



Upper School Course Offerings

Academic Year 2020-21

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MISSION AND GUIDING PRINCIPLES

Our mission is to provide a balanced and challenging education that ignites in our students a passion for discovery and learning, prepares them to succeed in college, and inspires them to lead lives of integrity, purpose, and responsible global citizenship.

In pursuing our mission, we are guided by these principles:

- The diversity of a school is essential to the quality of education that it provides.
- In a small school, students are better able to form close relationships with teachers that will give them a stronger sense of belonging, self-confidence, and responsibility.
- There is an art in masterful teaching, which requires resources, mentorship, and recognition.
- A well-balanced curriculum empowers students:
 - To think ethically, critically, and creatively about global issues and their local manifestations;
 - To see connections among the humanities, sciences, and mathematics as integrative disciplines in the search for knowledge, meaning, and beauty;
 - To build coherent, compelling, and innovative arguments;
 - To establish their voice in the world by writing and speaking well and expressing themselves creatively;
 - To work independently and collaboratively.
- Activities outside of the classroom (such as acting in a play, competing on a team, or working on a sustainability project) give students essential opportunities to develop as leaders, volunteers, and contributors to the life and spirit of the greater community.
- A school must create a safe and healthy environment where students have time and space for reflection, freedom to make important decisions, and opportunities to learn from mistakes.
- The harmony of a school community depends on a shared commitment to honesty, compassion, and fair play.

OVERVIEW

Giving equal emphasis to the sciences and humanities, Thaden School's graduation requirements are designed to ensure that students build a strong and balanced foundation across all major disciplines. While our curriculum respects the boundaries of the core academic disciplines so that students understand how scientists, artists, mathematicians, historians, and others create knowledge and understand the world, the course of study within a given discipline will often intersect with other disciplines in ways that help students discover larger patterns and explore broad topics and questions from multiple angles.

Our commitment to interdisciplinary problem solving also finds rich expression within the context of our three signature programs — Meals, Reels, and Wheels — where students combine multiple fields of study and engage with community partners in ways that foster a strong sense of civic responsibility. Intensives and other forms of independent study as well as Community-Based Learning (CBL) courses provide further opportunities for students to form and investigate their own questions from many perspectives.

While our curriculum committee and academic leadership oversee the development of our academic program to ensure consistency and coherence, we leverage the special interests and expertise of our nationally recruited faculty by giving them considerable discretion in the design of their courses. Our faculty use a wide range of pedagogical methods – from seminar-style discussions to community-engaged projects – that collectively enhance students' versatility as problem solvers who can work independently and collaboratively in a rapidly changing world.

By virtue of our indexed tuition program and small class sizes, we also offer a classroom experience in which students of many interests, aspirations, and backgrounds share and explore different points of view under the guidance of nurturing, even-handed educators. As our students discover their common ground and learn from their differences, they grow better prepared for life and citizenship in a nation founded upon a shared commitment to the value of civil debate and diversity of thought.

Our approach to the assessment of academic work is designed to foster a “growth mindset” and resilience in the face of challenge. In particular, our standards-based grading practices illuminate the path to self-improvement by helping students focus on the skills and habits essential to their success at Thaden and beyond. Given our small class sizes, we also expect faculty to provide their students with detailed written feedback and personal encouragement that will build their self-confidence and ignite a lifelong passion for learning and discovery.

GRADUATION REQUIREMENTS

Thaden School's graduation requirements are designed to ensure that all students build a strong and balanced foundation across all major disciplines, while giving them the freedom to explore and develop specific interests as they advance in their course of study.

Program	Credits	Notes
English	4	The required sequence in Grades 9-12 (English I, II, III, IV) fulfills this four-credit requirement.
Mathematics and Computer Science	4	The required sequence in Grades 9-11 (Algebra I-II and Geometry) fulfills three credits of this four-credit requirement. Courses taken in Middle School may also count for up to one credit with approval of the Upper School Director.
History and Social Sciences	3	The required sequence in Grades 9-11 (Modern World History, Government and Economics, U.S. History) fulfills this three-credit requirement.
Science	3	The required sequence in Grades 9-11 (Biology, Chemistry, and Physics) fulfills this three-credit requirement. Each of the courses in this sequence includes a laboratory component.
World Languages and Cultures	3	Students must study the same language for at least two consecutive years in the Upper School. Foreign language study in Middle School may count for up to one credit with approval of the Upper School Director.
Signature Programs	2	All students new to Thaden School must take a required introductory course before taking elective courses in the Signature Programs.
Visual and Performing Arts	2	Students may choose elective courses in three areas: music, theater, and visual art. Courses in dance will be offered in future years.
Wellness and Physical Education	2	The Wellness requirement is fulfilled by taking a one-trimester course during Grades 9 and 11. The Physical Education requirement is fulfilled by taking four one-trimester courses (one each year) or by participating on a Thaden athletics team.
Additional Courses	3	This requirement may be fulfilled by taking elective courses in any field of study at Thaden School.
Total	26	To fulfill the total graduation requirement of 26 credits, students must carry a course load averaging 6.5 courses per trimester. Students may take no less than six courses and no more than seven courses during any one trimester.
<p>+ While fulfilling these requirements, students must also take at least three one-trimester courses that carry the Community-Based Learning (CBL) designation.</p> <p>+ In most cases, one credit equals three trimesters of study. The number of credits required represent the minimum that a student must earn to fulfill that requirement. Thaden School's graduation requirements exceed Arkansas state standards.</p>		

ACADEMIC POLICIES

Course Selection

Thaden students begin the course selection process by referring to the *2020-21 Upper School Course Offerings* and setting their long-range academic goals as well as their specific selections for the upcoming year. During this planning phase, students are encouraged to consult with their parents, advisor, college counselor, teachers, grade-level team leader, the Director of Studies, and the Director of Upper School.

When students have identified their desired course of study for the upcoming academic year, they should complete the Course Selection Form, obtain the signatures of their parent/guardian and advisor, and submit the completed form to their advisor.

Advanced Coursework

At many schools, especially those serving students with a broad range of academic trajectories and needs, courses that are specifically designed to prepare students for college often carry the Advanced Placement (AP) designation in order to signal their academic rigor. Thaden has not adopted an AP curriculum because our required course of study, consistent with our mission, is designed to prepare students for success at even the most academically challenging colleges and universities. Many of our courses have distinctive features that set them apart as especially challenging and comparable to college level work. These more advanced course offerings are denoted on the Thaden transcript with an asterisk (*).

Senior Thesis

In the first few weeks of the Grade 12 year, a student may submit a proposal for a senior thesis project. Senior theses are an opportunity to pursue original research, in partnership with faculty mentors. Students may develop their projects from ideas sparked by past courses or pursue topics of long-standing personal interest.

Course Add/Drop Policies

Thaden School conducts its course registration process prior to scheduling course meeting times for the following academic year with the goal of accommodating students' preferences to the fullest extent possible. Once the schedule has been constructed, changes may be difficult or even impossible, and students may be precluded from altering their schedule due to conflicts, class sizes, or other factors. The policies and procedures for adding and dropping courses are set forth below.

Adding Courses

Upper School students who are enrolled in less than seven courses may request to add additional courses within the first two weeks of the year for year-long courses and the first week of the trimester for one-trimester courses.

To initiate the process for adding a course, students should complete the Course Add Form (available on the Portal and in the Main Office) by indicating the course they wish to add and

obtaining the signed approval of their advisor, parent or guardian, and the relevant course instructor. Course Add forms should then be submitted to the Director of Studies. The Director of Upper School and Director of Studies will make the final decision.

Students who add courses will be responsible for making up all work assigned prior to their enrollment.

Dropping Courses

Upper School students must enroll in a minimum of six courses per trimester. Dropping a course is only allowed in cases where a student discovers that their overall course load is too heavy or there is a clear, documented reason why the course is not a good fit for the student. Thaden School does not allow students to change or drop courses to accommodate preference for a teacher, time of day, or sports and other outside activities.

To initiate the process for dropping a course, students should complete the Course Drop Form (available on the Portal and in the Main Office) by indicating the relevant course and obtaining the signed approval of their advisor, parent or guardian, and the course instructor. Course Drop forms should then be submitted to the Director of Studies, who will schedule a meeting with the student, his or her advisor, and, when applicable, the relevant instructor to discuss the reasons for wanting to drop the course. The Director of Upper School and Director of Studies will make the final decision.

A student who drops a course receives no credit for that course, and the course does not appear on the student's transcript.

Grading and Assessment

Thaden School releases progress reports at the middle and end of each trimester. Upper School students receive ratings on their progress in meeting specific learning goals for each course as well as letter grades. In addition, students receive narrative comments from their teachers twice a year and a personal letter at the end of the year, written by their advisor or another member of the faculty, that reflects on their growth over the course of the entire year.

The specific learning goals are divided into two categories:

Skills

- Factual Knowledge: accurately recalls and uses factual information and vocabulary
- Conceptual Understanding: grasps fundamental ideas, constructs, frameworks, and theories
- Procedural Technique: understands and follows disciplinary methods and processes
- Critical Thinking: effectively analyzes complex problems using factual knowledge, conceptual understandings, and procedural techniques
- Communication: clearly and/or persuasively articulates ideas and arguments with appreciation for the audience and context
- Creativity and Originality: generates and advances novel ideas, products, or points of view

Habits

- Preparation: brings relevant materials to class and effectively manages time
- Initiative and Perseverance: actively engages in the learning process and demonstrates an eagerness to improve
- Collaboration: works well in diverse groups to achieve a common goal

While students may cultivate many, if not most, of these Skills and Habits in each of their courses, progress reports identify and rate only the goals that a teacher deems most important in the context of a given course. A student's progress with respect to each goal is rated numerically on a 4-point scale, indicating the degree to which the student has progressed in meeting grade-level expectations: (1) Beginning; (2) Approaching; (3) Meeting; (4) Exceeding. The absence of a rating next to a certain Skill or Habit indicates that not enough information or data has yet been collected to provide meaningful feedback.

SUMMARY OF COURSE OFFERINGS

ENGLISH				
Program	Grade 9	Grade 10	Grade 11	Grade 12
English	English I	English II	English III-A Money and Power	English IV-A Comedy
			English III-B Freedom and Community	English IV-B Tragedy
			Literary Depictions of Africa* <i>Moby-Dick</i> *	
MATHEMATICS AND COMPUTER SCIENCE				
Program	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Algebra I			
	Geometry Algebra II			
		Pre-Calculus		
			Calculus I Statistics Introduction to Logic The Math behind the Music	
				Calculus II*
Computer Science	Introduction to Computer Science Programming I			
		Programming II*		
HISTORY AND SOCIAL SCIENCES				
Program	Grade 9	Grade 10	Grade 11	Grade 12
History	Modern World History		United States History	
			History of Film (R) Introduction to Art History Local History (CBL)*	
Social Sciences	Design Thinking for Social Issues (CBL)	United States Government and Economics	Comparative Democratic Institutions* Psychology	
		The 2020 Elections (CBL)		
SCIENCE				
Program	Grade 9	Grade 10	Grade 11	Grade 12
Science	Inquiries in Biological and Environmental Sciences	Inquiries in Chemical and Physical Sciences	Physics	
			Anatomy and Physiology Inquiries in Bio. and Env. Sciences II* Inq. in Chem. and Phys. Sci. II* Environmental Engineering	

WORLD LANGUAGES AND CULTURES				
Program	Grade 9	Grade 10	Grade 11	Grade 12
World Languages	Latin I-III Mandarin I-III Spanish I-III			
		Latin IV* Mandarin IV* Spanish IV*		
World Cultures	The Culinary and Cultural Roots of Western Civilization (M)			
		Greek and Roman Myths		
SIGNATURE PROGRAMS				
Program	Grade 9	Grade 10	Grade 11	Grade 12
General	Introduction to Signature Programs			
Meals	Cooking Methods Ready, Set, Grow! Seed to Plate			
		Around the World: Cuisine by Continent		
Reels	Short Form Video Production			
		Creative Competition Northwest Arkansas Profiles (CBL)		
Wheels	Riding and Wrenching Cycle Mechanics and Design			
		Build It and They Will Come (CBL)		
VISUAL AND PERFORMING ARTS				
Program	Grade 9	Grade 10	Grade 11	Grade 12
Music	Chor. Ensemble I Instr. Ensemble I	Choral Ensemble II Instrumental Ensemble II Introduction to Harmony and Musicianship Performance with Purpose (CBL)		
		Theater Arts I		
Theater		Theater Arts II Performance Workshop Acting Studio		
	Visual Art I			
Visual Arts		Photography Visual Art II: Two-Dimensional Art Visual Art II: Three-Dimensional Art		
	PHYSICAL EDUCATION AND WELLNESS			
Program	Grade 9	Grade 10	Grade 11	Grade 12
Physical Education	Climbing Cycling Weightlifting Thaden Sport			
Wellness	Wellness I		Wellness II	

ENGLISH

Required Courses

English I and II

These year-long courses introduce students to the study of literature as an academic discipline that strengthens their powers of perception, reasoning, empathy, and more. As students encounter texts in many forms and from many periods and places, they examine archetypes and patterns, thematic and otherwise, that reveal our common humanity and the role of storytelling as a response to the human condition. Most of the writing assignments focus on forming arguments and using literary evidence to support them, but students are given opportunities to write in many other modes (journalistic, autobiographical, expository) in order to strengthen their skills and versatility as writers and critical thinkers. Lessons in grammar and mechanics complement the course of study as needed. Considerable attention is also given to the advancement of students' oral presentation skills and their ability to listen actively and contribute to seminar-style discussions, one of the hallmarks of a Thaden education.

Required in Grade 9 (English I) and Grade 10 (English II)

1 Credit each

Prerequisites: None

English III-A: Money and Power

English III-B: Freedom and Community

While continuing to advance students' skills as close readers and critical writers, this year-long course prepares them for college-level work in the discipline by introducing them to more complex methods and frameworks for the study of literature. For example, they might complement the study of Shakespeare's *Macbeth* (1606) or Mary Shelley's *Frankenstein* (1818) with feminist readings on the psychological dimensions of childbirth. Or they might sample essays on law and critical race theory that could illuminate their approach to works such as Richard Wright's *Native Son* (1940) or Harper Lee's *To Kill a Mockingbird* (1960). Students are also given ample time to generate personal essays that might be suitable for development over the summer as they prepare for the college application process.

In the coming year, students may elect one of two versions of this required course based on their interests. The first takes money and power as its central (but not exclusive) topic, examining literary representations of wealth and how they shape power dynamics among characters. Questions of class, gender, and race are likely to figure prominently in this version of the course. The second takes freedom and community as its central (but, again, not exclusive) topic, examining the fundamental tension between the primal need for belonging and the yearning for individual freedom and self-mastery. Questions regarding regional, social, political, religious, and other forms of identity (and rebellion) are likely to figure prominently in this version of the course.

Required for Grade 11

1 Credit

Prerequisites: None

English IV-A: Tragedy

This year-long senior English course is the study of the tragic tradition in literature. The course studies the evolution of tragedy, considering famous tragic works such as Sophocles' *Oedipus Rex*, Shakespeare's *Hamlet*, Thomas Hardy's *Tess of the d'Urbervilles*, Richard Wright's *Native Son*, and Kamila Shamsie's *Home Fire*. As they study these works, students continue to hone their analytical reading and writing skills in preparation for college. They also explore tragedy's role in the human experience. Ancient Greek tragedian Aristotle once defined tragedy as "an imitation of life." This course probes that idea, asking questions such as these: What is tragedy and what is its artistic purpose? To what extent does tragedy shape society? How has it changed over time? And, perhaps most importantly, if life is full of pain, why do we need to experience it in art?

Required for Grade 12 (students must enroll in English IV-A or B)

1 Credit

Prerequisites: None

English IV-B: Comedy

This year-long senior English course is the study of the comic tradition in literature. The course studies the evolution of comedy, considering famous comedic works such as Geoffrey Chaucer's *Canterbury Tales*, Jane Austen's *Pride and Prejudice*, Kurt Vonnegut's *Slaughterhouse 5*, and Paul Beatty's *The Sellout*. As they study these works, students continue to hone their analytical reading and writing skills in preparation for college. They also explore comedy's role in society. Erma Bombeck, a 20th century American humorist, once said, "When comedy goes, there goes civilization." This course – ironically enough – takes that quote seriously by asking questions such as these: What's funny? Why do we laugh? To what extent does comedy shape and critique society? How has comedy changed over time? What can it do that tragedy can't? And, perhaps most importantly, why do we need it?

Required for Grade 12 (students must enroll in English IV-A or B)

1 Credit

Prerequisites: None

Elective Courses

Literary Depictions of Africa*

This trimester-long course is an in-depth study of two short novels set in Africa. Joseph Conrad's *The Heart of Darkness* is a tale of imperialism written by a white European. The novel, while frequently cited as one of the greatest English novels ever written, is also highly controversial, with Nigerian novelist Chinua Achebe claiming that Conrad uses Africa as nothing more than a prop. Achebe wrote his own acclaimed novel, *Things Fall Apart*, as a response to Conrad's work. This course reads both novels, analyzing them on their own as works of literature but also putting them in conversation with one another. In doing so, the course raises key questions. How do place and perspective affect literary impact? Should authors write about cultures other than their own?

Open to Grades 11-12

1/3 Credit

Prerequisites: None

Moby-Dick*

The writer Nathaniel Philbrick declared that Herman Melville's masterwork contains "nothing less than the genetic code of America." In this course, students devote a full trimester to understanding and complicating Philbrick's claim. A thorough reading of *Moby-Dick* is supplemented with critical commentary such as Charles Olson's *Call Me Ishmael* and Toni Morrison's *Playing in the Dark: Whiteness and the Literary Imagination*, as well as historical studies such as Philbrick's *In the Heart of the Sea: The Tragedy of the Whaleship Essex*. Students explore topics as diverse as democracy, anthropocentrism, leadership, environmentalism, ethics, metaphysics, and more. And, as always, they examine how these topics manifest in the world today.

Open to Grades 11-12

1/3 Credit

Prerequisites: None

MATHEMATICS AND COMPUTER SCIENCE

Required Courses

Algebra I

This year-long course emphasizes problem-solving and critical thinking while introducing students to the basic structure of algebra. With a focus on data analysis and visual representation, the course explores the real-life implications and key properties of functions and their corresponding graphs. Using data sets collected from our campus and school community as well as big data sets from sources such as the United States Census Bureau, students analyze what data reveal about the past and present. This analytical work is empowered by strategic use of algebraic tools, technology, and regular check-ups on mathematical skillsets. Through discussion, partner work, and written work, students develop their mathematical voice.

Required in Math Sequence (Grade 8, 9, or 10)

1 Credit

Prerequisites: None

Geometry

This year-long course focuses on the development of geometrical vocabulary, problem solving skills, mathematical communication, and logical proof. Students develop these skills with a variety of physical and digital tools that allow them to apply their knowledge constructively and creatively. Students also learn to work individually and collaboratively to solve problems, convey their thought processes, and communicate their results – verbally and in writing. Activities and assignments in this course push students to recognize the wide spectrum of mathematical questions, from the abstract to the applied.

Required in Math Sequence (Grade 8, 9, 10, or 11)

1 Credit

Prerequisites: Algebra I

Algebra II

This year-long course takes students into a variety of function families and enables them to integrate algebraic symbols and equations with tabular, graphical, and algorithmic representations. Students begin the year by spiraling back to linear and quadratic functions. With these core skills, students then survey other major function families (*e.g.*, radical, rational, exponential, logarithmic, and trigonometric) and enhance their algebraic toolkit with additional models to represent real-world phenomena. The course prepares students for college entrance exams, more advanced courses in mathematics, and other math-intensive STEM courses (*e.g.*, physics and computer science).

Required in Math Sequence (Grade 9, 10, or 11)

1 Credit

Prerequisites: Algebra I

Elective Courses – Mathematics

Precalculus

This year-long course makes complex mathematical concepts accessible for algebraic, graphical, and numerical analyses. Through the study of a wide variety of functions, including trigonometric functions, students discover the similarities and differences among a variety of predictive models. In preparation for future calculus and advanced mathematics courses, students devote considerable practice to simplifying complicated expressions, equations, and functions. Through a variety of group and individual exercises, they develop their ability to employ algebraic skills strategically, gather information from graphs and tables, and present and articulate their findings and rationale with confidence.

Open to Grades 10-12

1 Credit

Prerequisites: Algebra II and Geometry

Calculus I

This year-long course in differential and integral calculus arms students with the mathematical tools to explore the nature of continuous change. The course begins with advanced precalculus topics before undertaking in-depth investigations of calculus topics, including derivatives, antiderivatives, and their applications. This overview prepares students for college level calculus by giving them ample opportunities to develop their algebraic technical skills, refine their problem-solving strategies, and utilize technology as a powerful resource in the study of mathematics.

Open to Grades 11-12

1 Credit

Prerequisites: Precalculus

Calculus II*

This year-long course is a continuation of Calculus I. Building upon the fundamental techniques of calculus, students explore additional methods of integration: L'Hôpital's rule, integration by parts, trigonometric substitution, partial fractions, and improper integrals. Additional applications include arc length, area for solids of revolution, and centers of mass. Students are introduced to techniques for analyzing infinite series and drawing conclusions about their behavior, and they also investigate parametric equations and coordinate transformation, with an emphasis on the transition between Cartesian and polar coordinates. The course concludes with a study of vector-valued functions and the geometry of space.

Open to Grade 12

1 Credit

Prerequisites: Calculus

Statistics

This year-long course teaches students how to collect, represent, and interpret data. Students develop the skills of exploratory data analysis in real-world contexts, learn to implement statistical best practices in experimental design, examine the concepts of probability that inform statistical inference, and explore the methodology of making data-based factual claims. Students engage with the mathematical underpinnings of statistical methods and think critically about the philosophical and societal implications of data-driven decision making in the modern world.

Open to Grades 11-12

1 Credit

Prerequisites: Algebra II

Introduction to Logic

This one-trimester course introduces students to the tools of modern logic. Using principles advanced by disciplines such as history, philosophy, and mathematics, students learn to symbolize, classify, and evaluate the validity of arguments. Students also gain an appreciation for the complexity of language while exploring the structure(s) of logical argumentation and developing the critical thinking skills necessary to support claims with sound reasoning.

Open to Grades 11-12

1/3 Credit

Prerequisites: None

The Math behind the Music

In this one-trimester course, students investigate the interconnections of mathematics and music through an exploration of various elements of music such as pitch, rhythm, melody, and form. Through these ideas, students gain an appreciation for the often-overlooked elements of each field: the creative potential of mathematics and the underlying structure of music.

Open to Students in Grades 11-12

1/3 Credit

Prerequisites: Geometry

Elective Courses – Computer Science

Introduction to Computer Science

This year-long introductory course provides students with an accessible point of entry into the field of computer science and a broad survey of the tools and skills involved in programming and problem-solving with computers. Structured around three major domains: (i) web development (HTML, CSS, and Javascript); (ii) block-based coding (Scratch); and (iii) text-based coding (Python), students dive progressively deeper into these topics as they encounter them each trimester and design small projects to showcase their learning. Along the way, they also improve other skills (e.g., typing, self-reflection) and encounter other topics (e.g., hardware, file systems) essential to success in computer science. While this course does not require prior knowledge of any programming

language, it is also appropriate for learners with more experience. Because of its project-based approach, students are free to challenge themselves as fits their skill level and so customize their own learning. Students who complete this course are well prepared with the understanding and skills requisite for the more rigorous study of Python in Programming I.

Open to Grades 9-12

1 Credit

Prerequisites: None

Programming I

This year-long course provides a practical introduction to programming in the Python language. Students explore not only theoretical issues (*e.g.*, algorithms and object-oriented and functional approaches to programming) but also practical ones (*e.g.*, data types, control structures, and syntax). While gaining facility with the basic building blocks of the Python language, students work on increasingly complex and realistic programming puzzles and projects. At the same time, they pursue programming tasks of their own design, customizing their learning experiences according to their own goals and interests. Overall, the course enables students to engineer and execute simple programming tasks unassisted and to succeed in a college programming course in Python or any other programming language. While the course does not require prior knowledge of any programming language or mastery of mathematics beyond pre-algebra, students with less experience in these fields should bring a genuine desire to deepen and enhance their mathematical and computational skills.

Open to Grades 10-12; Grade 9 with permission of instructor

1 Credit

Prerequisites: Introduction to Computer Science or permission of the instructor

Programming II*

Building on the foundational Python skills acquired in Programming I, this intermediate year-long course in programming equips students with the basic experience necessary for designing, implementing, and maintaining larger coding projects. As students gain familiarity with new modules and acquire new coding skills by exploring a range of intermediate programming topics (*e.g.*, GUI-development, natural language processing, machine learning, data analysis) as a class, they also work individually on independent projects that require careful planning and sustained development and that invite creative problem-solving and self-reflection. Students work closely with the instructor to identify, design, and execute projects they find interesting and meaningful, and they are expected to study other technologies (*e.g.*, web development, databases, XML, etc.) as fits their projects' needs. After completing this course, students are well-equipped for more independent study of programming at Thaden and for coursework in computer science at the college level.

Open to Grades 10-12

1 Credit

Prerequisites: Programming I

HISTORY AND SOCIAL SCIENCES

Required Courses

Modern World History, 1500-present

This year-long course introduces students to major periods, events, and concepts that shaped world history from around 1500 to the present, with an emphasis on the 19th and 20th centuries. Its learning goals prioritize equipping students with the fundamental skills of historical investigation: shaping good questions, reading primary and secondary sources, and communicating analyses and interpretations orally and in writing. Students engage both individually and collaboratively with selected primary, secondary, and non-textual sources to investigate the histories of various world regions in the modern era. Beginning with units on the Ottoman Empire and the global conflicts of the twentieth century, then shifting focus to themes of revolution and independence in multiple global contexts (including Africa, Asia, and the Americas), students practice their conceptual understanding, critical thinking, and communication skills through a variety of written assessments, reflective paragraphs, and class discussions. By engaging with the past globally, critically, and ethically, students gain an appreciation for history as shaped by the voices that tell it.

Required for Grade 9

1 Credit

Prerequisites: None

Design Thinking for Social Issues

This one-trimester course introduces students in Grade 9 to the five stages of design thinking, a methodology for creative problem solving: empathize, define (the problem), ideate, prototype, and test. Working with community partners, students apply the design thinking methodology to one of three social issues: environmental conservation, homelessness, or food insecurity. By providing students with the knowledge and skills necessary to develop an empathic understanding of issues in their home region, this course prepares students to engage in strategic action in future community-based projects in their upper school courses.

Required for Grade 9

1/3 Credit; CBL

Prerequisites: None

United States Government and Economics A: Domestic Case Studies

United States Government and Economics B: International Case Studies

This year-long course introduces students to foundational economic and governmental concepts. Using a series of case studies, students explore the relationships between the United States' political and economic institutions and consider the proper role of government in a democracy, particularly as relates to the extent and nature of government involvement in the economy. This writing-intensive course requires students to develop and communicate their positions on complex and, at times, controversial topics by synthesizing and presenting evidence. The course also gives students

opportunities to develop civic skills by applying their knowledge to real world issues, both on and off campus.

In the coming year, students may elect one of two versions of this required course based on their interests. The first uses domestic case studies, such as the United States electoral and criminal justice systems, as the central means through which to introduce students to core course concepts. The second takes international case studies, such as immigration and international trade, as its central focus.

Required for Grade 10

1 Credit

Prerequisites: None

United States History

In this year-long course, students investigate key themes and pivotal events in the history of the United States from the 16th to the 21st century. Readings include classic works of American political life, contemporary social and cultural critiques, and foundational primary and secondary historical sources. While developing the research methods and writing skills needed to produce substantial works of historical analysis, students are challenged to think critically and creatively about what it means to be an American citizen, whose voices may be misrepresented or missing, and how the complexities of the past continue to shape the course of events and the construction of historical accounts.

Required for Grade 11

1 Credit

Prerequisites: None

Elective Courses

Comparative Democratic Institutions*

In this one-trimester course, students develop tools for understanding and examining the key methods, principles, and theories of democracy through the lens of comparative democratic institutions. They examine electoral systems, legislatures and representation, executive powers, the media, and international governmental institutions from a diverse selection of countries in both established and new democracies such as the United Kingdom, United States, Argentina, and South Africa. The course culminates with a research paper that asks students to comparatively analyze two countries.

Open to grades 11-12

1/3 Credit

Prerequisites: Modern World History, 1500-present, United States Government and Economics

History of Film

This one-trimester course invites students to consider the past, present, and future of motion pictures. Students view and analyze the evolution of motion picture genres such as avant-garde and

westerns, and they consider the varieties of approaches adopted by filmmakers from 1893 to the present day. As students analyze noteworthy films, they consider how the many genres of the motion picture influence our lives today.

Open to Grades 11-12
1/3 Credit History or 1/3 Credit Reels
Prerequisites: None

Introduction to Art History: Sacred Space, Sacred Objects, Sacred Stories

This year-long course introduces students to the discipline of art history through an exploration of the role of art and material culture in a variety of world religions. Students examine sacred space, investigate the importance of sacred objects, and consider the role of art in preserving and telling sacred stories. The course's thematic approach allows students to develop a broad understanding of visual and material culture from multiple historical eras while working comparatively on a global geographic and cultural scale. Visits to local resources and landmarks such as the Museum of Native American History (Bentonville), St. Nicholas Eastern Orthodox Church (Springdale), and Thorncrown Chapel (Eureka Springs) encourage students to consider how global trends express themselves on a local level and emphasize viewing works in person. Over the course of the year, students develop the skills of visual analysis and devote significant time to an independent research project. Daily, students look closely at images and objects, think critically about what they see and read, and communicate their thoughts both orally and in writing.

Open to Grades 11-12
1 credit
Prerequisites: None

Local History*

In this year-long course, students explore the history of the Northwest Arkansas region. They examine primary sources to understand how the geography of the Ozarks impacted its culture and the construction of Ozark identities, and they research local folkways, archives, and oral histories to form coherent historical arguments about the region. Students also investigate the history of Wal-Mart, from its origins as a local five and dime to the global corporation it is today. They explore the evolution of Wal-Mart's corporate culture, globalization and its local manifestations, and how digitization is impacting the historical record. Finally, students use Thaden School's beginnings to practice the skills of historians and create a history of Thaden. Their work includes conducting and transcribing oral history interviews and archiving founding documents. To fulfill their Community-Based Learning requirement, students create a culminating project that shares Thaden's history with the public.

Open to Grades 11-12
1 Credit; CBL
Prerequisites: United States History

Psychology

Psychology is the systematic study of human behavior and thought. This year-long course introduces students to the fundamental principles, goals, and methods of psychological inquiry in several fields such as cognitive, social, and behavioral psychology. The course also explores connections to biology, chemistry, statistics, and humanities so that students understand the interdisciplinary nature of psychology. Students work independently and collaboratively as they examine psychological theories, evaluate research studies, conduct experiments, classify behavior, and assess personality traits. Considerable attention is given to the importance of experimental design and methodological consistency as well as the application of psychological research in other domains such as advertising, politics, and industrial management.

Open to Grades 11-12

1 Credit

Prerequisites: None

The 2020 Elections

What issues will decide the 2020 elections? In this one-trimester course, students study the elections in real time while contemplating local politics and a nationalized media, electoral college math, the role of fundraising in modern politics, and the impact of social media on the political landscape. The course takes a hands-on approach and encourages student participation in the democratic process. Class activities include a voter registration drive, debate watching, hosting candidate forums, interviewing local election officials, and organizing a mock election for the school.

Open to Grades 10-12

1/3 Credit; CBL

Prerequisites: None

SCIENCE

Required Courses

Inquiries in Biological and Environmental Sciences

This year-long course explores interactions in the natural world – from the molecular processes behind cell division to the genetics of endangered species. Building on previous coursework, students learn how living organisms develop, adapt, and interact with their environment, while lessons in agrobiology and bionomics advance their learning in the Meals Program. Through activities and laboratory time, students develop their critical thinking, communication (both written and oral), laboratory, and research skills. Whenever possible, they venture outdoors to explore the rich natural environment in Northwest Arkansas, and class discussions create ample opportunities to tackle questions about bioethics in the rapidly changing world of modern medicine.

Required for Grade 9

1 Credit

Prerequisites: None

Inquiries in Chemical and Physical Sciences

In this year-long laboratory course, students investigate the composition of matter and the physical and chemical changes it undergoes. They study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. This course focuses on quantitative measurement, dimensional units, and experimental variability. Students use a range of tools for tabulation, graphical representation, visualization, and statistical analysis. In addition, they continue to hone their ability to ask scientific questions, design relevant experiments, develop models, engage in argument, and determine possible solutions using empirical evidence. The ability to read, interpret, and produce scientific and technical text are fundamental foci of this course, as is the ability to communicate clearly and persuasively.

Required for Grade 10

1 Credit

Prerequisites: None

Physics

This year-long course is an introduction to topics in physics, with an emphasis on conceptual understanding, experimental design, and problem-solving approaches. Students explore topics in mechanics, thermodynamics, sound, light, electricity, magnetism, and optics. This course focuses on asking fundamental questions about matter and energy and answering them through observation, experimentation, and modeling. Classes are highly interactive and designed to encourage participation, collaboration, and creative thinking.

Required for Grade 11

1 Credit

Prerequisites: None

Elective Courses

Anatomy and Physiology

This year-long course teaches students about how the parts of an animal's body are arranged (anatomy) and interact physically and chemically with one another to perform the daily functions required for that animal's survival (physiology). This lab-based course utilizes techniques including but not limited to micro- and macro-dissection, microscopy, and measuring vital signs using various medical instruments. Students use case studies to investigate how these concepts and techniques are connected to and applied in real medical situations.

Open to Grades 11-12

1 Credit

Prerequisites: Biology and Chemistry

Inquiries in Biological and Environmental Sciences II*

This year-long course provides students with the conceptual frameworks, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. As students deepen their understanding of the concepts learned in Inquiries in Biological and Environmental Sciences, they delve more fully into concepts such as cellular biology, microbiology, and ecology, and they explore how these concepts apply to special topics like neuroscience, infectious diseases, forensic biology, and more.

Open to Grades 11-12

1 Credit

Prerequisites: Biology, Chemistry

Inquiries in Chemical and Physical Sciences II*

For centuries humans have asked questions about the world around them. These questions first led to guesses, then experimentation, and finally to a deeper understanding of the rules and principles that govern everything around us. From astronomy to biochemistry to quantum mechanics students in this year-long course explore the interconnected concepts and foundational experiments that underpin our understanding of nature. In this setting their analytical, experimental, and problem-solving skills are honed for the years of exploration and discovery ahead of them.

Open to Grades 12

1 Credit

Prerequisites: Chemistry, Physics

Environmental Engineering

These one-trimester courses, which may be taken individually or as a series, introduce students to principles and methods of environmental engineering through campus projects in two areas. Significant research is done with community partners who also explore similar topics.

- Water: Students explore concepts such as chemical water pollution, water cycles, hydrology, and stream ecology to understand and evaluate local and global water sustainability controversies.
- Energy: Students study how humans and nature transform and use energy, and they consider the implications of these uses for sustainability efforts.

Open to Grades 11-12

1/3 Credit per Trimester

Prerequisites: Physics (may be taken concurrently)

WORLD LANGUAGES AND CULTURES

Required Courses

Students in the Upper School must study within the same world language of their choice (Latin, Mandarin, or Spanish) for at least two years.

Latin I, II, III and IV*

This sequence of four year-long courses in Latin enables students new to the language to achieve a degree of mastery sufficient to read and understand a variety of Latin texts that span more than 2,000 years. Using Hans Ørberg's *Lingua Latina per se Illustrata*, and podcasts, videos, and conversations with Latin speakers, students gradually build confidence and find their voice through repeated use of the language in and outside of class. Along the way, students explore Greco-Roman mythology and Roman history and culture, and they celebrate certain festivals to demonstrate the continuity of tradition from antiquity to the 21st century. Students also participate in nationally recognized exams sponsored by the American Classical League (*i.e.*, the National Mythology Exam and the National Latin Exam) and may take trips to manuscript collections, foreign language competitions, and local universities to engage in relevant events. With the completion of Latin IV, students will have mastered approximately 2,000 of the most common words in the Latin language.

Open to Grades 9-12

Up to 4 Credits (one for each year)

Prerequisites: None for Latin I

Mandarin I, II, III, and IV*

This sequence of four year-long courses in Mandarin enables students new to the language to achieve a degree of mastery sufficient for meaningful engagement with the cultures of the Chinese speaking world. Pronunciation of the four tones is emphasized through a variety of speaking and listening exercises that strengthen students' command of the Pinyin system, while reading and writing of Chinese characters is introduced through short dialogues and elementary patterns of Chinese grammar. As each course progresses, students master increasingly complex grammatical patterns and acquire additional characters that extend their ability to speak and write in Mandarin. Along the way, students explore the traditions of China, compare and contrast socio-cultural norms and practices, and learn about the nation's current governmental, economic, and technological evolutions.

Open to Grades 9-12

Up to 4 Credits (one for each year)

Prerequisites: None for Mandarin I

Spanish I, II, III, and IV*

This sequence of four year-long courses in Spanish enables students new to the language to achieve a degree of mastery sufficient for meaningful engagement with the cultures of the Spanish speaking world. Students develop the four core skills of language learning: listening comprehension, speaking,

reading, and writing. From the beginning, students are expected to participate actively in class using the target language. They also read and write about selected topics that give them opportunities to explore popular culture, customs, and traditions from the Spanish speaking world. Spanish literature (poetry, drama, and short stories) and other cultural materials, including film and video, complement the lessons in the textbook. Students also have opportunities to develop their skills in conversation with guests and community members from Spanish-speaking countries.

Open to Grades 9-12

Up to 4 Credits (one for each year)

Prerequisites: None for Spanish I

Elective Courses

The Culinary and Cultural Roots of Western Civilization

In this one-trimester course, students learn about the culinary and cultural roots of Western Civilization. As they explore ancient civilizations in the near-east, medieval Europe, and pre-modern America, students learn about early recipes and consider the roles that food and diet played in the social order. The class invites students to consider the historical relevance of food and drink.

Open to Grades 9-12

1/3 Credit World Cultures or 1/3 Credit Meals

Prerequisites: None

Greek and Roman Myths

This one-trimester course introduces students to myths from the Classical tradition (ancient Greece and Rome), including both “greatest hits” adapted for Hollywood and lesser-known tales. Through the myths, students explore the human relationship with nature, god(s), and each other. The course considers ancient responses to eternal questions such as: Where do things come from? What is our place in the world? What supernatural forces are at work around us? Why do we tell and enjoy myths? As students engage with Greek and Roman myths, they search for patterns in themes, motifs, and archetypes. Students also explore the impact of myths on Classical culture, society, religion, art, and literature, tying in the phenomenon of the “urban legend” and why such stories still matter today.

Open to Grades 11-12

1/3 Credit

Prerequisites: None

SIGNATURE PROGRAMS

Required Courses

Introduction to Signature Programs

This one-trimester course provides students with the foundation for further coursework in the Signature Programs. The course consists of three units, each focusing on one program (Meals, Reels, and Wheels). In the Meals unit, students learn gardening and cooking fundamentals and how local food-related issues reflect global trends. In the Reels unit, students gain an appreciation for the myriad technical and creative aspects of visual storytelling while becoming acquainted with Thaden School's state-of-the-art filmmaking equipment. Finally, in the Wheels unit, students undergo a riding and safety diagnostic to assess their current bike-riding ability, learn basic mechanical concepts through hands-on maintenance work, and study how bicycles can be used to address local and global social issues. These units are also integrated with one another to foster interdisciplinary thinking.

Required for New Students in Grades 9-12

1/3 Credit

Prerequisites: None

Elective Courses – Meals

Around the World: Cuisine by Continent

This one-trimester course exposes students to the cuisines of different world cultures. Through lessons in the garden, kitchen, and classroom, students deepen their understanding of agricultural practices and develop culinary skills. After preparing and sampling recipes, they develop an appreciation for the contributions that various cultures have made on contemporary cuisine.

Open to Grades 10-12

1/3 Credit

Prerequisites: Introduction to Signature Programs (New Students Only)

Cooking Methods

This one-trimester course provides students with foundational skills in the culinary arts. The course includes instruction in recipe and menu planning as well as preparing and cooking foods using different methods such as dry-heat, moist-heat, and combination-heats. The course takes a deeper look at some of the more popular cooking methods such as baking, braising, roasting, grilling, steaming, poaching, broiling, smoking, and open flame. The course also focuses on the aesthetics of food presentation and introduces students to a wide variety of cuisines and culinary techniques. Additional topics include safety and sanitation, communication, management, and customer service.

Open to Grades 9-12

1/3 Credit

Prerequisites: Introduction to Signature Programs (New Students Only)

Ready, Set, Grow!

In this one-trimester course, students learn how to plant, cultivate, and harvest vegetables and herbs using a variety of techniques. Using selected readings and films, discussion and reflection, as well as hands-on practice, students are introduced to techniques used to grow seasonally appropriate food in the greenhouse and outdoors. While mastering cooking-related skills is not the main focus of this course, students have opportunities to prepare, taste, and enjoy the food that they grow.

Open to Grades 9-12

1/3 Credit

Prerequisites: Introduction to Signature Programs (new students only)

Seed to Plate

In this two-trimester course, students experience every facet of food production– from planting seeds on the farm to preparing delicious food in the teaching kitchen. Students learn the basic principles and skills of sustainable farming and use the greenhouse as a platform to support the campus agricultural program. Work in the teaching kitchen also helps students develop a diverse and adaptable set of culinary talents that will empower and inspire them to prepare delicious meals at home.

Open to Grades 9-12

2/3 Credit

Prerequisites: Introduction to Signature Programs (New Students Only)

Elective Courses – Reels

Short Form Video Production

This year-long course teaches students the intermediate fundamentals of short-form video production. Through lectures and workshops, students develop their skills in core areas such as treatment writing, cast selection, directing, storyboarding, producing, lighting, camera work, and editing. Students' videos must focus on socially constructive themes and stories that can positively affect the community.

Open to Grades 9-12

1 Credit

Prerequisites: Introduction to Signature Programs (New Students Only)

Creative Competition

This one-trimester course provides students with the opportunity to participate in a Reels-related competition of their choosing. Relevant storytelling disciplines include, but are not limited to, filmmaking, photography, podcasts, and screenwriting. Acting as project lead for one competition and supporting a classmate for another, students develop an appreciation for competition.

Open to Grades 10-12

1/3 Credit

Prerequisites: Introduction to Signature Programs (New Students Only); Short-form Video

Northwest Arkansas Profiles

This one-trimester course brings the skills acquired in prior Reels courses together into a fast-paced studio production. Students work in teams to produce up to six profiles about community members living and working in Northwest Arkansas. Each profile includes a photo shoot, podcast interview, and three-camera capture of the interview. Inspired by a project in Grand Rapids, Michigan (<https://fullexposurepodcast.com>), students create a micro-website where all content from the profiles is made public upon completion of the studio components. Students are encouraged to select one position on set and master it over the course of the trimester.

Open to Grades 10-12

1/3 Credit; CBL

Prerequisites: Introduction to Signature Programs (New Students Only); Short Form Video Production

Elective Courses – Wheels

Riding and Wrenching

In this one-trimester course, students expand and deepen their engagement with cycle education through extended bike rides and hands-on mechanical units. Riding opportunities cover a range of disciplines, including mountain biking, road biking, and commuting. Mechanical training involves assembling and disassembling new bikes as well as diagnosing and solving problems on used bicycles. Students in this course also have the opportunity to represent Thaden School at the Youth Bike Summit. Upon returning to Thaden, Youth Bike Summit attendees will be well-positioned to become student leaders in the Wheels program and in their broader communities.

Open to Grades 9-12

1/3 Credit

Prerequisites: Introduction to Signature Programs (New Students Only)

Build It and They Will Come

With regards to bicycle infrastructure, the adage “build it and they will come” has proven true time and time again in Amsterdam, Indianapolis, Seville, Bogotá, and countless other cities around the world. Indeed, due to massive investments in facilities such as mountain bike trails and skills parks, Northwest Arkansas has become a world-renowned mecca for recreational cycling. However, the region persists as a profoundly inhospitable environment for transportation cycling. In a booming region breaking out with bedroom communities, plagued by increasingly congested traffic, and numbed by longer and longer car commutes, why haven’t cities and towns in Northwest Arkansas embraced on-street bike infrastructure?

In the first trimester of this year-long course, students engage in a hands-on examination of how trailbuilders transformed the Ozarks into Oz—marketing shorthand for the region as a cycling destination—by carving paths and building berms through the hollers of the Boston Mountains. In Trimester 2, students explore regional efforts (and counter-efforts) to generate similar levels of financial and political support for transportation infrastructure. In Trimester 3, students work with

either NWA Trailblazers or BikeNWA to plan and promote a recreation or transportation infrastructure improvement in their community. This class will culminate with students presenting their plans to their respective city councils and mayor for consideration. Through this process, students will learn about advocacy, ecology, urban planning, the political process, and more.

Open to Grades 10-12

1 Credit; CBL

Prerequisites: Introduction to Signature Programs (New Students Only)

Cycle Mechanics and Design

In this one-trimester course, students deepen their skills as bicycle mechanics by repairing bicycles for donation to one or more of our community partners, using the same process they would use in a retail bike shop (diagnosing the bike, writing a repair ticket, and fixing the bike). The course covers rotational systems and bearings, brakes, shifters, and derailleurs as well as proper bike fit and suspension setup. Visits to local shops to better understand the day-to-day workings of a retail bike shop are also an integral part of the course and could lead to summer internships or apprenticeships. This course is a prerequisite for advanced bicycle design and frame-building courses.

Open to Grades 9-12

1/3 Credit

Prerequisites: Introduction to Signature Programs (New Students Only); Riding and Wrenching

VISUAL AND PERFORMING ARTS

Elective Courses – Music

Choral Ensemble I and II

In this year-long course, students prepare and perform choral music. They develop music fundamentals (rhythm, melody, harmony, timbre, form, texture, and dynamics) and vocal techniques (sight-reading, breath support, and posture) with the goal of becoming independent musicians and strong musical leaders. Students also critique performances, reflect on connections to self and community, as well as other disciplines, and consider the role music plays as a form of expression, social change, and community building. This course provides opportunities for solo, small-group, and large choir performances in our school and greater community and for regional and national honor choir performances.

Open to Grades 9 (Choral Ensemble I)

Open to Grades 10-12 (Choral Ensemble II)

1 Credit (Choral Ensemble II may be taken for up to three years for a maximum of three credits)

Prerequisites: None

Instrumental Ensemble I and II

In this year-long course, instrumentalists of all backgrounds and interests (*i.e.*, band, orchestra, rock, jazz, etc.) come together to prepare and perform music while developing fundamental and instrument-specific techniques with the goal of becoming independent and collaborative musicians. Based on instrumentation and interest, students work on their repertoire as a full ensemble as well as in smaller groups, chamber ensembles, and as soloists. Students also have opportunities to develop their leadership skills as section leaders, music theory tutors, student music council members, and in other roles.

Open to Grade 9 (Instrumental Ensemble I)

Open to Grades 10-12 (Instrumental Ensemble II)

1 Credit (Instrumental Ensemble II may be taken for up to three years for a maximum of three credits)

Prerequisites: None

Introduction to Harmony and Musicianship

In this one-trimester course, musicians of all backgrounds build their knowledge of music theory. While learning about harmony (the study of the basic building blocks of western music as codified by early-Baroque composers), students explore concepts such as intervals, chord sequences, four-part voicing, and composing for piano or voices. Students also hone their musicianship skills by practicing sight-reading, sight-singing, and rhythmic and melodic dictation.

Open to Grades 10-12

1/3 Credit

Prerequisites: Choral Ensemble, Instrumental Ensemble, or permission of the instructor

Performance with Purpose

This one-trimester course introduces students to the ways in which music can offer emotional and behavioral benefits to those suffering from dementia or mental health challenges. In partnership with local community organizations such as the Alzheimer's Association and Music Therapy of NWA, students educate and inspire others through performance.

Open to Grades 10-12

1/3 Credit; CBL

Prerequisites: None

Elective Courses – Theater

Theater Arts I

In this year-long exploration into theater arts, students learn the acting fundamentals of improvisation, voice, and character. They develop their skills in the following areas: text interpretation, oral communication, presentation of the physical and inner reality of a character, and collaboration with other actors. As they practice these techniques, students strengthen their powers of concentration, empathy, and confidence -- which are critical to artistic expression in other forms.

Open to Grades 9-12

1 Credit

Prerequisites: None

Theater Arts II

These one-trimester courses, which may be taken individually or as a year-long series, build on the skills developed in Theater Arts I:

- **Acting Techniques:** Students develop their acting skills by practicing their sense and emotion memory and improvisation and engaging in basic acting exercises. Scene study and technique as well as text analysis are studied in depth with individual critique and coaching by the instructor.
- **Original One-Act Plays:** Students use guided writing exercises to produce and stage an original one-act play. This one-trimester course begins with guided exercises and scene writing prompts. Students then draft, revise and re-write their script, and ultimately stage their original play.
- **Scene and Character:** Students focus on scene and character work as they rehearse small performance pieces. They also prepare for the audition process by tackling cold reading techniques and preparing two contrasting monologues.

Open to Grades 10-12

1/3 Credit per Trimester (course may be taken for up to three years for a maximum of three credits)

Prerequisite: Theater Arts I

Performance Workshop

In this two-trimester course, students explore theatrical possibilities as they work on projects aimed at performance. They may direct, write, or act depending on the project. To advance in their stage work, students practice fundamental performance tools and stage presence while deepening their understanding of acting terminology, voice and speech, physicality, and characterization. This workshop requires a number of after-school rehearsals, especially as the time of performance approaches. Students interested in this course should consider taking it in combination with Acting Studio.

Open to Grades 10-12

2/3 Credit, (course may be taken for up to three years for a maximum of two credits)

Prerequisite: Theater Arts I and by audition

Acting Studio

This one-trimester course is for actors who are interested in taking their theater training to the next level. The course covers advanced acting fundamentals such as characterization, script analysis, body and voice work, improvisation, and other performance techniques. To encourage exploration and experimentation with a variety of acting techniques, the course introduces students to the work of Sanford Meisner, Uta Hagen, and other “Method” artists. The course also delves into practicing truthful methods and other active preparation techniques for the stage. Students interested in this course should consider taking it in combination with Performance Workshop.

Open to Grades 10-12

1/3 Credit

Prerequisite: Theater Arts I

Elective Courses – Visual Art

Visual Art I

In this year-long course, students build their foundation in visual art techniques through lessons that emphasize observation and imagination, while developing their artistic voice. Projects involve drawing, painting, printmaking, sculpture, and experimental media. This course exposes students to a variety of historical and contemporary artists and art styles and vocabulary that provide students with tools and contexts for reflecting on their own works of art and the complex role of visual art in society. The course culminates with an independent study project in student-selected media.

Open to Grades 9-12

1 Credit

Prerequisites: None

Photography I

This one-trimester course provides a foundation in photographic theory, technique, application, composition, and practice. Students are taught the basics of camera handling, procedure, and the

control of light to produce aesthetic images. Composition and the elements and principles of art are reinforced through the lens of photography. The content offers the student the opportunity to appreciate the art of photography by providing an understanding of the medium, as well as an introduction to historical and contemporary photography.

Open to Grades 10-11

1/3 Credit

Prerequisites: Visual Art I

Visual Art II: Two-Dimensional Art

These one-trimester courses, which may be taken individually or as a year-long series, equip students with the knowledge and skills necessary to create two-dimensional art:

- **Drawing:** Students explore a variety of drawing tools and materials while learning new procedures and techniques. The drawing process is broken down into its various foundational forms, such as line, volume, shading, and composition. Students focus on direct observation, while moving from quick sketches to longer, developed studies.
- **Painting:** Students learn the procedures and techniques needed to develop a painting. The course introduces color theory through major projects that encourage students to develop expressive realism within their work. Students also build familiarity with watercolor and acrylic media.
- **Independent Study in Two-Dimensional Art:** Students use the skills learned in either Drawing or Painting to undertake a concentration: a series of two-dimensional works of their choosing that communicate a connecting theme or concept. Media may include acrylic painting, color pencil, pastel, experimental media, or printmaking.

Open to Grades 10-12

1/3 Credit per Trimester

Prerequisite for Drawing and Painting: Visual Art I

Prerequisites for Independent Study in Two-Dimensional Art: Drawing or Painting

Visual Art II: Three-Dimensional Art

These one-trimester courses, which may be taken individually or as a year-long series, equip students with knowledge and skills necessary to create three-dimensional art:

- **Clay:** Students learn the fundamentals of hand building with clay. Using coils, pinching, and slabs, they construct a body of work that is both sculptural and functional, experiment with different clay bodies, create their own textured stamps, and use a variety of glazes to embellish their work.

- Sculpture: Students explore the evolution of the form and function of sculpture. Using assigned themes and those of their choice, students create a three-dimensional breadth of work using various materials such as clay, wire, textiles, paper, recycled and natural materials.
- Independent Study in Three-Dimensional Art: Students utilize the skills learned in either Clay or Sculpture to design and create an original body of work. Using the materials available, including but not limited to clay, wire, paper, textiles, cardboard, cement, recycled and natural materials, students develop an original idea and work through the creative process.

Open to Grades 10-12

1/3 Credit per Trimester

Prerequisites for Clay and Sculpture: Visual Art I

Prerequisites for Independent Study in Three-Dimensional Art: Clay or Sculpture

WELLNESS AND PHYSICAL EDUCATION

Required Courses

Wellness I and II

These one-trimester courses inspire and enable students to practice healthy living, broadly conceived. With emphasis on interpersonal communication, decision-making, and conflict resolution, the courses address identity development, nutrition, anatomy, and physiology. Students also earn CPR and First Aid certifications.

Required for Grades 9 and 11

1/3 Credit

Prerequisites: None

Elective Courses

Physical Education

The Physical Education requirement is fulfilled by taking four one-trimester courses (one each year) or by participating on a Thaden School athletics team. The one-trimester physical education offerings allow students to grow more comfortable and confident in the face of physical challenges, while giving them meaningful exposure to sports and activities they can enjoy for the rest of their lives.

- Climbing: This one-trimester courses equips students with the knowledge and skills necessary to safely and effectively rock climb outdoors and indoors.
- Cycling: This one-trimester course provides opportunities for students to practice different types of cycling. Students familiarize themselves with a range of bikes, and they learn the skills necessary to enjoy the cycling resources available in the region.
- Weightlifting: This one-trimester courses introduces students to the basics of strength training, including workout structure and proper form.

Open to Grades 9-12

1/3 Credit per trimester

Prerequisites: None