



# Salisbury School Overview of the Curriculum 2018 – 2019 Diploma Requirements and Course Descriptions

## Mission Statement

Salisbury School instills in boys a vibrant enthusiasm for learning and the self-confidence needed for intellectual, physical, moral and spiritual development. Built on essential core values, the School's unique culture promotes brotherhood, creativity, empathy, humility, integrity, leadership and respect. Salisbury graduates men of character and promise who are prepared to meet the challenges of college and adulthood and to make a difference in an entrepreneurial, technological and cosmopolitan world.

### Salisbury School Graduation Requirements

- 4 years of English
- 3 years of Mathematics (must complete Algebra II)
- 3 years of History (including U.S. History)
- 2 years of Laboratory Science (including Biology)
- 3 years of one Foreign Language or 2 years each of 2 languages
- 3 trimesters of Art
- 3 trimesters of Philosophy & Religion

Participation in graduation exercises and the award of a Salisbury diploma are honors granted only to those students who successfully complete all of their Sixth Form year requirements. These requirements include all academic obligations as well as specific non-academic obligations such as adherence to the terms of our Student Handbook and proper attendance in class and at School functions through the end of the academic year.

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## ENGLISH

The English department believes that the ability to think, read, and write through both critical and creative lenses is vital for success. The progression of our curriculum is designed to introduce and develop these skills in a manner that aligns with the intellectual and emotional growth of boys during their teenage years. Our goal is that students, upon graduating from Salisbury, possess the tools needed to succeed in the next chapter of their education as well as in the world beyond the classroom.

### III FORM (9<sup>th</sup> Grade)

#### E111 FOUNDATIONS in LANGUAGE and LITERATURE Honors

This course is an accelerated version of E112. (Permission of the Director of Studies is required.)

#### E112 FOUNDATIONS in LANGUAGE and LITERATURE

Foundations in Language and Literature will have four goals: to instill the basics of grammar and rhetoric; to teach students how to approach the study of short fiction, poetry, drama and longer fiction through annotation and reader response; to expose students to one longer work of fiction per trimester; and to present word skills for vocabulary building.

#### E113 FOUNDATIONS in LANGUAGE and LITERATURE

Similar in structure and content to English 112, this course provides English language learners additional reinforcement in the basic skills of English, including grammar, organization of essays, spelling, and vocabulary.

### IV FORM (10<sup>th</sup> Grade)

#### E221 THE WRITER'S JOURNEY Honors

In the honors level English II course, the instructor augments the English 222 syllabus with works appropriate to this level of critical reading, thinking, and writing. (Permission of the Director of Studies is required.)

#### E222 THE WRITER'S JOURNEY

The Writer's Journey will focus on the building blocks of reading and writing for all boys of the Fourth Form. Students will read and respond to short nonfiction readings in order to reach the following course goals: to understand, and to imitate how writers operate within various rhetorical modes; to learn and apply the grammatical, syntactical, and stylistic rules of standard written English; to write a cogent précis of a short nonfiction essay; to successfully analyze one longer work of literary fiction per trimester; and to incorporate supporting evidence into a student's own writing.

### V FORM (11<sup>th</sup> Grade)

#### E331A Advanced Placement ENGLISH LANGUAGE & COMPOSITION

This course prepares students for the Advanced Placement Examination in English Language and Composition through the study of non-fiction in American literature. The reading list in AP English Language is drawn from a body of non-fiction that dates back to Colonial times and includes such genres as sermons, journals, slave narratives, autobiography, speeches, political documents, and journalism. Students continue to develop reading comprehension and writing skills, while preparing for the AP Exam, which requires their analyzing non-fiction passages in terms of such stylistic elements as diction, syntax, tone, rhetorical techniques, and figurative language. (Permission of the English Department Chair and the Director of Studies is required, as is additional summer reading.)

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### E331H MODES of WRITTEN EXPRESSION Honors

In the honors level English course, the instructor augments the English 332 syllabus with works appropriate to this level of critical reading, thinking, and writing. (Permission of the Director of Studies is required.)

### E332 MODES of WRITTEN EXPRESSION

Modes of Written Expression is a yearlong course that explores various themes and genres within American literature. Student writing in the course revolves around personal, persuasive, and expository essays. While the focus of each trimester will vary according to the instructor, all sections will investigate rhetorical devices, subtext, and context. Students will be asked to consider the author's audience while integrating evidence into his own writing. During this year, students will refine analytical and discussion skills by questioning and presenting to their peers. In addition to working towards mastery of grammatical rules, students develop voice in their writing as they learn more about how a text's purpose informs its design.

### VI FORM (12<sup>th</sup> Grade)

### E441A Advanced Placement ENGLISH LITERATURE and COMPOSITION

This yearlong course will prepare students to take the Advanced Placement Test in English Literature and Composition. It is a course for students with a serious interest in reading, thinking, talking, and writing about some of the English-speaking world's greatest literature. *The Norton Anthology of English Literature*, our principal text, will provide most of the material for a selective survey of literature in English from Chaucer's *Canterbury Tales* to contemporary writers such as Derek Walcott, Seamus Heaney, Brian Friel, Nadine Gordimer, and J.M. Coetzee. Shakespeare will be an important focus in the course. In addition to *Hamlet*, students will study closely a selection of Shakespearean sonnets. In recent years, the AP class has also read *Henry IV: Part One*. Other key texts will include Charles Dickens' *Great Expectations*, Charlotte Bronte's *Jane Eyre*, James Joyce's *Dubliners*, Samuel Beckett's *Endgame*, and Martin Amis's *The Rachel Papers*. In addition to the summer reading required of all sixth formers, students preparing for AP English Literature also read Leon Tolstoy's *Anna Karenina* and Evelyn Waugh's *Decline and Fall*. Projects assigned throughout the year give students a high degree of responsibility to make presentations and lead discussions. Some of these projects engage students with critical resources about a particular writer or work, which material is then incorporated in both presentations and essays. Students will also practice writing essays following the AP format and rubric as well as becoming familiar with the multiple-choice component of the test. Whether or not a student continues to explore literature in college, he will develop skills in this course that will serve him well in a variety of disciplines throughout the humanities.

(Permission of the English Department Chair and the Director of Studies is required, as is additional summer reading.)

### E441H ENGLISH IV Honors: A SURVEY of ENGLISH LITERATURE

Fall Trimester: Chaucer, Shakespeare, and the Age of Satire:

In the fall trimester of the Sixth Form honors course, students will begin by studying Chaucer's late 14<sup>th</sup> century work *Canterbury Tales*. Students will study selected tales from Chaucer's work and will be given additional short stories and will view film clips to broaden their understanding of the tales. Moving chronologically, students will read and act out portions of the 1601 play *Hamlet*. They will also view and interpret different film adaptations of the play and be asked to wrestle with unusual, sometimes controversial interpretations of the play. Finally, students will finish the fall trimester by reading and analyzing the satirical works of Jonathan Swift, Pope, and William Hogarth, representatives of the "age of wit" in the 18<sup>th</sup> century.

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### Winter Trimester: The Romantic Period:

Students will begin the winter term by studying Mary Wollstonecraft, who is a valuable writer both for her pioneering feminism but also her rhetorical brilliance. Students will then further their understanding of the progressive politics of the Romantic writers by studying the first and second generation canonical Romantic poets: William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Shelley, and John Keats. Students will finish the poetry unit by completing a project in which they will research and present on one of the Romantic poets and their poems. The class will then read the classic Romantic novel *Frankenstein*, which represents the gothic, supernatural sect of the Romantic Movement and relate it to the science fiction film *Blade Runner* to illustrate the ways in which the Romantic philosophy is not something of the past.

### Spring Trimester:

During the spring trimester, students explore our country's "national pastime," baseball. Students will learn about the sport's reflection on American life and culture through related literature, film, and fascinating historical figures. This course is not necessarily an in-depth look at the Major League Baseball organization, but rather an exploration of how our country can be viewed through the lens of the sport. Play ball!

(Permission of the Director of Studies is required.)

### TRIMESTER ELECTIVE COURSES OPEN TO VI FORMERS ONLY (12<sup>th</sup> Grade)

#### **FALL**

In the fall English electives, all students will explore poetry through a thematic lens. Teachers will also introduce works of prose to support the course's focus.

#### E442FS FATHERS and SONS LITERATURE

Using a broad definition of the labels "father" and "son", the course asks students to consider their male relationships as they read selections of poetry and a memoir. By reflecting upon these relationships, students will finish this class with greater awareness and empathy for the difficulties of fatherhood. It will also help them to develop a stronger sense of the men they hope to become. Major course texts/authors: a collection of poetry from authors such as Kipling and Wordsworth, and Ta-Nehisi Coates's *The Beautiful Struggle*.

#### E442BL BANNED LITERATURE

Some of the greatest works of literature have been (or currently are) banned in various school districts, bookstores, and even countries. This course will look at some of those texts and will debate the validity of their ban, while also exploring and discussing the issue of censorship more broadly. Major course texts/authors: Jack Kerouac's *On the Road*, Ken Kesey's *One Flew Over the Cuckoo's Nest*, and Ernest Hemingway's *For Whom the Bell Tolls*.

#### E442NA NATIVE AMERICAN LITERATURE

Washinee, Wononskopomuc, Wononpakook. These are all Native American names of lakes within five miles of Salisbury that we still use today. Although Native Americans' presence in our geographic and ideological communities has diminished, their valuable understanding of nature, life, and spirituality have only increased in importance and relevance for our modern world. This course will explore those perspectives through a study of the poetry, songs, stories, myths, and other literature composed by Native Americans past and present. It will help us to develop our own understanding of ourselves, our

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community, our relationships with nature, and our sense of life's deeper mysteries. We will also frequently step outside the classroom to study the inspiration for much of this literature and the greatest book of all: the outdoors.

Major course texts/authors: anthologies of Native American poetry and creation myths, and selections from contemporary writers including Sherman Alexie.

### E442BA BROTHERS in ARMS

This course will explore the theme of brotherhood, one of the core values of Salisbury School. What does it mean to be a brother? What are the characteristics of a fraternal relationship? Are there differences between the relationship of familial brothers (by blood) and metaphorical brothers (by close bond or association)? Students will be responsible on a daily basis for generating discussion topics and analysis of literature that features brothers who have to navigate a shifting and sometimes complex dynamic. They will write frequently and be responsible for a research paper of literary criticism.

Major course works/authors: Assorted poetry, *Band of Brothers*, *Going After Cacciato*, *For Whom the Bell Tolls*, and *As I Lay Dying*.

### E442BI BRITISH LITERATURE

Great Britain has provided the world with some of the greatest authors ever to write. This course will read authors selected from the wide span of its literary history. In addition to writing essays on the reading, students will maintain daily journals. In addition, vocabulary development will be heavily emphasized. Major course texts/authors: Dickens, Shakespeare, Hardy, and Kipling.

### E442PH THE POETRY of HIP-HOP

This course is an exploration into the development of hip-hop as a genre of music and poetry. In the first half of the trimester, students will learn the roots of hip-hop including: slave spirituals, jazz, and gospel. In learning about the evolution of the genre, students will gain a better understanding of the tropes that are visible in hip-hop dating back to its inception in 1976. In the second half of the trimester, students will gain a better understanding of the formal composition of effective hip-hop. Through the study of virtuosic writers, understanding will culminate in eventual composition and performance of a verse on a topic of their choosing. Through careful study and exploration of text, students will develop and employ conventional tools of poetry and analysis.

### **WINTER**

In the winter English electives, all students will explore dramatic works through a thematic lens. Special attention will be given by all classes to William Shakespeare's classic work, *Hamlet*. Focus on this play will differ depending on class themes. Teachers will introduce works of prose to enhance student understanding of central ideas.

### E442LF LITERATURE of the FAMILY

There is little doubt that family has the power to uplift us, but it can also be the source of our greatest challenges and heartaches. In this course, students will read plays and novels that focus on the complex influences of family in our lives. By looking at different literary examples of archetypal families, students will expand their understanding and appreciation of our tightest bonds. Major course texts/authors: William Shakespeare's *Hamlet* and Toni Morrison's *The Bluest Eye*.

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### E442CS CONTEMPORARY SHORT FICTION and DRAMA

This course will survey more recent trends in American short fiction. By examining different writing styles and artistic trends, students will gain a broad exposure to the changing landscape of modern American writing. The goal of this course is utilize the idea of the “glimpse” to break short stories down into their essential components. By distilling fiction writing down to its basic elements, students can gain better understanding of how great characters and plots are made. The course will focus on works from the 20th and 21st centuries. Major course text: *The Vintage Book of Contemporary American Short Stories*.

### E442LF LITERATURE in FILM

This course will explore the process of adaptation by studying texts that have been transposed to the silver screen. Students will examine the various tools employed by literary and visual artists to construct narratives and generate emotional reactions. Readings and film screenings will help students develop the literary skills—analytical, critical, and visual—that facilitate intellectual growth. Frequent writing assignments and Socratic discussions will provide students with different forums to express their ideas and consider new perspectives. Major course texts/authors: *The Graduate*, *Hamlet*, and *No Country for Old Men* in addition to studying film adaptations of each text.

### E442SU LITERATURE of SURVIVAL

The ability to survive in extreme conditions not only makes for very engaging literature, but it also teaches valuable lessons in perseverance, positive thinking, and remaining rational and calm when the going gets tough. Students will read non-fiction dealing with extraordinary survival situations and write reaction essays based on the reading. Quizzes and tests are part of the curriculum as well as daily journal writing and advanced vocabulary.

### E442LB LITERATURE of the BLACK EXPERIENCE

“America never was America to me,” writes the black poet Langston Hughes, expressing what many blacks living and working in America throughout its history have felt: that the promises of freedom and opportunity that America makes have never been meant for them. This course will listen closely to their conversations across time about what being black in America is like. This tradition is not only an essential element of America itself, but it is also an important, moving, and inspiring example of the deep determination and strength of the human spirit as it opposes injustice and adversity in hope of a better life it knows it deserves. Major course texts/authors: Frederick Douglass, Langston Hughes, Martin Luther King, James Baldwin, and Toni Morrison.

### E442LS LITERATURE of the STAGE

This course is an exploration of the various genres of theater. The first half of the trimester will be focused on analyzing *Hamlet* and the theatrical elements that go into making it a successful drama. Students will gain introductory understanding into the basic elements of drama. The second half of the trimester is dedicated to bringing voice to the words and analysis of contemporary works. Students will be assigned monologues and scenes from various plays. They will become familiar with rudimentary acting and performing skills. From a literary perspective, the class will analyze the rhetorical elements of theatrical works. This analysis will allow students to see what makes certain plays memorable and powerful.

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### **SPRING**

In the spring English electives, all students will have the opportunity to pursue an in-depth exploration of the writing process. The courses offered allow students to focus on their preferred mode of expression. These courses will all involve a capstone work to culminate the school year and their Salisbury experience.

#### E442JM JOURNALISM

This elective provides an overview of the basics of journalism. Students will learn how to assess the news value of an event or situation, how to develop story ideas, and how to craft an informative, thought-provoking article. The ability to write clearly and accurately will receive constant attention, although interviewing techniques and journalistic ethics will also drive class discussions. The final weeks of the course will focus on the rise of alternatives to traditional news media including New Journalism and Grassroots reporting. Major course texts: *We the Media: Grassroots Journalism by the People and for the People* and *The Elements of Journalism*

#### E442AP ARGUMENTATIVE and PERSUASIVE WRITING

The goal of this course is to improve students' ability to write persuasively, to argue with effect. Students will build upon the skills developed in Modes of Written Expression by reviewing the basic elements of persuasion, and then they will study the more advanced components of argumentation. Students will write frequent shorter pieces and will read professional models to gain a deeper understanding of how to improve as a persuasive writer. Students will learn how to best convey their understanding of various subject material and ultimately to apply that towards developing convincing arguments that go beyond what they have read or heard.

#### E442CW CREATIVE WRITING

Opening the channels of imagination and creativity and combining them with the basics of clear writing are the goals of this course. Students will receive prompts to use as a starting point, but they will be encouraged to expand upon them in their weekly papers. Students will read their work in class and participate in ensuing constructive discussions, in addition to keeping daily journals. Vocabulary growth will be approached from a word root basis.

#### E442DE LITERATURE of the DRAMATIC EXPERIENCE

This elective is designed to equip students with a skill-based, practical knowledge of the syntax of classical film narrative. We will study the presentation and development of character as the key element in writing for the screen. Students will learn how to "read" films as well as screenplays, which will enhance their understanding of narrative structure and dramatic writing. Students will explore the influence of ancient Greek drama on modern storytelling; Aristotle's *Poetics* will serve as a starting point.

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## HISTORY

The History Department at Salisbury School endeavors to understand both the facts and the interpretation of history. Our students gain the skills to gather evidence, pose and answer questions, and mobilize substantiation in order to make an argument. Salisbury history students are also equipped with the ability to access, evaluate, and use different forms of communication to exercise critical thinking, demonstrate international awareness, communicate complex ideas effectively, and employ problem-solving skills that will help make them active and aware global citizens.

### III FORM (9<sup>th</sup> Grade)

#### H112 ANCIENT HISTORY

A required course in the third form year, Ancient History explores the development of early civilizations, including Mesopotamia, Egypt, Israel, Greece, and Rome. Essential elements of each civilization provide the framework for study. The areas of religion, politics, art, economics, social structure, and daily life present a well-rounded view of the origins, histories, and legacies of diverse ancient lands. Organizational, writing, and study skills are emphasized. Through creative projects and writing assignments, students develop research skills. Primary sources, videos, and maps supplement the text *Ancient and Medieval Worlds* by Helen and Robert Howe.

### IV FORM (10<sup>th</sup> Grade)

#### H221H WORLD HISTORY Honors

The honors level course in World History. (Permission of the Director of Studies is required.)

#### H222 WORLD HISTORY

This course surveys European political and social history from the Renaissance and the Reformation to the contemporary world. Assignments emphasize strengthening study skills, improving reading, writing and research proficiency, and fostering knowledge of current events and issues. The textbook is supplemented by collateral readings, audio-visual presentations, and library research.

#### H223 WORLD HISTORY

Following the same course of study as World History H222, this section is taught at a slower pace.

### V FORM (11<sup>th</sup> Grade)

#### H331 Advanced Placement UNITED STATES HISTORY

This accelerated Advanced Placement course covers the major political, economic, social and cultural issues ranging from the age of exploration to the contemporary era. The syllabus prepares students for the AP exam by emphasizing the interpretation of critical historical documents and the writing of analytical essays. Through class discussion, research assignments, and practice exams, students' skills are honed. Student presentations form an integral part of the course. A term paper is required. This class involves more independent preparation and factual retention than regular American History sections. It is expected that all students enrolled in this course will take the AP exam. (Permission of the History Department Chair and the Director of Studies is required, as is additional summer reading.)

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### H331H UNITED STATES HISTORY Honors

This course is a survey of the development of the American nation from the colonial period to World War II. Major events are presented chronologically with certain topics analyzed in depth. The course includes exploration of the colonial experience, nationalism, sectionalism, the Industrial Revolution, and the emergence of the United States as a world power. Particular emphasis is placed on the development of critical reading competency, the growth of writing and analytical skills, the use of evidence in support of an argument, and learning to synthesize large amounts of information. Instructors in English and American History collaborate on a series of cross-curricular projects and writing assignments during the course of the year. This course will prepare students for the SAT II Subject Test in American History.

### H332 UNITED STATES HISTORY

This course is a survey of the development of the American nation from the colonial period to World War II. Major events are presented chronologically with certain topics analyzed in depth. The course includes exploration of the colonial experience, nationalism, sectionalism, the Industrial Revolution and the emergence of the United States as a world power. Particular emphasis is placed on the development of critical reading competency, the growth of writing and analytical skills, the use of evidence in support of an argument and learning to synthesize large amounts of information.

### H441W Advanced Placement WORLD HISTORY

This accelerated Advanced Placement course explores world history and the syllabus follows the proscribed curriculum. This class involves more independent preparation than other VI form elective courses. (Permission of the History Department Chair and the Director of Studies is required, as is additional summer reading.)

#### ELECTIVE COURSES

OPEN TO V AND VI FORMERS (11<sup>th</sup> and 12<sup>th</sup> Grade)

### H342CH MODERN CHINESE HISTORY

As the twenty-first century progresses, no country will be more important to know than the People's Republic of China. This class attempts to introduce thematically the broad scope of Chinese history with particular attention to the last two centuries as China is struggling and succeeding in engaging with modernity. The course utilizes Jung Chang's familial novel, *Wild Swans*, movies, documentaries, and troves of current documents to help us make sense of the wonder of Modern China. One guarantee: China is never boring. (Fall Trimester)

### H342CA ISSUES in CONTEMPORARY ASIA

The Winter Trimester focuses on issues that pertain to modern Asia. Focus is on Chinese matters as it relates to Taiwan, Tibet, and the South China Sea. We also turn our attention to the Subcontinent and Near East. We examine the creation of Israel, Palestine, Syria, Pakistan, Afghanistan and Iraq. Frontline documentaries, news programs, and modern films are used to buttress student understanding. (Winter Trimester)

### H342ME HISTORY of the MODERN MIDDLE EAST

The statement that "9/11 changed everything" is particularly true when it comes to the importance of understanding how events in the Middle East affect all of us – particularly with a growing U.S. presence there. This course helps to foster this knowledge through reading Lawrence Wright's, Pulitzer- winning, *The Looming Tower*, films, documentaries, and front-page articles from newspapers and periodicals. (Spring Trimester)

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### H342CR CIVIL RIGHTS

The course takes a comprehensive look at the Civil Rights Movement from the turn of the century through affirmative action. Students will examine the critical leaders and organizations in the fight for equality and justice, as well as the social forces that shaped both the successes and failures of the civil rights movement. (Fall Trimester)

### H342V THE HISTORY of VIETNAM

The second trimester of H342CR focuses on the Vietnam conflict at home and abroad. Students explore how and why the United States became involved in the war, the impact of the war on the Vietnamese people and land, as well as the soldiers' experience. The course contains a major research component. (Winter Trimester)

### H342S HISTORY of the 1970s

This third trimester course focuses on one of the most turbulent and challenging periods in the post-World War II era. Students will explore a number of topics including identity politics (with a focus on the American Indian Movement), disillusionment with the government, Watergate, the oil crisis, and the rise of militant Islam. Far from being the "loser decade" the 1970's have profoundly shaped our world today. (Spring Trimester)

### H342CG 20<sup>th</sup> CENTURY GLOBAL ISSUES

This is a year-long elective course designed to provide a foundation for understanding the political, economic, cultural, and physical geography of some non-western countries. Current events form an important part of classroom discussions. The impact of the past upon the present is stressed through an exploration of the roots of current conditions and conflicts. Readings incorporate material on the development of ideas, warfare, technology, science, philosophy, and religion. Primary source materials come from the Brown University Choices Program.

### H342CW AMERICA and the COLD WAR

This three-trimester course examines The Cold War between the United States and the USSR. This forty-plus year conflict was the dominant social force in the second half of the twentieth century, influencing both foreign and domestic policy in the United States. (Full Year Course)

### H242BH BLACK HISTORY IN RURAL CONNECTICUT: A FAMILY in TIME

*This year-long course will be a continuation of its first year.* Students will examine the social, cultural, demographic, and economic experience of the Fowlkes family and, by extension, the experience of the African American community in rural northwestern Connecticut during this era.

The study will be based on a variety of sources, including a wonderful and extensive collection of family photographs, newspaper and official records, source materials from local historical societies, and extended interviews with both Fowlkes descendants and members of the Salisbury community who would have known them.

Work product will include an extensive family tree, a compendium of oral interviews, a large exhibit/art exhibit utilizing conserved/digitized examples from the photo collection, and a short documentary movie on the family, their experiences, and the world they inhabited and interacted with. The various products of this effort will be exhibited at the Salisbury Academy and other local venues, would generate local and statewide press attention, and perhaps qualify for funding from the Connecticut Humanities Council or other outside sources.

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Among the questions the study might address: What was the nature/size/experience of the Black community in the region in the early 20th century? How did the Fowlkes family get to the Northwest Corner? What was their impact on the community and the community on them? How did the races interact during this period? How did the Black experience of that era compare with that in other areas of the country and with experiences in the present day?

Students would have a rare and valuable opportunity to conduct original research in an important and timely project. They would utilize a variety of research and interview techniques, gain valuable experience in a range of digital media formats, prepare a substantial artistic/historical exhibit, and produce a documentary movie. Not a bad combination of great activities.

### WORLD LANGUAGES

The Salisbury School World Language Department seeks to provide exposure to language through the different elements of culture, including history, art, music and cinema. Through the use of integrated multimedia texts and Rosetta Stone, the French, Spanish and Mandarin Chinese programs strive to develop the speaking, listening, reading and writing skills of each individual learner. The Latin program focuses on precision with translation, and students are encouraged to work on key concepts such as sentence structure, vocabulary translated within a contextual sense and an understanding of the passage. Students are encouraged to take an active role in the classroom through discussion, projects, presentations and performance of authentic cultural practices.

### MANDARIN CHINESE

#### MA112 MANDARIN CHINESE I

This course covers the elementary structures of the Mandarin Chinese language. It provides beginning training in reading, writing, and oral skills, and includes mastery of 150 characters. The study of Chinese culture is an important aspect of study.

#### MA222 MANDARIN CHINESE II

This course continues the study of the language at the second-year level of proficiency

#### MA332 MANDARIN CHINESE III

This course is intended for students who have completed Chinese II or its equivalent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims at helping students enlarge their vocabulary and learn more complex sentence structures.

#### MA442 MANDARIN CHINESE IV

The fourth year of Mandarin Chinese is intended for students who have completed Chinese 332 or equivalent. This course is designed to help students develop more sophisticated vocabulary and further enhance reading, writing and speaking ability in Chinese. Authentic materials such as newspapers, short stories and other multimedia sources are used extensively in this course. Students will be trained to converse and write basic compositions in Chinese for general communication purpose.

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### MA552 MANDARIN CHINESE V\*

The fifth year of Mandarin is designed to help students to further advance their overall language skills. Students will continue to build new vocabularies and grammar structures. Multimedia resources will be a main component during lectures. Students will be reading and discussing current events and news related to China to help them develop a better understanding of the Chinese culture. Students are expected to write extensively. \* *Not offered every year*

## FRENCH

### F112 FRENCH I

Students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of French. Students will hone their skills through learning vocabulary and grammar in context and through exposure to the cultures of the French-speaking world. Students will make cross-cultural connections and comparisons that will enable them to expand their understanding of the target language. With an emphasis on oral communication, students will participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They will read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They will expand their knowledge of the customs and culture of French-speaking countries, to include social patterns, activities, and roles.

### F222 FRENCH II

Students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of French. Students will hone their skills through learning vocabulary and grammar in context and through exposure to the cultures of the French-speaking world. Students will make cross-cultural connections and comparisons that will enable them to expand their understanding of the target language. Students will learn sounds, stress patterns and intonation of the language. Students will express themselves both orally and in writing by recombining the vocabulary and language structures creatively. They will comprehend and read simple questions and statements about daily activities and interests. Students will also learn about the geography, customs and culture of French-speaking countries.

### F332 FRENCH III

Students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of French. Students will continue to develop their proficiency through learning vocabulary and grammar in context and through exposure to the cultures of the French-speaking world. Students will understand short conversations and will be understood by natives accustomed to dealing with foreigners. Emphasis will be on consistent use of the language for classroom activities. Students will recount uncomplicated events and experiences orally, read short authentic material for the main idea, and will write about familiar topics using more complex grammatical structures. A deeper insight into the target culture is developed.

### F442 FRENCH IV

Students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of French. Students will continue to develop their proficiency through learning vocabulary and grammar in context and through exposure to the cultures of the French-speaking world. Students will focus on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating, describing, seeking and giving information. Students will read authentic material, particularly on familiar subjects, and will discuss contemporary subjects. They will also write about these topics in some detail. A broader knowledge

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of cultural contributions in the arts, historical and current event in the Francophone culture will be developed.

### F551 Advanced Placement FRENCH: LANGUAGE and CULTURE

Students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of French. Students will continue to develop their proficiency through learning vocabulary and grammar in context and through exposure to the cultures of the French-speaking world. The course is designed to prepare students for the AP French Language Test and is a rigorous college level course equivalent to that of a third year course in college. Students should have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills. All instruction, written and verbal communication will be conducted in French by both the instructor and the students. A variety of authentic audio, video and written texts will be included. Students will listen to songs, narrations of newspaper and magazine articles, news reports, movie reviews and other types of sound recordings. Written texts will include literature and newspaper and magazine articles. Students will develop their speaking skills through verbal interaction with the instructor. Speaking activities will include role-plays, oral reports, speeches and picture storytelling. Writing a variety of compositions, answering essay questions on assignments and tests and journal writing will enhance writing skills. The AP French Language and Culture course is structured around six themes: families and communities, contemporary life, personal and public identities, global challenges, science and technology, and beauty and aesthetics.

### F662 Le Français à Travers la Literature Contemporaine et le Cinema \*

This course is designed for sixth formers who successfully passed the AP exam and would like to pursue further their study of French. The class will deepen their speaking, reading, writing and listening skills with the contemporary fable "Monsieur Ibrahim et les Fleurs du Coran". This will be achieved with different media including the internet and film. *\*Not offered every year. Spring Trimester only.*

## LATIN

### L112 LATIN I

This first year Latin course will cover the basics of Latin grammar via a primarily reading based approach, although there will be grammatical topics covered in depth in every chapter. These grammar units comprise the basics and essential units of eventually learning to read, interpret and understand Latin in its original. Students will be expected to learn about the vocabulary, grammar and cultural readings within each chapter. By the end of the year, it is expected that students will have a solid understanding of nouns and noun cases and grammatical functions, noun-adjective agreement, pronouns, verbs in the indicative mood, as well as basic sentence structure, including some subordinate clauses.

### L222 LATIN II

This second year Latin course begins with a systematic review of Latin I grammar and syntax. Students are then introduced to more complex grammatical constructions, such as the ablative absolute, the subjunctive mood of verbs, different types of indirect speech, temporal and causal clauses, as well as gerunds and gerundives. As sentences become longer and more complex grammatically, students are expected to be able to diagram sentences as well as various types of clauses.

Prerequisite: Students must have taken Latin I at Salisbury School, or the equivalent at their previous institution.

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### L332 LATIN III - Survey of Latin Literature

Latin III is the transitional course during which studies shift from “schoolbook” Latin to reading from major authors in the original Latin. The course is designed as a survey course and students will generally read 2-3 major authors in Latin, with access to notes and vocabulary as needed. Students will also review sentence forms and grammatical constructions as needed. Students are expected to become familiar with poetic and rhetorical devices deepen their critical thinking skills as they prepare argumentative essays, which are an important step for AP Latin. Major authors studied may include: Caesar, Catullus, Cicero, Horace, Ovid, Sallust and Vergil. This course is the equivalent of a 5<sup>th</sup>-6<sup>th</sup> semester in College, and students are evaluated according to this standard.

Prerequisite: Students must have completed Latin II at Salisbury of the equivalent at their previous institution.

### L441H LATIN IV: MAJOR AUTHORS

Latin IV is the final pre-AP stage. Students will regularly read Latin authors in the original Latin and are expected to become close, analytical readers of Latin. They will be required to interpret meaning of vocabulary within context, and render translation into proper, idiomatic English. Students are expected to be able to write papers covering cultural and literary aspects of Rome relevant to the authors being studied. Previous authors have included Julius Caesar, Cicero, Horace, Lucretius, Sallust, Seneca the Younger and Vergil. This course is the equivalent of a 5<sup>th</sup>-6<sup>th</sup> semester in College, and students are evaluated according to this standard.

Prerequisite: A satisfactory grade in Latin III and permission from the instructor and Dean of Studies.

### L551 Advanced Placement LATIN\*

AP marks the final stage in a Latin student’s career. Students will focus on selections from Vergil’s *Aeneid* and Caesar’s *De Bello Gallico*. Students will gain an appreciation of both authors as they develop critical analysis skills of literature. They will achieve this through regular readings of the Latin text, as well as frequent written analysis of the text. Students will be graded on a strict standard of Latin translation, the ability to draw meaning from text, as well as the application of various literary and rhetorical devices. Students will also be expected to draw inferences and analogies between the ancient and the modern world. It is expected that a student who enrolls in this course will take the AP: Latin exam, and hopefully earn college credit. (Permission of the Instructor and the Director of Studies is required.)

### G331 INTENSIVE CLASSICAL GREEK\*

Intensive Classical Greek is a fast paced course and is intended for upper level students who have completed at least 3<sup>rd</sup> year Latin at Salisbury (or their previous high school) in good standing. The course will study the language, cultural and historical traditions of Ancient Greek, and their impacts upon American Society.

Prerequisite: Enrollment is prioritized to students who are familiar with inflected languages. Given the fast pace and intensive nature of the course, students should be motivated, mature and ready to tackle difficult grammatical topics at a fast pace.

\* Not offered every year

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## SPANISH

### SP112 SPANISH I

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary.

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Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of aural activities. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

### SP222 SPANISH II

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish as well as reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means. Homework assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class, but also enable students to participate in class discussions. Completion of homework assignments is essential to success in this course. Continuous effort to use the target language is essential. Active participation is a must!

### SP221 SPANISH II Honors

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish as well as reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means. Homework assignments are an integral part of this course as they not only reinforce concepts and skills that are introduced in class, but also enable students to participate in class discussions. Completion of homework assignments is essential to success in this course. In an effort to better prepare students for further honor classes and the Advanced Placement Course, it is imperative that students in Level 2H exhibit diligence with regard to attitude and work ethic. Continuous effort to use the target language is essential. Active participation is a must!

### SP332 SPANISH III

Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, oral/aural assignments, presentations, dialogues, short compositions, and other displays.

### SP331 SPANISH III Honors

Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed

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using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, oral/aural assignments, presentations, dialogues, short compositions, and other displays. In addition, the following ancillary materials may also be utilized: Total Physical Response storytelling materials, novels, short stories, soap operas, and authentic realia such as but not limited to frequent level-appropriate listening activities that correspond to the textbook as well as music, radio announcements, podcasts, SAT II Spanish, and pre-AP activities, newspapers, magazines, Wiki's and other online exercises. In an effort to better prepare students for further honor classes and the Advanced Placement Course, it is imperative that students in Level 3H exhibit diligence with regard to attitude and work ethic.

### SP442 SPANISH IV

Spanish IV aims at developing and improving students' oral and written communication through the continued study of the language, literature and culture of Spain, Latin America and Hispanic communities in the United States. It also seeks to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening this way students' awareness and understanding of the cultural diversity of the Spanish-speaking world. The course is organized by themes based on contemporary social, political and cultural issues of Spanish-speaking societies such as: cultural identity, the changing roles of women and family, economic development and its effects on cultural heritage and environment, and the individual's rights in the political system.

### SP441 SPANISH IV Honors

In this course, students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish; understanding oral and written messages in Spanish; and Making oral and written presentations in Spanish. They will show a greater level of accuracy when using language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read materials on familiar topics and write short directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as the use of authentic materials to learn about the culture. Honors Spanish IV provides students with a review of grammar and vocabulary taught primarily in the target language. They will also begin reading literature and speaking in Spanish during class. Critical reading selections, oral presentations, and writing assignments promote the student's ability to communicate their ideas in correct Spanish.

### SP552 SPANISH V/Advanced Placement SPANISH

This AP Spanish Language and Culture course is conducted primarily in Spanish with authentic materials from the Spanish-speaking world. This course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Spanish Language and Culture Examination.

The instructional philosophy of this course includes the integration of the four required language skills that are critical to the successful usage of Spanish: reading, writing, speaking, and listening. The general flow of each week's work comprises of vocabulary, grammar structure, literary analysis, application of passive and active vocabulary, supplementary reading, and finally, writing assignments and tests.

The AP Spanish Language and Culture class will be conducted exclusively in Spanish. Students are required to speak Spanish as much as possible in the classroom and in Skype sessions. Students are also expected to read and write essays in Spanish on a weekly basis.

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## SP552 SPANISH VI Honors: Advanced Topics in Post-AP SPANISH

As a post-AP offering, this full-year course will build upon the knowledge and understanding of the history and culture of the Spanish-speaking world begun early in the Spanish curriculum, where the focus on comparison of the experience of others to our own fosters empathy and better prepares our boys for the challenges of our multicultural world. Students will complete an in-depth study of an individual Spanish-speaking country (one per student), covering history and culture and including current issues and events. Representative literary works will reflect the major historical, cultural and social movements of the countries under study and will include poems and short stories as well as essays, documentary films, and podcasts. In addition, through visual art, literature, and short films the class will explore topics such as: The other; The immigrant, the exiled and the displaced; The dreamer and the fool; and Men and women in the 21st Century while providing opportunities to enhance written communication through autobiography, letters, reviews, essays and creative writing.

## MATHEMATICS

The Salisbury Mathematics department aims to help each student build a solid foundation in mathematics. We accomplish this goal by offering a challenging curriculum that focuses on perseverance, collaboration, and problem solving. We help our students improve their skills by applying feedback, fostering learning and growth through mistakes and challenges. Fluency with data, computing competency and financial literacy imbue our curriculum at all levels.

NOTE: Placement in all levels of mathematics is determined by performance in previous courses and recommendations from teachers, and is finalized by the Mathematics Department Chair and the Director of Studies.

### M112 ALGEBRA I

This full-year course extends students' knowledge and understanding of the real number system and its properties through the study of variables, expressions, equations, inequalities, and analysis of data derived from real-world applications. Emphasis is placed on making connections between numerical, graphical and symbolic approaches. Topics include linear equations and inequalities, linear systems, relations, functions, polynomials and factoring, graphs, fractional expressions and equations, radical expressions and equations, and computer applications. The skills emphasized in Algebra I provide a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses.

### M113 ALGEBRA I

This course covers the following topics: arithmetic review, number theory, proportions and percentages, algebraic expressions, polynomials, one-variable equations and inequalities, the real number system, equations, polynomials and factoring, graphs, linear functions and equations, systems of equations and inequalities, and verbal problems. It is expected that students in the course will continue into M223, which incorporates additional algebra topics into the study of geometry.

### M222 GEOMETRY

The course covers basic concepts and proofs, congruence of triangles; perpendicularity, parallel lines and related figures, polygons, right triangles and the Pythagorean Theorem, circles, areas and volumes, and coordinate geometry.

Prerequisite: Algebra I

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### M223 GEOMETRY

This course covers the same topics as Geometry 222 with a lesser emphasis on formal proof and greater emphasis on application. The course also provides further exploration and application of algebraic methods as review and also to solve geometric problems.

Prerequisite: Algebra 1

### M331 ALGEBRA II/TRIGONOMETRY Honors

Topics in this honors level course include the real number system; linear and quadratic equations and inequalities; relations and functions; conic sections and their graphs; exponential and logarithmic functions; complex numbers; sequences and series; and trigonometric function, identities, and equations. This course involves extensive use of a graphing calculator.

Prerequisites: Algebra I and Geometry

(Permission of the Mathematics Department Chair and the Director of Studies is required.)

### M332 ALGEBRA II

Topics include the real number system, solution of linear and quadratic equations and inequalities, relations and functions, conic sections and their graphs, exponential and logarithmic functions, complex numbers, sequences and series, trigonometric function, identities, and equations and review for the SAT I and SAT II. This course involves extensive use of a graphing calculator.

Prerequisites: Algebra I and Geometry

### M333 ALGEBRA II

This course proceeds at a slower pace, covering the Algebra 332 course syllabus except for trigonometry. This course involves extensive use of a graphing calculator.

Prerequisites: Algebra I and Geometry

### M440 INTRODUCTION TO PRE-CALCULUS

This course is designed to solidify students' algebraic foundation in preparation for pre-calculus.

Topics include an in-depth review of the concepts taught in the first two algebra courses, solving and graphing linear and quadratic equations and functions, and analyzing the graphs of these functions. Additional topics include the rational functions, conic sections, exponential and logarithmic functions, systems of equations and inequalities, matrices, sequences and series, and probability. A graphing calculator is required.

Prerequisite: Algebra II

### M441H PRE-CALCULUS Honors

This honors level course provides thorough preparation for further study of calculus. Topics include real numbers, polynomial, exponential, and logarithmic functions; trigonometry, conic sections, polar coordinates, probability, determinants and matrices. Review for SAT II Math Level II test is included.

Prerequisite: Algebra II Honors

(Permission of the Mathematics Department Chair and the Director of Studies is required.)

### M442 PRE-CALCULUS

This course provides preparation for the study of calculus. Topics include real numbers, polynomial, exponential, and logarithmic functions; trigonometry, conic sections, polar coordinates, probability, determinants and matrices. Review for the SAT I and SAT II Math Level I are included.

Prerequisite: Algebra II

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### M442P PROBABILITY and STATISTICS

This course provides an introduction to probability modeling and statistical inference. Topics include basic probability models, combinatorics, random variables, discrete and continuous probability distributions, statistical estimation and testing, confidence intervals and an introduction to linear regression. MS Excel and graphing calculators will be used extensively.

Prerequisites: Algebra II. Open to 6<sup>th</sup> form.

### M442D TOPICS IN DISCRETE MATHEMATICS

This course will use problem solving and reasoning skills to explore areas of mathematics not traditionally covered in earlier courses of study. It is the study of mathematics dealing with objects that have distinct separate values that lends itself to a wide variety of real world applications. Topics will include counting and sorting techniques, the exploration of combinations, game strategies, the appropriate use of building tree diagrams, and the many applications of networking. MS Excel and graphing calculators will be used extensively.

Pre-requisites: Algebra II. Open to 6<sup>th</sup> form.

### M552 CALCULUS

This course covers differential and integral calculus. Review for the SAT I and SAT II Math Level II test are included.

Prerequisite: Pre-Calculus.

### M551 Advanced Placement CALCULUS AB

Designed to follow M441H, this course follows the proscribed AB Calculus curriculum. Topics in differential and integral calculus are covered to prepare students for the Advanced Placement exam in May.

Prerequisite: Pre-Calculus M441H or by permission of the Department Chair.

(Permission of the Mathematics Department Chair and the Director of Studies is required.)

### M661 Advanced Placement CALCULUS BC

Designed to follow M551H, this second-year Advanced Placement Calculus course follows the proscribed BC syllabus and prepares students for the Advanced Placement exam in May.

Prerequisite: AP Calculus AB. (Permission of the Mathematics Department Chair and the Director of Studies is required.)

### M771 Advanced Placement STATISTICS

This course follows the proscribed AP Statistics Curriculum and prepares students for the Advanced Placement exam in May. (Permission of the Mathematics Department Chair and the Director of Studies is required.)

### M881 MULTIVARIABLE CALCULUS

A thorough introduction to multivariable calculus and mathematical methods used to solve problems in three dimensions. Topics include limits, continuity and differentiability in several variables, Lagrange multipliers, Taylor's theorem, multiple integrals, integration on curves and surfaces, Green's, Stokes' and divergence theorems. While the course emphasizes concrete computations over proof, it demands that students move beyond thinking of mathematics as a set of rules and algorithms to memorize, approaching problems with greater independence and maturity.

Pre-requisites: AP Calculus BC with an exam score of 4 or 5.

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### M991 Advanced Placement COMPUTER SCIENCE A

The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction and follows the proscribed curriculum for the AP.

### M992 Advanced Placement COMPUTER SCIENCE PRINCIPLES

The course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Fourth form or above.

## **ECONOMICS and ENTREPRENEURSHIP**

### E442P ECONOMICS

This year long course introduces students to fundamental economic concepts and emphasizes how the principles of economics relate to each other and to the overall structure of economic systems. Students will use economic concepts to better analyze, comprehend and explain personal, community, national and global economic issues. Though not a math course, students will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. Where applicable, Excel skills will be developed and strengthened as spreadsheets are utilized in the investigation of economic concepts. From time to time, guest speakers and field trips may be incorporated into the curriculum.

### ES441 Advanced Placement MICROECONOMICS

Prerequisite: Economics or all three trimesters of the Entrepreneurship series. This course covers the prescribed course of study in preparation for the AP exam in May.

### EE440 ENTREPRENEURIAL STUDIES

Trimester I and II:

Entrepreneurship in History – Students will gain an appreciation of the role of entrepreneurs in history through the investigation of entrepreneurship in different sectors and time periods. The interrelationship between scientific/technological discoveries and entrepreneurial development will also be examined. Students explore a myriad of applications of algebra in the world of business. Topics include an introduction to accounting, microeconomic theory, corporate valuation and the many implications of the time value of money. The spreadsheet is taught and used extensively as a learning and presentation medium.

Business Ethics – Interspersed throughout the course and interwoven within projects, the topic of business ethics will be addressed, debated and acted upon over the first two trimesters and put in practice in developing and executing the business plan.

Trimester III:

The Business Plan

Over the course of the final trimester, students apply many of the concepts learned over the previous two trimesters to determine the viability of their business idea and then draft and finalize a business plan that they will present to members of the school administration. If they are successful in presenting and defending their business plan they are provided funding to execute their business plans in their sixth form year.

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## SCIENCE

The Science department strives to instill in our students a sense of curiosity about the natural and physical world, along with a development of sound knowledge and competency in scientific skills. Students will develop critical reasoning skills to observe, interpret data, solve problems, and develop well supported conclusions. We strive to develop the communication skills in our students to ask and answer sound questions and convey their understanding in different ways: mathematical, verbal, or visual. We hope to convey the broad application of science to other academic disciplines and the world as a whole. In short, we try to develop independent learners who can use their scientific toolkit as a method of inquiry, problem solving, and life-long learning.

### S112 FIELD STUDIES

The course in Field Studies is designed to expose Third Form students to essential concepts of natural and physical sciences utilizing field and laboratory studies. The landscapes of the Salisbury School campus and the surrounding area provide an ideal outdoor classroom through which students will gain exposure to concepts that are the foundation of studies in Biology, Environmental Science, Forestry, and Geology. The fall trimester is devoted to studies of ecosystem function, including energy transfer through feeding relationships, species identification, and geological principles that underlie the surrounding ecosystems. The winter trimester tends to restrict us from outdoor field studies. During this time, students will learn quantitative aspects of science by exploring mathematical concepts that are fundamental to Physics and Chemistry. In the spring trimester we return to field studies, concluding the year with a comprehensive study and report on vernal pool ecosystems.

### S112CP CONCEPTUAL PHYSICS

Using the Modeling Instruction approach, students will carry out authentic, guided scientific inquiry as they build their knowledge of basic principles of mechanics: velocity, acceleration, forces, Newton's Laws, and energy. Each unit will begin with the observation of a new phenomenon, taking measurements, and then looking for a pattern to build conceptual, graphical, and mathematical models. Crucial aspects of this approach are group discussion, peer collaboration, and careful, evidence-based explanations to the group.

### S221 BIOLOGY Honors

This honors level course is an accelerated version of Biology S222. (Permission of the Director of Studies is required.)

### S222 BIOLOGY

This course examines the structure and function of living organisms as seen through the historical development of biological concepts beginning with the cell. The relationship of living organisms to their environment, the progression from simple to complex, and continuity in change are essential elements of study

### S332CN COGNITIVE NEUROSCIENCE

This course will explore the connection between the brain, the body, and our behavior. The first unit will cover the psychology of the self with a close look at brain anatomy, brain area functions, and how this organ connects to the rest of the body. Dissections, brain mapping, and imaging will be utilized for this unit. The second unit, the psychology of networks, will explore how our brain and body connects with our immediate world. Experimentation and research will assist students in gaining a deeper understanding of their personal networks. The third unit, the psychology of power and influence, will explore how individuals use the power of the mind to influence or be influenced by the minds of others. Portfolios and biographies will assist in analyzing particular case studies. Prerequisite: Biology

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### S332E ENVIRONMENTAL SCIENCE

This course explores environmental issues from three vantage points: the unspoiled natural world, man's impact on the natural world, and possible resolutions to problems. Students investigate historical and current ethical issues in man's use of the natural environment. Extensive field work is integrated into the course as a means of exploring the various ecosystems on the School's acreage, including streams, lakes, forest, and ponds.

Prerequisite: Biology

### S442 AN ANATOMY and PHYSIOLOGY

This is an elective science course that offers an overview of the internal and external structures and functions of the human body. This is to further promote the student's general awareness of their own personal health and wellness, while in turn allowing our students an opportunity to learn how their bodies utilize outside sources and function both on and off the turf field. Study begins at the cellular level and includes each of the body systems and functions. This elective is geared towards students who are interested in achieving a greater understanding of the human body; this course will offer the boys an opportunity to understand how the young athlete's body works both in and out of the game.

### S342C CHEMISTRY

This is an introductory chemistry course covering the following topics: an introduction to matter; compounds, mixtures, and elements; the metric system; measurements in science; atomic structure; the periodic table; chemical formulas and equations; stoichiometry, gases, water, and solutions; thermochemistry; reaction rates, equilibrium, acids, and bases; oxidation/reduction; and some carbon chemistry. This course stresses applications of chemistry concepts to the environment, energy, nutrition, and to materials and processes in our world. Numerical problem solving and the ability to communicate scientific ideas are key skills that are developed and used throughout the course.

Prerequisites: Biology and Algebra I

### S341P PHYSICS Honors

This honors level course is an accelerated version of Physics S342S.

Prerequisite: Biology and Algebra II (Permission of the Director of Studies is required.)

### S342S PHYSICS

Physics and Honors Physics are taught using Modeling Instruction, in which the students actively build scientific models of motion by analyzing their own data. The group is seen as a scientific community; discussions and presentations within that community are crucial to developing the physics models. The boys must question each other and justify their reasoning to each other. The classroom features a large elliptical table where the students and teacher sit together, as well as tables and benches throughout the room for doing lab work. The course covers Newtonian mechanics, energy, momentum, electricity, and magnetism. The Honors class covers the material in more depth and mathematical complexity and may have time for extra topics in the spring term.

Prerequisite: Biology and Algebra II

### S442F FOREST SCIENCE

The purpose of the course is to teach students about forest ecology and the practice of forestry. The range of topics is comprehensive, and covers the scientific, technical, and social aspect of American forestry. The course introduces students to the importance of healthy forests as a contributing factor to ecological and economic stability. Salisbury School is situated within its own 600 acre forest, which serves as an outdoor laboratory for much of the students' field work. The course covers twelve topics, including tree identification and dendrology, plant physiology, forest ecology, stress, forest genetics, measurements and sampling, silviculture, wildlife, policy and economics, and forest products. Recent

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issues of global significance include carbon sequestration, deforestation, and the impacts of invasive species. In addition, students prepare independent presentations in forest hydrology, the role of fire, and mapping.

Prerequisite: Biology

### S442G GEOLOGY

Students study various landforms and learn to interpret the geologic processes at work that led to their formation. Included are: weathering and erosion, sedimentation, volcanism, plate tectonics, glaciation, stream features, and the geology of Connecticut and Cape Cod. The course centers on field study to interpret various landforms. Topographic maps, stereo-aerial photographs, and lectures supplement fieldwork. On field trips students examine various features throughout Connecticut and New York. A three-day trip to Cape Cod in May culminates the field studies of glaciation, beach features and the action of the wind.

Prerequisite: Biology

### S442T TINY HOUSE/STEM FOUNDATIONS

This course involves the application of science concepts and processes to design and build a very small house. Project planning, teamwork, identification of problems and development of alternative solutions; research; experimentation; computer-aided design; construction; testing; and communication are key components of this course. Students will create budgets and timelines; seek outside help as needed to address technical challenges; design and carry out experiments; select materials based on energy efficiency, safety, aesthetics, and environmental impact; and evaluate competing construction techniques. Design and construction will span a **two-year period**, with testing and revisions throughout the process. Students will document the project from the beginning and communicate their work in written and oral form. Fourth form or above. (Permission of instructor is required.)

### S441B Advanced Placement BIOLOGY

This course follows the prescribed Advanced Placement Biology curriculum and prepares students for the May AP exam.

Prerequisites: Biology and Chemistry (Permission of the Director of Studies is required.)

### S441C Advanced Placement CHEMISTRY

This course follows the prescribed Advanced Placement Chemistry curriculum in preparation for the AP examination in May.

Prerequisites: Chemistry and Algebra II (Permission of the Director of Studies is required.)

### S441E Advanced Placement ENVIRONMENTAL SCIENCE

This course follows the prescribed Advanced Placement Environmental Science curriculum in preparation for the AP examination in May.

Prerequisites: Biology and Algebra II (Permission of the Director of Studies is required.)

### S441P Advanced Placement PHYSICS C

This course follows the prescribed Advanced Placement Physics C curriculum and prepares students for the required May AP examinations in *both* Mechanics and Electricity and Magnetism.

Prerequisites: Physics and Calculus (Permission of the Director of Studies is required.)

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## Science Trimester Electives

### S550 LINGUISTICS

This course will provide a brief introduction to several aspects of linguistics, the formal study of human language. Students will learn how to describe the patterns found in human language structure through explorations of the universals and the variations. Probable topics: the International Phonetic Alphabet, phonology/morphology, syntax, language acquisition and dialects of English.

## PHILOSOPHY & RELIGION

Courses in the Philosophy and Religion Department explore the religious, ethical and philosophical voices that continue to shape our global context. Students begin this process in their fourth form year with the study of religion and its various manifestations through a survey course on the world's major religions. During their fifth form year, students move deeper into the abstract and often complex conversations through one of the various electives in the study of philosophy. Finally, during their sixth form year, students will apply the moral and philosophical principles through one of the various electives in the study of ethics. As each course meets the students where they are, there are no prerequisites for these classes. Three to four year students must complete at least three trimesters of Philosophy and Religion at Salisbury in order to graduate. Incoming fifth and sixth formers must complete a trimester of the respective section each year they attend Salisbury.

## IV FORM (10<sup>th</sup> Grade)

### P446 WORLD RELIGIONS

As an introduction to the study of Philosophy and Religion, this course will introduce fourth formers to religion as a human response to the sacred. Students will explore how various global traditions approach myth, stories, symbols, rituals, ideals and ethical practices as a way to live and die in a meaningful way. This introduction will provide a framework through which students can reflect on their own experiences, as well as prepare them for further exploration, spiritual engagement and study. Traditions include: Hinduism, Buddhism, Judaism, Christianity and Islam.

## V FORM PHILOSOPHY ELECTIVES (11<sup>th</sup> Grade)

### P445 INTRODUCTION to PHILOSOPHY

The ancient Greek philosophers Socrates, Plato and Aristotle put down a foundation of philosophical thought. This course will start the journey there and travel through the intervening centuries to modern day thinkers like John Rawls, Ruth Benedict and A.J. Ayer. In between we will discover great minds and their widely varying thoughts regarding the proper conduct of life and its deeper meaning.

### P447 THE OUTSIDER – GENESIS and BEYOND

In a world that grows more connected and, at the same time, more divided, this course will investigate the ethical implications of the “outsider” and issues of justice, human rights and radical solidarity. Engaging in this conversation with a critical look at the book of Genesis and the motif of the “outsider,” this class will look to scholarship, film and contemporary events that can bring to light the complex reality that creates division, separation and (ultimately) alienation. Students will also have the opportunity to research topics of their own choice for more in-depth learning.

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### P442AB THE ANATOMY of BLISS

What is happiness and how is it achieved? This class will explore different conceptions of the idea and concepts of “happiness” as demonstrated by philosophers, rulers, historians, psychologists, religious figures and novelists: ancient and modern. It will begin with a look into the early religions of Judaism, Christianity and Buddhism and what they considered to be the ultimate meaning of life, how it’s attained and its relation to happiness.

### VI FORM ETHICS ELECTIVES (12<sup>th</sup> Grade)

### P448 ECOLOGY and ETHICS

This course will offer students an ecological framework through which to engage ethical questions about the world and the human as inhabitant and caretaker. Beginning with the biblical creation narrative, the class will quickly move to the contemporary questions surrounding our relationship to the earth. Careful consideration will be given to the sustainability of life and the process of approaching the reality and its complex ethical nuances. While these investigations will center on case studies and discussion, outside speakers, contemporary film and student research projects will all contribute to the process of learning.

### P447EQ ESSE QUAM VIDERI

In this class we will investigate the moral motivations of historical figures who, by those convictions, take action toward service. Through films, essays and writings, the class will come to know more about figures such as Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Dorothy Day, Dalai Lama, Wendell Berry, Nelson Mandela, and Oskar Schindler in order to recognize how their respective philosophical, theological and ethical framework takes shape and how the resulting convictions move into social, political and religious action.

### P449RI RADICAL INCLUSION: SOCIAL JUSTICE ETHICS in the GOSPEL OF LUKE for TODAY

Students taking this course will explore Luke's gospel in the New Testament in depth. The emphasis of our study will be Jesus' practice of Radical Inclusion – that is, a specific mission to bring those members of his society who were often excluded from religious and social realms, such as the poor, the sick, the disabled, the stranger, and the sinner into his "kingdom." We will contextualize this social and religious reality in its time by developing an understanding of the systems of oppression and exclusion which Jesus challenged. Students will connect this study to our world today, exploring systems of exclusion and oppression on a local, national, and global scale. It will culminate with students designing and launching an activism project that responds to issues they see as critical to the creation of a world that is more socially just.

## ART

At Salisbury, the arts are a place for students to unearth their creative potential and give voice to big ideas. In a warm and welcoming environment, our curriculum explores technique and skill building, theoretical and hands-on activity, and artistic ways to problem solve. Our art department offers both the inquisitive beginner and the seasoned artist an elective that is customized to his interests. Whether the boys wish to engage in the studio arts, wood working, music, boat-building, graphic design, photography, film-making, theater, or a myriad of other opportunities, our classes provide a climate where self-expression is celebrated. More than just a creative outlet, our lessons in art literacy encourage students to consider the broader implications of art in today's society.

In addition to the studio courses offered during the academic day in both the fine arts and music, we provide time for extracurricular participation in drama, music lessons and ensembles. The Ruger Fine

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Arts Center and Field Music Center are accessible twenty-four hours a day and students are encouraged to take advantage of our state-of-the-art facilities during their free periods.

### A112BW BLACK and WHITE PHOTOGRAPHY

In this course, students use 35mm film cameras and learn about light exposure, shutter speeds and film types. Attention is given to subject selection, design, light and composition. Instruction in film development and printing follow including understanding of chemical use, printing techniques and dry mounting of finished prints for display.

### A112C INTRODUCTION to CERAMICS

In this course, students will be introduced to the basics of clay. Learning both slab technique and coil method, they will be able to create decorative and/or functional pieces. In addition, they will have the opportunity to learn how throw pots on the wheel. Various glazing methods will be introduced to achieve exciting color options. Different project opportunities will be introduced each term.

### A326IP INTRODUCTION to PRINTMAKING/ETCHING

This class explores etching and “drypoint” techniques, printing an incised line from a metal (zinc and copper) plate. Some previous drawing experience is helpful but not an absolute necessity. A combination of traditional methods and the more modern, safer mordants used for the etching process are employed. Experimentation and creative inking of plates are encouraged rather than simply producing multiple copies or editions (fall).

### A112P INTRODUCTION to PAINTING

This class is for both the beginner and the more advanced student and offers a foundation in painting techniques, with emphasis on color theory and composition. Working with acrylic on canvas, projects will be executed in large format and will include self-portraits, working from direct observation (still-life), and copying a Master. Different project opportunities will be introduced each term (Fall, Winter, Spring).

### A112DP INTRODUCTION to DIGITAL PHOTOGRAPHY

Introduction to Digital Photography is an introduction to all aspects of contemporary photography. Students will develop a working knowledge of the Canon DSLR cameras that we have in studio. They will be required to use Adobe Bridge and Photoshop to archive and manipulate their images. They will also explore how their iPhones and Android cameras can be used to produce professional quality imagery. We will be using our large format printer to produce archival, gallery quality prints and posters. Projects that we will be working on include the following: Black and White with a Splash of Color, Digital Collage and Painting, Triptychs, Album Covers, The Night Sky, Sports Photography and a Final Portfolio.

### A112FM INTRODUCTION to FILM MAKING

Introduction to Film Making is an introduction to all aspects of digital video production including planning, producing and editing. We will develop a working knowledge of our various DSLR and 4K video cameras and their many functions. Students will be required to edit their videos using Adobe Premier, After Effects and Photoshop. Projects that we will be working on include the following: Stop Motion Animation, Time-Lapse Photography, Documentary Short, Sports Videography, and a Final Short Film.

### A242GD INTRODUCTION to GRAPHIC DESIGN

Introduction to Graphic Design offers students an opportunity to learn and apply techniques and theories of graphic design to communicate a visual message. Students will be familiarized with the

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history of graphic illustration, basic visual literacy and the principles and elements of art in composition. In the computer lab, students will work to develop competency in computer illustration through a better understanding of Adobe Design Standard which includes the use of: image manipulation, layout, typography, color editing, graphic standard formats and output print mechanisms.

### A242IC INTRODUCTION to CARDBOARD 3-D SCULPTURE

This is an “all-in” group collaborative effort to create a larger-than-life cardboard installation (yet to be determined) for the 16<sup>th</sup> Annual Fall Scarecrow Contest in downtown Salisbury. With cardboard as the primary medium, students will learn how to make giant dimensional figures, from the first design conception to the final installation. Using their newly acquired skills, students can then follow this project with a final cardboard 3-D creation of their own choosing. Beginners welcome!

### A242W WOODWORKING

This course is an introduction to hand and power tools through the construction of a piece of furniture, making use of traditional and contemporary wood joinery techniques. Safe use of equipment, craftsmanship, design, and structural problem solving are key elements of the course, along with an appreciation of “low tech” tools such as hand planes and scrapers. During construction of the table, a student learns how to mark out project pieces accurately and set up machines for cutting; dress rough lumber in preparation for finish cutting; and one of the various methods of applying a finish to the final piece.

### A2420 OBJECTIVE DRAWING

This course is designed for the student who wants to learn to draw realistically and improve his ability to draw from observation. The course presupposes that seeing and drawing abilities are not solely functions of “talent” but are, rather, skills that can be taught and learned. Observations from life, from both set compositions and landscape, are explored with pencil and ink. The main focus of the course is to provide the student with techniques to develop his visual skills and manual control further, along with work in composition and abstract structure (fall).

### **TWO-TRIMESTER COMMITMENT (WINTER & SPRING)**

#### A242B BOATBUILDING

The Art Department has offered boat building since 2003. Students are able to select a boat from two options: a manufactured kit from [Chesapeake Light Craft](#) or a skin-on-frame canoe. In the former case, the options are varied, and students are referred to the CLC catalog. The skin-on-frame canoes, the more economical option, are built from scratch and incorporate a degree of woodworking training and skill. In either case, this is a two-trimester project. Each year in late spring, the department hosts a boat launching down at the boathouse, celebrating the success of each student’s project (Winter, Spring).

## MUSIC

### A122DM DIGITAL MUSIC

This class has its major focus in music production but utilizes digital film as well. The class is a combination of music composition and film making using iMovie. The students compose music with Reason, a powerful midi program, and Protools, the standard in the industry for recording. The work is focused on improving musical skills as well as learning many of the innovations that are possible using computer based applications.

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### A242J JAZZ HISTORY

The History of Jazz takes an in-depth look at America's music, starting with field hollers and work songs. New Orleans is the birthplace of this art form that grew up and matured in many locations across the United States. It is now performed throughout the world and is regarded as America's greatest cultural achievement. The study of this music is a look at America from the eyes of the disenfranchised, which gives us a different approach to modern American history. The students will gain the knowledge for a lifelong appreciation of this powerful art form.

### Mu300CE CLASSICAL ENSEMBLE

Classical Ensemble emphasizes small ensemble skills including musicianship, intonation, interpretation, and performance practice. Students are encouraged to practice as an ensemble outside of their time together in class. The course is open to all string, brass, woodwind, keyboard, and pitched percussion instrumentalists. The Classical Ensemble performs regularly throughout the year and meets formally twice a week during x-block.

### Mu300JE JAZZ ENSEMBLE

The Jazz Ensemble plays small group jazz with an emphasis on improvisation. Students play modern and post-modern compositions and learn theory as well as strategies for performance. The students learn to play in an ensemble setting and learn the nuances of the various compositions. The group meets formally three times a week during x-block.

### Mu300RE ROCK ENSEMBLE

The Rock Ensemble plays a wide range of rock music and its roots, the blues. Members learn classic rhythmic patterns and theory to help them understand and perform the music. The group meets formally twice a week during x-block. In addition, there are numerous special workshops throughout the year. These have included: Middle Eastern drumming, African drumming, sound improvisation, rhythm section workshops, and master classes in jazz, hip-hop, and digital music. Performances by world-renowned musicians have been enjoyed.

Please direct all questions to:

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