

A young Black male student with curly hair is sitting at a desk in a library. He is wearing a grey hoodie over a yellow shirt and has white earbuds in. He is looking down at a white calculator in his hands. A yellow pencil is in his right hand, and he is holding a pen over an open notebook. The background shows bookshelves filled with books and a red poster on the wall.

2019-2020

ACADEMIC
COURSE
GUIDE

FOR

GRADES 6-12

STUART HALL SCHOOL

www.stuarthallschool.org

COURSE CATALOG

MIDDLE SCHOOL PROGRAM OF STUDIES

Grade 6: English 6; Math 6; Integrated Science 6; American History-Civil War to Present; World Language Exploration (semester classes in French and Spanish); Fine Arts; and Physical Education/Wellness.

Grade 7: English 7; Math 7, Pre-Algebra, or Algebra 1; Integrated Science 7; Civics and Current Events; French 1A or Spanish 1A; Fine Arts; and Physical Education/Wellness.

Grade 8: English 8; Pre-Algebra, Algebra I, or Geometry; Integrated Science 8; World Geography; French 1B or Spanish 1B; Fine Arts; and Physical Education/Wellness.

ENGLISH

English 6

English 6 is all about building skills in reading, writing, vocabulary, grammar, speaking, listening, and presentation. Students read a wide variety of literature, including fiction, non-fiction, short stories, drama, and poetry. Students analyze and respond to literature orally and in writing. Throughout the year, students develop their writing skills through studies of paragraph development in order to produce multi-paragraph pieces by the end of the year.

English 7

English 7 offers a continuation of skills from English 6. Students read a survey of fiction, non-fiction, drama, and poetry. While analyzing and discussing these works, students learn to recognize and interpret the significance of literary devices. Through discussion, students work to connect with the text as well as practice effective communication with their peers. Students continue to work on paragraph development as well as crafting effective introductions and conclusions to produce complete essays. Students begin to develop their research skills throughout their 7th-grade year and develop an understanding of MLA documentation of sources.

English 8

English 8 provides students with opportunities to apply the writing and analytical skills developed in previous years. Additionally, students learn about more sophisticated literary devices such as satire, irony, and symbolism while examining fiction, nonfiction, poetry, and drama. Through extensive class discussions, oral presentations, and frequent writing assignments, students establish a voice with which to express their developing ideas using different modes of communication. Students continue to practice different forms of writing, including narrative, expository, and persuasive essays with special emphasis placed on style and audience. Students continue to develop research skills including MLA documentation of sources.

Middle School ESL (English as a Second Language)

8th grade students who are second-language learners of English are asked to take a placement test at the beginning of the school year. Students who demonstrate a need for additional practice in English grammar, reading, writing, listening, and speaking enroll in the ESL class most appropriate for their level of English proficiency. A second placement test is conducted at the end of the school year to check student's progress in English. Students who average at least a *B* in ESL and/or score high on the placement test are recommended to take mainstream English classes. The three levels of ESL being offered are ESL 101 (High Beginners-Low Intermediate), ESL 201 (Intermediate), and ESL 301 (Advanced).

MATH

Math 6

Students continue to build on the foundational skills learned in the Lower School. This spiraling Pre-Algebra based curriculum includes the study of statistics, number systems, fraction operations and ratios, decimal operations and percentages, and area and volume. Further exploration of algebraic skills includes algebraic expressions and equations, equivalent expressions, and solving equations, variables and algebraic relationships.

Math 7

Students continue to solidify foundational math and algebraic skills through real-world application and concentrated attention to fundamental math skills. In this Pre-Algebra-based course, students develop mathematical knowledge, understanding, and skill along with an awareness and appreciation for rich connections among mathematical strands and between mathematics and other disciplines.

Pre-Algebra

Pre-Algebra assumes that students have a general mastery of basic skills with all numbers and an understanding of algebra. The course emphasizes real-world applications, the theory of algebra, and application of that theory to solving problems algebraically. The course focuses on the following: all operations with real numbers, equations and inequalities, and percentages and problem solving.

Algebra I and Geometry (see Upper School catalog)

SCIENCE

The study of science in Middle School takes an integrated approach. At each level, students explore the history and nature of science, investigate science as inquiry, and examine science in personal and social perspectives. Unifying topics include properties and changes of matter, structures and functions in living systems, and the structures of the Earth system. Hands-on activities create experiential learning opportunities.

Integrated Science 6

Students examine four main areas: Ecology, cells, human body systems, and chemical building blocks. Linking these areas are the common threads of properties, processes, and changes.

Integrated Science 7

Science 7 includes investigations into various science disciplines including chemistry, physics, environmental science, and earth science through exploration of the formation of the solar system, chemical properties, and Earth's systems.

Integrated Science 8

Science 8 focuses on ecology and relationships in ecosystems, evolution, physical science, and chemistry. Connecting themes include the interdependence of forces and the cause and effects of changes.

SOCIAL SCIENCES

American History 6

American History 6 examines historical events from the post-Civil-War period through the present. The lives of ordinary Americans as well as the way national and international events shaped their world provide the foundation for study. Cultural and technological areas such as the arts, sports, entertainment, and inventions help students understand and form connections to the concepts being explored. Students work independently or in groups researching and presenting material on current events.

Civics 7

In Civics, seventh graders examine key concepts of American citizenship, government, and political systems at local, state, and national levels. Key components include in-depth study of the United States Constitution and Bill

of Rights, the branches of the Federal Government, and the court system. Students also learn about other governmental and political systems around the world. Additionally, students examine how countries and individual respond to issues such as immigration, poverty, natural disasters, and terrorism that confront our American and Global communities. Extra time is dedicated to making students better citizens by imparting the skills of personal finance, the importance of local governance, and the introduction of basic economic concepts.

World Geography 8

Geography provides a foundation on which students can build an understanding of the environmental conditions that shaped their world and the diversity of living things that populate it. As our world transforms from a collection of isolated civilizations to a connected international community, it becomes increasingly necessary for students to think globally. In this course, students learn the requisite map-reading and research skills which allow them to understand the countries of the world, the uniqueness of each, and the interrelatedness of all.

WORLD LANGUAGES

Introduction to French and Spanish

This course consists of one semester of French and one semester of Spanish. It is designed to raise students' awareness of world languages through the study of French and Spanish. In this class, students begin learning each language and study elements of its culture, its history, and its connections with our lives in the United States. Students will master pronunciation and phonetics and will build comprehension skills by learning how to use context clues to assess meaning. The mastery of basic vocabulary, introductions, and sentence structure will help prepare and excite students for further study of the language. After this year of introduction to both languages, students select one language to study over the course of seventh and eighth grade, which will provide the first graduation credit for World Languages.

French IA or Spanish IA

This year-long course is the first half of the Level I course. Students will continue learning the basics of a new language and the cultures of the varied people who speak it. Course content includes language instruction, music, art, and culture. Instruction addresses written and oral expression, listening comprehension, and reading comprehension. The level IA course will cover topics such as the alphabet, rhythm and accent, interrogative expressions, telling time, adjectives, present tense verbs, and expressing basic needs and preferences. Upon completion of the course, students will have a general idea of the mechanics of the language and will have built a great foundation to continue their language study.

French IB or Spanish IB

This year-long course composes the second half of the Level I course. In this class students will refine their knowledge of the language and acquire a greater vocabulary pool and new grammar structures, such as past tense and present progressive verb conjugations and the vocabulary of clothing and daily routines. This course is designed to strengthen writing, reading, listening, and speaking fluency so students are prepared to conquer more difficult skills in the next levels of study. Upon completion of this course, students will move on to the Level II course of their language of choice. Students will receive an Upper School language credit upon satisfactory completion of both the level IA and the level IB of the course.

FINE ARTS

Middle School students experience each of the Fine Arts Courses during their 6th Grade year in a "split-block" class. 6th Grade Students take band for the entirety of the school year. Additionally, they take a semester of Visual Art and a semester of Theatre/Music. In their 7th and 8th Grade years, students may choose either band for the entirety of the school year, or one semester of Visual Art and one semester of Theatre. Additionally, 7th and 8th grade students may elect to participate in Chorus during Enrichment time.

Visual Art

In the Middle School art program, students are encouraged to improve their visual awareness by learning to look at and record what they experience. While solving creative problems, students learn to use a variety of tools,

materials, and approaches. Both two-dimensional and three-dimensional media and techniques are explored, including drawing, painting, clay work, collage and sculpture. Students have the opportunity to study the formal elements of art and to experience both "observed" and "imagined" work. The Middle School art program also recognizes the significance of art history and the need to develop an appreciation for the work of artists from the past and the present.

6th Grade Chorus/Theatre

Serving as an introduction to middle and upper school performing arts utilizing the body as the main instrument, this course applies techniques and fundamentals of the crafts of vocal music and theatrical performance in ensemble settings. Students will perform choral pieces, both a cappella and accompanies, as well as theatrical presentations during the semester of study. This course prepares students for further study in the performing arts later in their student career.

6th Grade Band

Students focus fundamental technique of playing flute, clarinet, saxophone, trumpet, and trombone. Students combine these skills with learning to play in an ensemble, making musical decisions, and playing with dynamics, proper articulation, and phrasing. Students learn to read standard musical notation for their instrument and perform at least twice per year. This class is "split-block" where students take band for 40 minutes. For the remaining 40 minutes, students take Art during the first semester and Theatre during the second semester.

Chorus

Open to students grades 7 through 12, this course provides extended technical training in the choral arts, as well as teaching and supporting applied understanding of music fundamentals. Additionally, students may audition for opportunities in our touring choir (destinations announced at the beginning of each year), the Select Chamber Choir, and Fermata the Blue (a cappella).

7th and 8th Grade Band

Following the successful completion of the 6th Grade Band class, students in the 7th & 8th Grade Band can switch to additional instruments such as the piccolo, tenor saxophone, French horn, tuba, euphonium, percussion, and others. Students continue to build on basic music literacy by reading and analyzing music written in standard notation. Students study fundamental music theory. Students perform at least three concerts per year.

Theatre

Students in this class focus on the basics of theatre arts, stagecraft, and performance. Establishing a routine of preparation exercises to warm up and develop the voice (vocal resonance, projection, articulation skills) and the body (stretching, relaxation, and physical awareness) serves as a touchstone for progress as students begin to develop a personal sense of stage presence. Working on skills through the setting of performing a one act play, students have the opportunity to reflect on how the connection with an acting partner reflects the way they relate to peers in the real world. The 7th & 8th grade section, titled Elements of Drama, goes into further depth of Aristotle's six elements of drama via staging a production focused on the performance and backstage production areas.

PHYSICAL & WELLNESS EDUCATION

This class meets all year and is designed to promote regular fitness and wellness. Complementing the School's program of educating the whole child, PE-Wellness classes help the students to understand the importance of lifelong fitness and nutrition wellness. Family Life curriculum is also included in this course. Students work independently and collaboratively during activities and discussions.

UPPER SCHOOL PROGRAM OF STUDIES

The Upper School is the culmination of Stuart Hall School's cohesive PreK-12 educational experience. The Upper School provides four years of challenging coursework in the liberal arts and sciences, preparing students for success in colleges and universities worldwide. Stuart Hall offers an extensive Honors program including Honors and Advanced Placement courses.

ENGLISH

World Literature (usually 9th grade)

World Literature introduces students to increasingly sophisticated literary study and analytical writing through reading and analysis of literature from around the world, ranging from ancient texts to contemporary stories and poems. The course provides students a foundation for further literary study by exploring both major texts and authors (such as *The Odyssey* and Shakespeare) and a wide variety of genres, geographical regions, and time periods. Finally, literary works are used as a springboard for students' own creative writing and other endeavors, as students are asked to imitate, respond to, and use as inspiration the literary works studied in this course. Students in this course write at least one substantial, multi-page, formal argumentative essay in each marking period. Other major assessments may include written tests, visual art projects, dramatic presentations, and the like, but all major assessments include a component of significant analytical writing in paragraph or essay form (e.g., tests composed primarily of a single essay or several short-answer paragraphs, or an essay explaining the choices the student made in producing a piece of visual art related to a literary work). This course is available for Honors credit.

British Literature (10th and 11th grade in 2019-2020)

British Literature is a survey of major British authors, works, and literary periods. In this course, students continue to develop close reading skills and the ability to generate and support more sophisticated literary arguments. Students also study, analyze, and respond to nonfiction and historical documents. Finally, literary works are used as a springboard for students' own creative writing and other endeavors, as students are asked to imitate, respond to, and use as inspiration the literary works studied in this course. Students in this course write 1-2 substantial, multi-page, formal essays in each marking period. Other major assessments may include written tests, visual art projects, dramatic presentations, and the like, but all assessments include a component of significant analytical writing in paragraph or essay form (e.g., tests composed primarily of a single essay or several short-answer paragraphs, or an essay explaining the choices the student made in producing a piece of visual art related to a literary work). This course is available for Honors credit.

Advanced Placement (AP) English Literature and Composition (usually 11th grade)

AP Literature offers a college-level introductory literature course. The focus of this course is literary analysis—identifying the literary techniques used by writers of prose, poetry, and drama and explaining how those techniques create various effects and convey themes. Students practice close reading of texts, analyzing the choices writers make at the word, sentence, and paragraph levels. Along the way, students learn to assess texts quickly, craft concise and specific thesis statements, and organize essays to support claims. Finally, students study full-length plays and novels to discover how writers' choices in style and structure can create meaning in longer works. Additional curricular goals are defined by the College Board. Students in this course typically write at least one substantial, multi-page, formal analytical essay about a work or works of literature in each marking period. Other major assessments help students prepare for the AP exam in May by using similar question types, including multiple choice questions and timed essays. All students enrolled in AP English Literature are required to take the AP exam. *Prerequisite: instructor approval.*

Senior Composition (12th grade)

Senior Composition is devoted to the reading and writing skills senior students will need in order to succeed in college. The course focuses on nonfiction reading and analytical writing, although fiction and poetry may be used in conjunction with nonfiction under a thematic or multidisciplinary approach. Students learn to identify rhetorical strategies in assigned readings, including logos, pathos, and ethos and issues of audience and purpose,

and learn to apply those strategies in their own writing. Students also continue to develop research skills such as source evaluation and paraphrase to produce researched writings of varying lengths. Students produce 1-2 substantial, multi-page, formal argumentative essays in each marking period. As in a typical college composition course, these assignments may begin with personal writing but will include ample opportunities for analytical and researched writing over the course of the year. During the first semester, students produce drafts of their Chapel Talks, 10-minute speeches on a topic of interest that are delivered to the entire faculty and student body. This course is available for Honors credit.

Advanced Placement (AP) English Language and Composition (12th grade)

AP Language is a college-level introductory composition course focusing on writing, rhetoric, and research. The course is devoted primarily to nonfiction reading and analytical writing, although fiction and poetry may be used in conjunction with nonfiction under a thematic or multidisciplinary approach. Students learn to identify rhetorical strategies in assigned readings, including logos, pathos, and ethos and issues of audience and purpose, and learn to apply those strategies in their own writing. Students practice close reading of texts, analyzing the choices writers make at the word, sentence, and paragraph levels. Along the way, students learn to assess texts quickly, craft concise and specific thesis statements, and organize essays to support claims. Students also continue to develop research skills such as source evaluation and paraphrase to produce researched writings of varying lengths. Additional curricular goals are defined by the College Board. Students produce 1-2 substantial, multi-page, formal essays in each marking period. Other major assessments help students prepare for the AP exam in May by using similar question types, including multiple choice questions and timed essays. During the first semester, students produce drafts of their Chapel Talks, 10-minute speeches on a topic of interest that are delivered to the entire faculty and student body. All students enrolled in AP English Language are required to take the AP exam. *Prerequisite: instructor approval.*

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL Program provides non-native speakers of English with the language skills necessary to succeed both at Stuart Hall and at colleges in the United States. All new students who are non-native speakers of English take a placement test before enrolling in an English or ESL class. Based on the test results, students who need additional practice in English enroll in an ESL class most suitable for their level of English proficiency. A second placement test is conducted at the end of the school year to assess each student's progress in English grammar, reading, writing, listening, and speaking. Students who average at least a *B* in ESL and/or score high on the placement test are recommended to take mainstream English. The three ESL classes being offered are ESL 101 (High Beginners-Low Intermediate), ESL 201 (Intermediate), and ESL 301 (Advanced).

SOCIAL SCIENCES

Upper School Civics

Upper School Civics is designed to introduce students to the workings of the United States government and the rights, responsibilities, and values of American citizenship. While not offered exclusively to international students, this course provides a setting in which international students may gain an additional understanding of the United States. In addition to course content, students will also have the opportunity to develop a variety of skills, including critical reading, critical writing, scholarly research, and effective communication.

Ancient World History (usually 9th grade)

Ancient World History is designed to introduce students to the study of world history as well as the pursuit of history as an academic discipline. This course spans the first six millennia (4000 B.C.E. to 1500 C.E.) of recorded human experience. Students engage the discipline of history itself in order better to understand the 'making' of history and the power that comes from knowing and employing the past. Students engage the past through both primary and secondary source materials and have a number of opportunities to demonstrate their knowledge and understanding through assessments, projects, and presentations. Specific emphasis is placed on the development of critical reading and writing skills as they pertain to both the study and understanding of history as well as to the overall development of the Stuart Hall student with respect to the Stuart Hall Graduate Goals. This course is available for Honors credit.

Modern World History (usually 10th grade)

Modern World History focuses on the last 500 years of world history (from 1500 C.E. to the present) and examine on the major cultural, political, economic, social, demographic, and technological developments that occurred throughout the world during this time. This class also considers how the events of this time period continue to shape today's world and places a particular emphasis on the academic discipline of history itself and how history is 'made.' Students also engage these periods through both primary and secondary source materials and have a number of opportunities to demonstrate their knowledge and understanding through assessments, projects, and presentations. Specific emphasis is placed on the development of critical reading and writing skills as they pertain to both the study and understanding of history as well as to the overall development of the Stuart Hall student with respect to the Stuart Hall Graduate Goals. This course is available for Honors credit.

Advanced Placement (AP) World History: Modern (usually 10th grade)

AP World History: Modern is a rigorous, college level World History course based on the curriculum set forth by the College Board. AP World History subject matter content surveys world history from 1200 C.E. to the present day based on both periodization and a series of course themes. AP World History: Modern also emphasizes development and mastery of multiple historical thinking skills including comparison, change and continuity over time, causation, context, argumentation, and source analysis. All students enrolled in AP World History: Modern are required to take the AP exam. *Prerequisite: instructor approval.*

United States History (usually 11th grade)

This course focuses on the last 500 years of United States history, from the Pre-Columbian period to the present, and examines the major cultural, political, economic, social, demographic, and technological developments that occurred to shape, influence, and direct the United States during this time. Classwork and assessments include examination and analysis of primary source materials including founding documents, speeches, political cartoons, paintings, letters, and other sources used by historians. Instruction emphasizes reading and argumentative writing. This class is available for Honors credit.

Comparative Government (12th grade)

Stuart Hall School's rich student diversity offers an opportunity to engage with a number of cultures and global perspectives. The Comparative Government course seeks to take advantage of this opportunity by exploring how political scientists approach different political systems around the world, focusing on socialization, citizenship, institutions, and policy-making. Students will study several countries in detail beginning with a semester long focus on the United States. The second semester will focus on Britain, Germany, Russia, Japan, China, and India.

Advanced Placement (AP) United States History (usually 11th grade)

AP United States History reflects the changes in the recently redesigned College Board course. It emphasizes several historical thinking skills, including evidence analysis, interpretation, comparison, contextualization, synthesis, causation, patterns of continuity and change over time, periodization, and argumentation. Students practice these skills using content from the Pre-Columbian period to the present. AP United States History is a challenging, college-level course. All students enrolled in AP U.S. History are required to take the AP exam. *Prerequisite: instructor approval.*

Advanced Placement (AP) United States Government and Politics (12th grade)

AP U.S. Government gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also provides familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. Topics include the following: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties. All students enrolled in AP United States Government are required to take the AP exam. *Prerequisite: instructor approval.*

Philosophy (12th grade) semester course

Philosophy is a course required of all seniors that exposes students to a variety of ideas and answers to important questions. Taking a thematic approach, the semester is divided into topics including Metaphysics, Epistemology, and Ethics. Metaphysics deals with the nature of reality, epistemology deals with how we obtain knowledge, and ethics informs our quest to live good lives. This course emphasizes textual analysis and trains students to create and evaluate sound arguments.

Comparative Religion (12th grade) semester course

Comparative Religion is a semester-long course for seniors. This course offers a survey of the major world religions with a focus on the experience of the practitioner and the impact on world cultures. This course helps students learn about the world they inhabit and the worldview of people of faith. Skills include interreligious dialogue and cross-cultural communication, as well as the ability to empathize and understand disparate worldviews. Within each religion, class time and reading will focus on major practices, holidays, beliefs, and history, with special emphasis given to the experiences of modern religious practitioners and to the sacred texts of each religion.

Future Leaders and Entrepreneurship (Semester Electives)

The Stuart Hall Future Leaders and Entrepreneurship programs enable students to develop and demonstrate their leadership and entrepreneurship skills through a program of real-world application and problem-oriented learning – and to be rewarded for the skills they achieve. The program brings together students who will shape tomorrow's society to share their vision and understanding of 21st Century leadership and explore what makes leadership effective. The program uses inquiry-based learning approaches including interviews with business, social and community leaders; role play; and project work. Discussion of leadership dilemmas will play an important part in identifying the complexity of social action, in which there is often no single right answer, and will contribute to students' ability to see and understand different perspectives. The curriculum emphasizes authenticity using real-world examples and experiences on campus and in downtown Staunton. Review and reflection is encouraged, enabling students to construct their learning. Opportunities for collaborative problem-solving in project groups are emphasized.

Leadership (Semester Elective)

The Future Leaders program interprets 'leadership' widely with models in action drawn from local and community examples, social action in both formal and informal sectors, and national and international contexts. Content is divided into 4 sections: *Myself as Future Leader*, *Communicating Effectively*, *Team Working*, and *Insight into Leadership*.

Entrepreneurship (Semester Elective)

The Stuart Hall Entrepreneurship program interprets entrepreneurship widely with models of leadership in action drawn from local and community examples, social action in both formal and informal sectors, and national and international contexts. Students will leave the class with the skills for opening and running a successful business. Content is divided into 4 sections: *Myself as Entrepreneur*, *The Enterprise Toolkit*, *Enterprise Challenge*, and *Insight into Enterprise*.

MATH

Algebra I

Algebra I centers on the study of linear functions and their applications in real-life modeling problems. Students learn how to solve and graph linear and quadratic equations, manipulate polynomial and radical expressions, and solve and graph inequalities and absolute values. This course is available for Honors credit.

Geometry

Geometry provides a holistic study and prepares students for further study in mathematics. This proof-based course concentrates on Euclidean Geometry, develops logical reasoning, explores applications, and challenges students to think beyond the expected. This course is available for Honors credit. *Prerequisite: Algebra I.*

Algebra II

Algebra II complements and expands the mathematical content and concepts of Algebra I and Geometry. Students thoroughly examine advanced algebraic concepts through the study of functions, equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis is placed on practical applications and modeling throughout the course of study and the use of appropriate technology is predominantly featured. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results also permeate the course. This course is available for Honors Credit. *Prerequisite: Algebra I*

Data Analysis and Mathematical Modeling Honors

Data Analysis and Mathematical Modeling is an exciting and fast-growing interdisciplinary field that deals with the challenges of extracting useful information from data. In this class, students will learn how to construct mathematical models of real life observations, use “R” to perform statistical analysis and create powerful visualizations of data, and learn how to communicate mathematical findings in writing. This is a rigorous mathematics class that requires a strong understanding of functions and logic. This class is an Honors level class. *Prerequisite: Algebra 2*

Pre-Calculus

Pre-Calculus, an advanced study of algebra and trigonometry, prepares students for the rigors of calculus. The first third of the course reviews Algebra II and provides in-depth analysis of algebraic and transcendental functions as students learn to recognize, graph, and manipulate polynomial, rational, radical, exponential and logarithmic functions. The middle third of the course focuses on trigonometry, where students develop proficiency with the unit circle and extend their knowledge to graphs of trigonometric functions and manipulation of trigonometric identities and equations. Vector analysis and applications of the laws of sines and cosines are also included in the trigonometry units. The final third of the course focuses on systems of equations, probability, conic sections, and an introduction to calculus. This course is available for Honors credit. *Prerequisite: Algebra II*

Calculus

Calculus examines the broad topics of limits, continuity, derivatives, and integrals. Students investigate these topics individually, then consider applications to a wide variety of function types and applied, real-world problems. While Advanced Placement exam preparation is not a focus of this course, most of the necessary information for the AP Calculus AB exam is covered. This course is available for Honors credit. *Prerequisite: Pre-Calculus.*

Advanced Placement (AP) Calculus AB

This course emphasizes a multi-representational approach to single-variable calculus, with concepts framed analytically, graphically, numerically, and verbally. Through the unifying themes of limits, derivatives, and integrals, students develop proficiency in applying calculus to a wide variety of function types and problem-solving situations. AP Calculus AB is comparable to one semester of college calculus. All students enrolled in AP Calculus are required to take the AP exam. *Prerequisite: Pre-Calculus.*

Advanced Placement (AP) Statistics

AP Statistics is equivalent to a one-semester, introductory, non-calculus-based course in statistics. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. All students enrolled in AP Statistics are required to take the AP exam. *Prerequisite: Algebra II.*

Advanced Placement (AP) Computer Science Principles (elective - not a Math credit)

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. All students enrolled in AP Computer Science Principles are required to take the AP exam. *Prerequisite: Algebra II*

SCIENCE

Biology (usually 9th grade)

This class is designed to explore the workings of living things on multiple levels (molecular, cellular, organismal, and ecological), and to explore overarching themes that connect each level to the next. Specific topics include cell structure and function, genetics, molecular biology, energy transformations, evolution and classification, biochemistry, and biodiversity. Current scientific research is introduced throughout the course, and students explore the development of scientific thought and its applicability to situations and problems faced by society today. Students are expected to develop their critical thinking skills during the course, and test questions, projects, and papers will focus on application of material learned in class. This course is available for Honors credit.

Advanced Placement (AP) Biology

The College Board has identified eight themes that are unique to biology as a science, and topics such as the scientific process, biological chemistry, cells, energy conversions, meiosis and mitosis, heredity, gene chemistry and function, biotechnology, evolution and speciation, organisms' diversity, and ecology are presented within this framework. Experimental design is a fundamental part of the AP exam, and lab exercises emphasize using equipment and handling materials; careful data measurement, recording, and presentation; statistical analysis; drawing conclusions; and identifying limitations. Articles and videos expose students to contemporary research. All students enrolled in AP Biology are required to take the AP exam. *Prerequisite: Biology & Chemistry*

Ecology

Ecology is the study of the interactions between organisms and their physical environment. This course focuses on understanding the ecological world and humans' relationship with it both past and present. Students will explore how ecosystems function and how the resources provided through these systems have helped progress humans as a species. Students will also research the ways human civilization has changed the world, the threats that humans have created, and ways to sustainably approach the future. In this course students will learn how ecological systems function, how those services provide for humans, and how these processes began and have changed over time; explore how ecological relationships and communities allow resources and energy to flow through ecosystems; identify major environmental issues created from anthropological activities; assess technologies and policies aimed at mitigating human impact to sustainable levels; and refine abilities to write scientifically through research and revision. *Prerequisite: Biology.*

Human Anatomy and Physiology Honors

Human Anatomy and Physiology is a laboratory-based course that investigates the structures and functions of the human body. Students will learn the basic organization of the body, biochemical composition, and major body systems, along with the impact of diseases on certain systems through a system-by-system approach. Students will also learn how anatomical form and structure determines function through hands-on dissections of organs and whole organisms. Other laboratory exercises will demonstrate different responses of anatomical systems to various environmental changes. This course will prepare students for any college-level introductory anatomy course. This is an Honors course. *Prerequisite: Biology. Chemistry recommended.*

Chemistry

This course introduces the basic chemical principles including: atomic bonding, chemical formulas and equations, the periodic table, nomenclature, bonding, and properties of matter. Laboratory exercises are incorporated to reinforce concepts and develop skills including: measurement, observation, planning, safety, and problem solving. This course requires students to be organized and focused. It also relies on a strong math background equivalent to Algebra 1. This course is available for Honors credit. *Prerequisite or co-requisite: Algebra II*

Physics Honors

Physics Honors is designed to introduce a wide range of introductory physics topics to students who have completed math courses through at least Pre-Calculus. Students learn to appreciate the role that physics plays in the world around them, and through reading, lecture, and laboratory investigations they gain an understanding of

the principles and concepts on which physics is based. The course covers classical Newtonian physics, and several classic experiments are repeated to verify the laws of motion. Other topics covered in class discussion and laboratory investigation are conservation of energy, momentum, rotational mechanics, gravitation, heat and thermodynamics, harmonic motion, wave motion, sound, light, optics, electricity, magnetism, special relativity, general relativity and quantum mechanics. Extended lab work and outside-of-class reading and writing are included in additional assignments. In addition, one major hands-on project will be assigned each semester. Physics Honors is treated both conceptually and mathematically, and problem solving as a process is emphasized in conjunction with each new topic explored. Upon completion of Physics Honors, students are well prepared for the rigors of a college-level introductory physics course. *Prerequisites or co-requisites: Pre-Calculus & Chemistry*

Advanced Placement (AP) Physics

This is a college-level physics course that explores principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting in which students direct and monitor their own progress. All students enrolled in this course are required to take the AP exam. *Prerequisites-or co-requisites: Pre-Calculus and Chemistry*

Robotics I

Robotics is the successful development of machines capable of completing complex tasks as autonomous entities or as remotely controlled machines. From the examination of biological systems that provide nature's solutions to various engineering problems to the complex mathematics and engineering that are used to solve problems for flight, robotics provides an opportunity to investigate and apply concepts from across the sciences and math. Robotics will be examined using hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover principles of robotics and some of the associated science. **Robotics is an elective course and does not fulfill a graduation requirement.**

WORLD LANGUAGES

French I/Spanish I

Level I students are introduced to the basics of the language such as the alphabet, rhythm and accent, foundational verb conjugations including regular and irregular verbs, introductions, interrogative expressions, telling time, expressing basic needs and preferences, and common expressions. Course content includes language instruction, music, art, and culture. Instruction addresses written and oral expression, listening comprehension, and reading comprehension. Upon completion of this course, students will have a general language base, everyday conversation skills, and an overall comfort and confidence speaking and manipulating the language on a foundational level. Students who successfully complete French I or Spanish I will earn one Upper School World Languages credit equivalent to the one earned by 1A and 1B at the Middle School level.

French II/Spanish II

Level II introduces students to additional verb tenses, extended vocabulary, and irregular grammar structures. Students are asked to incorporate multiple grammatical points with attention to agreement in gender and number. Students will be able to express themselves on a basic level in the present, past, and future; read and understand paragraph length readings or dialogues; and produce paragraph-length compositions in the target language. In terms of listening skills, students will be able to understand short dialogues and learning videos and will have basic exposure to different accents. In regard to speaking skills, students will be able to perform and engage in conversation and give proficient presentations in the target language.

French III/Spanish III

This course is a turning point in language study in which the grammar techniques, extensive vocabulary and fine-tuning in pronunciation and comprehension all come together and provide students with comfort and confidence in their growing language skills. Students are now able to connect their knowledge of a world language and its

components (geography, history, culture) to other disciplines and use this information to broaden their knowledge. Students will be able to express themselves in more depth in the present, past, and future tenses and with complex tenses such as conditional, subjunctive, present progressive, present perfect, and past perfect. Students will be able to read and understand multi-paragraph texts. Students will be able to write multi-paragraph compositions in the target language. In terms of listening skills, students will be able to understand medium-length dialogues and learning videos. In regard to speaking skills, students will be able to perform and engage in extensive conversations about learned concepts and give presentations about cultural topics in the target language. Students progress by using this knowledge in reading, writing, and oral communication in authentic contexts.

French IV Honors/Spanish IV Honors

With a good understanding of all the core concepts of language study (listening, speaking, reading, and writing) students are now able to use their language skills within and beyond the school setting. Students are engaged in research, analysis, and critical thinking with the goal of proficiency in the target language. At level IV, students have the opportunity to work in an instructional capacity with various student populations. Students will begin to master expressing themselves in the present, past, and future tenses as well as with complex tenses. Students will be able to read and understand multi-page texts (short stories and novels). Students will be able to increase the length and the variety of their narratives in the target language. In terms of listening skills, students will be able to understand longer authentic dialogues and videos. In regard to speaking skills, students will be able to perform and engage in conversations about learned concepts and give presentations about personal interests, cultural topics, or other topics in the target language. *Prerequisite: Grade of B in the level III course or instructor approval.*

PHYSICAL EDUCATION AND HEALTH

Health (semester course)

Upper School students receive age-appropriate instruction on general health issues. Topics include social health, disease transmission, emotional health, interpersonal relations, family life, and nutrition. Students in this course ask questions that result in research and presentations. Health care professionals are invited as guest speakers.

Sports/Fitness (semester course)

Sports/Fitness is designed to promote regular fitness and to provide students with the skills to develop personal fitness plans. Students receive guidance on techniques for safe warm-ups, instruction on game skills and strategies, and opportunities to participate in group activities. The course is designed to complement the School's program of educating the whole child by helping the students understand the importance of physical fitness. Sports/Fitness is geared towards all skill levels.

Yoga (semester course)

This course is designed to introduce students safely to the basic postures, breathing techniques, and relaxation methods of yoga. Students will learn basic poses and participate in 40-60 minutes of yoga in addition to muscle relaxation practices. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built-up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

Weight Training (semester course)

The Weight Training class is designed to provide each student with an understanding of strength and fitness training. The students will create a weight-training program to complete during the class. Students will understand the importance of setting goals for personal improvement and achievement, and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle.

FINE AND PERFORMING ARTS

Visual Arts Program

Art Foundations (semester course)

Art Foundations is a semester-long course and can be taken yearly. This course examines art as media and criticism for the first year art student. Attention is given to creative thinking and problem-solving skills. Beginning art students develop the ability to “read” and to use the Principles and Elements of design used by artists to communicate ideas. They develop an understanding of design principles in order to create art. A first-year art student will become familiar with the vocabulary, the tools and the media used by artists and designers as well as develop and understanding and an appreciation of art. *No prerequisite.*

Drawing

Drawing is a semester-long course offered the first semester only and may be taken yearly. This class is a studio-based visual arts class encompassing various drawing techniques and media, expansion of foundation skills, and the development of a personal style and themes. Students enrolled must show a high level of motivation, independence, and ability to work on their own, both in and outside of class. Thinking and articulating personal ideas in verbal critique and discussions with the teacher and peers are also part of this class. As a visual arts course, proper presentation (matting and exhibiting) of artwork will be part of the final culminating experience. *Prerequisite: Art Foundations or teacher assessment.*

Painting

Painting is a semester-long course offered the second semester only and may be taken yearly. This course introduces students to painting techniques and concepts. Painting from still life, landscape, and life models from observation will be geared towards realism; at the same time, various other painting styles will be explored. Color theory, composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. Watercolors, acrylics, oils and mixed media will be the primary media for this class. *Prerequisite: Art Foundations or teacher assessment.*

Digital

Photography

Digital Photography is a semester-long course and may be taken yearly. Students must have a camera, a computer, and access to the latest version of Photoshop on the Cloud. Students will edit on their personal computers and should purchase a one-year subscription in English to Photoshop, which costs \$10.00 per month. Digital Photography is designed to develop skills in pixel-based photographic design and printing. Digital Photography includes the ability to see, appreciate and create self-expression through the lens and Photoshop. Students synthesize these elements to create a portfolio of work that reflects their newly developed skills. The assignments require students to think creatively and imaginatively and encourage students to solve problems in an individual manner. In this course, the students will create, edit, post, and share their images electronically. Field trips into the Staunton community happen frequently in this class. Students will participate in critiques in both individual and group settings. Art appreciation will include discussion of periods of photography and photographers' styles. *No prerequisite.*

Advanced Placement (AP) Studio Art

AP Studio Art is a year-long course for art students who have completed Art Foundations, Drawing, and Painting. This course is designed to guide students in the creation of a portfolio addressing three major concerns in the study of art: quality, a synthesis of form, technique and content in the student's work; concentration, an in-depth investigation and process of discovery centered on a particular and compelling visual interest or problem; and breadth, a comprehensive scope that exhibits serious grounding in visual principles as well as the formal, technical and expressive means of the artist. Formal visual concerns, technical skills, and conceptual issues will be addressed through creative means in both teacher-directed assignments and student-directed projects. The creation of an AP Studio Art portfolio is an involved and personal process of discovery, which is dependent on the student's unique thinking and problem-solving skills. It is hoped that this course will not only help the student to produce an excellent body of artwork, but will also introduce the student to the richness of the creative process on a personal level, open the door to personal discovery, and allow the student to make meaningful contributions to

the greater culture. *Prerequisites: Art Foundations, Painting and Drawing or Photography (for AP Photography) or teacher assessment.*

Theatre Program

Stuart Hall offers annually one section of Introduction to Theatre open to all Upper school students. Additionally, Acting Studio or Shakespeare in Performance are offered in alternating years to students who have successfully completed Introduction to theatre or equal requirements on a transcript. Extra-curricular opportunities in the Theatre program include participation in the Fall play which travels to the Virginia Theatre Association Conference One-Act Play Competition in each year. There are at least two plays upper school students may participate in for each school year: the Fall Play for VTA (for upper school), and the Spring Play (middle/upper school), and after school student led opportunities such as Open Mic Night and others. Students also have numerous chances for technical work, including stage management, crew assignments, and assistant directing. Field trip opportunities to a variety of performances and participation in productions outside of the school setting are also available.

Introduction to Theatre

This course is designed as a year-long course for Upper School students who are interested in theatre arts and performance, especially in the areas of acting, directing, analysis, and criticism. Introduction to Theatre emphasizes collaboration in the creation of a student theatre ensemble dynamic, as students develop skills to benefit the community, one another, and themselves. Course activities include vocal training, acting technique, character analysis, theatrical vocabulary, theatre history, scene work, stage makeup, and stage combat. Course objectives include learning, developing, and practicing routine exercises of physical and vocal preparation for performance; creating characters and short scenes; and learning the major movements of theatre in history from all over the world for classroom discussion. Students may attend performances outside the school setting as well as perform in after-school productions. This course forms the foundation of the theatre program.

Shakespeare in Performance

This year-long course focuses on the staging techniques and practices specific to the plays of William Shakespeare and his contemporaries of the Early English Modern Period. Examining the text of Shakespeare's plays for clues to inform their performances, students will learn to identify and utilize such features as embedded stage directions, metrics, rhetorical devices, and cues, ultimately putting their knowledge into practice on the stage. Contemporaries such as Marlowe, Lyly, Middleton, Webster, and Ford will be explored for their influence on the theatre of the time, and Shakespeare specifically, through Honors projects. Other course objectives include understanding and employing original staging practices of the time such as universal lighting, direct audience contact, doubling of roles, cross-gender casting, musical interludes, and stage combat (sword play). Educational opportunities outside of the classroom will include a class performance at the American Shakespeare Center in December and watching performances at local universities.

Music Program (Upper School)

Stuart Hall offers two academic music courses offered every other year: Introduction to Music and AP Music Theory. These are available to all Upper School students with a prerequisite of Introduction to Music for AP Music Theory. Further music opportunities include Upper School Chorus, *Fermata the Blue* (Stuart Hall's auditioned vocal ensemble), Upper School Instrumental Ensemble, and Chamber Ensemble (auditioned instrumental ensemble). Upper School Chorus. Extra-curricular opportunities in music include District V chorus and band auditions and events, Senior Regional Orchestra auditions and events, All-State auditions, Divisional and National ACDA Honor Choirs, and events and competitions as appropriate.

The student who wants to focus on music both academically and in performing ensembles is best suited for a Music Emphasis diploma. Over a two-year cycle, students will complete Introduction to Music (prerequisite course for AP Music Theory) and AP Music Theory. Students complete a capstone project as their final requirement for the program. Capstones may take the form of a senior recital of thirty minutes in length with researched and detailed program notes, a significant music technology project, a music history experience, a composition portfolio or a combination of these. In addition to these academic courses, emphasis students are expected to perform in at least two ensembles each year for the entire year and District events or other competitions. Emphasis students hold leadership positions within their respective ensembles.

Introduction to Music

Introduction to Music is an entry-level course offered every other year or as needed. This is a prerequisite course for AP Music Theory. This course focuses on the fundamentals of music such as pitch and rhythm notation, triad and seventh chord construction, rhythm and meter, intervals, scale construction, analysis of scores through form and function, Roman Numeral Analysis, secondary chord functions and beginning composition. This course will also introduce aural skills such as sight-singing, ear training, and basic keyboard and guitar harmony. Students must practice these skills daily in order to gain mastery of the material. Students will attend and provide written critiques of a minimum of four music performances per year that are college- or professional-level as part of this course.

AP Music Theory

This is a course offered every other year in conjunction with Introduction to Music. Introduction to Music is a prerequisite for this course. The ultimate goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of this goal will be promoted by integrated approaches to the student's development of aural skills, sight singing, written skills, composition, and analysis. This course instills a mastery of pitch, intervals, scales and keys, chords, meter, and rhythm. This course develops the student's creative skills, such as melodic and harmonic dictation, composition of a bass line for a given melody, implying appropriate harmony, realization of a figured bass and/or Roman numeral progression, and analysis of repertoire including melody, rhythm, harmony, texture, and form. All students enrolled in AP Music Theory are required to take the AP exam.

Upper School Chorus (offered during Enrichment block for grades 7-12)

Open to students grades 7 through 12, this course provides extended technical training in the choral arts, as well as teaching and supporting applied understanding of music fundamentals. Additionally, students may audition for opportunities in our touring choir (destinations announced at the beginning of each year), the Select Chamber Choir, and Fermata the Blue (a cappella). Upper School Chorus explores the fundamentals of singing in a group through a wide range of literature and performance experiences. Focus will be on proper singing technique, including posture and breathing; following a conductor; development of a critical ear; identification of musical forms and textures of the literature learned in class; sight-reading and music literacy skills; diction; improvisation; and creative movement. Students have three to four major performances per year and several smaller performances both on and off campus. Students in this course are expected to audition for District Chorus and All-State Chorus as eligible. Students are expected to attend and provide a written critique of one music performance per year that is college- or professional-level as part of this course.

Upper School Orchestra

Upper School Orchestra explores the fundamentals of playing in an instrumental ensemble through a wide range of literature and performance experiences. This ensemble is open to all instrumentalists who play a band or orchestra instrument as well as guitar. Due to the varying levels of players in the ensemble, rehearsals will be both group-focused and also include sectional and individual practice times. Focus will be on the following playing techniques: music literacy and sight-reading skills; scale work; following a conductor; and the development of knowledge of the instruments being studied. Students have three to four major performances per year and several smaller performances both on and off campus. Students in this course are encouraged to audition for District Band, District Orchestra and All-State Band/Orchestra as eligible.

Introduction to Guitar

Students explore the fundamentals of playing in guitar through a wide range of literature and performance experiences. This ensemble is open to all students; no prior music experience is necessary. Students will study playing technique, music literacy, sight-reading skills, and scales, and will develop knowledge of the instruments. Students may use their own guitars or use a school instrument. Students are required to practice outside of class.

This class has a cap of 10 students.

Yearbook (Enrichment for grades 9-12)

This Enrichment course offers hands-on experience in writing features as well as fundamental design, lay-out, and photography to produce the Stuart Hall yearbook, *Inlook*. To become acquainted with the financial realities of

publishing, students will also run an advertising campaign. Students in Yearbook will receive a Pass/Fail grade for this Enrichment and it will appear on transcripts. This course earns a Fine Arts credit.

UPPER SCHOOL HONORS PROGRAM AND AP PROGRAM

Stuart Hall offers qualified students several options to receive Honors credit for individual courses, as well as the opportunity to pursue an Honors Diploma. The goal of the Honors Program at Stuart Hall is to provide a deep and broad education in the liberal arts and sciences and to develop three essential cognitive skills: critical thinking, oral and written communication, and independent investigation and research.

The Honors Program is designed to provide flexibility of choice and scheduling. Students may receive Honors credit by taking a College Preparatory course for Honors credit; by taking a separate Honors section when available; or by successfully completing an Advanced Placement (AP) course.

Stuart Hall School offers Advanced Placement courses developed by The College Board. AP courses are college-level courses that prepare students for the rigors of college work while the students are still in high school. These courses must adhere to strict standards set forth by The College Board, and The College Board must approve the syllabus from each AP course offered at Stuart Hall School. Stuart Hall School believes that the value of these courses lies not only in their advanced content but in their focus on application of knowledge. In AP courses, students develop strong analytical and critical thinking skills, learn to support arguments, and explore content in breadth and depth. An added benefit of taking an AP course is the AP exam offered at the end of the course. This standardized test offered by The College Board is the culminating summative activity of each course. Because the exam completes this learning experience and can mimic the summative exams given in college, students who enroll in an AP course at Stuart Hall School are required to take the AP exam for that course. Students may also challenge AP exams for courses they have not taken. Some colleges award college credits on the basis of AP scores.

To graduate “with Honors,” a student must successfully complete a total of ten courses for Honors, AP, or college credit with a minimum weighted Grade Point Average of 3.3.

Grades for Honors credit, AP, and dual-enrollment courses are weighted as follows:

Honors credit:	0.5
Advanced Placement:	1.0
College courses:	1.0
Dual-Enrollment courses:	1.0

GRADUATION REQUIREMENTS

The Upper School curriculum emphasizes thorough command of content and skills, and all courses stress the development of study and organizational skills, time management, and learning strategies. Writing and oral communication are important goals in all classes. Promotion from one level to the next is dependent upon demonstration of reasonable mastery at that level. Students who pass a course but demonstrate insufficient mastery for success in a more advanced course may be required to repeat the course. **Graduation requires a minimum of 22 credits, including courses taken at other schools and transferred to Stuart Hall.** International students, who are not required to take a world language, may graduate with a minimum of 20 credits. All students are expected to take at least six courses each semester, and therefore most graduates accrue more than the minimum required credits. Specific requirements differ slightly for international students

COLLEGE PREPARATORY PROGRAM MINIMUM GRADUATION REQUIREMENTS

English	4 credits
History <i>History classes should include one credit each in World History, US History, and Government</i>	4 credits
Philosophy	.5 credit
Religion	.5 credit
Math	4 credits (1 class beyond Algebra II)
Science	3 credits
World Language <i>Languages must be through level III or be two years of two languages. Students are strongly advised to complete a fourth level of French or Spanish.</i>	3 credits
PE and Health <i>One credit can be earned by taking one semester of health and one semester of PE.</i>	1 credits
Fine Arts	1 credit

NOTE: Seniors must pass all of their required courses. Students entering mid-year may be requested to take placement exams and, depending on results and teacher recommendations, will be placed at their appropriate skill and developmental level, regardless of previously earned credits.

INTERNATIONAL STUDENT PROGRAM MINIMUM GRADUATION REQUIREMENTS

English	4 credits
History <i>History classes should include one credit each in World History, US History, and Government.</i>	4 credits
Philosophy	.5 credit
Religion	.5 credit
Math	4 credits (1 class beyond Algebra II)
Science	3 credits
PE and Health <i>One credit can be earned by taking one semester of health and one semester of PE.</i>	1 credit
Fine Arts	1 credit
Elective	1 credit

