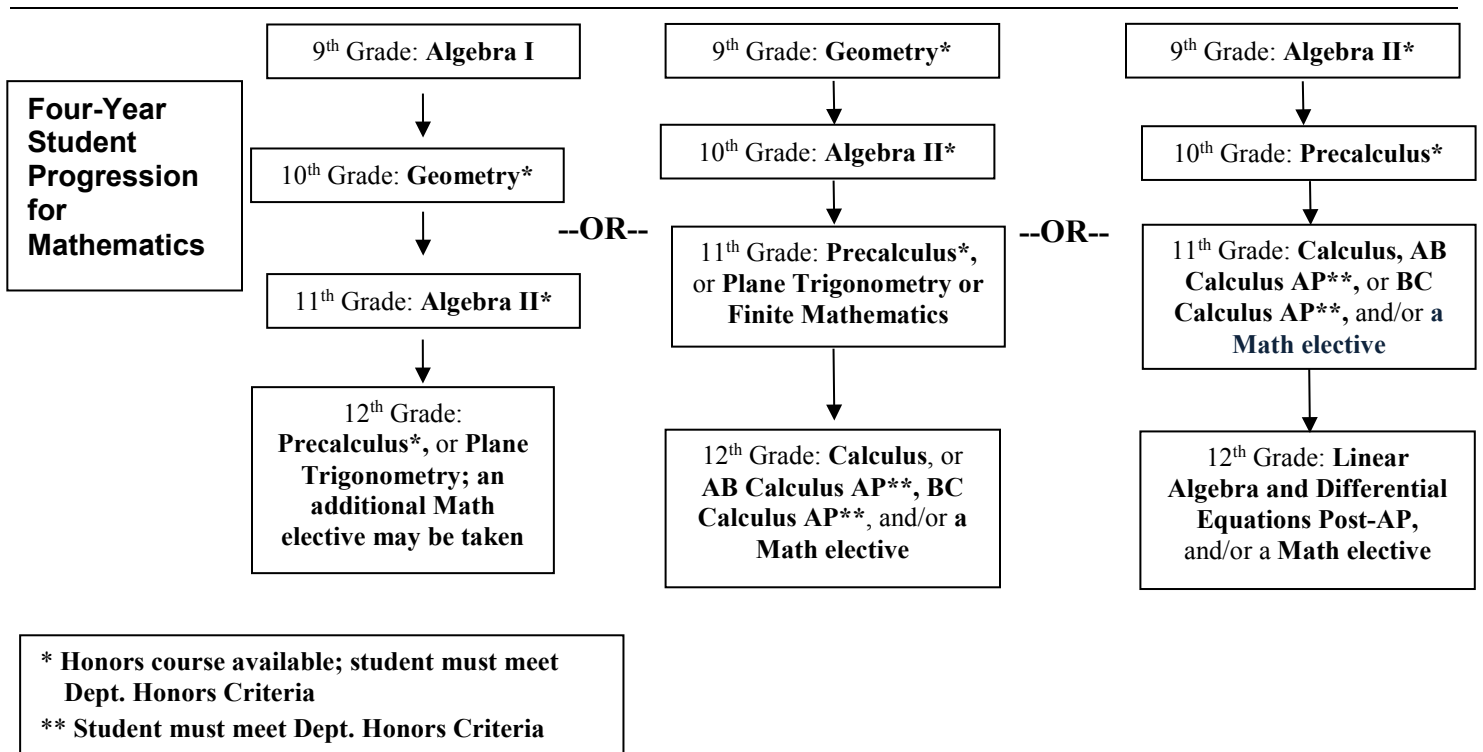
The **Mathematics** requirement is fulfilled when a student receives credit for **Algebra I**, **Geometry**, and **Algebra II**, and credit for taking three mathematics classes **while in high school**. After completing **Algebra II**, students may take either **Precalculus** or **Plane Trigonometry**.

Beyond **Plane Trigonometry**, students may take **Finite Mathematics** or **Precalculus**. Beyond **Precalculus**, available courses include **Calculus**, **AB Calculus AP**, **BC Calculus AP**, **Statistics AP**, and **Linear Algebra and Differential Equations Post-AP**.

Those students who pass the Algebra I Proficiency Exam upon admission to EHS will receive credit for **Algebra I**. They will begin with **Geometry** and progress as outlined above.

Those students who pass the **Algebra I** and **Geometry** Proficiency Exams upon admission to EHS will receive credit for **Algebra I** and **Geometry**. They will begin with **Algebra II** and progress as outlined above.

All courses taken beyond the third year of mathematics in high school will count toward the graduation requirements in the “**Other Electives**” category.

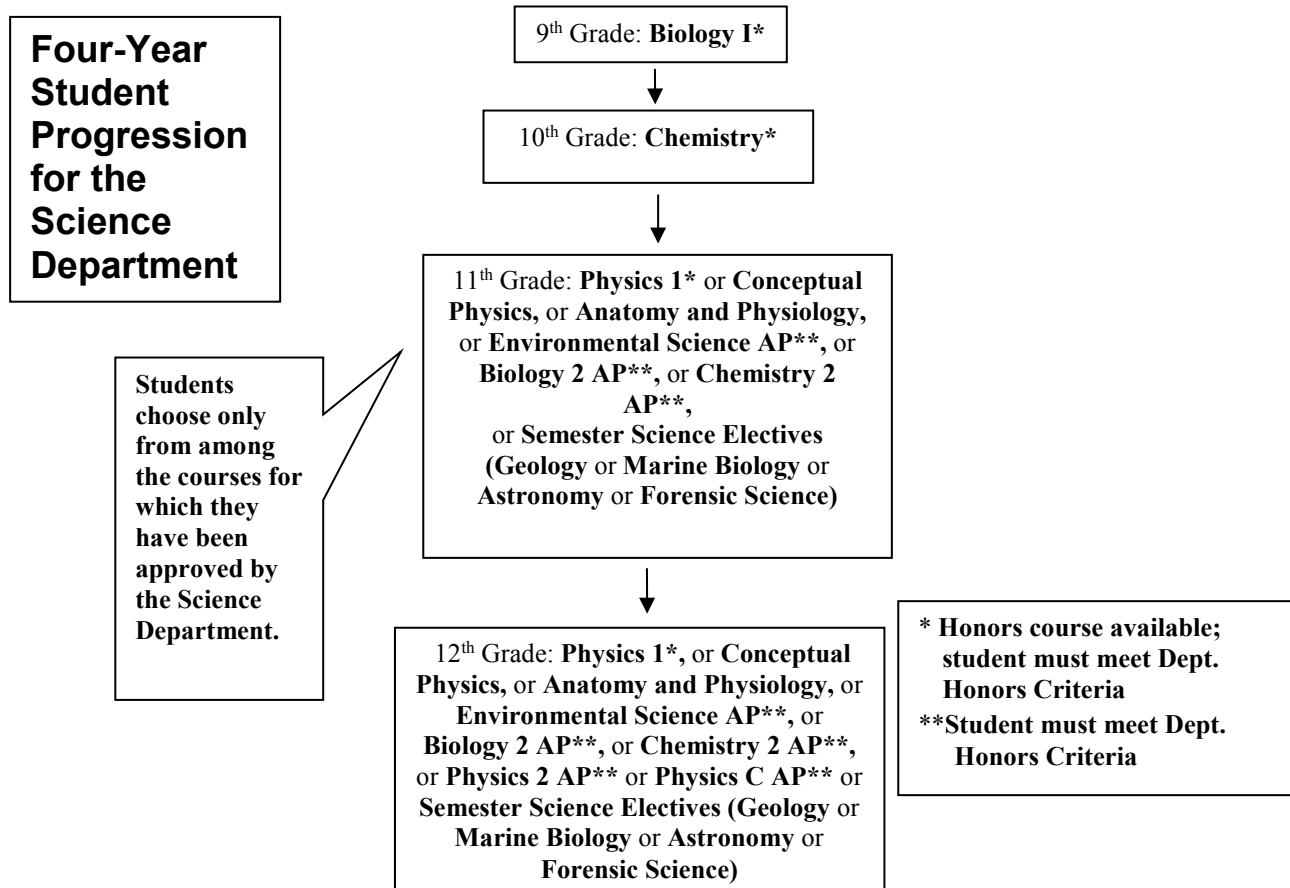


## Science Requirement

The **Science** requirement is fulfilled when a student takes **Biology 1**, **Chemistry 1**, and one physics-based science course from among the following: **Conceptual Physics**, **Physics 1**, or **Physics 1 Honors**.

The many choices available in the sciences are intended to fulfill the diverse needs of EHS's varied student body. The options available to students are governed by student choices, as well as placement by the Science Department. The Department strives to give students options for courses in which they can succeed, based upon their aptitude. For example, **Conceptual Physics**, rather than the more mathematically intensive **Physics 1** course, is offered to those students who think more conceptually and are not planning on an engineering career.

Any course taken beyond the third year of science will count toward the graduation requirements in the "**Other Electives**" category.



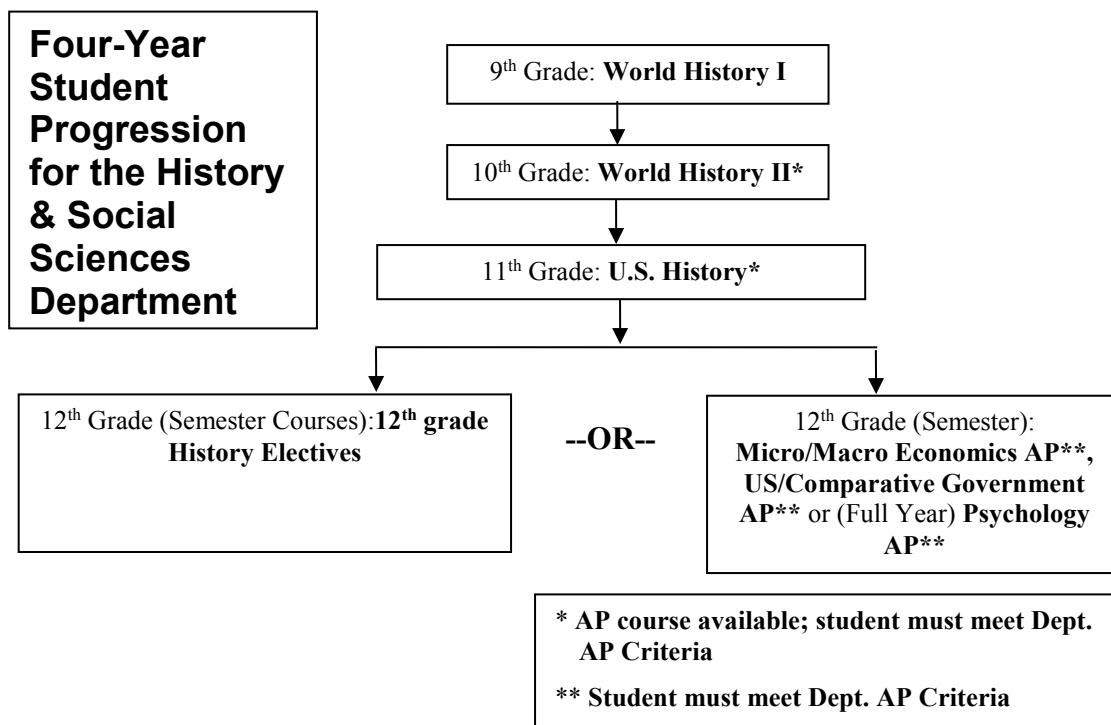
## History and Social Sciences Requirement

The **History and Social Sciences** requirement is fulfilled when a student receives credit for **World History and Geography I**, **World History and Geography II**, and **U.S. History**. After completing **U.S. History**, students may choose from among many semester electives, including **Art History**, **History of Sports and American Society**, **World War II**, **Economics**, **Psychology I and II**, **U.S. Government**, **Comparative Government**, **Chinese History and Culture**, and **History of Western Culture and Belief**. Each of these courses counts toward the “**Other Electives**” graduation requirement.

One-semester Advanced Placement courses in **Comparative Government AP**, **Microeconomics AP**, **Macroeconomics AP**, and **U.S. Government AP** are offered. Also available are yearlong courses in **Psychology AP**, **U.S. History AP**, and **World History AP**. In order to take these Advanced Placement courses, students must be approved by the Department and must meet the Department Honors Criteria.

These courses also fulfill the additional requirement that students, particularly seniors, take a minimum of four courses from among those offered by the English, Mathematics, Science, History and Social Sciences, and World Languages Departments.

Note that **Art History** is also listed as a course option in the Visual Arts Department. **Art History** cannot count as both an arts elective and one of the “**Other Electives**,” instead, it can count as one or the other, whichever is needed by the individual student. Note that **History of Western Culture and Belief** is also listed as a course option in the Religion Department. It will count as a history elective only for seniors who have already filled the junior religion requirement with **World Religions**.

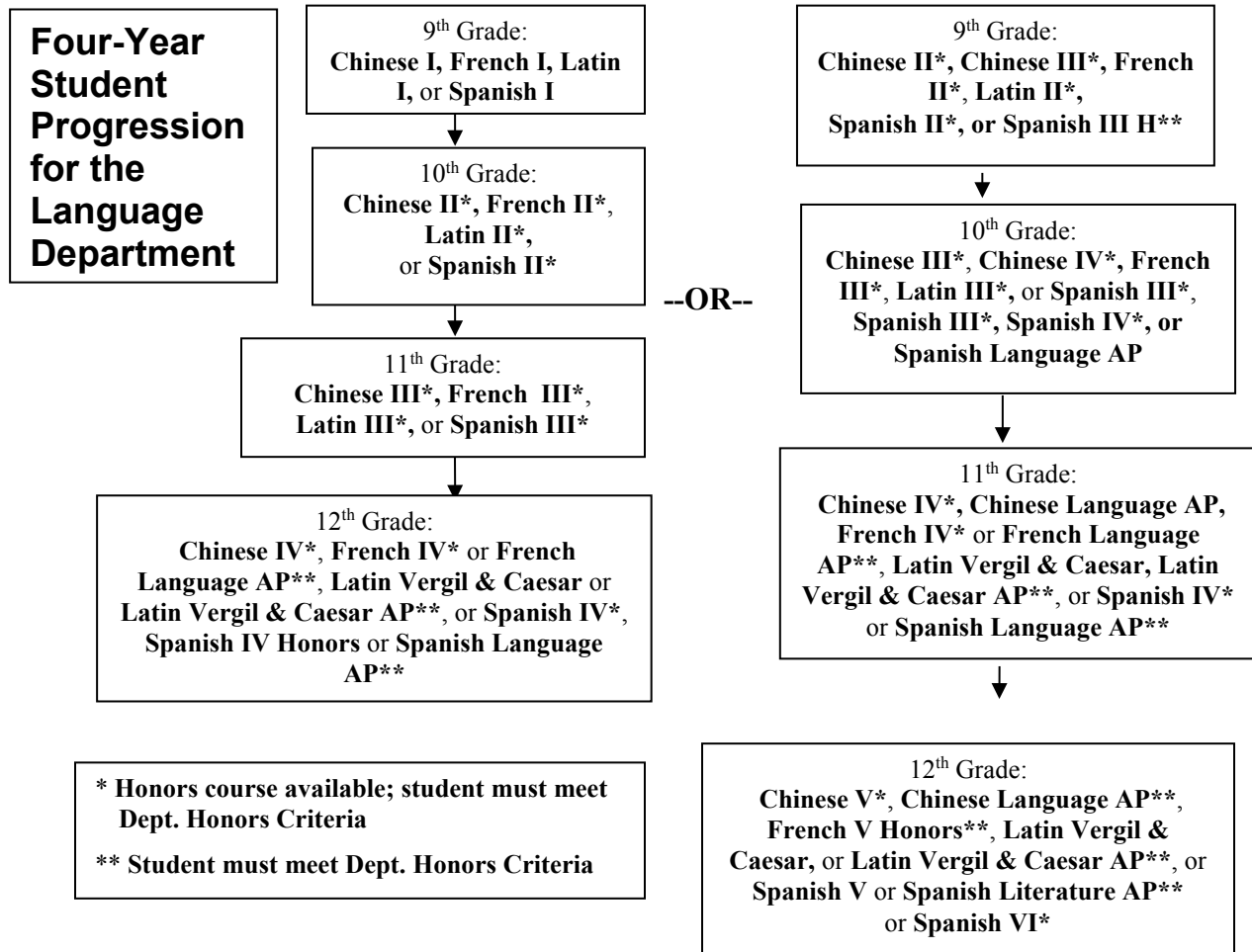


## World Languages Requirement

To fulfill the **World Languages** requirement, a student must take two years of the same world language at Episcopal High School. Episcopal High School offers study in Chinese, French, Latin, and Spanish. Additional study beyond the second year of any language counts toward the requirement in the “**Other Electives**” category.

Advanced Placement courses are offered in each language. To take the Advanced Placement courses, students must be approved by the Department and meet the Department Honors Criteria.

Students may begin study at the second level or third level of a language if they demonstrate mastery of the first levels by passing the appropriate language proficiency exams.

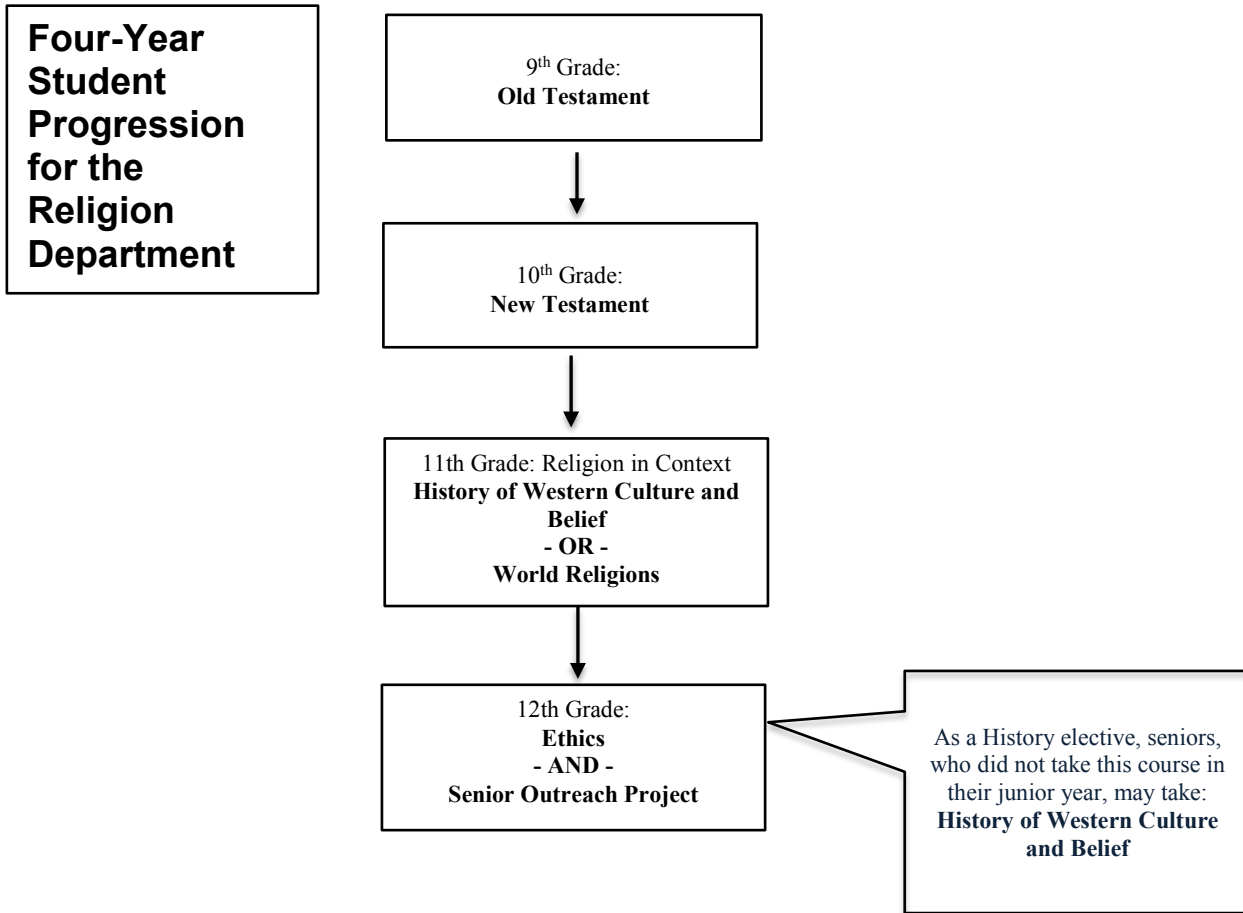




## Religion Requirement

Students must take one semester of Religion each year to fulfill the **Religion** graduation requirement. It does not matter which semester (fall or spring) the Religion course is taken.

Freshmen take **Introduction to the Old Testament**, and sophomores take **Introduction to the New Testament**. Juniors have a choice of either **History of Western Culture and Belief: Christianity in a World Context** or **World Religions**. All seniors take **Ethics** and must complete the **Senior Outreach Project**.



## Performing and Visual Arts Requirement

Students must take four performing and/or visual arts courses in order to meet graduation requirements. An arts course does not need to be taken each semester, but students are encouraged to take at least one per year.

Courses from the following programs satisfy the arts requirement: dance, theatre, music, studio arts, media arts, publications, creative writing, or debate. Students may take electives in one program area or in a variety of program areas. All students are encouraged to go beyond the requirement and explore the exciting variety of offerings. Any courses taken beyond the requirement will fulfill the “Other Electives” graduation requirement.

This is a list of introductory courses in the Arts Pillar that do not require prerequisites or faculty pre-approval to join:

- Animation
- Beginning Dance
- Beginning Photography
- Broadcast Journalism (KEHS Knight Vision News)
- Business Skills for the Performing Artist
- Ceramics
- Chorale
- Computer Music
- Debate
- Drawing
- Guitar Instruction
- Hip-Hop: Exploring Dance for Boys
- Instrumental Music
- Mixed Mediums in Art
- Moviemaking
- Piano/Organ Instruction
- Speech
- Stagecraft: Scene Construction
- Stagecraft: Lighting and Sound
- Painting
- Sculpture
- Theatre 1

The following courses may also be taken without prior experience in an arts program but require an application and/or instructor approval:

- Newspaper
- Yearbook

Please see the descriptions for these courses in the charts for the individual departments.

**A student who has enrolled in eight semesters of dance over the four years of high school, including Advanced, Repertory, or Impact, may choose to satisfy the one-semester wellness requirement through dance per approval of the Arts and Athletic Pillar Heads during the spring of the junior year.**

## Wellness Department Requirement

One semester of **Health** and one semester of **Physical Education, Wellness, Yoga, or Strength and Conditioning** are required to fulfill the **Health and Physical Education** requirement. **Health** must be taken by the end of the sophomore year. Only these courses will satisfy the requirement, even if the student is an athlete playing on a sports team or a dancer in a dance troupe. Seniors may register for Wellness or Strength and Conditioning but not Physical Education.

**Introduction to Sports Medicine** is also offered as an “**Other Elective**” that will count toward graduation requirements. **Physical Education, Wellness, Yoga, Strength and Conditioning, and Introduction to Sports Medicine** may be repeated.

**A student who has enrolled in eight semesters of dance over the four years of high school, including Advanced, Repertory, or Impact, may choose to satisfy the one-semester wellness requirement through dance per approval of the Arts and Athletic Pillar Heads during the spring of the junior year.**

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## Computer Requirement

Throughout their four high-school years, the integrated use of laptop computers in their classrooms will teach students the skills necessary for word processing, creating spreadsheets and databases, and using the Internet. Therefore, no formal courses must be taken to satisfy a graduation requirement for computing. **However, we strongly encourage interested students, particularly those eager to explore problem-solving, to review and select courses from the Computer Science offerings.**

Courses in Computer Science are offered that may count toward the “Other Electives” requirement. See pages 18 and 19 for a listing of Computer Science courses offered.

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# Graduation Requirements Worksheet

Use the following worksheet to keep track of your student's progress toward graduation. This worksheet follows only the minimum graduation requirements; most students will take additional courses not recorded on this worksheet.

<p><b>English:</b></p> <p><input type="checkbox"/> English I                      Grade: _____</p> <p><input type="checkbox"/> English II                      Grade: _____</p> <p><input type="checkbox"/> English III                      Grade: _____</p> <p><input type="checkbox"/> English IV: 1<sup>st</sup> Sem.              Grade: _____</p> <p><input type="checkbox"/> English IV: 2<sup>nd</sup> Sem.              Grade: _____</p>	<p><b>Religion:</b></p> <p><input type="checkbox"/> Old Testament                      Grade: _____</p> <p><input type="checkbox"/> New Testament                      Grade: _____</p> <p><input type="checkbox"/> Junior-level Religion              Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> Ethics                      Grade: _____</p> <p><input type="checkbox"/> Senior Outreach</p>
<p><b>Mathematics:</b></p> <p><input type="checkbox"/> Algebra I                      Grade: _____</p> <p><input type="checkbox"/> Geometry                      Grade: _____</p> <p><input type="checkbox"/> Algebra II                      Grade: _____</p> <p><input type="checkbox"/> 3<sup>rd</sup> Math Course                      Grade: _____</p> <p>_____</p>	<p><b>Arts:</b></p> <p><input type="checkbox"/> 1<sup>st</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 2<sup>nd</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 3<sup>rd</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 4<sup>th</sup> Course                      Grade: _____</p> <p>_____</p>
<p><b>Science:</b></p> <p><input type="checkbox"/> Biology I                      Grade: _____</p> <p><input type="checkbox"/> Chemistry                      Grade: _____</p> <p><input type="checkbox"/> Physics Course                      Grade: _____</p> <p>_____</p>	
<p><b>History &amp; Social Sciences:</b></p> <p><input type="checkbox"/> World History I                      Grade: _____</p> <p><input type="checkbox"/> World History II                      Grade: _____</p> <p><input type="checkbox"/> US History                      Grade: _____</p>	<p><b>Other Electives:</b></p> <p><input type="checkbox"/> 1<sup>st</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 2<sup>nd</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 3<sup>rd</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 4<sup>th</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 5<sup>th</sup> Course                      Grade: _____</p> <p>_____</p> <p><input type="checkbox"/> 6<sup>th</sup> Course                      Grade: _____</p> <p>_____</p>
<p><b>World Languages:</b></p> <p>Language Studied: _____</p> <p><input type="checkbox"/> 1<sup>st</sup> Level Language                      Grade: _____</p> <p><input type="checkbox"/> 2<sup>nd</sup> Level Language                      Grade: _____</p>	
<p><b>Health and Physical Education:</b></p> <p><input type="checkbox"/> Health                      Grade: _____</p> <p><input type="checkbox"/> Physical Education                      Grade: _____</p> <p>Course (P.E., Wellness, Yoga, or Strength &amp; Conditioning)</p>	

# Course Catalogue

The following tables list the courses offered by each department for the 2021 – 2022 school year.

## English Department

Title	Credit	Who May Take	Description	Prerequisites
<b>English I</b>	Full Year	Freshmen	Thematic study of literature exploring identity and what it means to be human; close reading, discussion, and analysis of multiple types of literature; foundation for writing essays of literary analysis; introduction to library reference materials and research skills; grammar, mechanics, usage, and vocabulary instruction.	None
<b>English I Honors</b>	Full Year	Freshmen	Same as English I, except for additional more advanced reading and writing assignments.	English Dept. Honors Criteria
<b>English II</b>	Full Year	Sophomores	Thematic study of literature exploring the multiple ways in which success is defined, identified, and achieved; emphasis on writing essays of literary analysis; introduction to the literary research paper; introduction to the personal essay; grammar, mechanics, usage, and vocabulary instruction.	<b>D-</b> or better in English I
<b>English II Honors</b>	Full Year	Sophomores	Same as English II, except for additional more advanced reading and writing assignments.	English Dept. Honors Criteria
<b>English III</b>	Full Year	Juniors	Thematic study of literature exploring power and questioning the many ways in which it can be wielded; emphasis on writing essays of literary analysis, mastery of literary research skills, and writing the literary research paper; mastery of personal essay writing; grammar, mechanics, usage, and vocabulary instruction; development of elements of style and voice in writing.	<b>D-</b> or better in English II
<b>English III Honors</b>	Full Year	Juniors	Same as English III, except for additional more advanced reading and writing assignments.	English Dept. Honors Criteria
<b>English IV AP</b>	Full Year	Seniors	Emphasis on the careful reading and critical analysis of American, British, and world literature; instruction and practice in writing expository, analytical, and argumentative essays about literature, emphasizing advanced elements of style.	English Dept. Honors Criteria
<b>English IV: Short Fiction</b>	Semester	Seniors	Students in short fiction are tasked with reading, discussion, and written analysis of short works that emphasize the theme of the search for self. The course is designed to explore how the genre of short fiction differs from that of other types of literature and to study the stories in an effort to understand what it means to be human. Close reading and analytical writing emphasized.	<b>D-</b> or better in English III

## English Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>English IV: African-American Voices</b>	Semester	Seniors	Through a selection of African-American poetry, drama, fiction, and nonfiction involving characters who reside outside of mainstream society in some way, we will explore a number of issues, including the conflict between the emerging individual and the interests of society; the effects of slavery, racism, and the past on the individual, the family, and the community; the search for identity; and the roles of the self and the other. Close reading and analytical writing emphasized.	<b>D-</b> or better in English III
<b>English IV: War Fiction</b>	Semester	Seniors	An exploration of the power of words expressed through various perspectives of those who find beauty and life in the midst of tragedy and death. The unique voices will offer a harrowing and vivid reflection of the humanity beneath the wreckage of war. Close reading and analytical writing emphasized.	<b>D-</b> or better in English III
<b>English IV: Ancient Greek Theater</b>	Semester	Seniors	Students will explore Ancient Greek Drama and comedy with an emphasis on Athenian concepts of politics, race, and identity. Additionally, via a sampling of films, songs, music videos, ads, and other media, the course will explore Ancient Greek Theatre's omnipresent (and often fabulous!) positioning in 21 <sup>st</sup> American and World cultures. Close reading and analytical writing emphasized.	<b>D-</b> or better in English III
<b>English IV: Science Fiction Literature</b>	Semester	Seniors	An exploration of science fiction literature with an emphasis on representations of identity, technology, and politics from the genre's origins in the mid-19 <sup>th</sup> Century to the present. Focus on close reading and analytical writing.	<b>D-</b> or better in English III
<b>English IV: Shakespeare</b>	Semester	Seniors	A seminar designed for the engaged and invested EHS senior, this course will explore a selection of Shakespeare's comedies, histories, tragedies, and romances as well as some of his lyric and dramatic poetry. Students will explore Shakespeare's drama and poetry with an emphasis on Elizabethan gender, class, politics, race, and identity as well as 21 <sup>st</sup> Century manifestations of those same ideas. Close reading and analytical writing emphasized.	<b>D-</b> or better in English III
<b>English IV: Crime Literature</b>	Semester	Seniors	Is <i>CSI</i> one of your favorite shows? Do you enjoy movies with suspense? Do you watch true crime documentaries on <i>Netflix</i> ? If so, this is the class for you, because we will navigate and explore stories (some real and some fictional) involving crime, punishment, and justice. We will approach the texts with similar techniques that crime scene investigators and detectives apply to examine crime scenes. Close reading, image analysis, and analytical writing will be emphasized.	<b>D-</b> or better in English III

## English Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>English IV: Jane Austen</b>	Semester	Seniors	This course offers students an informative and fun exploration of Jane Austen’s novels with an emphasis on Regency class, gender, race, politics, and community, and their impact on 21st century film and television adaptations. Close reading and analytical writing emphasized.	<b>D- or better in English III</b>
<b>Creative Writing</b>	Semester	Sophomores, Juniors, Seniors	A course that offers students a chance to experiment with writing in various forms including fiction, personal narrative, and poetry. Contemporary literature used to discuss the writing process. (Counts as an elective credit only; does not satisfy senior English requirements. May be used to satisfy an Arts requirement.)	English I
<b>Advanced Creative Writing</b>	Semester	Sophomores, Juniors, Seniors	More specific and focused study of various literary forms including fiction, personal narrative, and poetry. Includes reading assignments from contemporary literature. (Counts as an elective credit only; does not satisfy senior English requirements.) Course may be repeated.	Creative Writing

### Honors Criteria for the English Department

The English Department offers an honors curriculum in English I, II, and III and an Advanced Placement curriculum in English IV. Students are selected for the honors program based upon the following criteria and/or considerations: standardized test scores; a strong performance in prior English classes; a generally strong school record; and a demonstrated ability to communicate clearly and logically in written work, as evidenced by samples of their writing.

## Mathematics and Computational Sciences Department

Title	Credit	Who May Take	Description	Prerequisites
<b>Algebra I</b>	Full Year	Freshmen	Algebra of real numbers, with technology-reinforced emphasis on functions; evaluating, simplifying, and factoring polynomial, rational, and radical expressions; solving and graphing linear and quadratic equations and inequalities; solving related story problems.	None
<b>Geometry</b>	Full Year	Freshmen, Sophomores	Plane, solid, and coordinate geometry, with emphasis on inductive and deductive reasoning, spatial visualization, pictorial representation, problem-solving, and using technology.	<b>D- or better</b> in 9 <sup>th</sup> grade Algebra I, <b>or</b> <b>70% or better</b> on incoming Freshman Algebra I Proficiency Exam
<b>Geometry Honors</b>	Full Year	Freshmen, Sophomores	Accelerated and deeper conceptual study of geometry topics, with emphasis on deductive reasoning and formal proof.	<b>Appeal with A</b> in course, plus A on Mid-year Exam in 9 <sup>th</sup> grade Algebra I, <b>or</b> <b>80% or better</b> on incoming Freshman Algebra I Proficiency Exam, <b>plus</b> Dept. Honors Criteria
<b>Algebra II</b>	Full Year	Freshmen, Sophomores, Juniors	Review and extension of Algebra I; algebra of real and complex numbers, with technology-reinforced emphasis on functions; evaluating, simplifying, and factoring polynomial, rational, radical, exponential, and logarithmic expressions; solving and graphing related equations, inequalities, and systems of equations; solving related story problems.	<b>D- or better</b> in Geometry, <b>or</b> <b>70% or better</b> on incoming Freshman Algebra I <i>and</i> Geometry Proficiency Exams
<b>Algebra II Honors</b>	Full Year	Freshmen, Sophomores, Juniors	Accelerated and deeper conceptual study of Algebra II topics, with emphasis on applications, derivation, and proof.	<b>Appeal with A</b> in course, plus A on Mid-year Exam in Geometry, <b>or</b> <b>B- or better</b> in Geometry Honors, <b>or</b> <b>80% or better</b> on Algebra I <i>and</i> Geometry Proficiency Exams, <b>plus</b> Dept. Honors Criteria
<b>Plane Trigonometry</b>	Full Year	Juniors, Seniors	Introduction to the basic concepts of trigonometry, with emphasis on applications; designed for students who have not completed Precalculus and intend to pursue a non-technical field in college.	<b>D- or better</b> in Algebra II, <b>or</b> Dept. recommendation
<b>Finite Mathematics (Mathematics of Finance)</b>	Full Year	Juniors, Seniors	Review and extension of Algebra topics, including exponential and logarithmic functions, focusing on the mathematics of finance, with an emphasis on applications and technology to prepare students for introductory college mathematics; designed as a follow-on course for students who have completed Plane Trigonometry or as an elective for other students.	<b>D- or better</b> in Algebra II, <b>or</b> Dept. recommendation;  May not be substituted for Precalculus or Plane Trigonometry as first post-Algebra II course, but may be taken concurrently.



## Mathematics and Computational Sciences Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Precalculus</b>	Full Year	All Students	Trigonometry, elementary analysis, and discrete mathematics, with technology-reinforced emphasis on functions; prepares students for college-entrance exams, Calculus, and college mathematics.	<b>B- or better</b> in Algebra II, <b>or</b> <b>C- or better</b> in Plane Trigonometry, <b>or</b> <b>70% or better</b> on incoming Freshman Algebra I <i>and</i> Geometry <i>and</i> Algebra II Proficiency Exams, <b>plus</b> Dept. recommendation
<b>Precalculus Honors</b>	Full Year	All Students	Accelerated and deeper conceptual study of Precalculus, with emphasis on applications, derivation, and proof; preparation for Calculus AP.	<b>Appeal with A</b> in course, plus A on Mid-year Exam in Algebra II, <b>or</b> <b>B- or better</b> in Algebra II Honors, <b>plus</b> Dept. Honors Criteria
<b>Calculus</b>	Full Year	Sophomores, Juniors, Seniors	Topics from differential and integral calculus, with technology-reinforced emphasis on functional analysis; prepares students for entry-level calculus in college.	<b>B- or better</b> in Precalculus, <b>plus</b> Dept. recommendation
<b>AB Calculus AP</b>	Full Year	Sophomores, Juniors, Seniors	Comparable to college-level, first-semester course in differential and integral calculus with applications; prepares students for the Advanced Placement Calculus AB exam.	<b>B- or better</b> in Precalculus Honors or in Calculus, <b>plus</b> Dept. Honors Criteria
<b>BC Calculus AP</b>	Full Year	Sophomores, Juniors, Seniors	Comparable to college-level, first-AND second-semester courses in differential and integral calculus with applications; prepares students for the Advanced Placement Calculus BC exam.	<b>A- or better</b> in Precalculus Honors or in AB Calculus AP, <b>plus</b> Dept. Honors Criteria
<b>Statistics AP</b>	Full Year	Sophomores, Juniors, Seniors	Introductory college-level course in statistics, with emphasis on experimental design, collecting data, addressing assumptions, selecting appropriate statistical tests, explaining conclusions drawn, and using technology; course requires use of writing and critical-thinking skills; prepares students for the Advanced Placement Statistics exam.	<b>B- or better</b> in Algebra II or Precalculus, <b>or</b> <b>B- or better</b> in Plane Trigonometry, <b>plus</b> Dept. recommendation  May not be substituted for Precalculus or Plane Trigonometry as first post-Algebra II course but may be taken concurrently

## Mathematics and Computational Sciences Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<p><b>Linear Algebra and Differential Equations Post-AP</b></p>	<p>Full Year</p>	<p>Juniors, Seniors</p>	<p>Comparable to college-level introductory courses in linear algebra and differential equations with computer applications: vector spaces, solutions to algebraic linear equations, dimension, eigenvalues, eigenvectors of a matrix, linear transformations, determinants, diagonalizability, quadratic forms, inner product spaces, solutions to ordinary differential equations and their properties (including existence, uniqueness and stability), initial value problems and their applications in science, engineering and economics.</p>	<p><b>B- or better</b> in AP Calculus BC, <b>plus</b> Dept. Honors Criteria</p>
<p><b>Introduction to Computer Science</b></p>	<p>Full Year</p>	<p>All Students</p>	<p>Topics include computer hardware/software, problem-solving, digital circuits, micro-processing, conversion of analog data to digital data, media computation, object-oriented design, history of computers, open-source programming, programming languages (including Scratch/BYOB, Python, Java and C/C++), basic data structures, and standard algorithms. Students develop interactive computer programs, build digital circuits, edit digital pictures, use fundamental programming control structures, and practice responsible usage of computer systems. Prepares students to take the Advanced Placement Computer Science course.</p>	<p>EHS credit for Algebra I</p>
<p><b>Computer Science Principles AP</b></p>	<p>Full Year</p>	<p>All Students</p>	<p>This course introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course fosters innovation and encourages students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.</p>	<p><b>C- or better</b> in Algebra 1, <b>plus</b> one of the following: (1) a Computer Science credit, (2) a non-credit online preparatory course, (3) credit by exam, (4) concurrent enrollment in an Honors Math course, or (5) Dept. recommendation</p>

## Mathematics and Computational Sciences Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Computer Science AP</b>	Full Year	All Students	Comparable to college-level, first-semester course in computer science; emphasizes object-oriented programming methodology; prepares students for the Advanced Placement Computer Science A Exam.	Introduction to Computer Science, <b>or</b> concurrent enrollment in Calculus AP <b>or</b> instructor approval
<b>Projects in Computer Science Post-AP</b>	Full Year	All Students	This advanced course provides students with opportunities to develop software in a dynamic group environment. In the first semester, students study topics from intermediate and advanced college-level courses and use advanced technologies such as data structures, relational databases, SQL, Python, Java, and web technologies. In the second semester, students work on technologically complex (semi-professional) projects that make significant contributions to the School's academic pillar, to the Technology Department, or to the larger community such as mobile phone applications, web sites, or databases.	<b>3 or better</b> on the AP Computer Science A exam, <b>or</b> <b>3 or better</b> on the AP Computer Science Principles exam

### Honors Criteria for the Mathematics & Computational Sciences Department

Placement in honors mathematics courses, Calculus AP, and Linear Algebra and Differential Equations Post-AP is appropriate for students who have demonstrated in past courses their exceptional aptitude for, effectiveness and efficiency in, and motivation toward studying mathematics at a *rigorous* and *abstract* level. Successful honors students innately think conceptually and thrive on the faster pace, deeper treatment, and theoretical nature of honors courses. They quickly and easily learn symbolic mechanics and procedures (the focus of regular-level mathematics courses); and they strive, through mathematical proof and derivation (the focus of honors-level courses), to understand the "why," in addition to the "how," of mathematics. Because of this difference in focus between regular and honors-level courses, earning an **A**, even a high one, in a regular course usually *does not* itself make honors placement appropriate for students. Honor students usually show their preparedness to study successfully at the honors level through a coherent and consistent demonstration of exceptional standardized test scores (**quantitative and mathematics stanines of 7 or above**) and mathematics course grades; strong recommendations from past teachers; and strong records of work completion, problem-solving creativity and persistence, personal responsibility in the learning process, and intellectual curiosity. The Department also considers the EHS incoming freshmen Proficiency Exams for placing freshmen into honors math courses; successful honors students usually score at least 85% on these exams.

## Science Department

<b>Title</b>	<b>Credit</b>	<b>Who May Take</b>	<b>Description</b>	<b>Prerequisites</b>
<b>Biology 1</b>	Full Year	Freshmen	Investigation of traditional first-year topics: comparative phylogenetic study of invertebrates, vertebrates, and plants, with emphasis on biochemistry, cellular structure, and genetics.	None
<b>Biology 1 Honors</b>	Full Year	Freshmen	Expansion of Biology 1, including a stronger emphasis on photosynthesis/respiration and an overview of human anatomy, with enhanced laboratory and analytical assignments.	Dept. Honors Criteria; concurrent enrollment in Geometry Honors
<b>Chemistry 1</b>	Full Year	Sophomores	Investigation of traditional first-year topics from a modeling approach through the use of mathematics, analysis, and laboratory experiences. Topics include properties of matter, atomic structure, quantum mechanics, chemical reactions, stoichiometry, gas laws, solutions.	Biology 1 and Algebra 1
<b>Chemistry 1 Honors</b>	Full Year	Sophomores	Expansion of Chemistry 1, using greater depth of analysis, applying more extensive and complex calculations, and exploring a wider breadth of topics, including oxidation and reduction, kinetics, equilibrium, and bonding. Application and expansion of Algebra 2 Honors concepts.	<b>A</b> in Biology 1; <b>A</b> in Geometry or <b>B</b> in Geometry Honors; Dept. Honors Criteria; concurrent enrollment in Algebra 2 Honors
<b>Conceptual Physics</b>	Full Year	Juniors, Seniors	Investigation of traditional first-year topics with an emphasis on concepts, rather than mathematical analysis. Topics include mechanics, electrostatics, electricity, magnetism, heat, waves, sound, and light.	Must have completed Biology 1 and Chemistry 1
<b>Physics 1</b>	Full Year	Juniors, Seniors	Investigation of all traditional first-year topics through the use of mathematics, analysis, and laboratory experiences. Topics include mechanics, heat, electrostatics, electricity, magnetism, waves, sound, and light.	<b>B</b> or better in Chemistry and Algebra 2; teacher recommendation; concurrent enrollment in Precalculus
<b>Physics 1 Honors</b>	Full Year	Juniors, Seniors	Expansion of Physics 1 topics using more intense mathematics, analysis, and laboratory experiences with an emphasis on problem-solving and critical-thinking skills. Topics include mechanics, rotational motion and universal gravitation, heat, electrostatics, electricity, magnetism, waves, sound, light, and optics.	<b>A</b> in Chemistry 1 or <b>B</b> in Chemistry 1 Honors, and <b>A</b> in Algebra 2 or <b>B</b> in Algebra 2 Honors; Dept. Honors Criteria; concurrent enrollment in Precalculus Honors
<b>Anatomy and Physiology</b>	Full Year	Juniors, Seniors	Study of the form and functions of the human body, including the muscular, skeletal, nervous, endocrine, circulatory, respiratory, digestive, and reproductive systems, and topics in histology.	Must have completed Biology 1 and Chemistry 1

## Science Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Introduction to Engineering</b>	Full Year	Juniors, Seniors	As a science elective course developed by a team of University of Texas faculty in collaboration with NASA engineers and secondary education specialists, this course engages students in authentic engineering practices in a project-based environment. Students will work in a team setting collaborating on projects including design, data-based standards and safety regulations, redesign based on requirements, prototype construction and testing, team coordination and delegation, production processes and cost analysis. (Does not qualify as a NCAA approved course.)	Must have completed Biology 1 and Chemistry 1
<b>Environmental Science AP</b>	Full Year	Juniors, Seniors	College-level course that investigates principles, concepts, and methods needed to understand the interrelationships of the natural world. Topics include earth systems and resources, ecology, population, land and water use, energy resources and consumption, pollution, and global change.	<b>B</b> or better in both chemistry and geometry courses; Dept. Honors Criteria
<b>Biology 2 AP</b>	Full Year	Juniors, Seniors	College-level course involving detailed investigations of all the major areas of modern biology, with a special focus on the molecular and chemical basis of life, including biochemistry, cellular biology, enzymes, energy transformation, genetics and molecular biology, adaptation, botany, zoology and ecology.	<b>B</b> or better in both chemistry and geometry courses; Dept. Honors Criteria
<b>Chemistry 2 AP</b>	Full Year	Juniors, Seniors	College-level course involving detailed investigations of all the major areas of modern chemistry with a special focus on the theoretical aspects of chemistry in addition to the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics are presented in considerable depth.	<b>B</b> or better in Chemistry 1 Hon with concurrent enrollment in Precalculus or higher math class. Dept. Honors Criteria
<b>Physics 2 AP</b>	Full Year	Seniors	College-level course that explores extended topics in physics and uses extensive mathematical and theoretical modeling. Topics include interference, wave/particle duality, mass/energy, atomic physics, fluid dynamics, thermodynamics, and electromagnetic induction.	<b>B</b> or better in both Physics 1 Honors and Precalculus Honors; or <b>A</b> in Physics 1; Dept. Honors Criteria
<b>Physics C AP</b>	Full Year	Seniors	College-level course intended to provide exposure to the equivalent material to the first year of calculus-based college physics. The broad topics areas are Mechanics, and Electricity and Magnetism. Besides reviewing all appropriate content from Physics I Honors, extended topics will include circular motion, rotational dynamics, RC circuits, electromagnetic induction, Faraday's Law, Lenz's Law and Maxwell's equations.	<b>B</b> or better in both Physics 1 Honors and Precalculus Hon; Dept. Honors Criteria; concurrent enrollment in Calculus

## Science Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Geology</b>	Semester	Juniors, Seniors	Study of minerals, igneous, sedimentary, and metamorphic rocks; geological formations; the changes affecting the earth's crust; and plate tectonics. Lab activities include specimen identification, correlation, contour lines, and general mapping skills.	Must have completed Biology 1 and Chemistry 1
<b>Marine Biology</b>	Semester	Juniors, Seniors	Study of the marine environment, oceanography, marine diversity (survey of marine plants and animals), and marine ecology. Lab exercises will be conducted to emphasize laboratory skills, proper technique, safety, report writing, and analysis.	Must have completed Biology 1 and Chemistry 1
<b>Evolution</b>	Semester	Juniors, Seniors	Study of the principles of evolution, as well as the processes that govern it. Evolution is currently viewed as the central theme that unifies all biology and includes a general introduction to selection, speciation, genetic drift, phylogenetics and major evolutionary events.	Must have completed Biology 1 and Chemistry 1
<b>Astronomy</b>	Semester	Juniors, Seniors	Study of stellar and planetary motions, the development of stellar objects, and evolutionary models of the Universe. Students who take astronomy should be aware of the history, the key information, and the current developments in astronomy at such a level that they are able to comprehend current articles in the popular press.	Must have completed Biology 1 and Chemistry 1
<b>Forensic Science</b>	Semester	Juniors, Seniors	An inquiry-rich hands-on course that focuses on the practices and analysis of physical evidence found at a crime scene, Forensic Science is the application of chemistry, physics and biology. This course is a practical way for students to apply the scientific process introduced in previous science courses.	Must have completed Biology 1 and Chemistry 1

### Honors Criteria for the Science Department

Common considerations for placement in an honors or AP science course are standardized test scores—including reading comprehension scores—and Department recommendations, based upon performance in previous science and math courses. The EHS placement exams in both math and science are considered when placing freshmen in Biology I Honors.

To succeed in the science honors program, a student should be self-motivated and capable of self-directed study. In addition, he/she should be able to independently integrate and organize concepts previously addressed in mathematics and science into new applications and problems; to work independently or in small groups to solve complex problems through analysis, calculations, and experimentation; and to use inductive reasoning in analyzing data and evaluating the validity of results.

## History and Social Sciences Department

<b>Title</b>	<b>Credit</b>	<b>Who May Take</b>	<b>Description</b>	<b>Prerequisites</b>
<b>World History &amp; Geography I</b>	Full Year	Freshmen	A survey of the development of the world's cultures from prehistory to the 13th century, with an emphasis on the study of the world's major geographical regions	None
<b>World History &amp; Geography II</b>	Full Year	Sophomores	A survey of the development of the world's cultures from the 13th century to the present, with an emphasis on the study of the world's major geographical regions	World History & Geography I
<b>World History AP</b>	Full Year	Sophomores	An advanced survey of World History in which students develop a greater understanding of the evolution of global processes in interaction with different types of human societies from across the globe; follows Advanced Placement curriculum.	World History & Geography I; Dept. AP Criteria
<b>U.S. History</b>	Full Year	Juniors	A survey covering early years of exploration through post-Cold War era, with emphasis on development of American political system and culture.	World History & Geography I & II
<b>U.S. History AP</b>	Full Year	Juniors	An advanced survey covering early years of exploration through post-Cold War era, with emphasis on development of American political system and diplomatic, military, and cultural history; follows Advanced Placement curriculum.	World History & Geography I & II; Dept. Honors Criteria
<b>Art History</b>	Semester	Sophomores, Juniors, Seniors	A survey of Western Art from the Prehistoric era through the Post-modern movement which provides students with a broad perspective on the development of art and culture; includes visits to local art museums and galleries.	World History & Geography I
<b>Chinese History and Culture</b>	Semester	Sophomores, Juniors, Seniors	A survey of Chinese history and culture from early times to the present. Topics include art, language, literature, and beliefs; evolution of traditional social roles, rise of the imperial state and problems of empire; major reform movements; status of women; the Cultural Revolution; and China's current financial and political interests.	World History & Geography I
<b>Economics</b>	Semester	Juniors, Seniors	A survey of microeconomic and macroeconomic principles, including basic economic concepts, current economic events, measures of economic performance, supply and demand, money and monetary policy, function of the markets, and the US role in global markets.	World History & Geography II
<b>Micro Economics AP</b>	Fall Semester	Seniors	A course that follows the AP Microeconomics curriculum; this course focuses on the nature and functions of product markets, the functions of individual decision-makers, price determination, and economic growth, with special attention to the functions of investment markets.	Algebra II; U.S. History; Dept. AP Criteria

## History and Social Sciences Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Macro Economics AP</b>	Spring Semester	Seniors	A course that follows the AP Macroeconomics curriculum; this course focuses on the nature and functions of product markets, national income and price determination, and international economics, with special attention to the functions of investment markets.	Algebra II; U.S. History; Dept. AP Criteria
<b>Psychology I</b>	Semester	Juniors Seniors	A course designed to introduce students to the subject of psychology with a focus on the following topics in the field of psychology: History and Science of Psychology, Biological Bases of Psychology, Sensation and Perception, Variations of Consciousness, Learning, Memory, and Social Psychology.	None
<b>Psychology II</b>	Semester	Juniors Seniors	A course designed as a continuation of Psychology I which will include the following topics: Intelligence and Psychological Testing; Development Across the Life Span; Personality, Motivation and Emotion; Language and Thinking; Psychological Disorders and Treatment.	Psychology I
<b>Psychology AP</b>	Full Year	Seniors	A course which introduces students to the systematic and scientific study of the behavior and mental processes of humans and other animals; follows the AP curriculum. <u>Psychology I and II are NOT prerequisites.</u>	Dept. AP Criteria
<b>U.S. Government</b>	Semester	Juniors Seniors	A survey of American government and politics with an emphasis on the federal government; relationships among federal, state, and local governments; and the roles, effects, and influences of non-governmental institutions on the governing process. Students will focus on current events related to the role the US government plays in society.	World History & Geography II
<b>U.S. Government AP</b>	Semester	Seniors	A survey of the development of American government and politics; explores the topics of the US government course but with a greater emphasis on the philosophy of government; follows the AP curriculum.	U.S. History; Dept. AP Criteria
<b>Comparative Government</b>	Semester	Juniors Seniors	A course which offers students a detailed examination of what it means today to be a “nation”; explores particular nations for examples of other types of governments, such as communism, parliamentary democracy, federal republic, constitutional monarchy, dictatorship, etc. and studies the impact of globalization. The governments studied in the course will vary from year-to-year based on current world events.	World History & Geography II
<b>Comparative Government and Politics AP</b>	Semester	Seniors	A course which introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings and aims to illustrate the rich diversity of political life; follows the AP curriculum.	U.S. History; Dept. AP Criteria



## History and Social Sciences Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>History of Western Culture and Belief</b>	Semester	Seniors	<p>The exploration of the historical growth of Christianity, and the way it has influenced politics, exploration, education and culture, its relationship with other religions, and the relationships between Christian denominations from 200 C.E. through modernity.</p> <p>This is the same course that is an option in fulfillment of the Junior Religion Requirement. Students who took World Religions instead, as juniors, may now take this course as a "History Elective" in their senior year.</p>	Freshmen, sophomore, and junior Religion requirement; senior year enrollment in Ethics
<b>World War II</b>	Semester	Juniors, Seniors	An exploration of the causes, course, and consequences of the Second World War. Students will undertake a study of the war through an examination of the social, cultural, economic, technological, and political influences that led to and resulted from this enormously impactful, cataclysmic conflict.	World History & Geography II
<b>History of Sports and American Society</b>	Semester	Juniors, Seniors	A course that examines sports as a reflection of American social, political, and economic culture, along with its ability to affect and shape our institutions from the Civil War to the present; focuses on the roles social class, race, gender, community, technology, commercialization, and the media have played in sports and in American society as a whole.	World History & Geography II

## AP Criteria for the History and Social Sciences Department

The History and Social Sciences Department offers AP curricula in the following courses: World History, U.S. History, European History, Psychology, Government, and Economics. Placement in AP courses is based upon a strong school record; performance in prior history classes; History teacher recommendations; and clear, logical written communication, as evidenced by samples of written work.

## World Languages Department

Title	Credit	Who May Take	Description	Prerequisites
<b>Chinese I (Mandarin)</b>	Full Year	All students	Introduction to high school-level Mandarin Chinese that emphasizes listening, speaking, reading and writing; and examines Chinese culture and history.	None
<b>Chinese II (Mandarin)</b>	Full Year	All students	An extension of Chinese I, with an emphasis on more complex sentence structures and vocabulary.	<b>D-</b> or better in Chinese I; or Dept. recommendation and placement test
<b>Chinese II Honors (Mandarin)</b>	Full Year	All students	Same as Chinese II, with emphasis on increasing students' speaking and writing skills.	<b>A-</b> or better in Chinese I; Dept. Honors criteria, recommendation and placement test
<b>Chinese III (Mandarin)</b>	Full Year	All students	Refinement of speaking, listening, reading, and writing skills. Emphasis on vocabulary and continued examination of Chinese culture and history.	<b>C-</b> or better in Chinese II; or Dept. recommendation and placement test
<b>Chinese III Honors (Mandarin)</b>	Full Year	All students	Same as Chinese III but requires additional, more advanced reading and writing assignments. Emphasis on study of vocabulary, idiomatic expressions, and the arts.	<b>B</b> or better in Chinese II Honors; Dept. Honors criteria, recommendation and placement test
<b>Chinese IV (Mandarin)</b>	Full Year	All Students	An advanced course that reinforces speaking and writing skills. Emphasis on vocabulary and grammar.	<b>C-</b> or better in Chinese III; or Dept. recommendation and placement test
<b>Chinese IV Honors (Mandarin)</b>	Full Year	All Students	Same as Chinese IV plus an introduction to Chinese literature.	<b>B</b> or better in Chinese III Honors; Dept. Honors criteria, recommendation and placement test
<b>Chinese V (Mandarin)</b>	Full Year	All Students	An advanced course that continues building students' four language skills while developing their awareness of the Chinese culture.	<b>C-</b> or better in Chinese IV; or Dept. recommendation and placement test
<b>Chinese V Honors (Mandarin)</b>	Full Year	All Students	Same as Chinese V plus additional literature.	<b>A-</b> or better in Chinese IV; or Dept. recommendation and placement test
<b>Chinese Language AP</b>	Full Year	All Students	A college-level course with emphasis on fluency and accuracy in advanced linguistic concepts, further enhancement of reading, writing, listening and speaking skills in preparation for the Chinese Language Advanced Placement exam.	<b>A-</b> or better in Chinese IV; <b>B</b> or better in Chinese III Honors; and Dept. recommendation

## World Languages Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>French I</b>	Full Year	All students	Introduction to high school-level French that emphasizes listening, speaking, reading, and writing and examines the francophone culture, following a thematic approach.	None
<b>French II</b>	Full Year	All students	An extension of French I, with emphasis on complex sentence structures and a variety of tenses.	<b>D-</b> or better in French I; or Dept. recommendation and placement test
<b>French II Honors</b>	Full Year	All students	Same as French II, but includes more advanced activities that reinforce reading, writing, speaking, and listening skills.	<b>A-</b> or better in French I; Dept. Honors criteria, recommendation and placement test
<b>French III</b>	Full Year	Sophomores, Juniors, Seniors	Refinement of speaking, listening, reading, and writing skills with an in-depth review of grammar. Emphasis on the study of vocabulary, idioms/expressions, history, literature, and art.	<b>C-</b> or better in French II; Dept. recommendation
<b>French III Honors</b>	Full Year	Sophomores, Juniors, Seniors	Same as French III but requires more advanced reading and writing assignments. Emphasis on the study of vocabulary, idioms/expressions, history, literature, and art.	<b>B</b> or better in French II Honors; Dept. recommendation
<b>French IV</b>	Full Year	Sophomores, Juniors, Seniors	A survey of French history and literature with an in-depth review of grammar. Emphasis on building and refining listening, speaking, reading, and writing skills.	<b>C-</b> or better in French III, Dept. recommendation
<b>French Language and Culture AP</b>	Full Year	Sophomores, Juniors, Seniors	A college-level course exploring culture in contemporary and historical contexts. Emphasis on fluency and accuracy in advanced linguistic concepts; further reading, writing, listening, and speaking in preparation for the French Language Advanced Placement Exam.	<b>A-</b> or better in French III; <b>B</b> or better in French III Honors; Dept. Honors Criteria and recommendation
<b>French V Post-AP</b>	Full Year	Sophomores, Juniors, Seniors	An advanced survey of history and literature, with emphasis on fluency and accuracy in advanced linguistic concepts; further enhancement of reading, writing, listening, and speaking skills.	<b>B</b> or better in French AP, Dept. recommendation
<b>Latin I</b>	Full Year	All students	An introduction to high-school level Latin with emphasis on acquiring vocabulary, understanding basic grammar and reading. Students find out about daily life in Pompeii and the Roman Empire.	None
<b>Latin II</b>	Full Year	All students	A course that builds on Latin I, with more emphasis on complex grammatical constructions and vocabulary. Introduction to Roman history and culture in preparation for advanced readings.	<b>D-</b> or better in Latin I or Dept. recommendation and placement test

## World Languages Department (continued)

<b>Title</b>	<b>Credit</b>	<b>Who May Take</b>	<b>Description</b>	<b>Prerequisites</b>
<b>Latin II Honors</b>	Full Year	All students	Same as Latin II, but requires more translation of advanced readings.	<b>A-</b> or better in Latin I or Dept. recommendation and placement test.
<b>Latin III</b>	Full Year	All students	A course designed to review grammar, build vocabulary, and develop skill in translating the works of Catullus, Horace, Ovid and other authors.	<b>C-</b> or better in Latin II; or Dept. recommendation and placement test.
<b>Latin III Honors</b>	Full Year	All students	An intensive course designed to prepare students for Advanced Placement in the following year. Students will review grammar, build vocabulary, and develop superior skill in comprehending and translating the works of Catullus, Horace, Ovid, Cicero and Livy.	<b>A-</b> or better in Latin II; <b>B</b> or better in Latin II Honors; Dept. recommendation or placement test.
<b>Latin Vergil &amp; Caesar</b>	Full Year	Sophomores, Juniors, Seniors	A course designed to develop skill in translating and appreciating works of Vergil and Caesar.	<b>C-</b> in Latin III and Dept. recommendation
<b>Latin Vergil &amp; Caesar AP</b>	Full Year	Sophomores, Juniors, Seniors	A challenging course designed to achieve competency in translating and appreciating the poetry of Vergil and the prose of Caesar.	<b>A-</b> in Latin III; <b>B</b> or better in Latin III Honors and Dept. recommendation
<b>Spanish I</b>	Full Year	All students	Introduction to high-school level Spanish that emphasizes listening, speaking, reading and writing, and examines Hispanic culture following a thematic approach.	None
<b>Spanish II</b>	Full Year	All students	Builds on basic language skills of speaking, writing, reading and listening that began in Spanish I. Provides a foundation in the language, with a continued emphasis on more complex sentence structure, grammar and culture.	<b>D-</b> or better in Spanish I or Dept. recommendation and placement test
<b>Spanish II Honors</b>	Full Year	All students	Same as Spanish II, but includes additional, more advanced activities that reinforce reading, writing, speaking and listening skills.	<b>A-</b> or better in Spanish I; Dept. Honors Criteria, recommendation and placement test.
<b>Spanish III</b>	Full Year	All students	Refinement of speaking, listening, reading, and writing skills. Emphasis on study of Latin American and Spanish vocabulary, idioms/expressions, humor, short stories, poetry, drama, and art.	<b>C-</b> or better in Spanish II; Dept. recommendation
<b>Spanish III Honors</b>	Full Year	All students	Same as Spanish III, but requires additional, more advanced reading and writing assignments. Emphasis on study of Latin American and Spanish vocabulary, idioms/expressions, history, humor, literature, poetry, drama, and art.	<b>A-</b> or better in Spanish II; <b>B</b> or better in Spanish II Honors; Dept. Honors Criteria and recommendation
<b>Spanish IV</b>	Full Year	Sophomores, Juniors, Seniors	An advanced course that reinforces speaking and writing skills. Emphasis on vocabulary and grammar, plus an introduction to Latin American and Spanish authors.	<b>C-</b> or better in Spanish III; Dept. recommendation

## World Languages Department (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Spanish IV Honors</b>	Full Year	Sophomores, Juniors, Seniors	Same as Spanish IV, but requires more advanced reading and writing assignments. Emphasis on vocabulary.	<b>A-</b> or better in Spanish III, <b>B</b> or better in Spanish III Honors, Dept. Honors Criteria and recommendation
<b>Spanish Language AP</b>	Full Year	Sophomores, Juniors, Seniors	A college-level course with emphasis on fluency and accuracy in advanced linguistic concepts; further enhancement of reading, writing, listening, and speaking skills in preparation for the Spanish Language Advanced Placement exam. Survey of Latin American and Spanish authors.	<b>A-</b> or better in Spanish III or IV; <b>B</b> or better in Spanish III/IV Honors; Dept. Honors Criteria and recommendation
<b>Spanish V: Conversation through Film</b>	Full Year	Sophomores, Juniors, Seniors	An advanced course using a wide variety of films from Latin America and Spain to help students continue to improve communications skills in Spanish (speaking, reading and writing). The course is intended to deepen the student's knowledge of cultures throughout various regions.	<b>B</b> or better in Spanish IV; Dept. recommendation
<b>Spanish Literature AP</b>	Full Year	Juniors, Seniors	A college-level course with emphasis on study of Spanish and Latin American literature, culture, and history, in preparation for the Spanish Literature Advanced Placement exam.	<b>B</b> or better in Spanish Lang. AP; Dept. Honors Criteria and recommendation
<b>Spanish VI Post-AP</b>	Full Year	Juniors, Seniors	A college-level course conducted entirely in Spanish that will explore advanced topics in real-life contexts. Students will research, analyze, write, discuss, debate and present on a variety of issues in Spanish-speaking countries such as history, politics, business, healthcare, education, social services, law and linguistics.	<b>B</b> or better in Spanish Lit AP; Dept. Honors criteria and recommendation

### Honors Criteria for the World Languages Department

The World Languages Department provides a rigorous curriculum in Chinese, French, Latin, and Spanish. Students are placed in honors and AP courses according to their performance in previous language classes. To receive the Department's recommendation for honors placement, they must have superior skills in applying the target language, both oral and written. In placing freshmen in upper-level language classes and in honors classes, the Department also relies upon the EHS placement test in the target language.

## Independent Study Program

Title	Credit	Who May Take	Description	Prerequisites
<b>Independent Study</b>	Semester	Juniors (Spring only) Seniors (Fall and Spring)	<p>Independent Study courses provide an opportunity for students to explore in greater detail an area of interest not available in the standard courses available at EHS. As part of this program, students are asked to submit a proposal to the Director of the Independent Study program in which they explain the topic they wish to pursue, along with a description of the final project (which can be done in a variety of formats, such as a research paper, an experiment, an art collection, etc.). The student proposing the course of Independent Study must also have a faculty advisor who will serve as a consultant throughout the process. Projects will be presented at the end of the semester to a Faculty Committee (which will include the Associate Head of School, Director of Independent Study, the applicable Department Chair, and the faculty project advisor). The course will be graded on a Pass/Fail basis. Depending on the course of study and final project, honors credit may be earned for an independent study.</p>	Director of Independent Study approval, Department approval, and Associate Head of School approval

## Senior Academic Study Period

Title	Credit	Who May Take	Description	Prerequisites
<b>Senior Academic Study Period</b>	Semester	Seniors	<p>Seniors who meet the following criteria may apply for an Academic Study Period, in addition to a free period, for one semester of senior year. The Senior Academic Study Period is designed to provide a choice for those seniors with a heavy academic load and an unusually heavy extracurricular commitment. They may choose the study period rather than taking an additional elective class during the school day. Students may want to check with their college counselors before applying for the study period and are encouraged to continue with any arts electives to which they have been committed, e.g. dance, theater, photography, chorale. Criteria:</p> <ol style="list-style-type: none"> <li>1. Open to seniors only who have completed all arts and wellness requirements by the end of the junior year and are on track with religion requirements</li> <li>2. Students must be taking five academic courses each semester of senior year, with a minimum of four honors or AP classes.</li> <li>3. Students must apply and demonstrate academic need (e.g. participate in OnStage production and varsity sport in same season).</li> <li>4. Students must remain on campus for the Academic Study Period.</li> </ol>	Application, meet all of the criteria including the demonstrated need, and receive approval by the Principal

## Religion Department

Title	Credit	Who May Take	Description	Prerequisites
<b><u>Freshman Requirement:</u></b> <b>Old Testament</b>	Semester	Freshmen	An exploration of stories, themes, and theology in the Old Testament, with an emphasis on biblical literacy. Key doctrinal concept studies include call, community, covenant, and creation. Scriptural content includes texts from the Pentateuch, Joshua, Judges, 1&2 Samuel, and 1&2 Kings, as well as major and minor prophets.	None
<b><u>Sophomore Requirement:</u></b> <b>New Testament</b>	Semester	Sophomores	An exploration of New Testament texts and teachings, with emphases on biblical literacy and basic scholarly exegetical skills. Key concepts include messianic expectation, discipleship, and the kingdom of God. Scriptural content includes texts from the four Gospels, the Acts of the Apostles, and selected epistles.	Freshman Religion Requirement
<b><u>Junior Requirement</u></b>	Semester	Juniors	A study of theological concepts, combined with articulation of personal theological positions. Research on theologians and forms of religious expression. Emphasis on comparison, analysis, and synthesis of ideas. Students may indicate a preference from the two course offerings:  <b>History of Western Culture and Belief:</b> Key movements that have defined Christianity; reflection on the development of the Church.  <b>World Religions:</b> Investigation into the theologies of the world's religious traditions; appreciation of diversity in these expressions of faith.	Freshman & Sophomore Religion Requirements
<b><u>Senior Requirement:</u></b> <b>Ethics</b>	Semester	Seniors	Evaluation of the ethical systems of prominent philosophers and theologians, use of these ideas in the articulation of a personal ethical system, and applications to contemporary concerns.	Freshman, Sophomore, & Junior Religion Requirements
<b><u>Senior Requirement:</u></b> <b>Senior Outreach</b>	Pass/Fail	All Seniors must take	Senior Outreach is a required two-weeks at the beginning of January. During this two-week period, the student will be assigned to work with a non-profit organization dedicated to serving disadvantaged or under resourced children, youth, and adults.	Senior Standing
<b><u>Elective Offering:</u></b> <b>History of Western Culture &amp; Belief</b>	Semester	Seniors	A study of theological concepts, combined with articulation of personal theological positions. Research on theologians and forms of religious expression. Emphasis on comparison, analysis, and synthesis of ideas. This course will cover key movements that have defined Christianity; reflection on the development of the Church.  This course is available as a History elective to seniors who chose to take World Religions in their junior year.	Freshman & Sophomore Religion Requirements

## Pastoral Mission of the Religion Department

The curriculum of the Religion Department is designed to help the students develop spiritually as they mature physically and intellectually. One course is taken each year to allow the faculty to interact with students as they mature in their thinking and questioning. This gradual progression over four years also helps to build a pastoral connection with the students. For these reasons, although a few exceptions are made, most students are expected to take one religion course during each regular school year.

## Performing Arts Department: Dance Program

Title	Credit	Who May Take	Description	Prerequisites
<b>Beginning Dance</b>	Semester (*see note)	All students	Entry-level course introducing ballet, tap, and jazz terminology and execution, as well as study of dance history; requires attending and critiquing an EHS dance concert.	None
<b>Hip Hop – Exploring Dance for Boys</b>	Semester	All Boys	A beginners’ course for boys that caters to actors, athletes and other students wishing to develop physical litness and greater ease of movement. The course will emphasize the benefits of stretching and physical flexibility for athletic dexterity and greater ease and efficiency of movement through Hip Hop. The learning of choreography and footwork will also be demonstrated, inspiring and enabling interested students to progress into regular dance classes. An appreciation of dance as an art form will be nurtured among all students. Course may be repeated.	None
<b>Intermediate Dance</b>	Semester (*see note)	All students	Exploration of more advanced levels of ballet, tap, and jazz terminology and execution, continuation of the study of dance history. Requires attending and critiquing an EHS dance concert.	Beginning Dance or audition
<b>Advanced Dance</b>	Semester (*see note)	All students	Advanced-level study of ballet, tap, modern, jazz and contemporary terminology and execution, as well as study of dance history, choreography, and performance. Requirements: attending and critiquing an outside professional dance performance. Participation in the Fall Dance Concert and a full-year class enrollment is strongly encouraged.	Audition only
<b>Repertory Dance</b>	Full Year	All students	Acceptance to course based on high degree of competency in ballet, modern, jazz and contemporary techniques. Requirements: attending and critiquing an outside professional dance performance, participation in the Fall Dance Concert, commitment to a full year of study, some after-school and weekend rehearsals. Participation in the pre-season classes at the beginning of August is highly recommended, as these will provide an opportunity to integrate the ensemble and prepare for exciting new performing opportunities during the year. Course may be repeated.	Audition only



## Performing Arts Department: Dance Program (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>IMPACT Dance Ensemble</b>	Full Year	All students	Advanced course with acceptance based on high degree of competency in ballet, modern, jazz and contemporary techniques. Requirements: attending and critiquing an outside professional dance performance, participation in the Fall Dance Concert, participation in pep rallies, commitment to a full year of study, some after-school and weekend rehearsals. Participation in the pre-season classes at the beginning of August is highly recommended, as these will provide an opportunity to integrate the ensemble and prepare for exciting new performing opportunities during the year. Course may be repeated.	Audition only

**\* Note: Full-year enrollment is strongly recommended. If only one semester is taken, it should be the first semester. Course may be repeated.**

**\*\*A student who has enrolled in eight semesters of dance over the four years of high school, including Advanced, Repertory, or Impact, may choose to satisfy the one-semester wellness requirement through dance per approval of the Arts and Athletic Pillar Heads during the spring of the junior year.**

## Performing Arts Department: Theatre Program

<b>Title</b>	<b>Credit</b>	<b>Who May Take</b>	<b>Description</b>	<b>Prerequisites</b>
<b>Theatre 1</b>	Semester	All students	A foundational survey of every aspect of the Theatre including but not limited to: Spaces, Jobs, History (10,000 BC – 1616 AD), Stagecraft and Performance. The class is project based and concludes with the creation and performance of a 10-minute play.	None
<b>Acting 1</b>	Semester	All students	Introduction to the craft of acting, with emphasis on preparation, improvisation, scene and monologue study, and the development of the imagination.	Theatre 1
<b>Acting 2</b>	Semester	Sophomores, Juniors, Seniors	Further exploration of acting styles, with emotional and sensory awareness deepened through practice. Includes audition techniques for the stage.	Theatre 1 and Acting 1
<b>MASQUE Acting Ensemble</b>	Full Year	Juniors, Seniors	An upper-level advanced class that focuses on creating original work and performance. Over the course of the year students will create and perform three original pieces for performance in Chapel, and a minimum of two larger works for performance in the Black Box. Masque is the leadership group for the Theatre Program as a whole. Course may be repeated.	Theatre 1, Acting and Audition
<b>Directing for the Stage</b>	Spring Semester only	All students	Students will spend the first six weeks studying fundamentals of stage direction including show selection, finding their artistic voice, visualization, working with designers, casting, staging, working with actors, managing the schedule, and tech rehearsal protocols. Students will cast and direct one act plays that they have selected for presentation at the end of the semester.	Theatre 1 and Acting 1 <b>or</b> Theatre 1 and Stagecraft
<b>Stagecraft: Scene Construction</b>	Semester	All students	A study of technical theatre and production management with particular emphasis on scenic technologies, scenic construction, scenic design and prop design. Students work in a group setting to build their tool skills while assisting with current EHS Onstage productions. Course may be repeated.	None
<b>Stagecraft: Lighting and Sound</b>	Semester	All students	A study of technical theatre and stage management with particular emphasis on lighting technologies, lighting design, sound design, sound engineering and rigging and masking. Students work in a group setting to execute lighting and sound designs for EHS Onstage productions and maintain theatrical equipment. Course may be repeated.	None
<b>Speech</b>	Semester	All Students	Introductory course with emphasis on public speaking (development, organization, and delivery of four basic types of speeches), interpersonal and small-group communication, and drama-based oral presentation.	None

## Performing Arts Department: Theatre Program (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Debate</b>	Semester	All students	This course is designed to prepare students for interscholastic debate and speech tournaments. Participation in at least one of these events is a required element of the course. Students will be trained in research, writing, analytical skills, and the formal elements of debate. They will also learn the elements of other competitive events. This course is especially appropriate for students who enjoy political and current-event issues, those interested in philosophical and ethical issues, and students who aspire to careers requiring leadership and advocacy activities. (Counts as an elective credit only; does not satisfy senior English requirements. May be used to satisfy an Arts requirement.)	None
<b>Advanced Debate</b>	Semester	All students	This course builds upon debating and speaking skills. It prepares students for competition in interscholastic debate and speech tournaments at a higher level. The course requires more intensive research and teaches advanced delivery and performance skills. Participation in multiple tournaments is a required element of the course. (Counts as an elective credit only; does not satisfy senior English requirements. May be used to satisfy an Arts requirement.) Course may be repeated.	Debate and Instructor Approval

## Performing Arts Department: Music Program

Title	Credit	Who May Take	Description	Prerequisites
<b>Chorale</b>	Full Year, (or Second Semester only, see "Prerequisites*")	All students	A mixed choir whose members are dedicated to furthering their vocal development and choral skills. Performing opportunities include in Concert and Chapel, leadership of chapel singing throughout the school year, off-campus events and tours. Chorale is suitable for interested novices as well as experienced ensemble singers. The pre-season workshops, (August 10-12 from noon-3:00 pm) are highly recommended as they integrate the ensemble and prepare us for exciting new performing opportunities during the year. Course may be repeated.	None *Taking Chorale for the second semester only requires the permission of the choir director, as well as regular membership in the extra-curricular choir <i>midKnight Blues</i> for the first semester.
<b>Business Skills for the Performing Artist</b>	Semester	All students	This Performing Arts elective is designed to provide skills and information necessary to begin a successful career in the Performing Arts. Topics include the job application process (resumés, portfolios, auditions, interviews), legal aspects (copyright, performing rights law), financial management and market strategies, among other things. There will be an opportunity for supervised guided study in an area of the student's choice. Course may be repeated	None
<b>Computer Music</b>	Semester	All students	This course will provide students with an introduction and continuing development in techniques associated with the composition, production, and recording of music using a computer based platform. Students will learn to compose and create new music exclusively through digital means using professional audio software. In addition, students will also gain experience with recording techniques for more traditional acoustic performances and how these might be integrated into the digital platform. Students will be required to purchase materials at a cost of \$100. Course may be repeated.	None
<b>Instrumental Music</b>	Semester	All students	Entry-level course designed to develop the student's ability to play a basic instrument in orchestra or band.	None
<b>Band</b>	Full Year	All students	An intermediate/advanced instrumental ensemble that performs at football games, pep rallies, concerts, regional and state competitions, and Chapel events throughout the year. Participation in the pre-season workshops/rehearsals in early August is highly recommended, as these will provide an opportunity to integrate the ensemble and prepare for exciting new performing opportunities during the year. Band is a full year course but may be taken for a semester with instructor approval. Course may be repeated.	Prior instrumental experience and/or instructor's approval

## Performing Arts Department: Music Program (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Orchestra</b>	Full Year	All students	An intermediate/advanced string ensemble that performs at concerts, regional and state competitions, and Chapel events throughout the school year. Required: full year of study. Participation in the pre-season workshops/rehearsals in August is highly recommended, as these will provide an opportunity to integrate the ensemble and prepare for exciting new performing opportunities during the year. Course may be repeated.	Prior instrumental experience and/or instructor's approval
<b>Guitar Instruction</b>	Semester	All students	Class instruction, daily practice, and corresponding theory work; designed to develop or enhance guitar skills. Students must supply an acoustic or a classical guitar. Course may be repeated.	None
<b>Piano/Organ Instruction</b>	Semester	All students	A course that involves regular individual instruction, daily practice, and corresponding theory work; designed to develop or enhance keyboard skills. Offers opportunities for performance on and off campus. Music-writing software assists students in composing their own songs. Course may be repeated. Materials fee: \$50	Instructor's approval (no previous instruction required)

## Visual Arts Department: Studio Arts Program

Title	Credit	Who May Take	Description	Prerequisites
<b>Art History</b>	Semester	Sophomores, Juniors, Seniors	This course surveys Western art from prehistoric times through Modernism, with a focus on either figure sculpture or sacred architecture, depending on the semester. Students will learn to analyze artworks and buildings within their cultural, historical, and religious contexts. Throughout the semester, there will be opportunities to go on field trips to see local examples of famous artworks and buildings. Students will come away with a greater appreciation of Houston’s art and architecture, as well as a deeper understanding of the evolution of Western art across time. Materials fee: \$100	World History and Geography I
<b>Drawing</b>	Semester	All Students	This course introduces an expressive approach toward drawing that promotes the ability to closely observe one’s environment, while learning to question the boundaries of what makes a good drawing. Students will learn to create successful compositions as they explore the basic skills of contour, gesture, value, and form through the use of wet and dry mediums, as well as digital imaging. No drawing skills required. Materials fee: \$100.00	None
<b>Advanced Drawing</b>	Semester	All Students	This course enables students who have demonstrated a working knowledge of contour, gesture, value, and form, to hone their technical skills as they develop more personal imagery in their work. Students will engage in a more inventive and expressive approach as they learn to expand and integrate advanced drawing techniques and concepts. Course may be repeated. Materials fee: \$100.00	Drawing
<b>Painting</b>	Semester	All Students	This class enables students to bring a personal expression into play as they hone the basic skills of painting and color theory. The course emphasizes both a traditional observational approach toward painting, as well as a more expressive use of a variety of paints, printmaking, and digital painting. The class will include an in-depth study of artist styles and approaches throughout the history of painting. Materials fee: \$100.00	None
<b>Advanced Painting</b>	Semester	All Students	This class allows students to further expand both their technical and conceptual skills in painting. Students will engage in hands-on projects designed to thoroughly explore and refine their knowledge of color theory, painting processes, and the integrity surface materials, while broadening their own personal style toward painting. The class will include an in-depth study of artist styles and approaches throughout the history of painting. Course may be repeated. Materials fee: \$100.00	Painting

## Visual Arts Department: Studio Arts Program (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Ceramics</b>	Semester	All Students	An introduction to the fundamental methods and techniques of Ceramics. Students create and complete pieces using the various processes to form and finish clay projects. Critical thinking and problem-solving are stressed. Materials fee: \$100.00	None
<b>Advanced Ceramics</b>	Semester	All Students	Further exploration of building techniques and methods, primarily focused on developing personal concepts and improving skills. Course may be repeated. Materials fee: \$100.00	Ceramics
<b>Mixed Mediums in Art</b>	Semester	All Students	In this course, students will create artworks using a variety of media and processes, including collage, printmaking, image transfer, and embroidery, while learning the fundamentals of design and composition. Critiques and exposure to famous artists and artworks are important components of the curriculum. Materials fee: \$100.00	None
<b>Adv. Mixed Mediums in Art</b>	Semester	All Students	In this course, students will create more complex images while expanding on the media and processes introduced in Beginning Mixed Media. Course may be repeated. Materials fee: \$100.00	Mixed Mediums in Art
<b>Sculpture</b>	Semester	All Students	In this course, students will create three-dimensional artworks using a variety of sculptural materials and processes, including cardboard, plaster, wire, and wood. Critiques and exposure to famous artists and artworks are important components of the curriculum. Materials fee: \$100.00	None
<b>Advanced Sculpture</b>	Semester	All Students	In this course, students will create more complex three-dimensional artworks while expanding on the media and processes introduced in Beginning Sculpture. This course may be repeated. Materials fee: \$100.00	Sculpture
<b>Portfolio Development</b>	Full Year	Juniors and Seniors	Portfolio Development is the capstone course offered within the Visual Arts Department and is intended for serious, dedicated art students. Students will be provided the guidance, time, and resources to build a portfolio of ten artworks (five per semester) in the medium/media of their choosing, using skills honed in previous art classes. During the fall semester, students will create five artworks in response to five different prompts, provided by the teacher. During the spring semester, students will create a series of five artworks that are related visually and thematically, based on an idea the student wants to explore. Course may be repeated. Materials fee: \$200.00 (\$100/semester)	Successful completion of one semester of either Advanced Painting, Advanced Drawing, or Advanced Mixed Media and an application process including a portfolio review with instructor.

## Visual Arts Department: Media Arts Program

Title	Credit	Who May Take	Description	Prerequisites
<b>Moviemaking</b>	Semester	All Students	Learn the crafts of cinematography, editing, and visual techniques to bring your story to life on screen and become a filmmaker. Whether it's a short film, a documentary, or a music video, by the end of this course students will be equipped with the skills to make a masterpiece. Materials fee: \$50.00	None
<b>Intermediate Moviemaking: Storytelling</b>	Semester	Sophomores, Juniors, Seniors	Make an audience laugh, cry, or jump out of their seats. In this class students learn how to tell amazing stories through watching films critically and actively shaping cinematic experiences. Use flashbacks, montages, and other advanced cinematic techniques to make incredible films to share with family and friends. Materials fee: \$50.00	Moviemaking
<b>ETV: Advanced Moviemaking</b>	Semester	Juniors, Seniors	A creative playground designed for upper-level students to create high-quality, original work. Over the course of the year, students produce two episodes composed of short films, music videos, documentaries, experimental films, and animations. ETV is the leadership group for the Moviemaking program. Course may be repeated. Materials fee: \$50.00	Moviemaking or Animation & Application process
<b>Animation</b>	Semester	All students	Learn the art and mechanics of how things move. Projects include creating flipbooks, stop-motions (using variety of materials - clay, LEGOs, paper), 2D computer animations, and rotoscopes (tracing pictures). Having confidence in drawing ability is helpful but unnecessary. Greater emphasis on drawing movement over drawing accuracy. Materials fee: \$50.00	None
<b>Adv. Animation</b>	Semester	Sophomores, Juniors, Seniors	Learn 3D animation, Hollywood-level visual effects, and more. Emphasis on learning AfterEffects and Cinema 4D to create visually spectacular, cinematic experiences. Course may be repeated. Materials fee: \$50.00	Moviemaking or Animation
<b>Beginning Photography</b>	Semester	All Students	Students will learn how film and digital cameras work in manual mode. Students will learn how aperture, shutter, film speed, and focal length work together to achieve correct exposure & specific photographic techniques. They will work in Photoshop on digital projects that require the blending of text and image. Students will learn to recognize major photographers and create photographs in the manner of specific photographers. Materials fee: \$250.00	None



## Visual Arts Department: Media Arts Program (continued)

Title	Credit	Who May Take	Description	Prerequisites
<b>Advanced Photography</b>	Semester	All Students	This class focuses on the imaginative and conceptual aspects of photography. Students will be able to articulate concepts of several photographic genres and apply critique sessions and exhibition reviews. Digital tools learned: Adobe Photoshop & Lightroom. Course may be repeated. Materials fee: \$250.00	Beginning Photography
<b>Alternative Processes in Photography</b>	Semester	All Students	This class will focus on the combination of traditional photographic processes with digital technology (inkjet printers, scanners, digital & phone cameras) to create unconventional imagery. Assignments include making your own equipment, lenses or cameras, and sensitizing different materials for exposures. Course may be repeated. Materials fee: \$250.00	Beginning Photography
<b>Photojournalism (Team Photo)</b>	Semester or Full year	Sophomores, Juniors, Seniors	Students are responsible for photography for the school newspaper, yearbook, and web page, as well as other school projects such as images for school brochures and publications. Course may be repeated. Materials fee: \$250.00	Advanced Photography, Application* Process and Instructor Approval

## Visual Arts Department: Publications Program

Title	Credit	Who May Take	Description	Prerequisites
<b>Yearbook</b> <i>(The Hexagon)</i>	Full Year	All Students	Yearbook is a course dedicated to the creation of the school yearbook, <i>The Hexagon</i> , focusing on graphic design, page layout, organization of large amounts of data, scheduling and balancing many simultaneous tasks, editing, and meeting strict deadlines. Staffers must also commit to spending 8 days in a workshop at school in June. Course may be repeated.	Application* Process and Instructor approval
<b>Newspaper</b> <i>(The Knight Times)</i>	Semester or Full Year	All Students	Newspaper is a course dedicated to the creation of issues of the school newspaper, <i>The Knight Times</i> , focusing on journalistic writing, interviewing, gathering of facts and information, page layout and design, and meeting strict deadlines. Course may be repeated.	Application* Process and Instructor approval
<b>Broadcast Journalism</b> <b>(KEHS News/Round Table Radio)</b>	Semester	All Students	Broadcast journalism is a course dedicated to the production and delivery of news to the EHS community via the school website in the form of newscasts, sportscasts and podcasts. Class instruction will focus on, but not be limited to, the process of gathering information, conducting interviews, writing, shooting, and editing stories, operating equipment, and meeting deadlines. Course may be repeated.	None

- **Publications courses earn an Arts credit.**
- \* **Applications available online for rising Freshmen**

## Wellness Department

<b>Title</b>	<b>Credit</b>	<b>Who May Take</b>	<b>Description</b>	<b>Prerequisites</b>
<b>Health</b>	Semester	Freshmen, Sophomores	A basic course covering such topics as mental health, coping with stress, general nutrition, substance abuse, physical fitness concepts, and the development of good health habits.	None
<b>Physical Education</b>	Semester	Freshmen, Sophomores, Juniors	A course that stresses physical fitness, participation in team and individual sports, and exposure to unique recreational activities (fulfills the one-semester P.E. requirement). Course may be repeated.	None
<b>Wellness</b>	Semester	All Students	A strength-and-conditioning program that incorporates a variety of exercises and techniques to improve cardio, respiratory, and muscular conditioning (fulfills the one-semester P.E. requirement). Course may be repeated.	None
<b>Yoga</b>	Semester	Sophomores, Juniors, Seniors	This class will embark on a learning journey that challenges not just the body, but also the mind and spirit. It will acquaint the student with the history, development, branches, and practices of yoga. Emphasis will be placed on physical practice of individual postures, sets of postures, breathing, meditation, and relaxation techniques. Students will assess and reflect on their health and lifestyle.	None
<b>Strength and Conditioning</b>	Semester	All Students	A rigorous weight-lifting and conditioning program that incorporates plyometrics, agility drills, and sprints. (Fulfills the one-semester P.E. requirement.) Course may be repeated.	Participation on an athletic team
<b>Introduction to Sports Medicine</b>	Semester	Sophomores, Juniors, Seniors	A course that teaches prevention, recognition, and treatment of athletic injuries; a good choice for those who are interested in careers in Sports Medicine or a related area of study. Course may be repeated.	Department approval

A student who has enrolled in eight semesters of dance over the four years of high school, including Advanced, Repertory, or Impact, may choose to satisfy the one-semester wellness requirement through dance per approval of the Arts and Athletic Pillar Heads during the spring of the junior year.